

GENDER INFLUENCE ON EMOTIONAL INTELLIGENCE AND PROFESSIONAL DEVELOPMENT AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT: *The study was focused to determine the effect of gender on emotional intelligence and professional development in male and female secondary school teachers. The objectives of the study were, i) comparing male and female secondary school teachers on the variable of emotional intelligence ii) comparing male and female secondary school teachers on the variable of professional development. The research study was co-relational and comparative study with survey type. The factors of emotional intelligence that are closely related to the professional development of secondary school teachers have been explored through distributing and receiving back the filled questionnaires from the secondary school teachers working in Islamabad model school and colleges Islamabad (urban) district. The sample consisted of 200 secondary school teachers (100 male and 100 female teachers). The questionnaires were based on a five point Likert Scale. Two sets of questionnaires were prepared and used separately for male and female SSTs. There were few common items and few different. Once the data were selected, it was presented and tabulated. The data was analyzed using statistical tools, i.e. percentages, mean scores, standard deviations, correlation and t-test scores. The item total correlation and inter-scale correlation coefficients suggested that both scales and their sub-scales are also strongly and significantly correlated to each other at 0.01 levels of significance. Some major findings of the research study indicated that female secondary school teachers were more emotionally intelligent and professionally developed than male secondary school teachers. Both variables emotional intelligence and professional development seemed to correlate with gender significantly at 0.01 levels. High mean scores of female secondary school teachers indicated high level of emotional intelligence and professional development and low mean scores of male secondary school teachers indicated low level of emotional intelligence and professional development as compared to females.*

Keywords: Professional Development, Emotional Intelligence, Secondary Schools Teachers, Educational Psychology, Teacher Education, Teaching Strategies

INTRODUCTION

The present study was conducted to assess the relationship between emotional intelligence and professional development in secondary school teachers. The research also explored gender differences in emotional intelligence and professional development in male and female secondary school teachers. From the Psychological point of view, intelligence is a multi-faceted mechanism and is defined by the presence of different cognitive abilities of human beings. Such cognitive abilities can include perception, attention, adjustability, positivity, mental soundness, optimistic attitude and good problem solving abilities. Emotional intelligence can be defined as “very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. The factor of emotional intelligence has a great impact on human beings, especially the teachers in the field of education”.

Educators and teachers often find themselves unable to bring their emotions under control in classroom situations. They are unable to deal effectively with the students in a patient manner. They get angry and aroused upon petty issues. They come to give a lecture and this has become their routine in school. But they have to perform other duties and responsibilities of the school other than their own duty of teaching. They sometimes seem to be preoccupied with other domestic issues which also may adversely affect their professional performance at schools. Such kind of interference may lead them towards high work stress and job

dissatisfaction [1]. Due to this high stress occupation of teaching, where a teacher has to cope with his job demands also and has to prepare a student also for the future, he/she thinks about getting dropped out during the first five years as they become unable to cope with the demanding pressures and challenges at work. So with pre-service training, teachers must be told the ways to deal with them as well as other’s emotional intelligence. The focus of teacher learning should be on professional activities in schools so that they can prepare students for future challenges and on participation in a community of learners to get interacted with the community members and to enhance the required knowledge and skills [2,3].

The quality of teaching always depends upon the mediating and moderating roles of teachers. He or she is there to mediate or moderate the process of teaching in any educational set up, from school to university level. In teaching process both the roles of males and females are important in running the school system smoothly. Female teachers take more work stress and get emotionally disturbed than male teachers because they have a different sort of interaction with students and such kind of interaction and attachment with the kids and students make them more sensitive towards their work [4]. Female teachers have to look after their home also and they have to train their own kids also. Such responsibility puts certain restriction on their work performance and professional development. While observing the situation of secondary school students in Pakistani context, the male secondary students are unable to

get controlled by female teachers only. As at this stage, children are in their late childhood stage and some are in their adolescence level. This level is psychologically characterized by a transition phase where children have certain issues with their gender, academics and personal lives and different hormonal changes which make them much emotional and egocentric. They seem to lead their fantasy lives and they try to make their dreams true. To achieve them they try to adopt any way which is right or wrong. At such stage they strongly need guidance and serious counseling. Female students seem to be very domestic, hard working and committed to their work. So they get controlled by female teachers. Keeping in view such individual characteristics, the secondary schools for male and female students are separately built in Pakistan. Female secondary school teachers also face certain domestic restrictions and other challenges and that is why they also prefer the separate teaching set ups. Female secondary school teachers prefer to teach in female oriented institutions. But the situation is totally different in higher education set ups. The only thing that is important is to create an intelligence level in teachers which can keep them successfully in training students. Emotional intelligence keeps the teachers intentional towards their work. They remain flexible, optimistic and hopeful. They find control over their aggressive tendencies and try to develop positive habits in their characters.

1.1. STATEMENT OF THE PROBLEM

When emotional intelligence skills are a focus on learning, teachers and students are building human development behaviors that are intricately related to the positive outcomes of achievement, goal achievement, and personal well-being. Level of emotional intelligence always differs in males and females, therefore this study investigated the effect of gender on emotional intelligence and professional development in secondary school teachers of Islamabad Model Colleges Islamabad.

1.2 OBJECTIVES OF THE STUDY

Following were the objectives of the study:

- 1) To compare the emotional intelligence of male and female secondary school teachers.
- 2) To compare the professional development of male and female secondary school teachers.
- 3) To find out the relationship between emotional intelligence and gender.
- 4) To find out the relationship between professional development and gender.

1.3 HYPOTHESIS

The following hypotheses were tested in the present study.

- H: There is no significant difference between emotional intelligence of male and female secondary school teachers.
 H₂: There is a significant difference between emotional intelligence of male and female secondary school teachers.
 H: There is no significant difference between professional development of male and female secondary school teachers.
 H₃: There is a significant difference between professional

development of male and female secondary school teachers.

H: There is no significant relationship between emotional intelligence and gender.

H₄: There is a significant relationship between emotional intelligence and gender.

H: There is a significant relationship between professional development and gender.

H₅: There is no significant relationship between professional development and gender.

1.4 SIGNIFICANCE OF THE STUDY

The present study found the effect of gender on emotional intelligence and professional development in secondary school teachers of Islamabad Model colleges. The researcher also investigated several factors of emotional intelligence responsible for the professional growth of teachers working at the secondary level in Islamabad Model Colleges. So this study provided various clues to secondary school teachers to adopt various ways and means to improve their professional development through emotional intelligence.

1.5 DELIMITATIONS OF THE STUDY

This study was delimited to the total number of the male and female teachers teaching at secondary school level in Islamabad Model Colleges Islamabad.

1.6 RESEARCH METHODOLOGY

1.6.1 Nature of the Research

The study used correlational and differential statistical designs with school survey researches.

1.7 VARIABLES

Following were the variables of the study.

1. Emotional Intelligence
2. Professional Development
3. Gender

1.8 OPERATIONAL DEFINITIONS OF VARIABLES

1.8.1 Emotional Intelligence

Emotional Intelligence was operationally defined as the capability of perceiving emotions, recognizing them and then expressing them in thinking pattern. This assembly of assembling and understanding and reasoning, emotions in self and others is called emotional intelligence.

1.8.2 Professional Development

In this research, professional development was measured in terms of how the teachers groom and progress within their field in order to become fully equipped with all resources and manpower available in the institutions.

1.8.3 Secondary School Teachers

The teachers who are teaching the secondary school classes, i.e. IX & X grades in the Islamabad Model Colleges for Boys and Girls in Islamabad (Urban) area.

1.8.4 Gender

The present research defined gender operationally as teachers with male and female categories or sexes.

1.8.5 Population

The population of present study included all the secondary school teachers of 19 (10 Boys and 09 Girls) Colleges (IMCS) in the Urban (city) area of Islamabad. The education sector of Islamabad Capital territory was comprised of five major areas. These areas made urban sectors and rural sectors. In urban sectors the city area of Islamabad capital was included and the rural sectors included four areas i.e Bhara Kahu, Sihala, Nilore and Tranol. Specifically, those teachers were selected from 19 (10 Boys and 09 Girls) Colleges (IMCS) in the Urban (city) area who were working in morning shifts of Islamabad. The source for the population of the study was taken from the Federal Directorate of Education, Islamabad (FDE, 2013).

I. All (19) Islamabad Model Colleges (Morning Shift) in Islamabad (Urban area).

II. All (200) male and female secondary school teachers working in morning shift of Islamabad Model Colleges for Boys and Girls Islamabad (Urban).

1.8.6 Sampling Procedure

Boys and Girls colleges were randomly selected which is the 50% of the population. 10 boys’ colleges and 09 Girls colleges were taken to collect data of the study. All secondary school teachers of the sample colleges were taken as the sample of the study. The study was conducted on a sample chosen from 100 teachers (50 males and 50 females) of Islamabad model colleges for boys and girls working under the federal directorate of education (FDE) Islamabad. The data were gathered by applying a simple random sampling technique for its collection. Out of all the secondary school teachers of Islamabad model colleges for boys and girls, random selection of different institutes was done.

1.8.7 Sampling Frame

Table 1: The sample of the study was as follows.

Islamabad Model Colleges for Boys (Morning Shift)			Islamabad Model Colleges for Girls (Morning Shift)		
	Population	Sample		Population	Sample
Colleges	10	10	Colleges	09	09
SSTs	100	50	SSTs	100	50

(FDE Consensus Report, 2013)

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.9 INSTRUMENTS OF THE STUDY

The instruments were administered by personal contact, during the study session before the summer vacations in Islamabad Model Colleges and following instruments were given to the secondary school teachers.

1.9.1 Emotional Intelligence Scale (EIS)

In order to assess the emotional aspect of students, Emotional Intelligence Scale [5] was taken into consideration. It consists of 34 items/statements with 10 factors (dimensions). There are no right or wrong answers to the statements. This scale is designed to understand the differences in individual reactions to various situations. The scale is actually meant to know the difference between individuals. The scale is self administering.

The ten factors in the test are self-awareness (SA), Empathy (E), Self motivation (SM), Emotional-stability (ES), Managing Relations (MR), Integrity (I), Self-Development (SD), Value Orientation (VO), Commitment (C), Altruistic Behaviour (AB). The scale was first administered on 200 executives and the scores obtained were subjected to factor analysis and ten factors were identified (Minakshi, 2010). The reliability and validity were also found.

1.9.1.1 Reliability of the Instrument

According to Minakshi [6], the reliability of the scale has been determined by calculating the reliability coefficient on a sample of 200 subjects. The split- half reliability coefficient has been found to be 0.88.

1.9.1.2 Validity of the Instrument

According to Minakshi [6], besides face validity, as all items are related to the variable under focus, the scale has high content validity. It is evident from the assessment of experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability, the reliability index has been

calculated, which indicated high validity on account of being 0.93.

Administration and Scoring of EIS

In the Emotional Intelligence Scale, the respondents were asked to indicate their own emotions on the five points given against each statement. All the statements were scored giving a weight age to each of the alternative response of the statement in the pattern given below for all the positive items:

Strongly Agree (A)

5

Agree (B)

4

Neutral (C)

3

Disagree (D)

2

Strongly Disagree (E)

1

1.9.2 Self-Made Scale on Professional Development (PD)

The questionnaire consists of 32 items/statements with eight factors (dimensions). It is a self administrative scale. The purpose of the scale was frankly explained to the subjects. There is no time limit for the scale. All items of the scale were positively worded. The eight factors in the test are Attitudes-Beliefs (AB), Class Management (CM), Leadership Management (LM), Subject Knowledge (SK), Curriculum Knowledge (CK), Professional Training (PT), Students’ Participation (SP) and Teaching Methodologies (TM).

Administration and Scoring of PDS

The scale was administered in such a way that each response was marked on the five point likert scale and the values range from Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1.

1.9.3 Pilot Testing

Matching samples of 10 secondary school teachers (5 males and 5 females) were selected through random sampling technique from IMCs in urban area. Scales were administered to them personally and their responses were analyzed and computed on SPSS and their reliabilities were also assessed.

A demographic sheet was also attached with the main questionnaires of the study, which contained the questions related to demographic information about the sample teachers. These explored the information about name, age, sex and the institutions of the sample.

Table 2: Alpha-Coefficient Reliability of EIS (N=10)

Scale	Number of Items	Cronbach's Alpha
EIS	34	0.98

Table 3: Alpha-Coefficient Reliability of PDS (N=10)

Scale	Number of Items	Cronbach's Alpha
PDS	32	0.97

1.9.4 Demographic Sheet

1.9.5 Data Collection and Analysis

The questionnaires were administered personally. The respondents were briefed about the topic and the method to fill the questionnaires accurately. The response rate was 100%. Data was tabulated and analyzed in SPSS (12.0 for windows) in the form of frequencies, means, standard deviations, T-test and correlations.

1.9.6 Procedure

The data were explored from secondary school teachers of Islamabad model colleges for boys and girls in Islamabad city. After telling them the main objectives of the study, the official permission of the heads of the institutions was taken in order to get information. To administer the scale, the sample of those secondary school teachers who were teaching IX and X standard/grade, was contacted from IMCs. The instrument (EIS) was obtained from a doctoral research study online available at internet "Study of teacher's stress in relation to locus of control, family environment and emotional intelligence among teacher educators" (Minakshi, 2010). The self-made scale for professional development (PD) was also used in the present study. In order to assess the reliability and validity of the both scales, 10 participants were selected to run a pilot study categorized as (05 males and 05 females), who were teaching in IMCs at secondary level. The data for the pilot study was taken personally from SSTs and questionnaires were taken back at the spot. The results revealed a high reliability coefficient (0.99) of the EIS instrument and (0.97) of the PDS.

The instruments were individually administered personally in order to get the required information from the respondents

with their consent. Their confidentiality and anonymity was maintained. They were also asked to completely fill out the demographic sheet correctly attached to the instrument. Each participant filled scales approximately in 15-20 minutes. They were also asked not to leave any item on the scales. Data collection was completed in 45 days.

1.9 RESULTS

The present study focused on investigating the relationship between emotional intelligence and professional development and exploring the gender differences on these variables in the sample of teachers teaching at secondary level. For its psychometric properties reliability and item total correlations of the test scores were computed. Some statistics were also computed to test hypothesis and to fulfill the objectives of the study. The results are as follows.

Table 4 reveals that the mean scores of male and female secondary school teachers in relation to emotional intelligence are 131.88 and 140.62 with S.D.'s 33.92 and 26.98 respectively. The t- ratio came out from above two groups is 2.07 which is significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between emotional intelligence of male and female secondary school teachers. However, the mean scores of female secondary school teachers are higher than male secondary school teachers. It indicates that female secondary school teachers are more emotionally intelligent than male secondary school teachers. Thus hypothesis (H1) that 'there exists no significant difference between emotional intelligence of male and female secondary school teachers' is rejected.

Table 4: Table showing difference of Means of Male and Female Secondary School Teachers on Emotional Intelligence (N=100)

Variables	Groups	N	Mean	S.D	t-value	Level of Sig
Emotional Intelligence	Male	50	131.88	33.92	2.07	0.01
	Female	50	140.62	26.98		

df= 98, *p<0.01 level (2-tailed)

Table 5: Table showing difference of Means of Male and Female Secondary School Teachers on Professional Development (N=100)

Variables	Groups	N	Mean	S.D	t-value	Level of Sig
Professional Development	Male	50	135.66	33.92	4.36	0.01
	Female	50	144.34	26.98		

df= 98, *p<0.01 level (2-tailed)

Table 6: Pearson Correlation between the variable of Emotional Intelligence and Gender (Males and Females) (N=100)

Variables	Emotional Intelligence	Level of Sig
Male	.988**	.000

Female

**p<0.01 (2-tailed)

Table 7: Pearson Correlation between the variable of Professional Development and Gender (Males and Females) (N=100)

Variables	Professional Development	Level of Sig
Male	.987**	.000
Female		

**p<0.01 (2-tailed)

It is revealed from the Table 5 that the mean scores of male and female secondary school teachers in relation to professional development are 135.66 and 144.34 with S.D.'s 33.92 and 26.98 respectively. The t- ratio came out from above two groups is 4.36 which is significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between professional development of male and female secondary school teachers. However, the mean scores of female secondary school teachers are higher than male secondary school teachers. It indicates that female secondary school teachers are more professionally developed than male secondary school teachers. Thus hypothesis (H1) that 'there exists no significant difference between professional development of male and female secondary school teachers' is rejected.

The Table 6 indicates a highly significant positive relationship (.988**) of gender (male and female) and emotional intelligence at 0.01 level. It clearly shows that there is a strong positive relationship of gender with emotional intelligence. That means there is a significant positive relationship between emotional intelligence and gender (male and female secondary school teachers). Male and female teachers are strongly committed to variable of emotional intelligence. Thus, the hypothesis is accepted.

The Table 7 indicates a highly significant positive relationship (. 987**) of gender (male and female) and professional development at 0.01 level. It clearly shows that there is a strong positive relationship of gender with professional development. That means there is a significant positive relationship between the variable of professional development and gender (male and female secondary school teachers). Male and female teachers are strongly committed to variable of professional development. Thus, the hypothesis is accepted.

1.11 FINDINGS

The current study also explored the differences between emotional intelligence of male and female secondary school teachers and indicated significant differences between emotional intelligence of male and female secondary school teachers (Table 4). However, the mean scores of female secondary school teachers were higher than male secondary school teachers. It indicated that female secondary school teachers were more emotionally intelligent than male secondary school teachers. The results of the present research support the findings of the previous literature reviews and past researches. Competing evidence exists surrounding whether or not males and females differ significantly in general levels of emotional intelligence. However, some studies have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings [7-9].

Brackett & Mayer [10] found that females scored higher than males on E.I. However, the gender based difference of emotional intelligence was not observed on self-report measures. Perhaps gender differences exist in emotional intelligence only when one defines E.I. in a purely cognitive manner rather than through a mixed perspective. It could also be the case that gender differences do exist, but measurement artifacts such as over-estimation of ability on the part of males are more likely to occur with self-report measures. More research is required to determine whether or not gender differences do exist in emotional intelligence. So we planned to study the emotional intelligence of male and female secondary school teachers.

The present study also explored the differences between professional development of male and female secondary school teachers and indicated a significant difference between professional development of male and female secondary school teachers (Table 5). However, the mean scores of female secondary school teachers were higher than male secondary school teachers. It indicated that female secondary school teachers were more professionally developed than male secondary school teachers. This finding also correlates with the past researches. There are, however, some studies, both in developed and developing countries which deal with the gender of the teachers.

Many studies have focused on the point that females are more career-oriented than males and they remain more satisfied with their professions as they show high levels of motivation towards their professions. They are always keen in their job duties and performances than males. Their emotional attachment to their profession, their students, and school work is appreciable regarding maintaining and balancing the goals. There is some indication that female teachers use more "modern" teaching approaches such as participation and problem solving methods [11].

It was also hypothesized in the present study that there was a significant relationship between emotional intelligence and gender of secondary school teachers. The findings revealed highly significantly positive relationship between emotional intelligence and gender (male and female) (Table 6). It clearly showed that there was a strong positive relationship of gender with emotional intelligence. That indicated there was a significant positive relationship between emotional intelligence and gender (male and female secondary school teachers). Male and female teachers were strongly committed to variable of emotional intelligence. These findings are also consistent with the previous researches.

Upon exploring the review of literature, there is a sharp observation about the phenomenon of emotional intelligence in males and females. Emotional functioning is always linked to females to a greater extent than males. There is no doubt in

the fact that due to other responsibilities like domestic affairs, kids' nurturance and household matters, females are more linked up to emotional issues, so the experiences regarding positive and negative emotions often occur in females [12] and some findings reveal more stereotype findings [13]. Perry et al. [14], found that significant differences are often examined in females reporting high levels of emotional intelligence than males. Within the field of education, such findings are more consistent in university students and women in the early twenties [15,16]. To many authors, the level of emotional intelligence must be explored in detail in order to know the facts [14, 17-20].

Moreover, it was also hypothesized in the present study that there was a significant relationship between professional development and gender of secondary school teachers. The findings revealed highly significantly positive relationship between professional development and gender (male and female) (Table 7). It clearly showed that there was a strong positive relationship of gender with professional development. That indicated there was a significant positive relationship between professional development and gender (male and female secondary school teachers). Male and female teachers were strongly committed to variable of professional development.

1.12 CONCLUSIONS

Based on the findings of the study, following conclusions were drawn out:

1. A significant difference was found between emotional intelligence of male and female secondary school teachers.
2. A significant difference was found between the professional development of male and female secondary school teachers.
3. There was a significant relationship between emotional intelligence and gender.
4. There was a significant relationship between professional development and gender.

1.13 RECOMMENDATIONS

The following recommendations are suggested on the basis of the findings of the present research.

1. As the current research shows a significant relationship between emotional intelligence and professional development, therefore it is recommended that further causal comparative researches should be conducted in order to explore cause and effect relationship of emotional intelligence with professional development and to confirm these results.
2. Researches done in the areas of emotional intelligence and professional development should introduce and bring more new and novel ideas and concepts in this field like academic achievement, achievement motivation and self concept and self confidence etc.
3. Further studies should be conducted and their assessment should be done for several times for longer periods with a large sample size in order to get reliable and valid results.
4. Researches should be conducted in the fields other than college settings, like they should be conducted in clinical settings, social settings and educational settings.

5. The future studies should also focus on other demographic variables such as age, socioeconomic status, family background, and marital status whilst investigating the relationship or effects of these variables. Moreover the present study was only conducted on the sample of prestigious SSTs so the same variables should also be studied with other variables on lecturers, assistant professors, associate professors, headmasters, headmistresses, vice principals and principals of different IMSs, IMCs, FGSs, FGCs and university settings.
6. It is recommended that secondary school teachers be encouraged for the enrichment of research culture. The promotion of research culture will not only help the SSTs in their professional development, but this will also attract many faculty members towards wider areas of research. Research in SSTs has always been neglected field in IMCs so it was highly emphasized to provide proper facilities and trainings for these teachers to enhance the research field for their professional development.
7. As the researcher of the present study is a Secondary School Teacher herself has higher qualifications so many problems in data collection were observed regarding designations and responsibilities of these teachers; because in most Islamabad model colleges, very few SSTs were taking secondary classes, mostly lecturers and assistant professors were teaching secondary classes (IX, X) which was a totally out of the order situation. As secondary classes are considered to be school classes and the secondary school teachers are selected with the qualifications of B.Ed and M.Ed through a competent authority working in Islamabad (i.e. FPSC) so they must be taught by SSTs in order to promote the quality criteria. Moreover SSTs were not taking any increment of their higher academic and professional qualifications (M.Ed, M.Phil or Ph.D) which clearly affected their professional development.
8. In order to overcome these problems it is also recommended that Secondary School Teachers should be rewarded with promotions, up gradations, time scale formula promotions, increments (according to their higher qualifications), special scholarships, prizes and medals to SSTs of Islamabad Model Colleges for improvement in their academic and professional development.
9. It is also highly recommended that counselors and psychologists should develop intervention programs designed to enhance the emotional intelligence of teachers in their various organizations. Various organizations that employ teachers have the responsibility for providing attractive and conducive working environments that will motivate the teachers and enhance their commitment to their organizations and career. Organizations need to select teachers who have high emotional intelligence because this may have a positive impact on the extent to which they can succeed in retaining their valuable work force. After going through the findings of the present study teachers with high emotional intelligence will be able to understand the abilities and creativity of students. But both male and female SST possesses the same ability for managing relations.

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