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The predictive power of emotional intelligence on self-efficacy: a case of primary school teachers

Ali Akdoğan*

International University of Final, Faculty of Education, Kyrenia, North Cyprus

Abstract

The study aimed to investigate the Emotional Intelligence (EI) and its relationship with self-efficacy among primary school teachers. The study was conducted to determine whether primary school teachers develop their EI that would increase their levels of self-efficacy. The participants of the study were composed of 118 primary school teachers. The Emotional Intelligence Scale (Göçet, 2006) and the General Self-Efficacy Scale (Alpay, 2010) were used in the study. Model. The data were based on quantitative data. For the data analysis Spearman'ın Rho correlation and a series of Mann Whitney-U test and Kruskal Wallis H test (ANOVA non-parametric test) were utilized. According to results, the total EI competence score of primary school teachers were $\bar{X}$= 127.87 with the highest value of 205. In addition, the self efficacy score of primary school teachers were $\bar{X}$= 33.88 with the highest value of 50. Meanwhile, the results revealed that there were significant differences between primary school teachers according to their working experience (F (3, 90) = 3.319, p=.023). In order to determine differences between groups Tukey post hoc test was used. According to the results, there were significant differences between primary school teachers that are those who have 6-10 years working experience had lower self-efficacy perception ($\bar{X}$=32.40) than primary school teachers are those who have 11-15 years working experiences ($\bar{X}$=37.00). In addition, a positive correlation was not observed between the score of primary school teachers' EI scale and general self-efficacy scale (r=.07, n=94, p=.50) thus, Simple Linear Regression analysis was not conducted in the study.

Keywords: Emotional Intelligence, self-efficacy, primary school, primary school teachers

1. Introduction

Emotional Intelligence (EI) Competence in educational organizations impacts greater emphasis on actions of teachers which is overwhelmed by having to meet the demands and expectations of a school community especially for learners. Teachers need to decision making, self-awareness, self-management, social awareness and relationship management skills to achieve pedagogical effectiveness in learning environment (Coetzee ad Jansen, 2007). Since the main aim of education is the holistic development of

* Ali Akdogan
E-mail: akdoganali@hotmail.com

students, EI competence of teachers must be taken more seriously in schools because teachers' emotion-laden interactions are likely to incorporate EI competence into their judgment that influence not only learning environment but also they are responsible for whether next generations will be educated having to meet the demands of children's social and emotional developmental needs.

As a central figure, teachers possess the necessary skills to have an impact on their students' social and emotional developmental needs. Thus, it is essential that teachers are able to place themselves in positive state of mind. In particular, primary school teachers are as child-welfare assistants more consider a great number of emotional demands of children than other conventional school teachers (Eacute, 2000). Therefore, EI competence in educational organization has been a subject of considerable debate.

The concept of 'emotional intelligence' was first defined as a form of 'social intelligence theory (Throndike, 1982). Mainly due to the work of Gardner (1983), 'multiple intelligence theory' (MIT) had widely gave approval theoretical foundation of 'interpersonal intelligence 'and 'intrapersonal intelligence'. Following the literature, Bar-On (1988) firstly developed a measurement of well-being to assess 'emotional aptitude' (EQ). To extend with MIT, EI has been formulated an emotional intelligence model as a psychological theory. With regard to the theory, 'emotional intelligence' is as a multiple concept that involves understanding one's own and others' feelings and emotions to differentiate among them to use this information to manage or control one's thinking and actions (Salovey and Mayer,1990). Goleman (1995) has described EI into five groups of skill: self awareness, self regulation, and motivation, empty and social competence.

Social and emotional competence of teachers can create a prosocial classroom in which teachers can promote learners' social and emotional developmental needs (Greenberg, 2009). Researches have shown that teachers are those who have higher social and emotional competence tend to exhibit better teaching performance (Drew, 2006).

The most effective teachers are those who have EI competence can use emotional expression and verbal support to promote creating a positive learning environment which is favorable for pedagogical effectiveness of teachers (Jennings, 2009; Robinson et al, 2009). Evidence suggests that teachers' classroom management style can be related with their EI competence, therefore, they can stimulate students' academic achievement by directly affecting classroom climate (Gates, 2000) in recent review, and research has been reported that academic achievement of students can increase when teachers' attitudes are more positive in the classroom (Hoy &Hoy, 1998; Wu, 2013).

An existing research, using an incidental sample of 3.781 teachers found that there was significant correlation between EI competence in a teacher and perception of the teachers about working climate. Thus, it can be draw attention on relationship between EI based teaching style and classroom climate (Hay and McBer, 2000).

On the other hand, researchers have indicated that teachers' self-efficacy influences teachers' performance as a powerful facilitator which improve teachers' attitudes and work-related performance in the manner of ' can do' beliefs that lead to maximized teachers' effort and persistence when they involved in challenging tasks (Bandura, 1997; Willams and Anderson,1991). In Bandura's *Social Cognitive Theory* (1997), individuals not only are motivated by internal motivational resources but also they are controlled automatically by external forces. Bandura identified four main resources that stimulate the self-efficacy belief system as they follows: enactive behavior, mastery of experiences, vicarious experiences, persuasion verbal, social and physiological states (Bandura, 2000; Pintrich and Schunk, 2002). Researchers indicated that teachers' self-efficacy perception influence their capability as a motivational construct correlated with their working performance in educational settings (Tschannen and Moran, 1998; Bandura and Locke, 2003).

In literature review, results have shown that EI is positively correlated with teachers' self-efficacy (Douglas, 2003; Ream, 2010; Sarkhosh, 2014). It claimed that individual can make accurate attributions when they are able to control their emotions which can impacted self-efficacy perception of them Thus, EI competence can predict self efficacy perception of individuals (Bandura, 1997; Marinko, 2003; Chan, 2004).

The purpose of this paper is to consider the relevance of Emotional Intelligence (EI) competence and Self-efficacy to educational organizations in particular for primary school teachers. In the study, the main question has been posed, how can educational authority and parents ensure that primary school teachers behave and adopt to achieve pedagogically effective learning environment having to meet the demands and expectations of learners in primary educational settings? The study, therefore, tested whether primary school teachers actively involved in a classroom as effective pedagogical role model or not. Meanwhile, the study investigated primary school teachers' EI competence and self-efficacy perception and its relationship between each other and same demographic variables with respect to gender, age, professional development and working experience. This study aimed to explore the following six research questions:

1. What are the primary school teachers' EI competence and self-efficacy perception levels?

2. Does the gender of primary school teachers cause any significant difference in their EI competence and self-efficacy perception?

3. Does the age of primary school teachers cause any significant in their EI competence and self-efficacy?

4. Does the working experience of primary school teachers cause any significant in their EI competence and self-efficacy perception?

5. Do professional training and development on EI cause any significant between the primary school teachers?

6. Does EI competence predict a power on self-efficacy?

2. Method

2.1. Research Design

The study adopted relational scanning model research method based on quantitative veri. In the most basic terms, quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically. One of the central goals is to build accurate and reliable measurements that allow for statistical analysis (Goertzen, 2017).

The participants of the study comprised 118 primary school teachers in Turkey who were selected using randomly method. The veri were collected via Emotional Intelligence Scale (Göçet,2006) and the General Self-Efficacy Scale (Alpay,2010) analyzed using Spearman'ın Rho correlation and a series of Mann Whitney-U test and Kruskal Wallis H test were conducted (ANOVA non-parametric test) were utilized. The other details of the research method are as follows:

2.2. Participants

The participants of this study were 118 primary school teachers consisted of 30 (74.6%) males and 88 (25.4%) females primary school teachers in Turkey. These primary school teachers were between the ages of 20-39 (58.5%); 40-64 (39.8%) and above 65 years (1.7%). In addition, they have been in the teaching profession from 1-5 years (22%) to above 16 years (39.8%) years. Regard to professional development of the school principals on emotional intelligence, there have been 18 (15.3%) participants are those who have EI training and professional development whereas 100 (84.7%) participants have not attended any training or professional development program about emotional intelligence. See table 1.

Table 1. Demographic Variables

Variables	**Sub-groups**	**N**	**%**
Gender	Female	88	74.6
	Male	30	25.4
Age	20-39 years	69	58.5
	40-64 years	47	39.8
	Above 65 years	2	1.7
Educational status	Graduate	90	76.3
	Undergraduate	28	23.7
Branch	Class Teacher	42	35.6
	Social Sciences Teachers	12	10.2
	Numeric Sciences Teachers	15	12.7
	Counseling and Guidance	7	5.9
	Art, Technique and Sport Teachers	16	13.6
	Foreign Languages	26	22.0
Working experiences	1-5 years	26	22.0
	6-10 years	29	24.6
	11-15 years	16	13.6
	Above 16	47	39.8
Professional Development	Yes	18	15.3
	No	100	84.7

2.2. Data Collection Instruments

The Emotional Intelligence Scale (Göçet, 2006) was used in the study. It was consisted on three dimensions such as optimism, utilization of emotions and expression from emotions. Alpha internal consistencies for three factors were found between .54 and .77 respectively. The overall alpha internal consistency of Emotional Intelligence Scale was found .81. In addittion, the General Self-Efficacy (GSE) (Alpay, 2010). Scale was used in the study. It was consisted on two dimensions such as effort and persistence and ability and confidence. Alpha internal consistencies for the two factors were found between .79 and .63 respectively. The overall alpha internal consistency of the GSE was found. 83. Test-retest reilability scale was found to be 80.

3. Results

Results of the study are given under each related research question as in the following:

3.1. Research Questions 1

The research question 1 concerns about what primary school teachers' EI competence and self-efficacy perception. According to results, the total EI competence score of primary school teachers were $\bar{X}$= 127.87 with the highest value of 205. Meanwhile, the subscale statistics of the three dimension from high to low be listed as follows: optimisim $\bar{X}$= 69.56, utilization of emotions $\bar{X}$=14.76, and expression from emotions $\bar{X}$= 33.43. Table 2 shows relative the statistic. In addition, the self efficacy score of primary school teachers were $\bar{X}$= 33.88 with the highest value of 50. Meanwhile, the subscale statistics of two dimension from high to low were listed as follows: effort and persistence $\bar{X}$=19.99 and general ability and confidence $\bar{X}$=13.89. Table 3 shows relative the statistic.

Table 2. Emotional Intelligence Competence among Primary School Teachers

Variable	Sub-groups	N	$\bar{X}$	SS	Ranj
Gender	Female	75	127.19	8.75	53.00
	Male	19	130.58	7.98	30.00
Age	20-39	57	128.30	8.98	53.00
	40-64	37	127.22	8.24	37.00
Education status	Graduate	72	128.03	9.22	53.00
	Undergraduate	22	127.36	6.72	31.00
Branch	Classroom	33	127.82	9.17	49.00
	Social sciences	9	124.78	7.21	23.00
	Numeric sciences	13	125.85	6.99	28.00
	Counseling and Guidance	3	131.67	7.23	13.00
	Art, Technique and Sport	12	131.08	12.33	36.00
	Foregin languages	24	128.13	7.26	41.00
Working experience	1-5 years	20	130.20	10.80	42.00
	6-10 years	25	127.28	7.61	38.00
	11-15 years	14	126.21	8.44	39.00
	16 years	35	127.63	8.22	37.00
Professional develoment	Yes	17	127.88	5.63	23.00
	No	77	127.87	9.23	53.00

Table 3. Self-efficacy Perception among Primary School Teachers

Variables	Sub-group	N	$\bar{X}$	SS	Ranj
Gender	Female	75	34.05	4.75	19.00
	Male	19	33.21	3.74	13.00
Age	20-39	57	33.79	4.57	17.00
	40-64	37	34.03	4.60	19.00
Educational status	Graduate	72	33.50	4.56	19
	Undergraduate	22	35.14	4.42	14.00
Branch	Classroom	33	34.06	4.39	17.00
	Social sciences	9	34.44	6.02	17.00
	Numeric science	13	34.62	3.38	9.00
	Counseling and Guidance	3	34.67	6.81	13.00
	Art, Technique and Sport	12	34.17	4.37	14.00
	Foregin languages	24	32.79	4.86	19.00
Working experience	1-5 years	20	33.60	3.91	13.00
	6-10 years	25	32.40	4.73	17.00
	11-15 years	14	37.00	4.10	13.00
	16 yıl years	35	33.86	4.53	19.00

3.2. Research Questions 2

The research question 2 concerns about does the gender of primary school teachers' make any difference in their EI competence and self-efficacy perception. To explore whether there were significant gender differences in primary school teachers' EI competence and self-efficacy, Mann Whitney-U test was conducted. The results revealed that there was no significant difference between male and female primary school teachers concerning their EI competence. The dimensions of EI competence statistics were listed as follows: optimism (r=.14, p>.05), utilization of emotions (r=.04, p>.05), expression from emotions (r=.26, p>.05) and means of the scale U=556.50, p=.141. See table 4.

Table 4. Mann Whitney-U Test results according to examine gender differences among primary school teachers' EI competence

Gende	N	Total	Average	U	Z	P
Female	75	3406.50	45.42	556.50	-1.47	.141
Male	19	1058.50	55.71			
Total	94					

In addition to examine whether there were significant gender differences in school principals' self-efficacy second Mann Whitney-U Test analysis was conducted. The results revealed that there was no significant difference between male and female primary school teachers' self-efficacy perceptions t(92)= .718, p=.475. See table 5.

Table 5. Mann Whitney-U Test results according to examine gender differences among primary school teachers' self-efficacy perceptions

Gender	**N**	$\bar{X}$	**SS**	**sd**	**t**	**p**
Female	75	34.05	4.75	92	.718	.475
Male	19	33.21	3.74			

3.3. Research Questions 3

The research question 3 concerns about does the age of school primary school teachers make any difference in their EI competence and self-efficacy perception. To explore whether there were significant age differences in primary school teachers' EI competence Mann Whitney U test (ANOVA non-parametric test) was conducted. The results revealed that there was no significant difference primary school teachers concerning their EI competence (U=1048.50, p=.963) see table 6. In order to explore whether there were significant age differences in primary school teachers' self-efficacy perception T-test was conducted. The results revealed that there was no significant difference primary school teachers concerning self-efficacy perception (t (92) = -0.246, p=.807) see table 7.

3.4. Research Questions 4

The research question 4 concerns about does the primary school teachers make any difference than other teachers are those who have professional development on EI. In order to explore whether there were significant differences between primary school teachers about professional development, Kruskal Wallis-H test was conducted. The sample of primary school teachers divided into two groups (1) the school principals are those who have professional development on EI (2) the school principals are those who have no professional development on EI. Accordingly, primary school teachers who have professional development made no any difference than other primary school teachers are those who have no any professional development on EI (U=607.50, p=.644) see Table 6.

Table 6. Kruskal Wallis-H test results according to professional development differences among primary school teachers

Professional development	**N**	**Total**	**Average**	**U**	**Z**	**P**
Yes	17	854.50	50.26	607.50	-.463	.644
No	77	3610.50	46.89			
Total	94					

3.5. Research Questions 5

The research question 5 concerns about does the working experience of primary school teachers make any difference in their EI competence. In order to explore whether there were significant working experiences differences in primary school teachers' EI competence Kruskal Wallis-H test was conducted. Accordingly, primary school teachers made no any difference than other teachers are those who get higher working experience in educational settings regard to EI competence $\chi 2(3)=1.644$, $p=.649$ see Table 7.

Table 7. Kruskal Wallis-H test results according to working experiences differences among primary school teachers' EI competence

Working experience	**N**	**Average**	**sd**	**X^2**	**P**	**Significant value**
1-5 yıl	20	52.80	3	1.644	.649	-
6-10 yıl	25	44.08				
11-15 yıl	14	42.82				
16 yıl ve üzeri	35	48.79				

In order to explore whether there were significant working experiences differences in primary school teachers' self-efficacy perception one –way ANOVA was used. The ANOVA results revealed that there were significant differences between primary school teachers according to their working experience ($F (3, 90) = 3.319$, $p=.023$). See table 8.

Table 8. One-way ANOVA results according to working experiences differences among primary school teachers' Self-Efficacy Perceptions

Group	**Total**	**Sd**	**Average**	**F**	**P**	**Significant value**
Among groups	192.627	3	64.209	3.319	.023	6-10 ve 11-15
In groups	1741.086	90	19.345			
Total	1933.713	93				

In order to determine differences between groups Tukey post hoc test was used. According to the results, there were significant differences between primary school teachers that are those who have 6-10 years working experience got lower self-efficacy perception ($\bar{X}=32.40$) than primary school teachers are those who have 11-15 years working experiences ($\bar{X}=37.00$).

3.6. Research Questions 6

The research question 6 concerns about does the branch of primary school teachers make any difference in their EI competence. To explore whether there were significant differences between primary school teachers about their branches, Kruskal Wallis-H test was conducted. According to results, there was no significant difference between primary school teachers' EI competence according to their branches ($\chi 2$ (5) =5.615, p=.346). See Table 9.

Table 9. Kruskal Wallis-H test results according to branch differences among primary school teachers' EI competence

Branch	**N**	**Average**	**sd**	**X^2**	**p**	**Significant value**
Classroom	33	49.26	5	5.615	.346	-
Social sciences	9	36.17				
Numeric sciences	13	36.35				
Counseling and Guidance	3	63.00				
Art,technical and sport	12	51.75				
Foreign languages	24	51.31				

In order to explore whether there were significant differences between primary school teachers about their branches, one-way ANOVA was used. According to result, there was no significant differences between primary school teachers' self-efficacy perceptions according to their branches (F (5, 88) = .393, p=.852). See Table 10.

Table 10. One-way ANOVA results according to branch differences among primary school teachers' Self-Efficacy Perceptions

Groups	**Total**	**sd**	**Average**	**F**	**p**	**Anlamlı Fark**
Among groups	42.243	5	8.449	.393	.852	-
In groups	1891,470	88	21.494			
Total	1933,713	93				

3.7. Research Questions 7

A research question 7 concerns about does EI has influence on self-efficacy as a predicted power. When dealing with the question whether there were significant relationship between EI and self-efficacy, Spearman Rho test was used. According to results, a positive correlation was not observed between the score of primary school teachers' EI scale and general self-efficacy scale (r=.07, n=94, p=.50) thus, Simple Linear Regression analysis was not conducted in the study.

4. Discussion

The total EI scores and self-efficacy scores of primary school teachers were compared with those reported by EI and GSE. This discrepancy could be due to the fact that only 118 primary school teachers were engaged in the present study. Meanwhile, the study showed that primary school teachers' EI competence in identifying EI's dimensions were high as well as self-efficacy perception in identifying GSE's dimensions. Therefore, primary school teachers still had no any limitations in effective classroom management and create positive classroom climate. In general, high level of EI competence and self efficacy perceptions means that primary school teachers have been already strengthened. The study has been identified primary school teachers' condition as the effective pedagogical roles.

These findings were compared with the samples of female and male. When dealing with the findings, there were no significant differences between school principals according to their gender. Similarly, there were no significant differences between primary school teachers according to their ages and branches. However, significant difference was observed primary school teachers' working experiences that primary school teachers are those who have 6-10 years working experience had lower self-efficacy perception than primary school teachers are those who have 11-15 years working experiences. Thus, it may be claimed that self-efficacy perception increase when teachers' working experiences getting older.

As the professional development of EI knowledge and skills into actions have been required by primary school teachers when faced with increasingly classroom management and creating positive classroom climate has been not reported in the study that primary school teachers do not required to be endowed with professional development on EI. To further identify the impacts of EI on the primary school teachers' self efficacy perception, this research was not determined a predictive effects of EI on self-efficacy. Thus, the realization of the relationship between the variables to some extent is likely possible. In literature review, the effect of EI competence and self-efficacy perception in classroom settings have not been studied previously in combination; therefore, studying these variables would contribute to the understanding of importance of the positive sources in education, therefore, determining EI power's on self-efficacy will provide important contributions for future studies.

5. Conclusion

In the context of educational settings, the developmental needs of children are required sufficient role models more than ever when today's today conjuncture is considered. EI competence and self-efficacy must be taken more seriously in schools because teachers

not only face learning problems but they are also responsible for whether next generations will be educated having to meet to demands of children developmental needs.

As a central figure, teachers possess the necessary skills to have an impact on their students' social and emotional developmental needs. Thus, it is essential that teachers are able to place themselves in positive state of mind. In particular, primary school teachers are as child-welfare assistants more consider a great number of emotional demands of children than other conventional school teachers (Eacute, 2000). Therefore, EI competence in educational organization has been a subject of considerable debate.

The purpose of this paper is to consider the relevance of Emotional Intelligence (EI) competence and Self-efficacy to educational organizations in particular for primary school teachers. In the study, the main question has been posed, how can educational authority and parents ensure that primary school teachers behave and adopt to achieve pedagogically effective learning environment having to meet the demands and expectations of learners in primary educational settings?

As mentioned at the beginning part of the study " El competence and self –efficacy perception are the beginning point in responsible for decision making process and is the basis for all sebsequent decision regarding educational organizations. Teachers' judgments become the criterion for determining the developmental needs of children in primary school settings. As the professional development of EI knowledge and skills into actions have been required by primary school teachers when faced with increasingly classroom management and creating positive classroom climate has been not reported in the study

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