

REFLECTIONS ON COGNITIVE TEACHING STYLES AND EMOTIONAL INTELLIGENCE PROFICIENCY AMONG TEACHERS TO ENHANCE THEIR PERFORMANCE**Jayanthi. M¹ and Radhakrishnan. M²**¹Research Scholar, Department of Management Studies, St. Peter's Institute of Higher Education and Research, Chennai²Research Supervisor, St. Peter's Institute of Higher Education and Research, Chennai, Head, Training and Placement, Saveetha School of Management, Saveetha Institute of Medical and Technical Sciences, Chennai**ABSTRACT**

Teaching and emotions are inextricably linked since emotions are essential to the process of teaching and learning. In the twenty-first century, educators must possess the ability to handle emotional problems in the classroom more skilfully. Consequently, managing one's own emotions as well as those of students is one of the most crucial components of being a successful educator. With a focus on research demonstrating that teachers' Emotional Intelligence (EI) is a critical predictor of a healthy teacher-student connection, the proposed work adopts a reflective approach to evaluating the significance of EI abilities for teachers in their professional activities. Numerous factors are impacted by these skills, including pupils' general well-being, relationships with teachers, and academic achievement. The proposed work enhances the performance of faculty by balancing cognitive teaching styles and EI proficiency.

Keywords: Teachers' emotional attitude, pedagogical approaches, prospective instructors' education

1. INTRODUCTION

The association between teacher classroom involvement and EI is briefly discussed by Anne Brockbank and Ian McGill [1]. EI is a psychological belief that has garnered meaningful consideration in several researches over the years, making it a crucial topic of study. Over the course of two decades, EI began to be mentioned often in research publications, but it was only mentioned infrequently in literary criticism. A number of ideas on EI have developed as a consequence of the numerous papers that were written over time to elucidate, explore, and quantify this idea [2].

Recognizing the vital role emotions play in the teaching and learning process underscores the inherently emotional nurture of teaching. Consequently, educators in the 21st century must excel in navigating emotional situations within the classroom. The effective management and cultivation of their own and their students' emotional states emerge as crucial factors in fostering academic success. The existing work adopts an insightful method to underscore the significance of teachers' EI in their specialized endeavours. It delves into research suggesting that a teacher's EI serves as a pivotal indicator for establishing a positive pedagogical partnership [3].

Therefore, integrating EI into the curriculum for pre-service teachers becomes imperative, acknowledging it as a requisite skill for effective teaching practices, capacity building, and providing support to students amid challenging and ever-evolving circumstances. Human character is fundamentally based on EI, which provides one person a significant advantage over others. A person has to be emotionally intelligent in order to be a "top individual" in any group; having specific knowledge or experience is not enough. The last criterion serves as a new yardstick for evaluating potential candidates to be picked, vetted, promoted, and acknowledged for their authoritative viability. The foundation of EI is emotional regulation, often known as mindfulness. That being said, it does not imply affectability or emotional concealment. The way a person responds to criticism, contributions, losses or wins, kind words, and other things are very important factors that determine their aptitude. A very competent person expresses feelings appropriately and effectively. As efforts to encourage self-assessment expanded and cultural tendencies shifted attention away from emotions, the idea of EI gained popularity. Teachers now understand how important it is to evaluate and forecast students' talents utilizing EI assessments. As such, this field is extremely important for furthering our comprehension of emotions in our daily lives. Proponents of EI

International Journal of Applied Engineering & Technology

argue that people who are emotionally aware can live simpler, happier lives and are more satisfied than people who are not emotionally aware [4]. Five essential competencies make up EI.

These are —

1. The ability to reduce pressure quickly.
2. The ability to recognize and process different emotions.
3. Nonverbal communication is used in interpersonal connections.
4. The ability to use play and distraction to deal with challenges
5. The ability to definitively and unequivocally identify conflicts.

Anybody may master these five EI skills at any time to uphold their performance. EI may be applied in several ways in our lives; learning about it and using it are two different things. It's especially true when it comes to EI skills - just because it doesn't involve simply.

2. RELATED WORKS

Teachers who are emotionally intelligent and show that they care about their students by nurturing a progressive wisdom eco-system in the classroom and increasing their efficacy in guaranteeing that their students succeed academically. It has been noted that an educator's EI affects their sense of personal comfort, confidence, work happiness, and the calibre of their social interactions with pupils. As such, EI directly affects how things are taught and learnt [5].

Teaching is exceptionally challenging and involves considerable emotional labour. Teachers frequently navigate multiple emotional conditions instantaneously in the classroom, providing students with essential emotional support, fostering an engaging learning environment, and effectively addressing disruptive behaviour [6, 7]. Consequently, the emotional demands often lead to stress, frustration, emotional exhaustion, and a potential inclination to leave the profession [8]. Hence, the ability to adeptly utilize emotional processes, or EI, becomes a fundamental skill for all educators [9].

Teaching is more than just teaching; it's about having the empathy and ability to support kids emotionally, both in the classroom and when they are facing personal struggles. Consequently, teachers must be proficient in expressing and managing emotions appropriately during classes, while also possessing the skill to recognize and understand the emotions of their students.

It's now crucial to pay attention to emotions in the classroom in order to support kids' emotional health and encourage their success in the classroom. It is expected that highly competent educators have a high level of EI. Positive outcomes and success in all spheres of life are predicted by EI, and this effect extends to the field of education. In order to properly assist and facilitate the growth of their pupils, teachers must receive training in EI.

EI has therefore become more crucial for both educators and pupils [10]. EI has a wide range of applications in education and is essential to teachers' efficacy. The key components of its function in the teaching profession are as follows:

- (i) **Developing Trusting Bonds between Teachers and Students:** Teachers that possess EI are better able to relate to and comprehend their pupils on an emotional level. Building trust and a good rapport through this link can improve learning outcomes and engagement [11].
- (ii) **Managing a Classroom Effectively:** Effective management of classroom dynamics may be achieved by educators those who have strong EI. They are better able to resolve disputes amicably, sustain a supportive environment in the classroom, and compassionately deal with behavioural problems.

- (iii) **Emotional Support:** Students frequently deal with emotional problems and personal struggles. In order to help children overcome challenges, educators with EI may offer suitable emotional support, fostering a secure and nurturing atmosphere.
- (iv) **Flexibility:** Being a teacher can be a dynamic career with constantly shifting conditions. Teachers that possess EI are flexible and capable of managing unforeseen difficulties with poise and perseverance. Effective communication is the cornerstone of education.

Collaboration and comprehension are improved when educators communicate with parents, coworkers, and students in a straightforward and sympathetic manner thanks to EI. In education, and especially in teaching, EI is important and crucial. It gives teachers the resources they need to comprehend their pupils more fully. Teachers can then develop pedagogical tactics that are tailored to the specific requirements and objectives of each student as a result of this understanding. In the context of EI, empathy is a key idea that educators must grasp in order to build rapport with their pupils and understand their cultural origins.

Teachers can use EI-related social skills and motivation to help them accomplish their goals in the classroom when teaching a variety of disciplines. Moreover, EI is a major driving force behind the development of social and personal life skills, which benefits teachers and students alike as given in Fig. 1.

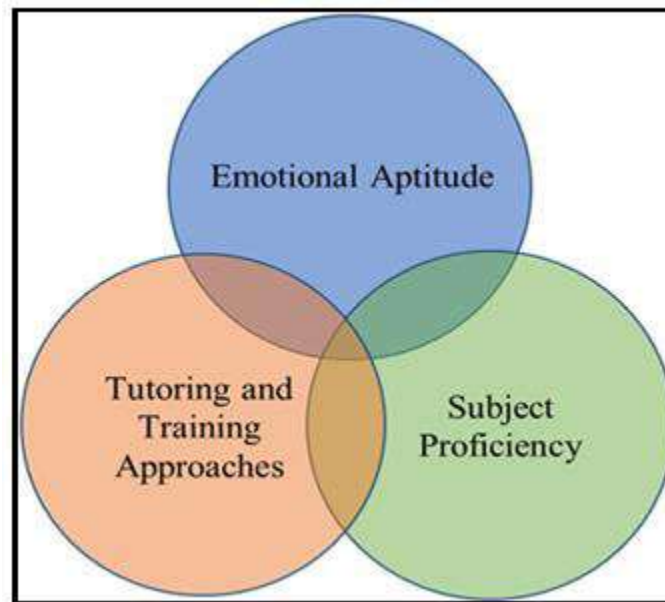


Fig. 1: Relation between EA of Teachers, Tutoring Methods and Subject Proficiency

More knowledgeable, experienced, and well-rounded students who are more equipped for their professional life are produced by educational institutions that train instructors and hold seminars to help them develop EI [7].

3. EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE

A plethora of research suggests that academic achievement and EI are positively correlated. Programs for social and emotional learning, which frequently draw on Goleman's EI model, have a track record of enhancing academic performance. For example, a 2011 meta-analysis by Durlak and colleagues showed that these interventions raised academic achievement by 11 percentile.

Programs for social and emotional learning focus mostly on developing five essential abilities—self-awareness, social awareness, self-management, interpersonal skills, and responsible decision-making—that are well aligned with Goleman's emotional competencies [8]. These programs were shown to be more effective when they used a

stated learning target, an organized, sequential approach, active learning techniques, and enough time for skill development [9].

Classroom management may be defined as an educator's action plan focused on creating an atmosphere that enhances students' academic and social-emotional learning. When it comes to managing the classroom, educators who can control their own emotions are better equipped to not only maintain order and control the classroom climate, but also control student behaviour to improve academic performance. Furthermore, research indicates that the two most important issues for instructors to deal with when it comes to classroom management are upholding discipline and handling the emotional and social issues of the pupils [15].

Teacher engagement is the active participation of educators in the learning process, including the use of techniques to understand student behaviour, develop lesson plans that work, and evaluate students' progress in the classroom. Higher education is usually a prerequisite for engaged instructors, who demonstrate their interest in the classroom via their actions.

4. Overarching link between Emotional Intelligence (EI) and academic achievement

The overall relationship between academic success and EI differs based on the particular studies and study outcomes. Nonetheless, it is widely acknowledged that academic performance and EI are positively correlated. Pupils who possess elevated levels of EI typically demonstrate enhanced academic performance and yield superior results. Their learning and general performance in educational environments can be positively impacted by their capacity to properly manage emotions, negotiate social relationships, and handle stress as shown in Fig. 2.

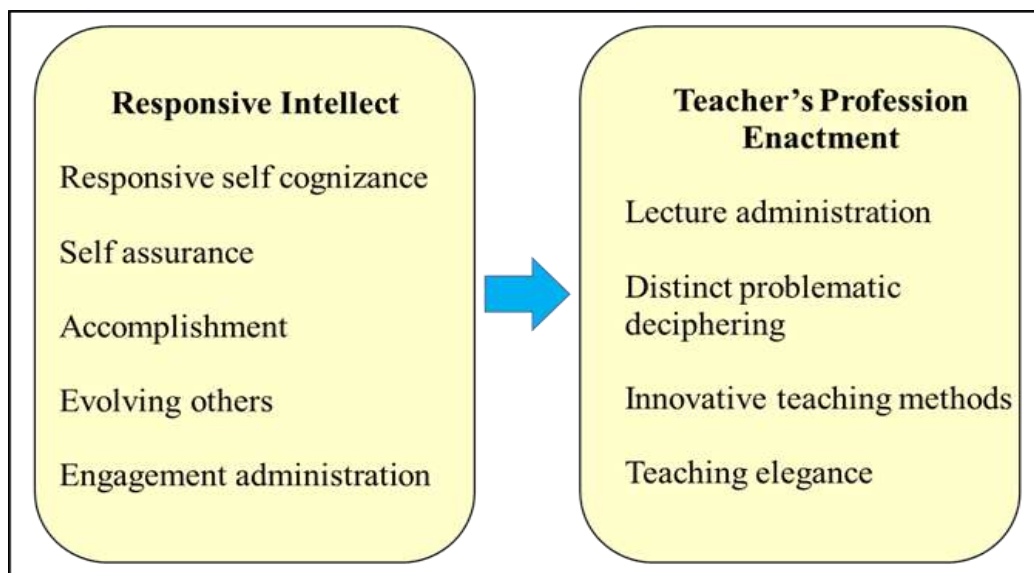


Fig. 2: Theoretical exemplary

It's crucial to remember that EI is only one of several aspects that affect academic achievement. It is important to emphasize that studies have shown promise in improving EI, encompassing the recognition, comprehension, application, articulation, and control of emotions.

It has been demonstrated that these advancements endure throughout time. Thus, a number of advantages were seen in the participants by putting into practice a training program for emotional talents that has been scientifically established. Compared to those in a control group, these advantages include higher levels of pleasure and life satisfaction, less stress and health issues, lower cortisol levels, greater employability, and improved quality of family ties.

International Journal of Applied Engineering & Technology

In this context, it is crucial to underscore the significance of teachers' EI skills within the realm of teaching, given the demanding nature of their work that necessitates a heightened sensitivity to both their own emotions and those of their students [12-14].

Table 1: Frequency and Percentage of Participants Demographics

Variables	Frequency	Percentage
Age (Years)		
25-32	84	26
33-40	87	27
41-50	84	26
>50	65	21
Teaching Experience (Years)		
1-6	80	25
7-13	82	25
14-23	83	26
24+	75	24
Subject		
Science	162	51
Arts	158	49
Gender		
Male	158	49
Female	162	51
Academic Qualification(AQ)		
B.A	48	15
M.A	196	61
M.Phil	76	24
Professional Qualification(PQ)		
B.Ed	158	49
M.Ed	162	51

Adaptive emotional functioning, which includes related skills in identifying, understanding, applying, and controlling emotions in oneself and others, is a component of EI. EI has been studied by academics from a variety of fields, and their findings have shown that it is related to both intrapersonal and interpersonal aspects such as work performance, relationship satisfaction, and mental health.

Consequently, teachers' EI plays a pivotal role in fostering high-quality interpersonal relationships, cultivating a stable and nurturing classroom environment [10], and encouraging elevated levels of work engagement. The term "emotional intelligence" describes the capacity for self-awareness and an individual's understanding of their own identity, ideas, feelings, and characteristics. In actuality, EI is a talent that modifies people's capacities for growth, development, and optimistic outlook on life.

EI is more crucial to a person's performance in school and the workplace than general intelligence since it is a stronger indicator of social success and social adjustment. Emotions may assist people with flexibility planning by inspiring different ideas for the future. By enhancing decision-making, which comes from a greater awareness of one's emotional reactions, they foster innovative thinking. In addition to stimulating creativity, emotions can facilitate cognitive functions by refocusing attention and eliciting positive feelings in people [19].

The main analysis has been carried out to evaluate the level of EI among instructors and their involvement in the classroom. Given that teaching demands a high degree of sensitivity to both the emotions of the instructor and the pupils, it is vital to highlight the significance of EI abilities in the teaching job.

Consequently, teachers' EI fosters superior interpersonal interactions, a stable and healthy learning environment in the classroom, and increased levels of job engagement. The paper discusses a series of research regarding teachers' EI advantages in the educational setting, acknowledging that emotional behaviours govern teachers' professional performance since teaching deals with both emotional and cognitive aspects [18].

Thus, the applicability of teachers' EI skills in the twenty-first century is considered. First, a quick mention of the part emotions play in the process of teaching and learning is given. The significance of teachers' EI in the twenty-first century is then demonstrated through a variety of data points, including student academic achievement, teacher-student relationships, professional performance, and personal and professional well-being. Instructors can better adjust to the events that occur on a daily basis at school, with children and other instructors, if they are able to read the emotional information and consider it with intelligence.

As a result, studies that offer several examples of how EI skills affect teachers' emotional and professional well-being have been conducted in recent years. According to the findings, instructors who possess EI exhibit higher levels of emotional well-being, professional performance, teacher-student relationships, and academic accomplishment among their students. Hence, the instructors must enhance their EI skills since they are crucial to both their own and the students' learning processes.

Every person differs in how they perceive and comprehend emotions, and this also applies to how they use those feelings. Teacher-student interaction is the foremost component when it comes to instructors' EI among the other criteria. Instructor-student interaction is actively and typically carried out by teachers. The results are as shown in Table 1.

The second-highest component, school climate, is ranked after that, with instructors showing an average level of emotional engagement in school climate. Teachers' emotional participation in behaviour and instructional management is mediocre, placing them in third place. Teachers' EI scores are average, making EI the fourth-highest component.

EI (emotional intelligence) plays a crucial role in achieving academic achievement from the perspective of teachers. It helps in developing an enriched and positive educational ambience. It has been observed that there are multifaceted links between EI and academic achievement which influences the professional life of teachers. Teachers can convincingly understand and control their emotions in a learning environment by using emotional intelligence. Self-awareness is considered an integral part of EI for teachers which substantially contributes to maintaining composure in difficult situations [20]. It also helps educators to respond to stressed environments with resilience and professionalism. Teachers only can create a cooperative and stable learning environment within the classroom by controlling and managing their emotions with emotional intelligence. As a result, EI is considered crucial in terms of building strong teacher-student engagement and quality learning outcomes.

A high level of EI enables teachers to deal with students' diverse emotional needs. Students from different demographic backgrounds and experiences come to learn in a classroom and thus teachers are expected to understand their multifaceted emotional requirements. It is essential to connect with every student coming from different backgrounds with a heightened EI to foster mutual respect and a "sense of trust". The emotional connection between educators and learners lays the foundation of effective communication and a comfortable learning experience. It makes students feel free to ask for any academic support from teachers without any emotional dilemma.

It has been noticed that educators with developed EI skills competently perform in building interpersonal relationships, that promote the relationship with students and colleague teachers. Thus, EI plays a contributory role in making collaborative efforts to build a dynamic and robust learning environment to make education more accessible and supportive for students. Interpersonal communication and effective teamwork improve the sharing of best practices with others to optimise the overall educational outcome in a school or educational institution [21]. This collaborative effort is also helpful in connecting to the parents and making the parent-teacher relationships stronger in terms of providing holistic support to students.

Furthermore, a high EI level enables teachers to strategically navigate conflict or disagreement with students and colleagues with diplomacy and logical tact. Therefore, teachers need to develop EI skills to amicably resolve disagreements in terms of establishing a focused and positive learning environment in the classroom and

achieving academic success. In addition, EI plays a pivotal role from the perspective of teachers to identify and address the individual needs of students so that they can feel understood and valued within a safe space. The emotional support provided by teachers in the classroom makes students motivated to participate in learning activities and gain success [22]. therefore, it can be summarized that the connection between the emotional intelligence of teachers and academic achievement is impervious. Teachers need to acquire EI skills to build strong relations with students and empathise with them by navigating individual emotional needs and managing conflicts to establish a conducive learning ambience. Educators with high EI significantly contribute to making a supportive learning environment that leads students to gain academic accomplishments. Hence, EI is considered an anchor in terms of achieving academic success in teaching professions. A study conducted on the UK and Indian teacher practitioners reflect the age-wise EI sores in self-awareness, self-management, motivation, relationship management and empathy (Fig. 3).

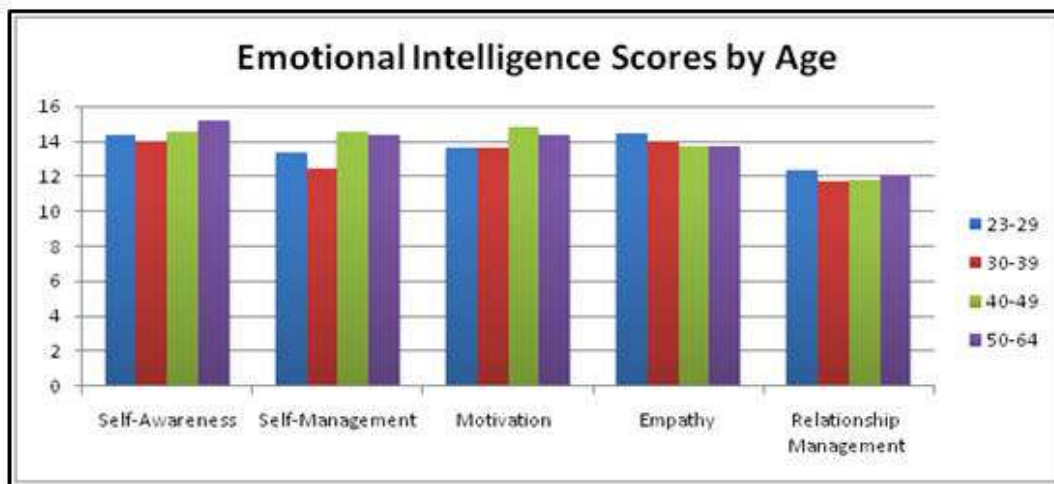


Fig. 3: Emotional Intelligence in Teaching Profession [27]

Optimising the learning performance of students is considered the main academic achievement of teachers within a learning environment. In this context, the research conducted by Nsaifet al. (2023) focuses on determining the relationship between emotional intelligence and the learning performance (LRP) of university students in Iraq [23]. The study considered two mediating factors that significantly influence academic achievement depending on EI including motivation (MT) and the efficacy (ASE) between EI and LRP (Table 2).

Table 2: Relationship between EI and Learning Performance

Direct paths					
	Original sample (O)	Sample mean (M)	Standard deviation (SD)	T statistics (O/SD)	P values
ASE -> LRP	0.406	0.405	0.166	2.4450	0.014
EI -> ASE	0.852	0.853	0.025	4.281	0.01
EI -> LRP	0.541	0.544	0.061	8.847	0.05
EI -> MT	0.911	0.911	0.016	5.235	0.04
MT -> LRP	0.215	0.219	0.171	1.253	0.210

The research employed an SEM-PLS (“structural Equation Modeling-Partial Least Squares”) technique to analyse data. An “ultimate response rate” of 69.4% was recorded which makes the result significant. a two-tailed analysis has been performed to find out the relationship between EI, LRP, motivation and efficacy. The result reflects all these factors are significantly correlated to each other with t-values more than 1.96 and p-values less than 0.05 (Table 2). It suggests that emotional intelligence directly influences learning performance while motivation and efficacy act as two key mediating factors to build a more impactful learning ambience.

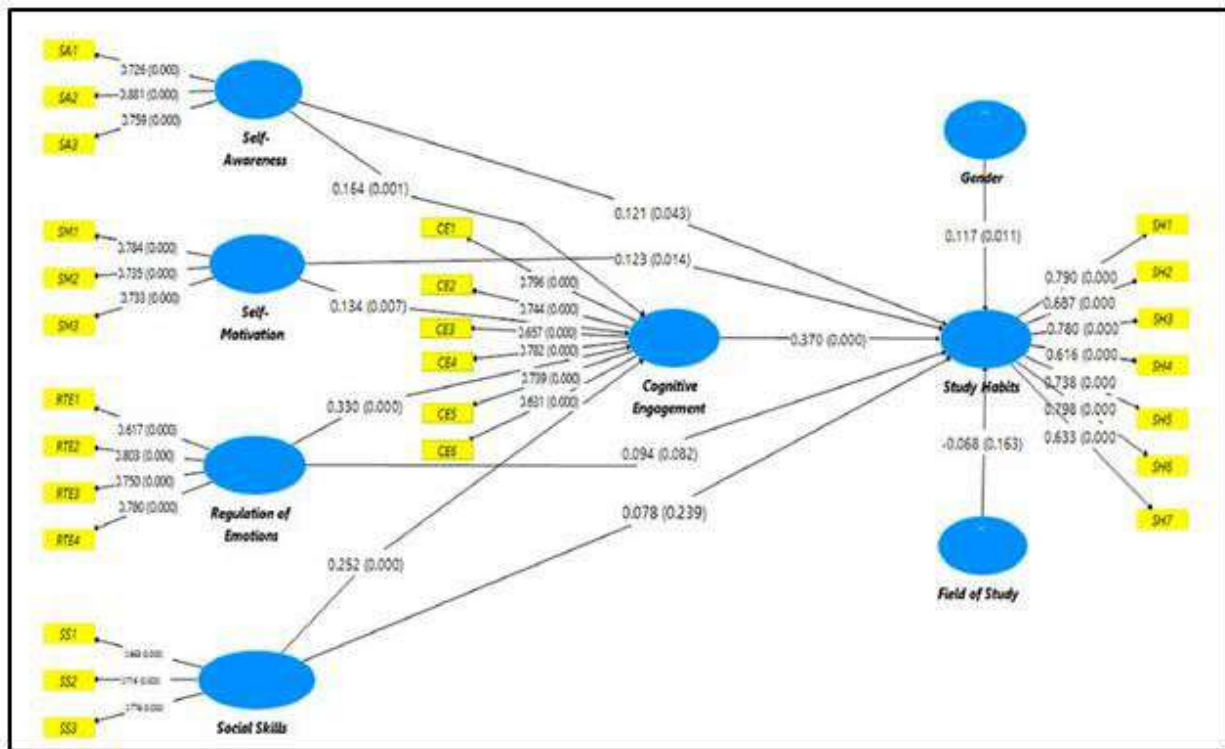


Fig. 4: Structural Model defining the relation among SA, SM, RE, CE, SH, and SD [28]

Here, SA refers to self-awareness; SM represents self-motivation, RE stands for regulation of emotion, CE denotes cognitive engagement, SH is study habits, and SD refers to standard deviation [28]. EI or RE has been identified as the cornerstone in promoting the academic success of teachers by creating a positive learning environment to maximise the learning performance of students. It has been observed that the ability of teachers to understand, perceive and manage emotions not only helps them ensure personal development but also influences students' learning achievement. According to a study, EI from the perspective of teachers is related to their performance in development, professional efficiency and social relationships [24]. EI has been linked to multifaceted factors related to the educational sector including academic achievements, learning quality, social behaviours of students and effective teaching. The study involves 26 qualitative interviews of teachers from a school in Israel who participated in a 2-year EI development programme. The findings reflect that an EI development program can be introduced to enhance EI skills among teachers to substantially improve teaching practice and "sense of meaningfulness". Therefore, it can be summarised that EI among teachers is deeply connected to academic achievement by improving students' learning outcomes.

According to another research, EI involves social and emotional skills that become essential in recent times to manage the emotional needs of individual students in a diversified classroom setting [25]. The goal of conducting EI development programs is to partly develop academic performance while partly enhancing personal development. A meta-analysis has been performed to determine the relationship between EI and academic performance. The result shows an overall impact $\rho = .20$ by utilising variance estimation ("N = 42,529, k = 1,246 from 158 citations"). Furthermore, the association of ability EI (" $\rho = .24, k = 50$ ") has been identified more stronger compared to mixed EI ($\rho = .12, k = 33$) and self-rated ($\rho = .19, k = 90$) [25]. It suggests that the ability to perceive and understand others' emotional, needs is most crucial in the teaching profession to optimise academic achievement. Three mechanisms related to the EI-academic performance relationship have been proposed including the regulation of academic demotions, content overlap and building social relationships with students.

International Journal of Applied Engineering & Technology

Accordingly, well-developed EI skills among teachers facilitate effective interpersonal communication with students. It has been found that teachers who participated in EI-development training performed better in making strong student-teacher connections, which led to enhanced student engagement, interactive learning environment and better learning performance. The supportive behaviour of teachers helps students feel valued while clearing all doubts without any feeling of fear, shame or hesitation [26]. Ultimately, the emotional intelligence of teachers is directly related to the positive learning ambience, educators-learner relationships, better teaching processes and learning outcomes. It optimises the capability of teachers to strategically deal with the diverse emotional requirements of each student in a classroom environment.

Lastly, teacher burnout comes in at number five on the list, with instructors' emotional engagement in managing it being average [16, 17]. The research makes recommendations for future research from a variety of fields to determine what kinds of training boost EI and result in associated positive consequences most efficiently. EI is essentially the ability to perceive, comprehend, use, and successfully manage emotions in both oneself and others.

5. CONCLUSION

Understanding teachers' EI and degree of emotional attachment to their classrooms is made possible by the research. In particular, it shows that just 2% of educators have low EI. EI is rated as medium in 44% of educators. Teachers who are less emotionally involved are twenty-seven percent. The emotional engagement of thirty-nine percent of instructors is categorized as medium. Of instructors, thirty-three percent exhibit a high degree of emotional engagement. These results provide insight into the range of emotional involvement and EI. The ability to recognize emotional cues and react appropriately to them is essential for educators to effectively handle the daily interactions they have in the classroom, whether with students or colleagues. As a result, a plethora of studies has emerged in recent years offering substantial evidence of the ways in which teachers' EI abilities affect their personal and professional well-being. Increased professional performance, improved emotional well-being, improved student academic achievement, and stronger teacher-student relationships are all consistently associated with higher EI in teachers. Consequently, it is critical that educators enhance their EI as these competencies are essential to the teaching process and have a substantial positive impact on their general well-being.

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