

The Connection Between Secondary School Teachers' Performance and Emotional Intelligence

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Abstract

The primary objective of this study was to determine the relationship between emotional competence and successful secondary school teaching. A total of 1252 educators from public high schools made up the study's sample. Out of the 251 secondary school teachers, a sample of 126 men and 125 women instructors were selected for the study. The study employed a co-relational design where random sampling was used to select the sample. The Trait Emotional Intellect Questionnaire, developed by K.V. Patride, was used to evaluate the emotional intelligence of secondary school teachers. The Board of Secondary and Intermediate Education in Rawalpindi administered the annual class 10 exam, and the results were used to evaluate the teachers' performance. The mean, standard deviation, and Pearson r were used to analyze the collected data. The results of the study showed a strong correlation between the emotional intelligence of high school teachers and their effectiveness in the workplace.

Keywords: Academic success, emotional intelligence, high school teacher (SST), teaching performance, secondary school level

Introduction

A person's motivation level, feelings, and cognition patterns are the three key factors that influence their mental state. The relationship between a person's IQ and productivity at work has been studied. Scientists disagree on whether IQ is the only factor that can effectively predict or understand employee success. IQ is not enough to explain why people with greater technical skill levels struggle in jobs demanding managerial responsibilities. However, a person with ordinary technical skills can demonstrate their ability to perform such jobs more effectively. This can be partially explained by the theory that an employee's achievement level is correlated with their emotional intelligence. As emotional ability develops, so does the likelihood of having fruitful talks with coworkers and being more productive at work (Sabie et al, 2020).

The growing emphasis on the connections between a person's IQ and success in the

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workplace has raised interest in variables other than IQ that influence an individual's performance. Higher education institutions are considered to be the primary source of assistance for students seeking to enhance their learning capacities. Making sure that the pupils understand the subject being taught to them is the primary responsibility of educators. Two more significant responsibilities imposed on teachers are upholding the curriculum and making sure that pupils turn in their assigned readings and homework on time.

Maintaining order in the classroom, managing student-student interactions, and managing parent-student interactions are additional responsibilities for teachers. It's important to keep in mind that teaching involves much more than just giving pupils options for academic learning. Because they support kids' psychological development, teachers are essential to this development. In order to gain a deeper understanding of the reasons behind their own and their pupils' frequent actions, teachers are able to identify both their own emotions and those of their students.

Emotional intelligence is substantially connected with the effective performance of educators in schools, colleges, and universities, according to Christie and Lingard (2020). To be good educators, people in the field must believe that their abilities transcend beyond professional abilities, academic accomplishments, and intellectual strength. More research has been done on the connections between teachers' classroom behavior and their emotional intelligence (Valente & Lourenço 2020). Several studies have shown that emotional stress can negatively impact a teacher's ability to instruct and maintain relationships with students.

Teachers in the field of education often suffer from professional anxiety, which affects how pupils behave in the classroom. According to study, teachers who are under a lot of stress at work are more prone to feel negatively about their jobs and the responsibilities that go along with them (Klassen, 2010). Teachers must adhere to a pre-determined behavioral pattern when working with difficult students in the classroom, according to Sobeck & Reister (2020). It is the teacher's responsibility to determine the fundamental causes of the disruptive behavior exhibited by the students and to connect those causes to the appropriate corrective actions that will resolve the immediate problem. The key to using emotions effectively is knowing when to react and how. Several studies have demonstrated a clear connection between instructors' emotional intelligence and their effectiveness. After considering the potential breadth of the research, a research on this topic was chosen. By limiting the topic matter to secondary school instructors, the researcher was able to concentrate this study on the level of secondary schools.

Statement of the Problem

Emotional intelligence (EI) is essential for educators because they must be able to understand and control their emotions in order to create a supportive learning environment in the classroom (Khassawneh et al., 2022). Further research was required in this area because the association between a teacher's emotional intelligence (EI) level and pupils' academic achievement is not well understood. To find out how a teacher's emotional intelligence (EI) impacted the students' academic performance in the class, more research was necessary. By examining the relationship between emotional intelligence and high school teacher achievement, the current study attempted to bridge the gap between previous research and more recent discoveries.

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Objective of the Study

The research study's goals were developed as follows;

1. To determine secondary school teachers' emotional intelligence levels.
2. To explore the level of performance of secondary school teachers.
3. To compare secondary school teachers' emotional intelligence according to their gender, age, experience, marital status, and subject.
4. To compare the performance of secondary school teachers in light of their demographics, including age, gender, experience, marital status, and subject.
5. To find out the relationship between secondary school teachers' academic success and emotional intelligence.

Hypotheses of the Study

For the study, a number of study hypotheses were developed;

Ho1: There is no significant difference between emotional intelligence of secondary school teachers based on gender.

Ho2: There is no significant difference between performances of secondary school teachers based on gender.

Ho3: There is no significant difference between emotional intelligence of secondary school teachers based on age.

Ho4: There is no significant difference between performances of different age group of teachers.

Ho5: There is no significant difference between emotional intelligence of secondary school teachers based on experience.

Ho6: There is no significant difference between performances of teachers on the bases of their professional experience.

Ho7: There is no significant difference between emotional intelligence of secondary school teachers based on marital status.

Ho8: There is no significant difference between performances of secondary school teachers based on marital status.

Ho9: There is no significant relationship between emotional intelligence and performance of secondary school teachers.

Literature Review

Emotional Intelligence

Emotional intelligence, according to Bru-Luna et al. (2021), is the capacity to process one's emotions and use both knowledge and experience to support one's thinking. Emotional competence is described by Schoon (2021) as the capacity to concentrate, deal with, control emotions, interact honestly, make thoughtful decisions, overcome challenges, and act in a way that is likable to others. Emotional intelligence, according to Fteiha & Awwad (2020), is a broad concept that can promote success in a variety of areas of life. People who are more adept at managing their emotions and interacting with others live happier lives.

The concept of emotional intelligence encompasses some of the numerous conflicting interests. It conveys some traits of the current zeitgeist. It might also be a reference to the

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ongoing struggle between emotions and logic throughout human history (Bru-Luna et al., 2021). The first element of emotional intelligence (EI), according to Bradberry (2023), is the capacity to identify and express one's own emotions. This has to do with a person's capacity for confidential interaction and an awareness of the causes of their emotions.

Teacher Performance

Performance is the capacity to use knowledge to achieve objectives effectively. The manner in which a teacher instructs students in the classroom is commonly referred to as their performance, and this involves actions like asking students questions, providing them with explanations and advice, praising their work, and participating in various instructional activities (Sudjono, 2022).

The value of educators in the three crucial areas of work ethics, professional development, and job expertise was acknowledged by Smith & Gillespie (2023). Another crucial component of an effective educator is giving the students instructions. Studies have shown that clear comprehension and a better knowledge base approach are two crucial components of an instructor's effectiveness.

A crucial aspect of the process of instruction and learning is subject mastery. According to Saroyan & Amundsen (2023), teachers find and develop courses that are suitable for each student's stage of development, preferred style of learning, talents, and requirements. Teachers must choose educational tasks, deliver detailed clarifications, ask insightful queries, and assess the comprehension of their pupils (Sudjono, 2022). A positive environment can be created by having strong interpersonal ties.

The Connection among Emotional Intelligence and Teachers' Performance

The capacity to manage requiring job responsibilities and maintain classroom rules are prerequisites for the teaching profession. Because of the frequently expressed excessive levels of anxiety, teachers may experience burnout. If teachers succeed in handling the high levels of work-related stress and potential fatigue, they must be able to successfully handle both their own emotions and the emotions of their students.

Neale et al. (2011) identified the capacity to constantly look out the qualities of others in addition to recognizing one's own unique areas of force as one of the primary characteristics that foster the success of emotionally intelligent administrators and instructors. Teachers can assist students in succeeding in the classroom by identifying their strongest traits and utilizing them to make up for their weaknesses. Leow et al (2021) investigated how Malaysian personalities of educators influenced how they communicated with their students in the classroom. The finding that using additional adverse feelings in the classroom has hindered students' learning is evidence that an educator's adverse characteristics can have a significant impact on how they perform as a teacher.

Ghanizadeh and Moafian (2010) found that educators who were regarded as exceptional instructors of languages displayed high levels of EQ. Strong correlations exist between a teacher's EI levels and how effective their lessons are. It's also important to emphasize that emotionally intelligent teachers are effective at teaching because they have the ability to accurately and quickly assess their own feelings as well as those of their students. Such skilled emotion management is related to the idea of emotionality, a trait EI component. One must

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be able to utilize emotions to inform rational decisions if they are to be managed effectively (Lerner et al., 2023). Thus, the educator's level of EI and subsequent achievement in class are significantly correlated, according to the empirical data presented in the section above.

Methodology

The survey method was employed in the study to collect data, which had a descriptive statistics focus. This study used a co-relational design. It sought to understand the relationship between the variables involved in the research, particularly variable 1, which measured secondary school teachers' emotional intelligence, and variable 2, which measured their performance.

Population

High School Teachers (SSTs) employed by public secondary schools in both rural and urban areas of the District of Attock made up the research's sample population. The six Tehsils of the public high schools in the District of Attock employed 1252 teachers in secondary schools.

Sample

To achieve the goals of the current study, a group of 251 male and female secondary school teachers from the Attock district were randomly chosen.

Instrument

Teacher's emotional intelligence was assessed using a research tool called the Character trait Emotional Intelligence Questionnaire. The annual grade 10 exam results from the Board of Secondary and Intermediate Education in Rawalpindi were used to assess the achievement of a teacher.

Data Collection

Data collection was done with the principles of public secondary schools' prior approval. The sample teachers answered the questionnaire. The importance and objective of the current study were briefly explained to the individuals. The online survey was completed using a Google form. The secondary school teachers were given 251 questionnaires, but only 248 of them were completed.

Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to analyze the information. Secondary school teachers were given percentage grades based on their performance and emotional quotient. The mean as well as the standard deviation of teachers in secondary schools were computed in order to determine their emotional quotient. The relationship between high school teachers' effectiveness and emotional intelligence was investigated using the Pearson correlation coefficient. Furthermore, Chi Square was used to evaluate the emotional intelligence and effectiveness of educators.

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Results

Table 1

To determine secondary school teacher's emotional intelligence levels.

Emotional intelligence		Low	Medium	High	Total
Male	Number	38	42	44	124
	Percentage	30.65%	33.87%	35.48%	100%
Female	Number	51	36	37	124
	Percentage	41.12%	29.03%	29.84%	100%

Table 1 displays the emotional intelligence of secondary school teachers. There were 248 secondary school teachers in total, 124 of whom were men, according to the table. 38 of them scored poorly on emotional intelligence (30.65%), 42 scored moderately (33.87%), and 44 scored highly (35.48%). There were 124 female teachers in total; 51 (41.12) of them had an inadequate emotional IQ, 36 (29.53%) an average emotional IQ, and 37 (29.54%) a high emotional IQ.

Table 2

To explore the level of performance of teachers in high school.

Performance		Below 79	79 to 90	90 to 100	Total
Male	Number	45	36	43	124
	Percentage	36.30%	29.03%	34.67%	100%
Female	Number	39	46	39	124
	Percentage	31.45%	37.10%	31.45%	100%

The performance level of secondary school teachers is shown in Table 2. In total, there were 248 secondary school teachers, 124 of whom were men, as shown in the above table. Of these, 43 teachers (34.67%), 36 teachers (29.03%), and 45 teachers (36.30%) had performance levels between 90 and 100. There were 124 female teachers in total; 39 (31.45%) of them

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had ratings below level, 46 (37.10%) had ratings in the level 79 to level 90 range, and 39 (31.45%) had ratings in the level 90 to level 100 range.

Table 3

Mean as well as Standard Deviations of Emotional Intelligence Factors of high School Teachers

Factor	Min	Max	M	SD
Well being	9.00	42.00	30.4798	4.64876
Self-control	10.00	40.00	26.7056	4.41268
emotionality	23.00	49.00	35.3226	5.09512
Sociability	13.00	37.00	23.8750	4.31414
Global trait	7.00	27.00	19.0363	3.23860
Emotional Intelligence	90.00	183.00	135.4194	14.61633

The mean as well as the standard deviation of the teachers' scores on the emotional intelligence factor are shown in Table 3. The findings showed that, compared to universal traits, emotionality had the highest average and standard deviation (M=35.32, SD5.09) and the lowest (M=19.03, SD3.23). Teachers showed the highest level of emotionality compared to other groups of people, researchers found. A mean and standard deviation of (M=135.41, SD=14.61) were found for emotional intelligence.

Table 4:

To compare high school teachers emotional intelligence according to their age, gender, experience, marital status and subject.

Emotional Intelligence				
	Low	medium	high	Calculated value of χ^2
Gender	Male	38	42	44

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	Female	51	36	37	3.0548
Age	Below 33	31	24	28	
	33 to 44	29	23	32	3.8168
	44 to 60	29	31	21	
Experience	Below 8	45	25	36	8.3342
	8 to 13	23	22	16	
	13 to 37	21	31	29	
MS	Single	21	16	17	
	Married	68	62	64	0.2761
Subject	Science	43	38	45	
	Arts	46	40	36	1.0862

Table 4 contrasts demographic factors with the emotional quotient of the SST. The χ^2 value at 0.05 levels, as shown in Table 4, was 3.0548, which was below the required χ^2 value (5.99). The null hypothesis is accepted because there is no appreciable disparity between gender and emotional maturity among high school teachers. The χ^2 value in Table 4 was 3.8168, which was less than the necessary χ^2 value (9.49) at 0.05 levels. The alternative theory, "There is no significant difference between secondary school teachers' emotional intelligence based on age," was therefore accepted. Table 4 contained the χ^2 value of 8.3342, which at 0.05 levels was below the required χ^2 value (9.49). The null assumption that "there is no significant difference between experience and emotional intelligence of secondary school teachers" is accepted. Table 4's χ^2 value was 0.2761 as opposed to the necessary χ^2 value of 5.99 at 0.05 levels. As a result, there is no clear relationship between secondary school teachers' emotional maturity and their marital status. Table 4 reveals that the χ^2 value at 0.05 levels was 1.0862, which was less than the needed χ^2 value (5.99). Thus, the null assumption that "there is not a significant distinction between emotional intelligence of secondary school teachers of science and arts subjects" is accepted.

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Table 5

To evaluate secondary school educators performance in light of their age, gender, experience, marital status, and job description.

Performance		Below 79	79 to 90	90 to 100	x ² Calculated value
Gender	Male	45	36	43	1.8428
	Female	39	46	39	
Age	Below 33	25	28	30	5.2558
	33 to 44	24	29	31	
	44 to 60	35	25	21	
Experience	Below 8	36	34	36	5.3076
	8 to 13	15	26	20	
	13 to 37	33	22	26	
MS	Single	16	18	20	0.699
	Married	68	64	62	
Subject	Science	30	45	51	12.4481
	Arts	54	37	31	

The required x² value at 0.05 levels was 5.99, but Table 5's x² value was 1.8428, which was less than that value. The conclusion drawn from this research is that there is no conclusive link between teachers' performance in secondary schools and their gender. The naive theory was disproved. Table 5 also showed the x² value of 5.2558, which, at 0.05 levels, fell short of the necessary x² value of 9.49. The effectiveness of secondary school teachers and their age do not, therefore, significantly correlate, it can be said. Table 5 showed an x² value of 5.3076 at 0.05 levels, which was below the required x² value (9.49). Therefore, it can be concluded that secondary school teachers with various levels of professional experience exhibit

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comparable performance. The χ^2 score in Table 5 was 0.699, which was below the required χ^2 score of 5.99 at 0.05 levels. As a result, it can be said that there is no connection between a high school teacher's success and their marital status. Table 5 showed that, at 0.05 levels, the χ^2 score of 12.4481 was higher than the required χ^2 value (5.99). The null assumption that "there is not a significant distinction between the performance of secondary school teachers of science and arts subjects" is thus rejected.

Table 6

Ho: There is no conclusive link between secondary school teachers' achievement and emotional intelligence.

Variable	N	Mean	SD	R
Emotional	248	135.41	14.61	
Competence				.113
Job	248	82.89	13.46	
Achievement				

A significant connection is discovered at 2-tailed 0.01 levels.

Table 6

displays the relationship between SSTs' achievement and their emotional intelligence. The relationship between variables was calculated using Pearson Product Moment correlation. Emotional intelligence was found to significantly enhance the job performance of teachers ($r=.113$). The null hypothesis was disproved, and it was found that teachers' ability to perform their jobs was improved by developing their emotional intelligence.

The study's findings supported these claims;

- 1 The findings showed that the educator's emotional intelligence had a significant amount of the element emotionality compared to the other factors. The standard deviation for the factor was found to be 35.32 (M = 35.32, SD = 5.095). The average (M) score for overall emotional intelligence was also discovered to be 135.41 and the standard deviation to be 14.61 (M = 135.41, SD = 14.61).
- 2 The emotional quotient of teachers in high schools was not found to be empirically related to factors like gender, age, experience, marital status, or job description.
- 3 According to the results, there is not a statistically significant association between the job achievement of secondary school educators and demographic factors like gender, age, experience, and marital relationship. It was found that there was a statistically significant variance between the job success and position description of secondary school educators.
- 4 Researchers discovered a significant link between high school teachers' emotional intelligence and their effectiveness. As their emotional intelligence levels increase, educators

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in high school consequently do better at the secondary level.

5 Overall, the study found a statistically significant association between emotional maturity and high school teachers' effectiveness. Furthermore, it was discovered that there were no statistically significant gender disparities in either the educators' achievement or their emotional intelligence.

Discussions

The results of the study showed a significant correlation between EI and District Attock's SST performance. Overall, it was shown that high emotional intelligence teachers outperformed other teachers in a discernible way. Halimi et al. (2021) confirm these findings, which are predicated on the relationship between instructors' accomplishments and emotional intelligence. He discovered a clear connection between college students' academic success and their emotional intelligence. Higher emotional intelligence teachers are better able to take command of the classroom and provide the necessary support for their students to succeed, according to research. Student accomplishment can successfully replace a teacher's efficacy, claim Thornton et al (2020).

The findings of this study give credence to the investigation conducted by GU and Day in 2007. They argued that a teacher's capacity to manage their emotions and lessen stress is supported by emotional intelligence. A person's job-related responsibilities were improved by emotional intelligence in both a quantitative and qualitative way, eventually focusing on the academic needs of their students.

According to study by Valente et al (2020), one component of emotional intelligence is the capacity to effectively manage students' emotions in the classroom. It is evident that an educator's ability to maintain order in the classroom was a reliable measure of how effectively they were doing their jobs. The results of this study closely align with those of Kumar and Muniandy's (2012) study, which discovered that instructors had a lower quality of emotional comprehension than individuals who entered the workforce after finishing a higher degree program. Valente et al (2020) found a correlation between emotional quotient and aptitude. Emotional quotient and academic success were closely associated. The Iranian research initiative received support from the study's conclusions.

Recommendations

The analysis and conclusion led to the following recommendations:

1. Workshops should conduct at district Attock and tehsil levels for arts teachers during summer vacations. These workshops and training sessions for arts teachers can enhance their teaching skills and keep them updated on the latest educational techniques and technologies. These workshops can cover topics such as effective classroom management, innovative teaching methods, and technology integration in education for arts teachers.
2. Future research on teachers at the elementary, secondary, and Treasury levels might be advised with the aim to teach teachers at all degrees the importance of emotional intelligence.
3. It may be beneficial to create professional EI training for teachers in order to aid them in performing their jobs more effectively. Teachers and students may benefit from this kind of research if it teaches them how to identify and manage their emotions.

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4. A broader sample of teachers from the public and private sectors, representing both genders, may be the subject of future research.
5. To support the process of learning and instruction in the form of student achievement, government representatives, policymakers, and curriculum developers ought to carefully think about the idea of emotional intelligence when formulating policies.
6. Other districts may conduct comparable studies while taking into account the geographic and cultural diversity.

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