

Emotional Intelligence And Its Relationship To Emotional Literacy Strategies Of The Teachers Of Jones Rural School

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Abstract: This study aimed to explore and identify the relationship of emotional intelligence to the emotional literacy strategies of teachers of Jones Rural School. The researcher used a total population sampling at 95% confidence level and 5% margin of error to select 79 respondents. A descriptive correlation method of research was utilized. Data were gathered using questionnaire divided into three parts: personal information, emotional intelligence, and emotional literacy strategies. The researcher patterned the questionnaire from the study “Emotional Literacy in EFL Classes: The Relationship between Teachers' Trait Emotional Intelligence Level and the Use of Emotional Literacy Strategies” conducted by Kliueva and Tsgari in the year 2018. Data analysis was facilitated through Statistical Package for Social Sciences (SPSS) software employing frequency counts, percentage, weighted mean, standard deviation and Pearson r. Findings revealed that well-being and emotionality has the strongest relationships to the Emotional Literacy Strategies as they have the most number of significant correlations among all other aspects of Emotional Intelligence. On the other hand, sociability does not show any relationship with the strategy of supporting emotional growth, hence it is a factor that weakens the relationship between Emotional Intelligence and Emotional Literacy Strategies. It is then recommended for educators to improve their methods of interacting and communicating with students as it shows that the aspect of sociability has a weak relationship with the strategies of emotional literacy. Future studies should also be conducted to further validate the influence of teacher’s emotional intelligence to the emotional literacy strategies they are using inside their classrooms.

Keywords: Emotional Intelligence, Emotional Literacy, Strategies

INTRODUCTION

Emotions, being the affective facet of the human consciousness, play a vital role in establishing an adaptive behavior for the development of a self-directed individual. It is also labeled as a series of human behaviors that delivers a wealth of collective

information through the society. Though essential as it may seem, emotions can be chaotic and dangerous to illogical thought when one fails to control the discharge of these sensitive reactions, a reason for the manifestation of a frail emotional intelligence.

The cluster of competencies that captures a broad collection of individual skills which targets to progress one's levels of emotional understanding is referred to as the emotional intelligence (Park, 2010) that consists the potential for emotional fluency that as according to Gupta (2014), "Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior."

Scuderi (2018) in the article titled What Is Emotional Intelligence and Why It Is Important, defined emotional intelligence, also known as emotional quotient (EQ), as an individual's level of ability to recognize and harness emotions to motivate oneself in order to demonstrate proper actions, and commit and work toward the accomplishment of his objectives for the reason that when one is able to properly manage its emotions, one is better able to communicate his feelings thus reflecting a well-handled negotiation between people.

Dodging a low emotional intelligence is essential, therefore practicing the four second-order factors: well-being, self-control, emotionality and sociability that comprise the dimensional domain of emotional intelligence are needed to be extremely developed all at the same time not only as these are interconnected to each other but because these factors determine the emotional literacy state of an individual.

Correspondingly, one's emotional intelligence is daily manifested in the areas of the community. For instance in a classroom, the attempt to stabilize the emotional intelligence among teachers during class discussions is a tough circumstance that gets even more difficult as they associate with different kinds of people having distinct personalities and emotions, that is why in order to efficiently manage their emotions, they needed to adapt various emotional literacy strategies to be able to effectively communicate and direct the students' emotions and behavior.

Steiner (2017) coined the term emotional intelligence in 1997 as the basis for perceiving and communicating emotions. It is a core skill of emotional intelligence that consists of a group of skills and strategies that an individual acquires over time to become emotionally fluent such as having self-awareness and self-discipline (i.e. the ability to quiet down feelings of anger and pessimisms). Having compassion to the feelings of other people while at the same time knowing how to express one's own emotions effectively are also signs of an emotionally literate individual. These abilities helps one in developing good communication skills and in enhancing one's relationship with other people (Douglas Silas Solicitors, nd).

In schools, being emotionally literate means being able to handle difficult emotional situations and in order to achieve a total literacy, various strategies are needed to be practiced including the establishment of a learning environment while ensuring a positive learning atmosphere for the learners.

Respectively, on the perspective of the learners, effective classroom management involves clear communication of behavioral potentials (Davis, 2009) that is why establishing relationship, responding to disruptive behavior, developing cooperative learning environment and supporting emotional growth are essential strategies to be trained.

As attention to the role of emotions in education, it is essential to examine how the teachers of Jones Rural School promote Emotional Literacy among students in order to create a conducive learning environment.

This study aims to explore and identify the relationship of emotional intelligence to the emotional literacy strategies of teachers of Jones Rural School. As there were variations of responses among the respondents, the gathered data were systematically examined by the researchers for the further assessment on the focus of the study.

Conceptual Framework

The following established frameworks can help to further explain the emotional intelligence of teachers and the teaching strategies they used in the classroom to develop students' emotional literacy.

Emotional intelligence encompasses of five basic components known as emotional self-awareness, self-recognition, handling relationships with others, motivating others and managing emotions (Goleman, 1995 as cited by Asrar-ul-Haq, Anwar & Hassan, 2018). In current research framework, 4 trait of Emotional intelligence have been taken into considerations in order to investigate their relationship with the teachers' teaching strategies they used in the classroom to develop students' emotional literacy.

According to Qualter, Gardner, Pope, Hutchison and Whiteley (2012), emotional usefulness plays a vital role in improving the abilities of emotional self-management among individuals with respect to their academic responsibilities. Moreover, Barsad (2000) stresses that, when positive emotions are developed in the employees in a group, it increases their cooperation with each other and lessens the conflicts which in turn improves the efficiency and performance of the group members.

In the study of Salami (2010), it was discovered that the academic achievement and performance of the students can be improved through self-efficacy, emotional intelligence and psychological well-being.

Mayer et al. (2000) claims that emotions play a vital role in influencing the mental operations of the individuals along with reasoning and motivation. It is crucial to study the emotions of teachers as well as their management of emotions which has found to affect their thinking, categorization as well as problem solving. There are many dimensions that are related to the teacher's

performance in the class which have traces of emotional intelligence components such as class room management, teaching methods and styles, individual differences and problem solving, use of motivational tools and direct teaching methods.

According to Evertson and Weinstein (2006), classroom management can be described as actions of the teachers which aim at the development of environment which helps in improving the social emotional learning and academic learning of the students. In relation to the classroom management, Emmer and Stough (2001) are of the view that if teachers are able to manage their own emotions then they can not only organize and manage class room environment, but can also manage the behaviors of the students to increase the positive academic outcomes. Moreover, research findings of Sieberer-Nagler (2015) discloses that, the most essential concerns relating to the classroom management of teachers include maintaining discipline and handling the emotional and social problems of the students. Teaching styles are found to affect the academic performance of the students.

According to Sorin (2009) emotional education should begin in the early childhood years so as to be as effective as possible through partnership approach. The approaches to emotion education include verbal approaches, such as acknowledgement, empathy, questioning and discussion; proactive approaches such as modeling and taking action; and using arts to explore feelings and emotion expression. She explores the importance of emotional literacy as the definition of literacy gradually expanded encompassing children who were having trouble regulating their negative feelings and are prone to anger, frustration etc.

Research by Raver (2002) has suggested that young children who are more emotionally well-adjusted have a greater chance of school success, regardless of their cognitive ability or family background.

Based on the premise that children's emotional education occurs through observing how others deal with emotions and stress and how they themselves respond to these emotions (Claxton, 2005), the promotion of EL in the classroom is most dependent upon teachers. The latter serve as classroom leaders who can bring about change in students' learning through effectively accommodating students' emotions. In other words, when teachers understand and regulate emotions, they "provide students with positive role models and the resources needed to thrive. (Brackett et al., 2009). Such teachers are more likely to help students develop EL.

Those teachers who fail to maintain discipline in class by managing their behavior cannot perform well in their initial phase of their career, which necessitates a high emotional intelligence (Ingersoll and Smith, 2003).

With the aforementioned concept on teachers' emotional intelligence and emotional literacy, the researcher believed it is essential to study these concepts to the faculty members of Jones Rural School, Jones, Isabela for it will give feedback on their emotional practices.

The main objective of the study is to find out if there is a significant relationship between teachers' level of emotional intelligence to their level of emotional literacy strategies. Hence, the independent variable comprises the teachers' profile as to age,

sex, years of teaching, average age of students and average number of students in class while the dependent variable consists of level of emotional intelligence and level of emotional literacy.

INDEPENDENT VARIABLE

DEPENDENT VARIABLES

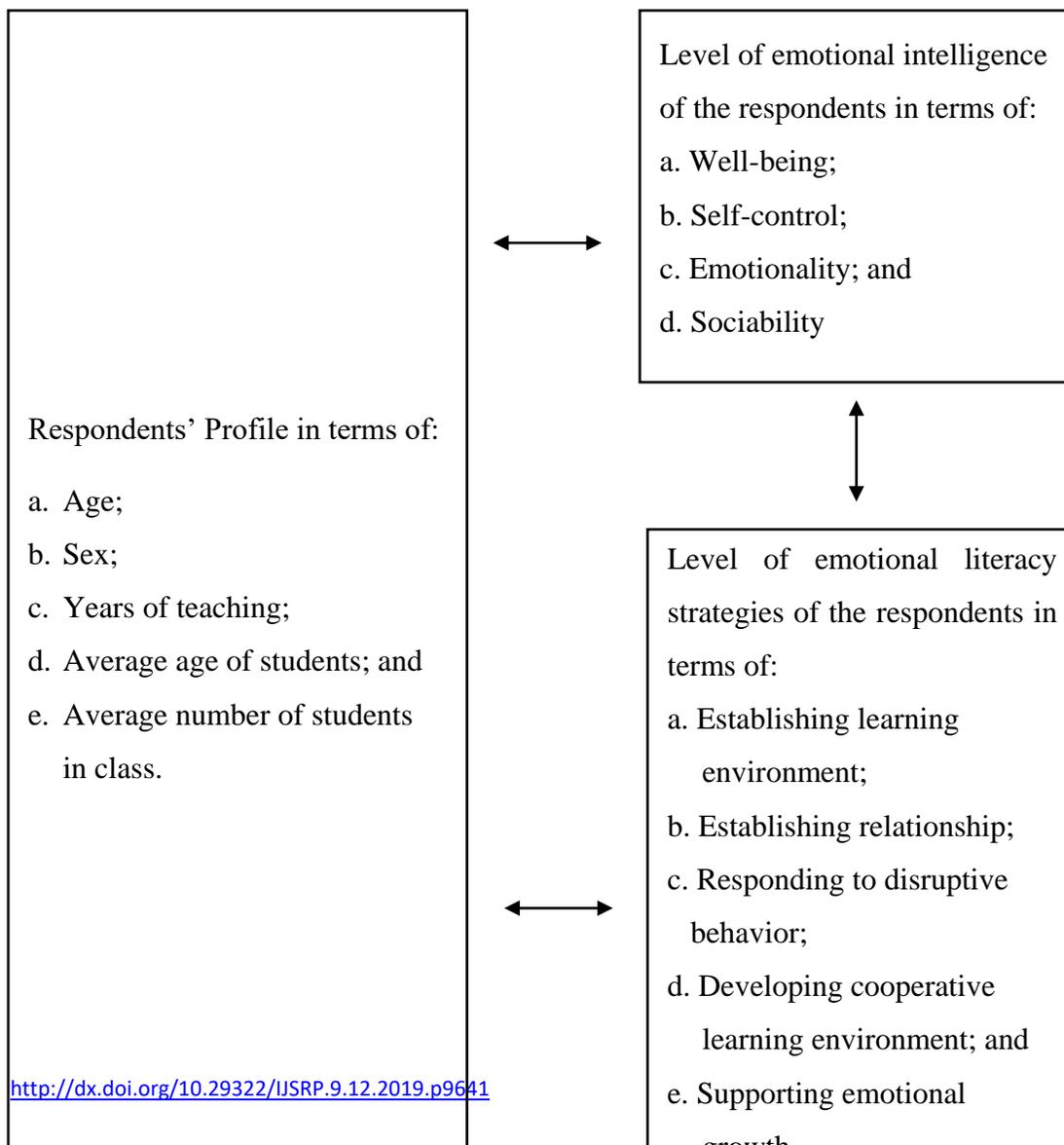


Figure 1. The Conceptual Paradigm of the Study

METHODOLOGY

Research Design

The researcher utilized the descriptive correlation method of research. Descriptive research was used to obtain information concerning the current status of the phenomena with respect to variables or conditions in a situation (Nyambongi. 2013).

The descriptive design was used to determine the respondents' level of emotional intelligence and level of emotional literacy strategies, while correlational was used to determine the relationship of the respondents' level of emotional intelligence and level of emotional literacy strategies when grouped according to their profile.

Locale of the Study

This study was conducted at Jones Rural School - Main, Jones, Isabela. The Jones Rural School (JRS) is located at the heart of the Municipality of Jones in the province of Isabela. Its vision to be a proud producer of globally competitive professionals in various areas has pushed the school to soar greater heights. This granted JRS to offer the Senior High School with Academic and Technology-Vocational-Livelihood (TVL) tracks.

Research Respondents

The respondents of the study were the 66 faculty members of Jones Rural School - Main, Jones, Isabela who are currently teaching during the school year 2018-2019. With a total population of 79, Slovin's formula was used to determine the ideal sample size for a population, at 95% confidence level and 5% margin of error.

Research Instrument

To attain the objectives of the study, a survey instruments were used to gather the information needed which were divided into three parts.

The first part of the questionnaire consisted of questions grouped around the socio – demographic profile of the respondents such as age, sex, years of teaching, average age of students and average number of students in class.

Second part and third part of the questionnaire were the emotional intelligence traits and the emotional literacy strategies used by the teachers.

The researcher patterned the questionnaire from the study “Emotional Literacy in EFL Classes: The Relationship between Teachers' Trait Emotional Intelligence Level and the Use of Emotional Literacy Strategies” conducted by Kliueva and Tsagari (2018).

The Level of Emotional Intelligence was presented in terms of well-being, self-control, emotionality and sociability. Responses were anchored through a 5-point likert scale with descriptive equivalents of 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Moderately Agree (MA), 2 for Disagree (D) and 1 for Strongly Disagree (SD). The scores were converted to mean scores and given the corresponding values as follows:

Level of Emotional Intelligence Scale Weights, Ranges, and Descriptive Equivalent

Weights	Ranges	Descriptive Equivalent
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

The Level of Emotional Literacy Strategies was presented in terms of establishing learning environment, establishing relationship, responding to disruptive behavior, developing cooperative learning environment and supporting emotional growth. Responses was secured by the 5-point likert scale as follows: 5 for Always (A), 4 for Often (O), 3 for Sometimes (S), 2 for Rarely and 1 for Never (N). The scores were converted to mean scores and given the corresponding values.

Level of Emotional Literacy Strategies Scale Weights, Ranges, and Descriptive Equivalent

Weights	Ranges	Descriptive Equivalent
5	4.50 – 5.00	Always
4	3.50 – 4.49	Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Rarely
1	1.00 – 1.49	Never

Data Gathering Procedures

There were various steps followed in conducting the study. These procedures guide the researcher to achieve the objectives of the study.

The researcher asked permission to conduct the study by means of a formal letter addressed to the Principal of Jones Rural School – Main. After which, availability of the faculty members who took part in the study were determined. Some of the respondents were contacted through facebook messenger and provided a link for the questionnaire created using google docs. Some expressed interest in the study and completed the survey independently. For a comprehensive and valid result, the survey questionnaires were administered and retrieved by the researcher; personally explain the objectives of the study, instructions on each of the questionnaires were thoroughly explained assuring that the answers of the participants are truthful and are their own.

Data Analysis

To attain valid and reliable data analysis and interpretation of the data, the following were used:

The data obtained were organized, tabulated, and computer-processed using Statistical Package for Social Sciences (SPSS) software employing frequency counts and percentage to describe the demographic profile of the respondents.

Weighted mean and standard deviation were utilized to determine the level of emotional intelligence and level of emotional literacy strategies of the respondents.

Pearson r was used to examine the significant relationship between the respondents' level of emotional intelligence and emotional literacy strategies when they grouped according to their age, years of teaching, average age of students and average number of students in class. Likewise, Pearson r was utilized to examine the relationship between the level of emotional intelligence and emotional literacy strategies.

FINDINGS

Table 1. Frequency Distribution and Percentage of the Respondents' Profile

PROFILE	FREQUENCY	PERCENTAGE (100%)
Age		
19 - 30 (Early Adulthood)	36	54.5%
31 – 50 (Middle Adulthood)	26	39.4%
51 – Retirement (Late Adulthood)	4	6.1%
Sex		
Male	20	30.3%
Female	46	69.7%
Years of Teaching		
1-9 years	43	65.2%
10-18 years	16	24.2%
19-27 years	3	4.5%
28-36 years	2	3.0%
37 years and above	2	3.0%
Average Age of Students		
12-14 years old	31	47.0%
15-17 years old	30	45.5%
18 years old and above	5	7.6%
Average Number of Students in Class		
15-30 students	16	24.2%
31-46 students	33	50.0%
47 students and above	17	25.8%

When grouped according to age, table 1 shows that 54.5% belongs to the bracket 19-30 years old, 39.4% between 31-50 years old, and the remaining 6.1% were 51 years old to retirement age. Evidently, most of the respondents were under the category of early adulthood, with a frequency count of 36 while that in the middle adulthood has a frequency count of 26 and under late adulthood it has a frequency count of 4.

As to sex, 30.3% or 20 respondents were male and female respondents comprised of 69.7% or 46. A higher percentage of female compared to male indicates that there are larger numbers of women nowadays who pursued teaching profession as stated by Philstar Global (2007) that men teachers are still outnumbered by women and only one in four teachers is male. Female teacher has a “natural mothering” characteristics in the classroom. It is natural for women to protect the child, considering their needs and demands, and contributes to their well-being.

Moreover, respondents’ years of teaching showed 65.2% of the respondents were in the teaching profession between 1-9 years while 24.2% of the respondents were teaching between 10-18 years, 4.5% between 19-27 years and 2% of the respondents were already teaching between 28-36 years and 37 years and above.

On the other hand, in terms of the average age of students handled by the respondents, 47.0% or 31 belong to the bracket 12-14 years old, 45.5% or 30 for the 15-17 years old, and 7.6% or 5 for 18 years old and above.

Lastly, average number of students in class shows that 24.2% or 16 of the respondents were teaching 15-30 students while 50.0% or 33 of the respondents were teaching between 30-46 students, and 25.8% or 17 of the respondents have an average of students ranging from 47 above.

Table 2. Computed Mean and Standard Deviation on the Level of Emotional Intelligence of the Respondents

Emotional Intelligence	Mean	Std. Deviation	Descriptive Equivalent
<i>Well-being</i>			
1. I generally find life enjoyable	4.38	0.855	A
2. I feel that I have a number of good qualities	4.24	0.703	A
3. I have a bright perspective on most things	3.17	1.410	MA
4. I am pleased with my life	4.09	0.890	A
5. I believed I am full of personal strengths	4.15	0.749	A
6. I generally believe that things will work out just fine in my life	4.17	0.597	A
Average Weighted Mean	4.03		A
<i>Self-Control</i>			
1. I usually find it easy to regulate my emotions	2.91	1.160	MA
2. I tend not to change my mind frequently	3.03	0.944	MA
3. I am able to deal with stress	3.88	0.920	A
4. I am usually able to find ways to control my emotions when I want to	4.03	0.632	A
5. I don't tend to get involved in things I later wish I could get out of	2.85	0.932	MA

6. Others admire me for being relaxed	3.52	0.965	A
Average Weighted Mean	3.37		MA
<i>Emotionality</i>			
1. Expressing my emotions with words is not a problem for me	3.83	0.938	A
2. I do find it easy to see things from other person's point of view	3.33	0.934	MA
3. I can able to figure out what emotion I am feeling	3.20	1.070	MA
4. Those close to often appreciate that I treat them right	3.94	1.108	A
5. I often find it easy to show my affection to those close to me,	3.74	0.933	A
6. I am normally able to "get into someone's shoes" and experience their emotions	3.89	0.914	A
7. I often pause and think about my feelings	3.91	0.717	A
8. I find it easy to bond well even with those close to me	3.64	1.132	A
Average Weighted Mean	3.69		A
<i>Sociability</i>			
1. I can deal effectively with people	4.02	0.832	A
2. I don't find it difficult to stand up for my rights	3.47	1.056	MA
3. I am usually able to influence the way other people feel	3.59	0.581	A
4. I would describe myself as a good negotiator	2.27	0.795	D
5. If I know I am right, don't tend to "back down"	3.17	0.954	MA
6. I seem to have power over other people's feelings	2.92	0.917	MA
Average Weighted Mean	3.24		MA
Grand Mean	3.58		A

Table 2 focuses on the teachers' emotional intelligence and its relationship in terms of various aspects, generating a grand mean of 3.58 with a general descriptive equivalent of A that tallies to Agree. The relationship of the teachers' emotional intelligence on well-being and emotionality indicates an average descriptive equivalent of A (Agree) as it has an average weighted mean of 4.03 for well-being and 3.69 for emotionality.

On the other hand, the relationship of the teachers' emotional intelligence on the aspects of self-control and sociability shows an average descriptive equivalent of MA (Moderately agree) with an average weighted mean of 3.37 for self-control and 3.24 for sociability.

Based from the responses in terms of Well-being, the following statements have a descriptive equivalent of A (Agree): Ranked first is the statement "I generally find life enjoyable," with a mean of 4.38, seconded by the statement "I feel that I have a number of good qualities," with a mean of 4.24, third is the statement "I generally believe that things will work out just fine in my life," with a mean of 4.17, fourth is the statement "I believed I am full of personal strengths," with a mean of 4.15 while the statement "I am pleased with my life," ranked fifth with a mean of 4.09. Lastly, the statement "I have a bright perspective on most things," ranked sixth with a mean of 3.17. Since the mean is distant from the average weighted mean, its descriptive equivalent is MA (Moderately Agree).

Furthermore, 50% of the statements under the aspect of Self-Control shows a descriptive equivalent of A (Agree) including the following statements that are arranged by decreasing mean value: "I am usually able to find ways to control my emotions when I want to," with a mean of 4.03, "I am able to deal with stress," with a mean of 3.88 and "Others admire me for being relaxed," with a mean of 3.52. On the other hand, the remaining half of the statements showed a descriptive equivalent of MA (Moderately Agree) including the statements "I tend not to change my mind frequently," with a mean of 3.03, "I usually find it easy to regulate my emotions," with a mean of 2.91 and "I don't tend to get involved in things I later wish I could get out of," with a mean of 2.85.

On the aspect of emotionality, 75% of the responses shows a descriptive equivalent of A (Agree) encompassing the following statements that are arranged in decreasing values of mean: "Those close to often appreciate that I treat them right," with a mean of 3.94, "I often pause and think about my feelings," with a mean of 3.91, "I am normally able to "get into someone's shoes" and experience their emotions," with a mean of 3.89, "Expressing my emotions with words is not a problem for me," with a mean of 3.83, "I often find it easy to show my affection to those close to me," with a mean of 3.74, "I find it easy to bond well even with those close to me," with a mean of 3.64. Meanwhile 25% indicates a descriptive equivalent of MA (Moderately Agree) including the statements "I don't find it difficult to see things from other person's point of view," with a mean of 3.33 and "I can able to figure out what emotion I am feeling," with a mean of 3.20.

Lastly, the aspect of Sociability shows that 33.33% of the responses have a descriptive equivalent of A (Agree) including the statements "I can deal effectively with people," with a mean of 4.02 and the statement "I am usually able to influence the way other people feel," with a mean of 3.59. On the other hand, 50% of the responses have a descriptive equivalent of MA (moderately agree), including the statements "I don't find it difficult to stand up for my rights," with a mean of 3.47, "If I know I am right, don't tend to "back down"," with a mean of 3.17 and "I seem to have power over other people's feelings," with a mean of 2.92; and lastly, 16.67% has a descriptive equivalent of D (Disagree) with the statement "I would describe myself as a good negotiator," with a mean of 2.27.

The results indicate that well-being and emotionality possess a huge impact on the emotional intelligence of the teachers, therefore the respondents of the study have a high level emotional intelligence. According to a website titled 'Exploring Your Mind' (2019) which primarily discusses on human psychology and philosophy, "Teachers who reprimand their students, who lack empathy, who punish them instead of saying "I'm here if you need help", and who even aggressively confront their students lack emotional intelligence."

Furthermore, Babu & Devi (2015) in their study titled 'A study on emotional intelligence among faculty members of selected engineering colleges in Kadapa region,' mentioned about self-esteem and optimism when it comes to the well-being of a person. This

indicates that when people have fine well-being, they tend to have more confidence that pushes them to strive in reaching the goals while being enthusiastic on things.

However the results also illuminates that educators hardly control their emotions in effectively dealing with the students and in being socially confident. Teachers who are weak in these aspects tend to struggle in interacting with the members of the society and in being assertive since they can barely motivate themselves on the attainment of the goal. (Babu & Davi, 2015). Teachers who are weak in these aspects also tend to faultily regulate stress.

Table 3. Computed Mean and Standard Deviation on the Level of Emotional Literacy Strategies of the Respondents

Emotional Literacy Strategies	Mean	Std. Deviation	Descriptive Equivalent
<i>Establishing Learning Environment</i>			
1. I specify the rules for acceptable behavior at the beginning of the course	4.39	0.721	O
2. I emotionally engage students to facilitate their thinking and behavior	4.35	0.644	O
3. I use humor to reduce tension and relieve boredom in the classroom	4.09	0.779	O
4. I use positive language to engage and challenge students, e.g.: <i>'The last lesson was fantastic and I don't expect anything less...</i>	4.14	0.699	O
Average Weighted Mean	4.24		O
<i>Establishing Relationships</i>			
1. I demonstrate personal interest in students	4.23	0.780	O
2. I display empathy towards the students	4.39	0.762	O
3. I talk to students about how the lesson is going	4.27	0.596	O
4. My responses to students' incorrect answers can make them feel comfortable	3.53	0.980	O
Average Weighted Mean	4.11		O
<i>Responding to Disruptive Behavior</i>			
1. I tend to take students' misbehavior personally	3.39	1.188	S
2. I try to find reasons behind students' misbehavior	4.20	0.728	O
3. I offer an opportunity for a private discussion after class if a student is disruptive	3.86	0.821	O
4. I provide an opportunity to the students to move beyond the incident and reestablish positive relationship	4.33	0.616	O
Average Weighted Mean	3.95		O
<i>Developing Cooperative Environment</i>			
1. I encourage communication among students through pair and group work	4.58	0.681	A
2. I teach students how to negotiate, ask their classmates to contribute and recognize their contribution	4.35	0.712	O
3. I monitor students' behavior towards each other and their contribution to the group work	4.39	0.579	O
4. I encourage students to give positive feedback to their classmates.	4.29	0.696	O
Average Weighted Mean	4.40		O
<i>Supporting Emotional Growth</i>			
1. I help students to develop personal responsibility for their own learning	4.45	0.587	O
2. I form positive thinking in students, e.g.: "I can do it," "Relax, breathe, I'm in control."	4.33	0.687	O
3. I believe it's necessary to help students identify and express their emotions	3.77	1.367	O
4. I explain to the students how to use a negative experience to motivate themselves	4.21	0.775	O
Average Weighted Mean	4.19		O
Grand Mean	4.18		O

Table 3 shows the relationship of the emotional literacy strategies of teachers in terms of various aspects with a grand mean of 4.18. The relationship of the emotional literacy strategies of teachers in terms of Developing Cooperative Environment shows an

average Correlation is significant at the 0.05 level (2-tailed) weighted mean of 4.40, followed by Establishing Learning Environment shows an average weighted mean of 4.24, then by Supporting Emotional Growth with an average weighted mean of 4.19, Establishing Relationships with an average weighted mean of 4.11 and lastly, Responding to Disruptive Behavior which shows an average weighted mean of 3.95. In general, the data all corresponds to a descriptive equivalent of O (Often).

Coupled with the data presented on the table above, the aspects on Establishing Learning Environment, Establishing Relationships and Supporting Emotional Growth show that 100% of the responses indicates a descriptive equivalent of O (Often). For the aspect of Establishing Learning Environment, the statement “I specify the rules for acceptable behavior at the beginning of the course,” ranks first with a mean of 4.39. Second is the statement “I emotionally engage students to facilitate their thinking and behavior,” with a mean of 4.35, followed by the statement “I use positive language to engage and challenge students e.g.: ‘The last lesson was fantastic and I don’t expect anything less today.’” with a mean of 4.14 and last is the statement “I use humor to reduce tension and relieve boredom in the classroom,” with a mean of 4.09.

Meanwhile, the following are statements under the aspect of Establishing Relationships arranged with a decreasing mean value: “I display empathy towards the students,” with a mean of 4.39, followed by “I talk to students about how lesson is going,” with a mean of 4.27, then by “I demonstrate personal interest in students,” with a mean of 4.23 and last is the statement “My responses to students’ incorrect answers can make them feel comfortable,” having a mean of 3.53.

On the aspect of Supporting Emotional Growth, the statement “I help students to develop personal responsibility for their own learning,” with a mean of 4.45 ranks first, “I form positive thinking in students, e.g.: “I can do it,” “Relax, breathe, I’m in control.”” with a mean of 4.33 ranks second, “I explain to the students how to use a negative experience to motivate themselves,” with a mean of 4.21 ranks third while the statement “I believe it’s necessary to help the students identify and express their emotions,” with a mean of 3.77 ranks fourth.

On the aspect of Responding to Disruptive Behavior, the findings show that 75% among the responses has a descriptive equivalent of S (Sometimes) including the following statements arranged in decreasing mean value: “I provide an opportunity to the students to move beyond the incident and reestablish positive relationship,” with a mean of 4.33, followed by the statement “I try to find reasons behind students’ misbehavior,” with a mean of 4.20, then by the statement “I offer an opportunity to the students to move beyond the incident and reestablish positive relationship,” with a mean of 3.88; while 25% among the responses show a descriptive equivalent of S (Sometimes) that comprises the statement “I tend to take students’ misbehavior personally,” with a mean of 3.29.

Based from the evaluated responses on the aspect of Developing Cooperative Environment, 75% shows a descriptive equivalent of O (Often) while 25% shows a descriptive equivalent of A (Always). The following statements under this aspect are arranged based from a decreasing mean value: “I encourage communication among students through pair and group work,” with a mean of 4.58, followed by the statement “I monitor students’ behavior towards each other and their contribution to the group work,” with a mean of 4.39, then the statement “I teach students how to negotiate, ask their classmates to contribute and recognize their contribution,” with a mean of 4.35 and lastly, the statement “I encourage students to give feedback to their classmates,” with a mean of 4.29.

This indicates that the five different strategies of emotional literacy are habitually utilized in school. Elias (2017) in his article titled Helping Children Develop Emotional Literacy, emphasized that, “emotional literacy is a key aspect of emotional intelligence,” therefore being able to apply these strategies will help the teachers to learn and understand more about the emotions of their students. In this sense, they will be guided on how to properly respond to varied emotions from different kinds of people.

Since two of the strategies of promoting emotional literacy is to establish and develop a cooperative learning environment, Adeniyi & Anuodo (2018) stated that developing a positive affection towards the teachers’ professional duties should be taken into consideration along with applying the mentioned strategies as this will help in the progress of the students’ learning.

Table 4. Relationship between the Emotional Intelligence of the Respondents when they are Grouped according to the Demographic Profile such as Age, Sex, Years of Teaching, Average No. of Students, and Average Age of Students

Emotional Intelligence	Age	Sex	Years of Teaching	Average No. of Students	Average Age of Students
<i>Well-being</i>					
1. I generally find life enjoyable	0.016	0.266	0.508	0.793	0.196
2. I feel that I have a number of good	0.025	0.417	0.431	0.718	0.953
3. I have a bright perspective on most things	0.055	0.616	0.015	0.518	0.227
4. I am pleased with my life	0.003	0.725	0.005	0.160	0.860
5. I believed I am full of personal strengths	0.003	0.472	0.096	0.444	0.468
6. I generally believe that things will work out just fine in my life	0.217	0.767	0.191	0.014	0.532
<i>Self-Control</i>					
1. I usually find it easy to regulate my emotions	0.170	0.269	0.598	0.819	0.449
2. I tend not to change my mind frequently	0.005	0.464	0.342	0.648	0.462
3. I am able to deal with stress	0.661	0.169	0.160	0.651	0.706
4. I am usually able to find ways to control my emotions when I want to	0.142	0.149	0.075	0.615	0.507
5. I don’t tend to get involved in things I later wish I could get out of	0.014	0.257	0.029	0.844	0.733
6. Others admire me for being relaxed	0.008	0.458	0.011	0.937	0.422
<i>Emotionality</i>					
1. Expressing my emotions with words is not a problem for me	0.061	0.070	0.332	0.237	0.976
2. I do find it easy to see things from other person’s point of view	0.003	0.725	0.005	0.160	0.860
3. I can able to figure out what emotion I am feeling	0.003	0.472	0.096	0.444	0.468

4.	Those close to often appreciate that I treat them right	0.217	0.767	0.191	0.014	0.532
5.	I often find it easy to show my affection to those close to me,	0.170	0.269	0.598	0.819	0.449
6.	I am normally able to “get into someone’s shoes” and experience their emotions	0.429	0.403	0.494	0.422	0.558
7.	I often pause and think about my feelings	0.153	0.119	0.555	0.863	0.616
8.	I find it easy to bond well even with those close to me	0.552	0.686	0.992	0.552	0.688

Sociability

1.	I can deal effectively with people	0.001	0.389	0.049	0.186	0.997
2.	I don’t find it difficult to stand up for my rights	0.180	0.246	0.320	0.741	0.811
3.	I am usually able to influence the way other people feel	0.039	0.016	0.003	0.427	0.106
4.	I would describe myself as a good negotiator	0.003	0.880	0.005	0.337	0.622
5.	If I know I am right, don’t tend to “back down”	0.047	0.458	0.341	0.586	0.567
6.	I seem to have power over other people’s feelings	0.235	0.189	0.857	0.289	0.718

**Boldface. Correlation is significant at the 0.05 level (2-tailed).*

Table 4 shows the relationship of the teachers’ emotional intelligence to the socio-demographic information of the respondents.

The table indicates that Age has the strongest relationship to the aspect of Sociability as it has 0.001 significance level to the statement “I can deal effectively with people,” 0.003 significance level to the statement “I am usually able to influence the way other people feel,” 0.039 significance level to the statement “I would describe myself as a good negotiator,” and a 0.047 significance level to the statement “If I know I am right, don’t tend to “back down.”

Correspondingly, the table shows that Age has only strong relationship to Well-being and Self-Control and has a weak relationship to Emotionality.

Furthermore, the table respectively shows that Sex only possesses a relationship with Sociability with a significance level of 0.016 at the statement “I am usually able to influence the way other people feel.” It does not have any relationship to the aspects of Well-being, Self-Control and Emotionality.

Table 4 similarly shows that Years of Teaching has the strongest relationship to Sociability as it shows a 0.003 significance level to the statement “I am usually able to influence the way other people feel,” 0.005 significance level to the statement “I would describe myself as a good negotiator,” and a 0.049 significance level to the statement “I can deal effectively with people.”

It also shows that Years of Teaching has a strong relationship to Well-being and Self-Control and has a weak relationship to Emotionality.

Equally important, the table shows that the Average Number of Students only holds a relationship with Well-being and

Emotionality while the Average Age of Students shows no relationship to any aspect at all.

Based on the findings presented on table 4, it shows that a teacher’s age, sex and his years of teaching have the greatest impact on the overall aspects of Emotional Intelligence specifically on sociability. It only indicates that these socio-demographic factors supports their abilities to proficiently communicate and interact with others (Babu & Davi, 2015).

However, among all the socio-demographic factors, age has the most impact on the aspects of Emotional Intelligence. This was further supported by the study of Stami, Ritin & Dominique (2018) titled Demographic predictors of emotional intelligence among radiation therapists which identified, “a positive correlation between emotional intelligence and age with older people reporting higher emotional intelligence.”

Table 5. Relationship between the Emotional Literacy Strategies of the Respondents when they are Grouped according to the Demographic Profile such as Age, Sex, Years of Teaching, Average No. of Students, and Average Age of Students

Emotional Literacy Strategies	Age	Sex	Years of Teaching	Average No. of Students	Average Age of Students
<i>Establishing Learning Environment</i>					
1. I specify the rules for acceptable behavior at the beginning of the course	0.015	0.680	0.049	0.544	0.925
2. I emotionally engage students to facilitate their thinking an behavior	0.024	0.690	0.054	0.748	0.211
3. I use humor to reduce tension an relieve boredom in the classroom	0.591	0.457	0.964	0.682	0.258
4. I use positive language to engage and challenge students, e.g.: ‘The last lesson was fantastic and I don’t expect anything less today.’	0.032	0.300	0.344	0.334	0.307
<i>Establishing Relationships</i>					
1. I demonstrate personal interest in students	0.174	0.386	0.333	0.439	0.865
2. I display empathy towards the students	0.918	0.315	0.321	0.221	0.891
3. I talk to students about how the lesson is going	0.051	0.121	0.258	0.199	0.713
4. My responses to students’ incorrect answers can make them feel comfortable	0.834	0.126	0.021	0.248	0.934
<i>Responding to Disruptive Behavior</i>					
1. I tend to take students’ misbehavior personally	0.661	0.169	0.160	0.651	0.706
2. I try to find reasons behind students’ misbehavior	0.142	0.149	0.075	0.615	0.507
3. I offer an opportunity for a private discussion after class if a student is disruptive	0.257	0.930	0.157	0.185	0.812
4. I provide an opportunity to the students to move beyond the incident and reestablish positive relationship	0.588	0.249	0.400	0.833	0.852
<i>Developing Cooperative Environment</i>					
1. I encourage communication among students through pair and group work	0.313	0.075	0.809	0.561	0.155
2. I teach students how to negotiate, ask their classmates to contribute and recognize their contribution	0.375	0.718	0.655	0.772	0.169
3. I monitor students’ behavior towards each other	0.367	0.185	0.855	0.203	0.476

	and their contribution to the group work					
4.	I encourage students to give positive feedback to their classmates.	0.821	0.292	0.416	0.481	0.860
<hr/>						
<i>Supporting Emotional Growth</i>						
1.	I help students to develop personal responsibility for their own learning	0.877	0.344	0.763	0.952	0.454
2.	I form positive thinking in students, e.g.: “I can do it,” “Relax, breathe, I’m in control.”	0.284	0.154	0.450	0.343	0.867
3.	I believe it’s unnecessary to help students identify and express their emotions	0.690	0.387	0.438	0.193	0.172
4.	I explain to the students how to use a negative experience to motivate themselves	0.839	0.070	0.693	0.165	0.475

Table 5 shows the relationship of the teachers’ emotional literacy strategies to the socio-demographic information of the respondents.

The table indicates that Age only possesses a relationship to the aspect of Establishing Learning Environment as the table presents that it has a 0.015 significance level at the statement “I specify the rules for acceptable behavior at the beginning of the course,” a 0.024 significance level at the statement “I emotionally engage students to facilitate their thinking and behavior,” and a 0.032 significance level to the statement “I use positive language to engage and challenge students e.g.: ‘The last lesson was fantastic and I don’t expect anything less today.’”

Similarly, the table shows that the Years of Teaching holds a relationship with the aspects of Emotional Learning Environment as it has a significance level of 0.049 to the statement “I specify the rules for acceptable behavior at the beginning of the course,” and to the aspect of Establishing Relationships for having a significance level of 0.021 to the statement “My responses to students’ incorrect answers can make them feel comfortable.”

Meanwhile, the Sex, Average Number of Students and the Average Age of the Students shows no significance to any of the aspects of Emotional Literacy Strategies.

Although the table shows that age and the teachers’ years of teaching have impacts on the strategies of emotional literacy, this indicates that the socio-demographic factors barely affects or impacts the strategies of emotional literacy.

Table 6. Correlations between Emotional Intelligence and Emotional Literacy Strategies of the Respondents

EMOTIONAL LITERACY STRATEGIES																					
Establishing Learning Environment					Establishing Relationships				Responding to Disruptive Behavior				Developing Cooperative Environment				Supporting Emotional Growth				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Well-Being	1	0.024	0.101	0.676	0.008	0.002	0.053	0.012	0.005	0.342	0.682	0.551	0.275	0.001	0.507	0.040	0.433	0.255	0.161	0.419	0.493
	2	0.003	0.139	0.919	0.650	0.597	0.598	0.439	0.126	0.627	0.658	0.802	0.217	0.756	0.277	0.415	0.921	0.705	0.933	0.396	0.092
	3	0.353	0.770	0.054	0.418	0.867	0.704	0.076	0.432	0.315	0.348	0.559	0.925	0.831	0.555	0.157	0.003	0.099	0.218	0.012	0.940
	4	0.001	0.292	0.420	0.816	0.239	0.767	0.883	0.164	0.849	0.427	0.593	1.000	0.754	0.081	0.745	0.348	0.521	0.688	0.037	0.821
	5	0.000	0.001	0.849	0.276	0.001	0.190	0.144	0.102	0.776	0.363	0.139	0.129	0.000	0.728	0.001	0.792	0.333	0.109	0.452	0.691
	6	0.054	0.790	0.061	0.883	0.234	0.123	0.730	0.861	0.908	0.742	0.531	0.012	0.156	0.532	0.554	0.402	0.158	0.107	0.408	0.658
Self-Control	1	0.260	0.070	0.545	0.741	0.111	0.930	0.257	0.241	0.161	0.254	0.623	0.301	0.239	0.871	0.907	0.383	0.555	0.644	0.131	0.862
	2	0.562	0.283	0.485	0.285	0.034	0.413	0.232	0.421	0.043	0.642	0.840	0.574	0.586	0.899	0.860	0.392	0.275	0.487	0.883	0.923
	3	0.022	0.012	0.132	0.243	0.090	0.280	0.792	0.866	0.359	0.417	0.145	0.311	0.270	0.679	0.467	0.745	0.591	0.897	0.073	0.643
	4	0.744	0.927	0.482	0.940	0.892	0.841	0.423	0.046	0.106	0.239	0.438	0.461	0.164	0.239	0.279	0.691	0.088	0.218	0.228	0.518
	5	0.026	0.921	0.724	0.229	0.160	0.381	0.872	0.757	0.149	0.722	0.954	0.569	0.734	0.780	0.809	0.832	0.729	0.949	0.127	0.316
	6	0.005	0.155	0.422	0.427	0.128	0.441	0.148	0.894	0.254	0.451	0.047	0.166	0.651	0.978	0.215	0.002	0.001	0.215	0.833	0.717
Emotionality	1	0.057	0.436	0.400	0.108	0.933	0.647	0.379	0.911	0.139	0.697	0.577	0.887	0.949	0.976	0.880	0.138	0.023	0.160	0.811	0.536
	2	0.429	0.054	0.499	0.346	0.006	0.818	0.120	0.754	0.941	0.078	1.000	0.152	0.026	0.806	0.092	0.660	0.823	0.276	0.247	0.955
	3	0.155	0.419	0.979	0.536	0.373	0.778	0.780	0.004	0.240	0.806	0.113	0.419	0.203	0.227	0.862	0.074	0.709	0.824	0.021	0.530
	4	0.948	0.654	0.509	0.379	0.561	0.836	0.565	0.724	0.330	0.427	0.461	0.549	0.042	0.685	0.097	0.732	0.270	0.235	0.930	0.652
	5	0.157	0.224	0.267	0.166	0.245	0.324	0.089	0.013	0.715	0.182	0.913	0.061	0.006	0.843	0.025	0.721	0.541	0.038	0.691	0.785
	6	0.281	0.764	0.251	0.032	0.536	0.008	0.041	0.468	0.888	0.237	0.618	0.771	0.426	0.516	0.068	0.018	0.017	0.000	0.455	0.006
	7	0.023	0.103	0.576	0.236	0.037	0.450	0.181	0.579	0.814	0.781	0.009	0.265	0.031	0.827	0.011	0.015	0.000	0.011	0.585	0.779
	8	0.058	0.951	0.800	0.077	0.058	0.623	0.079	0.014	0.823	0.191	0.532	0.289	0.082	0.688	0.005	0.444	0.141	0.204	0.966	0.665
Social Skills	1	0.046	0.544	0.459	0.094	0.014	0.372	0.006	0.259	0.842	0.715	0.197	0.690	0.599	0.334	0.012	0.003	0.054	0.059	0.533	0.818
	2	0.111	0.972	0.786	0.227	0.460	0.270	0.384	0.761	0.013	0.269	0.695	0.660	0.478	0.647	0.335	0.094	0.225	0.111	0.441	0.109

at the 0.05 level (2-tailed).

	3	0.049	0.429	0.348	0.315	0.971	0.465	0.562	0.034	0.315	0.436	0.029	0.493	0.652	0.189	0.387	0.815	0.237	1.000	0.742	0.729
	4	0.080	0.012	0.746	0.588	0.069	0.672	0.814	0.308	0.047	0.452	0.785	0.452	0.222	0.875	0.771	0.397	0.314	0.653	0.992	0.446
	5	0.002	0.665	0.066	0.407	0.364	0.283	0.666	0.497	0.943	0.301	0.307	0.945	0.377	0.976	0.135	0.128	0.076	0.662	0.278	0.164
	6	0.133	0.794	0.803	0.480	0.846	0.051	0.449	0.003	0.112	0.711	0.959	0.772	0.677	0.961	0.160	0.294	0.604	0.297	0.370	0.597

Results from Table 6 indicated the relationship between Well-being and the different strategies that comprises Emotional Literacy since this aspect exhibited a correlation among all the strategies. The Well-being of teachers had a strong influence on Establishing a Learning Environment specifically on specifying the rules for acceptable behavior at the beginning of course. It also showed that it has the same influence on the development of a cooperative environment specifically for encouraging communication among students through pair and group work and in monitoring their behavior towards each other and to the work.

As Table 6 illustrates, the aspect of Self-Control under Emotional Intelligence correspondingly established a relationship with all the strategies of Emotional Literacy as it discreetly influence the establishment of a learning environment mainly on specifying the rules for acceptable behavior at the beginning of course. While the aspect of emotionality similarly indicates a relationship with the strategies concerning the emotional literacy of teachers, it has a low influence on Establishing a Learning Environment for it only correlates to two statements. Emotionality had a high influence on the development of a cooperative environment since this strategy showed a correlation with nine statements regarding the aspect of emotionality.

In connection, Sociability was found to have weak relationship to the strategies of Emotional Literacy since it did not correlate to any statement on the strategy of Supporting Emotional Growth although it did had an influence on the strategies of establishing a learning environment, establishing relationships, responding to disruptive behavior and on developing a cooperative environment.

Referring to the data shown in table 6, this indicates that there is a need for educators to improve their methods of interacting and communicating with students as it shows that the aspect of sociability has a weak relationship with the strategies of emotional literacy. Serrat (2017) in his book titled Knowledge Solutions listed eight possible ways to strengthen one's sociability including wielding effective tactics for persuasion, negotiating and resolving disagreements and working with others toward shared goals. Having improved this aspect will definitely hone one's emotional intelligence for the reason that for a person to have an extremely high level of EQ, all the aspects that comprises it should be fine and well-developed.

CONCLUSIONS

1. The respondents possess a high level of emotional intelligence since they believed that they hold an effective well-being and emotionality.
2. Generally, the strategies of Emotional Literacy are often applied by the teachers of Jones Rural School.
3. The socio-demographic factors have significant impacts on the aspects of Emotional Intelligence.
4. There was no significant impact between the socio-demographic factors on the Emotional Literacy Strategies.
5. Well-being and Emotionality has the strongest relationships to the Emotional Literacy Strategies as they have the most number of significant correlations among all other aspects of Emotional Intelligence.
6. The aspect of sociability does not show any relationship with the strategy of supporting emotional growth, hence it is a factor that weakens the relationship between Emotional Intelligence and Emotional Literacy Strategies.

RECOMMENDATIONS

1. The lack of sociability could be one of the hindrances among teachers on understanding the emotions of their students as well as their fellow educators, thus the department should organize a workshop that aims to strengthen the social skills of each teacher.
2. One of the missions of the Department of Education is for the students to learn in a safe and motivating environment. In connection with the Emotional Literacy Strategies, the school – through the initiatives of department heads and teachers – should improve the learning environment of its students.
3. Handling a diverse behavior is one of the factors that obstructs the teachers' focus inside the classroom, therefore, having an orientation regarding proper behavior must be piloted for both teachers and students.
4. There is also a need to explore on effective ways on improving self-control which could include learning how to set one's priorities and asserting on which decisions to make.
5. Future studies should be conducted to further validate the influence of teacher's emotional intelligence to the emotional literacy strategies they are using inside their classrooms.

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