

## The Relationship between Teacher Engagement and Emotional Intelligence: A Study on Higher Secondary School in North Dum Dum Municipal Area

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### **Abstract:**

The aim of the present study is to analyse the relationship between emotional intelligence and teacher engagement of government aided higher secondary school in North Dum Dum Municipal area, Kolkata. The stratified random sampling technique is used in selecting 180 teachers for the study. The standardized structured questionnaire named “Emotional Intelligence Scale” was developed by Dr. N. K. Chadha and Dr. Dalip Singh (2001) and “Teacher Engagement Scale” developed by Schaufeli (2002) was administered. Mean, SD, correlation and regression analysis were used to test the hypotheses formulated in the study. The study concludes that emotional intelligence influences teacher engagement in their academic activities and in class room. The result reveals that there is a significant and positive relationship between emotional intelligence (EI) and teacher engagement (TE). Result also exhibits that competence factor of emotional intelligence negatively affected the teacher engagement. It is concluded that highly emotional intelligence teachers should be recruited so that teachers’ engagement can be enriched. Therefore, organisation should arrange professional training programs, counselling and learning environment in the class and ethos of their school.

**Keywords:** Emotional Intelligence, Teacher Engagement, Classroom, Higher Secondary School.

### **Introduction:**

Emotional intelligence is the important indicator in occupational and professional field of education. Jennings & Greenberg (2009) stated that emotionally intelligent teachers show care for students, create emotional climate in classroom that develops the student learning environment and helps the teachers to become more effective to ensure academic achievement. Emotionally intelligent teachers show care for students, create emotional climate in classroom that develops the student learning environment and helps the teachers to become more effective to ensure academic achievement. It has been seen that teacher’s emotional intelligence affects their comfort level, self-efficacy, job satisfaction level and enhances social relationship with students. As a result, emotional intelligence directly affects the teaching and learning

process. Brockbank & McGill (2007) have expressed the impact of emotional intelligence is very prodigious in educational field and in teaching. Emotional intelligence helps the teachers to understand their students in a better way. Teachers can make a pedagogical strategy to know the needs of and set goals for their students. In emotional intelligence, empathy is the main idea or concept for teaching and it is significant for the teachers to communicate with students to understand the background and culture of the students. During teaching of different subjects in classroom, motivation and social skills related to emotional intelligence are very helpful for teachers to establish their goals. To improve the social and personal life skills, emotional intelligence can help the students and teachers to enhance their achievements. The educational institutes who give training and conduct seminars for developing emotional intelligence in teachers produce happier more, experienced and mature students for professional life.

### **Literature Review**

Classroom of a student is a next home environment, and teachers are the dominant influence factor on student achievement, and it is influenced by emotional aspects of the teaching process as well (Brackett & Katulak, 2007; Edannur, 2010; Nicolini, 2010; Kremenitzer, 2005). Mottet & Beebe, 2006 stated that teachers are taking a significant part in the students' university life, so teaching professionals should be paid attention to managing emotions to cultivate a climate that generates positive learning. Brackett and Katulak (2007) argued that emotionally intelligent teachers could able to nurture the safest, satisfied, cared, and productive learning atmosphere. Ruster (2014) suggested that emotionally intelligent teachers enable to understand the state of students' need and having control over the classroom, and that will have an impact on student engagement on academics. He also stated that teachers who exhibit a greater level of emotional intelligence ensure students are effectively attended to more on studies, motivated, and active conduct of the classroom is taken in place as well.

Teachers' EI is acknowledged as a foundation of their behaviors headed for the examinees and the ability to establish a stable and healthful classroom climate (Hen & Sharabi-Nov, 2014). A statement raised by Bakker & Bal, (2010) was those teachers, who are heavily active put in more effort to achieve their job goals and, as a result, increase performance than those who are less engaged. Teacher Engagement in Classroom can be defined as providing high level of attention to students in learning process and developing such strategies which help the teachers in understanding the student behavior, developing lesson plans, and evaluating the students in classroom (Basikin, 2007). According to Marzano (2003) engaged teachers always search for new and innovative ideas for students and implement them in classroom. Engaged teacher adjusts or changes instructions according to the need of the students in classrooms. Students learning is the responsibility of the engaged teacher besides checking and monitoring the students' progress or achievement from time to time and providing

feedback to students. An effective teacher is engaged in classroom and involve actively for developing healthy relation between teacher and student. Mortiboys (2005) mentioned that the teachers can give the students values for their grooming in classroom. For teaching the students, teachers must be expert in their subject process, learning, knowledge of teaching methods material design encourage the learners for learning and use of instructional materials. One of the most important components the teachers bring in the classroom is emotional intelligence. To realize the knowledge, learning, subject matter and teaching pedagogy, teachers must use emotional intelligence in their teaching. Otherwise, value of all things will be reduced.

Emotional intelligence is a phenomenon drawn from the psychological arena, and it is rooted in much earliest social and psychological theories. After the publication of the best-selling book named “Why, It Can Matter More than IQ?” by behavioral researcher Goleman (1998), the emotional intelligence concept became popular as well as acknowledged to the broader population. Emotional intelligence is about understanding one’s feelings, sympathy for the opinions of others, and the dictate of sense in a way that improves living (Goleman, 2006).

There are series of research study had been undertaken with the interest of teachers’ emotions by specially underpinning university lectures (Constanti & Gibbs, 2004; Ogbonna & Harris, 2004; Zhang & Zhu, 2008). Teaching is primarily deemed as a rational, rhetorical, and relational communication process in which teachers strategically use messages and relational cues to influence students and their behavior (Mottet & Beebe, 2006). Ahmed (2015) mentioned that teachers are the paramount factors in an educational hub, and emotional intelligence is having a direct impact on teachers’ performance since it is a dimension of social science. According to Hargreaves (1998), emotions are at the heart of teaching and teachers’ lives as well. Undertaken series of research on emotional intelligence for teaching professionals is witnessed that prime attention supposed to be paid towards teaching emotions.

Singh (2015), in his book, mentioned high emotional intelligence skill is required for teachers in terms of rapport, harmony, and comfort while dealing with groups. If the teachers have a passion for their profession, they will be dedicated, keen, and rationally, emotionally, and morally energetic in their work with students, colleagues, and others around them in their work station. Indeed, teaching is an emotional process in which teachers can manage, monitor, and regulate their emotions to achieve teaching effectiveness and to create a positive learning environment.

Jennings and Greenbeing (2009) suggested that an emotional bond can be cultivated by being socially and emotionally competent enough. Those who emotionally competent can develop lessons to bring out students’ abilities and strengths; moreover, students take their teachers as role models too. Richardson and Shupe (2003) found that teachers who thorough at self-awareness facilitate understanding how students can affect teachers’ emotional processes. To become

emotionally intelligent, teachers should be competent at self-awareness and social-awareness.

### Objectives of the Study:

The objectives of the study are enumerated below:

1. To see the level of Emotional Intelligence of Teachers
2. To ascertain the level of Teacher Engagement in Classroom
3. To find out the role of the Emotional Intelligence factors of the Teachers
4. To find out the relationship between Emotional Intelligence and Teacher Engagement
5. To identify the impact of Emotional Intelligence on Teacher Engagement

### Hypotheses of the Study:

**H<sub>1</sub>:** Emotional Intelligence of teachers are different for each factor, Sensitivity, Maturity, Competency.

**H<sub>2</sub>:** Teacher Engagement are different for each factor like Body Language and Behaviour, Consistent Focus, Verbal Participation, Confidence, Interest and Enthusiasm, Individual attention, Rigorous Thinking, and Student Performance.

**H<sub>3</sub>:** There is a significant relationship between emotional intelligence and teacher engagement.

**H<sub>4</sub>:** Emotional intelligence has a significant impact on teacher engagement.

### Methodology:

Methodology includes sample, measures/test or adaptation of tools, and administration of tests for collection of data.

### Sample:

The population of this study consisted of 300 teachers from government aided higher secondary school of north Dum Dum Municipality area in Kolkata, West Bengal. The stratified random sampling under probability sampling technique is used in selecting 180 teachers out of the 300 teachers used for the study. A total of 60 % of the respondents were randomly selected from the schools. According to Yamane (1976), the sampling fraction for samples selection in a survey work, must be high enough at least up to sixty percent before generalization can be done on the population of the study.

### Measures/Tests:

The study investigated the relationship between emotional intelligence and teacher engagement in higher secondary school of North Dum Dum

Municipality area in Kolkata.

The data has been collected with the help of questionnaire which was developed based on the instruments such as Emotional Intelligence and Teacher Engagement. Emotional Intelligence test developed by Dr. N. K. Chadha and Dr. Dalip Singh (2001). The scale consisted of 22 items and 3 dimensions (Sensitivity, Maturity, Competency). Each statement was measured on five points scale. The second scale - Teacher Engagement was developed by Schaufeli (2002). It consisted of a set of 20 items based on eight factors (Body Language & Behavior, Consistent Focus, Verbal Participation, Confidence, Interest & Enthusiasm, Individual Attention, Rigorous Thinking and Student Performance) and each statement is measured on five points scale.

### Test Administration:

The study is based mainly on primary data and supported by secondary data. The primary data is collected from the teachers to assess the job performance. This research was done by administering the questionnaires face to face in order to get a valid response on the scales like emotional intelligence and teacher engagement.

The four hypotheses formulated with respect to the objectives stated above and each one of them were tested with appropriate statistical techniques through Statistical Package for Social Sciences (SPSS version 20).

### Demographic Characteristics of the Sample

The details of the demographic characteristics of the respondents such as age, gender, educational qualifications and work experience are given below:

**Table 1: Demographic Profile of Respondents.**

Profiles	Labels	Frequency	Percentage
Age	Less than 30 years	33	18
	31 - 40 years	58	32
	41 - 50 years	66	37
	Above 50 years	23	13
	<b>Total</b>	180	100
Gender	Male	123	68
	Female	57	32
	<b>Total</b>	180	100

<b>Educational Qualification</b>	Graduate	67	37
	Post Graduate	106	59
	Others Degree	7	4
	Total	180	100
<b>Experience</b>	Less than 5 years	29	16
	5 - 10 years	33	18
	11 - 16 years	65	36
	Above 16 years	53	30
	Total	180	100

The distribution of personal information of the respondents were shown in Table 1. The data consists of 180 teachers. According to the analysis results, 18 % participants belong to age group less than 30 years, 32 % belong to age group 31 - 40 years, 37 % of them belong to age group 41 - 50 years, 13 % are above 50 years age, 68 % were male, 32 % were female, 37 % were Graduate Degree, 59 % were Post Graduate Degree, 4 % were other Professional Degree, 16 % were less than 5 years' experience category, 18 % were 5 - 10 years' experience, 36 % were 11 - 16 years' experience category, 30 % were above 16 years' of teaching experience.

## Results and Discussions

**H<sub>1</sub>:** Emotional Intelligence of teachers are different for each factor, Sensitivity, Maturity, and Competency.

**Table 2: Scores on Emotional Intelligence of Teachers**

Dimensions	Items	n	Mean	Std.	Skewness	Kurtosis
Emotional Intelligence	22	180	317.42	51.53	-.120	-.954
Sensitivity	5	180	71.77	12.44	.033	-1.006
Maturity	7	180	96.59	19.38	-.204	-.885
Competency	10	180	149.06	19.94	-.163	-.936

The results in Table 2 exhibit that emotional intelligence of teachers influence the academic activities and lectures to students in classroom. The mean value is used to analyse the exact factor of emotional intelligence influence of teachers about their academic engagement / activities and emotional intelligence competency. Standard deviation implies that error free

questionnaire was adopted for the study and measure where it lies at the accepted threshold level of standard deviation. Skewness and kurtosis reveal that data is normally distributed.

**Table 3: Level of Emotional Intelligence of Teachers**

	High Level		Medium Level		Low Level	
	F	%	f	%	f	%
<b>EI</b>	<b>95</b>	<b>52.78</b>	<b>71</b>	<b>39.44</b>	<b>14</b>	<b>7.78</b>
<b>Sensitivity</b>	<b>71</b>	<b>39.44</b>	<b>64</b>	<b>35.6</b>	<b>45</b>	<b>25</b>
<b>Maturity</b>	<b>89</b>	<b>49.44</b>	<b>75</b>	<b>41.67</b>	<b>16</b>	<b>8.89</b>
<b>Competency</b>	<b>92</b>	<b>51.11</b>	<b>35</b>	<b>19.45</b>	<b>53</b>	<b>29.44</b>

Table 3 reveals the degree of level of emotionally engagement of teachers with their classroom in higher secondary schools. 52.78 % (95) teachers have high level of emotional intelligence, 39.44 % (71) teachers have medium emotional intelligence and only 7.78 % (14) teachers have low emotional intelligence. 39.44 % teachers are at high level emotional intelligence regarding sensitivity, 35.6 % teachers are at medium level emotional intelligence regarding sensitivity and 25 % teachers are less emotional intelligence regarding sensitivity. 49.44 % teachers are emotionally high in maturity, 41.67 % teachers are at medium level emotional intelligence in maturity and 8.89 % teachers have low level emotional intelligence in terms of maturity. 51.11 % teachers have high competency, 19.45 % teachers have medium competency and 29.44 % teachers have low level competency of emotional intelligence.

**H<sub>2</sub>:** Teacher Engagement are different for each factor like Body Language and Behaviour, Consistent Focus, Verbal Participation, Confidence, Interest and Enthusiasm, Individual attention, Rigorous Thinking, and Student Performance.

**Table 4: Scores on Teacher Engagement in Classroom**

Dimensions	n	Mea n	Std.	Skewnes s	Kurtosi s
Teacher Engagement	180	88.85	6.48	-.088	-1.262
Body Language and Behavior	180	12.07	1.01	1.317	1.675
Consistent Focus	180	9.66	1.33	.496	.668
Verbal Perception	180	10.80	1.02	.188	-.519
Confidence	180	9.99	1.05	.539	-1.103

Interest and Enthusiasm	180	10.18	1.82	.256	-1.105
Individual Attention	180	12.13	1.35	.538	.176
Rigorous Thinking	180	10.55	1.85	.003	-1.108
Student Performance	180	13.47	1.31	.839	-.397

The results in Table 4 reveals that teachers are highly engage in academic activities as well as in classroom. The mean value is used to analyse the teachers' exact opinion about their academic engagement / activities and emotional intelligence competency. Standard deviation implies that error free questionnaire was adopted for the study and measure where it is lies at the accepted threshold level of standard deviation. Skewness and kurtosis reveal that data is normally distributed.

**Table 5: Level of Teacher Engagement in Classroom**

	High Level		Medium Level		Low Level	
	f	%	f	%	f	%
Teacher Engagement	5	3	11	6	164	91
Body Language and Behavior	162	90	17	9.44	1	.56
Consistent Focus	148	82.22	24	13.33	8	4.44
Verbal Perception	161	89.44	16	8.89	3	1.67
Confidence	157	87.22	13	7.22	10	5.56
Interest and Enthusiasm	157	87.22	17	9.45	6	3.33
Individual Attention	159	88.33	16	8.89	5	2.78
Rigorous Thinking	153	85	18	10	9	5
Student Performance	167	92.78	9	5	4	2.22

Table 5 exhibits the level of teacher involvement in terms of all factors (body language and behavior, consistent focus, verbal perception, confidence, interest and enthusiasm, individual attention, rigorous thinking and student Performance) of the teacher engagement in classroom. 91 % (164) teachers are highly engaged in classroom, 6 % (11) teachers are medium level engaged in classroom and 3% (5) teachers are engaged low in classroom. In terms of Body Language and behavior - Ninety percent teachers are highly engaged; 9.44 % teachers are engaged in medium level and 0.56 % teachers are engaged in low level in classroom. 82.22 % teachers have high level Consistent Focus, 13.33 % teachers have medium level Consistent Focus and 4.44 % teachers have low level consistent focus in classroom. 89.44 % teachers are highly engaged in classroom with Verbal Perception, 8.89 % teachers are engaged medium level in classroom with Verbal Perception and 1.67 % teachers are low engaged in



classroom with Verbal Perception. 87.22 % teachers have high Confidence, 7.22% teachers have medium level Confidence and 5.56 % teachers have low level Confidence in classroom. 87.22 % teachers have high Interest and Enthusiasm, 9.45 % teachers have medium Interest and Enthusiasm and 3.33 % teachers have low Interest and Enthusiasm in classroom. 88.33 % teachers give high Individual Attention, 8.89 % teachers give medium Individual Attention and 2.78 % teachers give low Individual Attention in classroom. The 85 % teachers develop high Rigorous Thinking, 10 % teachers develop medium Rigorous Thinking and 5 % teachers develop low Rigorous Thinking in class room. Forevaluation of Student Performance 92.78 % teachers are highly engaged, 5% teachers are engaged in medium level and 2.22 % percent teachers are engaged in low level in classroom.

**H<sub>3</sub>: There is a significant relationship between emotional intelligence and teacher engagement.**

**Table 6: Correlation between Emotional Intelligence and Teacher Engagement of Respondents**

	N	Mean	SD	r	Level of Significance
Emotional Intelligence	180	317.42	51.53	.987**	0.000
Teacher Engagement	180	88.850	6.475		

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6, it was found that the correlation coefficient (r) is 0.987 with a p (significance level, two-tailed) = 0.000. As the table showed  $p < 0.05$ , the (H<sub>3</sub>) is accepted.

The inter-correlation co-efficient among the variables / components are given below:

**Table7: Inter Correlation Matrix between Job Performance, Sensitivity, Maturity, Competency and Emotional Intelligence**

		Teacher Engagement	Sensitivity	Maturity	Competency
Teacher Engagement	Pearson Correlation	1	.978**	.989**	.979**
	Sig.(2-tailed)		.000	.000	.000
Sensitivity	Pearson Correlation	.978**	1	.981**	.979**
	Sig.(2-tailed)	.000		.000	.000
Maturity	Pearson Correlation	.989**	.981**	1	.993**
	Sig.(2-tailed)	.000	.000		.000
Competency	Pearson Correlation	.979**	.979**	.993**	1
	Sig.(2-tailed)	.000	.000	.000	

\*\* .Correlation is significant at the 0.01 level (2-tailed).

Result of the above Table 7 indicates statistically significant inter-correlation coefficient among all the factors. Results revealing significant positive correlation. So, it is concluded that the sensitivity, maturity, competency and emotional intelligence of the teachers are significantly related to the teacher engagement.

Therefore, the researcher intends to conduct linear regression analysis between the dependent variable –teacher engagement and independent variable – emotional intelligence of the teachers to find the predictive equation for the study.

**H<sub>4</sub>: Emotional Intelligence has a significant impact on Teacher Engagement.**

In order to predict the impact of emotional intelligence factors on teacher engagement multiple regression is analysed.

**Table 8.1: Model Summary of Emotional Intelligence and Teacher Engagement**

Model	R	RSquare	Adjusted RSquare	Std. Error of theEstimate
1	0.990 <sup>a</sup>	0.981	0.981	.90290

a. Predictors:(Constant),EI

From the above Table 8.1, it was found that the correlation coefficient(R)between emotional intelligence and job performance is 0.990 and the adjusted R<sup>2</sup> is 0.981 meaning that 98 % of the variance of teacher engagement on academic activity can be explained by the emotional intelligence of teachers.

**Table 8.2:Results of ANOVA<sup>2</sup>interms of EI and Teacher Engagement**

Model		Sumof Squares	df	Mean Squar e	F	Sig.
1	Regression	7361.468	3	2453.823	3009.951	.000 <sup>b</sup>
	Residual	143.482	176	.815		
	Total	7504.950	179			

a. Dependent Variable: Teacher Engagement

b. Predictors:(Constant),Sensitivity, Maturity, Competence

From the Table 8.2, it was observed that  $F = 3009.951$  with a  $p = 0.000$ . As the table showed  $p < 0.05$ , the alternative hypothesis is accepted. Therefore, it can be concluded that emotional intelligence has a significant impact on teacher engagement.

Table 8.3: Results of Coefficients of EI and Teacher Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.252	1.535		39.910	.000
	Sensitivity	0.121	0.029	0.233	4.221	.000
	Maturity	.368	0.033	.1103	11.119	.000
	Competency	-.112	0.030	-.345	-3.713	.000

a. Dependent Variable: Teacher Engagement

From the above Table 8.3, it was found that the factor “competency” negatively affects the teacher engagement where  $t = -3.713$  with a  $p = .000$  and the other two factors sensitivity and maturity positively affect the teacher engagement and the value of  $t = 4.221$  and  $11.119$  respectively and the significance level, two-tailed  $p = 0.000$ .

### Conclusion

The findings reveal that teacher engagement in academic activities are associated with teacher emotional intelligence factors. 98 % of teacher engagement is explained by the emotional intelligence competencies of teachers. Teacher engagement plays a vital role in terms of social engagement with students and colleagues. The emotionally intelligent teachers can understand and motivate their own emotions by perceiving the emotions of students and colleagues and maintaining relationship with them that helps to active involvement in their academic activities. The result shows that teachers are highly concerned about their sensitivity and maturity with their academic activities and pay attention to students in the classroom. The ideology, feelings, desires, wants and interest of the students and others are not described in this study. However, it is recommended to analyse teacher emotional intelligence by considering both ideologies and explore the relationship of teachers' engagement and emotional intelligence with some contextual factors like teachers' job satisfaction, arrange professional training and counselling, necessary arrangement for motivation and learning environment in the class and ethos of their school.

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