

Assessing the impact of Teachers' Professionalism on students Emotional Stability at university level

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Abstract

The main purpose of this research was to assess the impact of Teachers' Professionalism on students Emotional Stability at university level. The research was descriptive and the survey approach was used to obtain data from the respondents. For the collection of data from respondents, all the teachers who were teaching at postgraduate and graduate level and students who are enrolled in master and B.S programs of public and private universities residing in Rawalpindi and Islamabad were the population of the research. For this purpose, 300 respondents were selected

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through proportionate random stratified technique. The outcomes of the study exposed that there was a constructive connection between teacher s expertise and students ‘emotional consistency. Students’ demographically play a very important function in determining emotional health. At present in the viewpoint of private and public sector universities of Islamabad, There is a need of well trained and experienced educator because a significant number of educators demonstrate immaturity or representing reasonably professional behavior in instruction in learning context. It is also recommended that university educator may also learn art of emotional consistency and may also demonstrate it in front of their students.

Keyword: *Teachers, Students, Professionalism, Emotional stability*

Introduction

Emotional intelligence is the capacity to recognize their own feelings and the sentiment of others in demanding circumstances. Emotional aptitude helps public to accurately interpret sentiment; thus people who are emotionally intelligent can accurately identify their own mind-set and feelings of others, which mean they can read circumstances and smooth relations. A characteristic of people who are expressively intellectual and socially capable, is the malle-

ability in managing their own feelings, and the use of kind hearted responses towards other. Another emotionally intelligent attribute is that they are happy and additional fun to be in surroundings than people who are not expressively clever enough. In broad spectrum, neglected facade of education is the field of teaching the students emotional stability which teachers can teach somehow this field is frequently ignored or under emphasized due to lack of knowledge and communication. The objective of this research is to construct considerate Emotional growth and thoughtful, affectionate adults.

The importance of improving emotional maturity through education and training is required. It is almost difficult for individuals to respect others and establish positive relationships without learning of this ability. This is not only affects the willingness of learners to make and retain friends but it also affects job conduct in the long run and generates a willingness or unwillingness in working with someone.

In Educational sense teachers need to give their students‘ the reward of emotional maturity. Obviously every

career requires from its workers specialized training, and analytical skills.

Teachers' activity is encumbered with risks and obligations that call for a good deal from people who input the teaching profession (Wallis, 1994). While it is recounted that the instructor wishes to learn professionally, many humans consider that the coaching line of work is profoundly special from those which acquire the best public reputation.

Prate & Rury (1991) claimed, in conventional context, teachers are not specialists. They similarly argued that at the same time as specialists are expected to have "conceptualized" or established understanding to carry out their duties of their employment, the academics handiest need "modified" or trial information to carry out their work. Conceptual Knowledge is the whole story received as a normal practice for acting the sphere jobs through formal training.

Teachers' job is weighted down with risks and responsibilities that call for lots from folks who enter the teaching career (Wallis, 1994). While its miles stated that

the teacher desires to study professionally, many human beings believe that the teaching lifework is profoundly exclusive from those which get hold of the best public recognition.

Prate & Rury (1991) claimed that, in traditional context, educators aren't expert. In addition argued that at the same time as specialist are expected to have "conceptualized" or established information to carry out their responsibilities in their employment, the teachers best want "personalized" or experimental understanding to carry out their jobs. Conceptualized Knowledge is the records received as an ordinary exercise for performing the field jobs through formal education. Although embodied consciousness is what they gain by doing, that's experientially taught, in place of systematically won.

According to Pratte and Rury (1991), profession is “a way that folks and work-related organizations struggle to differentiate themselves from other employees.

Review of the Related Literature

The exceptional fame that professional specialists

enjoy is based totally on skilled traits; an exclusive body of knowledge, membership power, institutional commitments. Professionals are supposed to have the expertise to do their paintings. A career's reputation has been in part a result of its affiliation with an extraordinary frame of this experience and organizational abilities that employs. Professionals are not usually focused on supervisory authority, mutually respectful dealings amongst peers, professional authoritative power of specialists are frequently derived from enjoy of their practices. The training system can be stepped forward from beginning to end through instructors. Subsequently, educator one of the most crucial elements in the whole educational setup.

The character of teachers also depends on what they get, on pre-service and in-service trainer schooling. Since maximum educator are inexperienced or do no longer attain in-service preparation, the formative years could be committed with willpower and expert thoughts for the right course to the coaching deliver. Therefore, instructors ought to be nicely knowledgeable as captains. If coaching is meaningful and beneficial teachers do perfectly in the

knowledge progression. For this they

Noticeably need good specialized training. If training is significant and helpful, then standard of education will also increase. Educator does their best in learning procedure; they obviously need good professional training as only well trained and successful teachers will develop in students' proficiency.

Modern educators mostly involved in healthy growth of the learners, they are not much worried about the learner's academic feature. The word 'expertise' has individuality that are synonymous with thoughtfulness, consideration, honesty of Knowledge and consistency that contributes to integrity of confidence, fairness and morality.

The revolution of amateur into an expert person, particularly at university level it's very important for expert. There are many factors, professionalism in teachers is important, first of all the survival of clear reliable Conduct that is helpful to the students, secondly, proficiency in teachers comes from acquaintance in Personal skills, teacher preparation and policies of organizations.. Professionalism helps teach professionals to foster an atmosphere of

supportive learning which is beneficial to their students teachers are considered authority figures in typical classroom settings and should be knowledgeable in their Field of study. With the individual manifestation of professionals, actions and verbal communication effect at great deal. Educator needs other instinctive skill to obtain knowhow for thriving learning.

The professions 'sociological research started in 1930s, with attempts to identify the distinguishing features that differentiated the line of work from others. The most widely discussed were: academic knowledge based aptitude, university associated preparation and education delivery, aptitude testing acceptance, structured organization, code of conduct, dedication and self-sacrificing service. A significant stiff of study rapidly formed by which investigators conducted case studies in a variety of line of work to assess the degree to which each displayed these characteristics and therefore whether they could be considered a 'real' career. Professional is a person with a specialized knowledge base focused on technological culture, ethics, professional participation, and professional autonomy.

There is sure professionalism characteristic that a career should require carrying out certain Responsibilities.

These characteristics are as follows: specific skills that require specialized services, practical and analytical preparation and personal decisions while performing responsibility, direct and personal relationships with students based on trust, faith and trust, common sense of duty and honesty of counselors, leadership that can encourage students, role model for trust and confidence and innovative, innovative and promoting student creativity and diversity, teaching high achievement students, Professional teachers who can implement the regular curriculum. Emotional intelligence includes The capacity to correctly interpret and understand and identify the ability to communicate and distinguish between feelings and emotions, and to control and foster emotional development, (Mayer & Solvay, 2004).

Emotional intelligence

Let's people assess faces, recognize and perceive, what happens in diverse Circumstances passion is the reaction that you make to the situation: fear, courage, frustration, rage, hope, love, excitement, desperation (Jaeger,

2003). This also helps individuals develop loyalty to their workplace. Sadly the dimension of teaching emotional intelligence in our curriculum is neglected in our standard curriculum or even professional development programs in adult education. Emotional intelligence, Researcher, (Jaeger .2003), is capacity and skill that allows people dealing with ability even in difficult and new circumstance. Goleman, 2004, and Lamothe in (2009) advocate five competence of Emotional aptitude:

- (i) To know one's feelings.
- (ii) Organization of feelings.
- (iii) Distinguish other's feelings.
- (iv) Inspiring.
- (v) Conduct affairs with others.

According to Jaeger, (2003), awareness, skills and underlying psyche like characteristics, such as emotional intelligence, interactions, capacity, conflict management, self-measurements, self-discipline and decision making, are needed in order to teach adult education effectively. In the once emotional life, they play a very important role.

Dulewicz and Higgs (2004) explored various approaches to the development of EI and discussed the probability of developing EI.

The production of EI provides valuable capacity for adapting to a specific environment to individuals. Emotional health is the power of our feelings and our capacity to manage a tough situation. It's capable of inspiring and guiding people. With the passing of time, these people evolve. Performance is not intrinsic emotional harmony. This skill will slowly grow with the passage of time.

This is why children are more emotional in the early years, require care and attention over the years to develop emotional maturity. Emotional constancy is important to know since emotions are not correctly administer people become slaves to their sentiment and create depression in individuals, emotional consistency appears to be necessary to regulate emotions. The meaning of IT and the value of emotional communication is investigated by Gray (2007).

This is the scientists 'opinion that emotions must be made acceptable and that this, which is considered much better than IQ, needs to be established once. Emotional in-

telligence is a kind of psychological and social awareness.

The model of and argosy assess that learners should know, why it is necessary to learn and how to concentrate on information. This research examines the effect of professional skills on the emotional wellbeing of learner, (Waller, 1998). According to Gardner (1983) Multiple Intelligences(MI) theory, a major shift in viewpoint appeared Unavoidable after hundreds of years of educational and psychological debates on mainstream intelligence principles. The use of a high level of IQ would lead to success in line with conventional wisdom. In other words; there was only one aspect of intellectual ability that could be sorted out by anyone. Yet this definition of a "true" intellect that can be calculated by one single IQ score can be called imprecise with a moment of careful consideration. Through his theory of multiple intelligence, Gardner (1999) presented the idea of multiple intelligence based on the learner's experience and skills. Gardner's multi intelligence theory is based not only on typical child and adult research, but also on the findings of talents with brain damage, specialists and individuals from a wide variety of cultures. This led Gardner into at least nine forms of intelligence: visual intelligence,

linguistic intelligence, naturalist intelligence, kinetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligentsia, and existentialist intelligence.

Visual intelligence explores the capacity of students to learn better by spatially visualizing and arranging Items. Students are interested in graphs, graphs, charts, tables, pictures, photography, puzzles and everything that catches your attention. Learners who are high in visual and spatial intelligence will also perceive things well. Verbal Linguistic knowledge explores the curiosity of learners in language such as the ability to speak, write, read and listen. Learners who are very good at writing, memorizing and reading stories, who are high in verbal language skills, are capable of using words while writing and speaking.

Mathematical or logical intelligence describes the ability of students to demonstrate their capacity to number, reason and solve problems. Teachers who are good in logical mathematical intelligence often interpret, interpret patterns and logically evaluate problems. Such people tend to understand numbers, relations, and patterns conceptually (Gardner, 2006).When the intellect of the learner can be

established, teachers can effectively instruct specific learners with their particular academic orientation. Intelligence also plays a significant part in academic success. Only knowledge cannot guarantee academic success, but academic credentials are still required in order to obtain high credentials.

A big educational challenge is to ensure secure school, a balanced learning atmosphere and comprehensive scholarships of feed by trained instructors and inspired learners. For scholar and educator to succeed at the highest level, a stable and secure atmosphere is important. Students are trained for career and Successful jobs in colleges and universities. While the university trains the students for their research, they contribute to their emotional learning. With moral intelligence, academic Achievement can be accomplished. As they go from collage to college, most of the students had a high degree of tension and difficulty.

They have to face other challenges, such as time management, budget control, and transition to a modern learning climate, new partnerships and academic standards. Students abandon their schools because of all these obsta-

cles. Many scholars conclude that the disappearance of students may be their economic issues, mental abilities or other personal problems. Physical or mental explanations, as well as other scholarly factors. All these issues lead to mental learning challenges, such as rough preparation, test examination, trouble reading, time control or other conflicts with teacher (Gardner's 1993).

The ability to efficiently communicate and regulate our emotion and to responders to the world is linked to emotional intelligence. The emotional models (Baron, 1997, 2000) are comprised of 4 skills, the cognitive, the adaptable, and the control of tension (Baron 1997, 2003). The emotional model is a greater approach to emotive maturity (Bond, 2009).

1.2 Statement of the problem

During the last few decades, the professional life of teachers has significantly changed. Educational development and technological changes brought a lot of positive modifications in the educational environment of the schools, colleges and universities. Professional development is also among the positive modifications of educa-

tional institutions i.e. schools, colleges and universities (Kirk, 1998). Borko (2004) mentioned in his study that improvement or modification of education totally depends on the professional development of the teachers.

No doubt, one can say that teachers have key role in bringing changes in the educational system. Professional attitude of teachers needs to be changed for bringing positive modifications in educational system (Villegas-Reimers, 2003).

Attitudes are important to educational psychology because they strongly affect the thinking abilities and social thoughts of children. Attitudes of teachers greatly influence the student's performance as well as their own performance. It is necessary for teachers to teach students with interest and also in such a way that the attention of the students are concentrated on them (Eggen & Kauchak, 2001).

Attitudes are really important for educational psychology because it strongly effect on students thinking abilities and social thoughts. Teachers' attitudes also effect on students thoughts and teachers professionalism as well. It is really important for the teachers to teach the students with interest so they could grip the attention of the students (

In another study (Binti & Othman, 2009) said that a person is a judged based on the personality that is a combination of unique characteristics so the maintenance of the personality is the key factors that greatly influence on teaching learning process. This means the relationship between teachers and the students academically very much important.

Arif (2012) further explain in his studies about the main personality traits. These are: conscience, emotional stability, agree able, extravert, openness in experiences. And these all personality traits effect on effective teaching skills and also on students learning. “The problem under discussion is to assess the impact of teacher’s professionalism on student’s emotional stability at university level”

1.3 Objectives of the Study

The objectives of this research were:

1. To examine the connection between teachers professionalism and students’ emotional stability.
2. Comparison of the discipline of Public and Private Universities teachers and the Emotional stability of university Graduates.

1.4 Hypotheses

H1. Emotional stability of university students is not greatly impacted by the expertise of Teachers.

H2. There is no difference between the overall discipline and emotional stability of public and private teachers at the university level.

1.5 Significance of the Study

This study will be helpful for the teachers to improve their skills and interrelationship with students. This study will also be helpful for the management of the institutions to plan the techniques to enhance teaching professional skills to resolve students' problems. This survey may be beneficial for future researcher to improve the performance of teacher and fulfilling the needs of students emotionally and helpful in improving their personalities. As we all know that excellence of education needs worthy teaching and worthy teaching means teacher must know the students problems and weakness to work on and improve their skills to prepare them for marketed product. So this study might also be help full for the students as well to groom themselves and make themselves strong for challenging real life activities.

Methodology

Research Designs

The aim of this research was to define the acceptance of the study method used in the study and with this view an attempt to explain the structure of the study, the number of people targeted, sample selection, tool and process followed by the collection of the data. The study was being selected in a descriptive style of research. The research manuscript includes data collection to gather respondents 'perceptions related to existing problems and the effort made to put forward suggestions' to improve the situation. The descriptive method is used in the investigation of various educational problems.

Population of the Research

Population of the research was including two separate groups such as university lecturers and university graduates were included in research community. The group of teachers comprises all those are working in public and private universities situated in federal area Islamabad & in Rawalpindi and teaching to Master and BS students. In the group of students all candidates enrolled in Master and BS

programs were in respective universities.

Sampling techniques

A stratified random sample was obtained from six leading universities (3 public and 3 private universities) in Rawalpindi and Islamabad ,comprising of 300 men and women (150 professors and one hundred and fifty students from public and private institutions).fifty percent respondents were from male gender and fifty percent were from female gender population .There have been circulated to a total 360 questionnaire and only 300 is useful for making the sample size of 300 feasible.

Instrument

Taking into account of complexity of the current inquiry the researcher has created a research questionnaire to assess the professionalism of teachers at higher education level by observance, the standard process of research tool development. In researching students' emotional constancy and health standardized research questionnaires developed by Schutte and Malouff (1998) was used.

This opinion poll was including of 44 substance and four subscales such as, Sharing, feeling, Impressions and Experience. In order to assess the efficiency of structured

testing instrument relatively limited samples collected from individuals before use for the calculation of research goals.

Data Collection Procedure

The researcher collected data through E-mail and fax. First, the researcher first received permission from the respondents and then they got the questionnaires.

Respondents and then they got the questionnaires.

Data Analysis

With brief and inferential statistical scales such as Standard Deviation, Mean and Coefficient of correlation was also calculated to determine the relationships between different research variables with the help of SPSS 20.

Results

Table 1

Correlations between Professionalism in teachers and Emotional Stability of University Students

Sub-scales	Professional Responsibilities	Planning	Instruc- tions	Asses	En- vi- ron- men- t	Stu- dent s know	Con- t . K now	Col- labo- rara- tion	Pro- gro- wth	t o t a l	S h a r e	e x p e l	e m o t i o n	Im- pre- ssio- n	E t o t a l
Prof ires	1														
Plan	0.44	1													
Ins	0.60	0.43	1												
Ass- es	0.67	0.43	0.63	1											

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Envi- vi- ron men t	.59	0.3 3	.55	.7 6	1											
Stu- dent s kno wled ge	.57	.39	.62	.6 7	.65	1										
Cont- kno w	.57	.38	.50	.6 6	.64	.6 0	1									
Col- labo rara- tion	.57	.39	.55	.6 5	.52	.6 3	.5 7	1								
Prog rwrth	.57	.49	.61	.6 8	.58	.6 2	.6 1	.58	1							
total	.65	.63	.77	.8 7	.80	.7 9	.8 2	.74	.80	1						
Shar e	.79	.10	.26	.3 5	.42	.1 9	.1 0	.33	.20	. 4 3	1					
Expe- rien ce	.13	.10	.29	.3 8	.35	.3 3	.2 1	.58	.46	. 3 8	.2 5	1				
Emo tion	.28	.10	.29	.8 8	.16	.1 3	.1 3	.29	.56	. 1 8	.3 3	.3 7	1			
Imp- res sion	.10	.10	.54	.1 9	.30	.1 2	.2 0	.48	.58	. 4 5	.5 8	.7 7	.7 1	1		
Em total	0.32	0.2 3	.56	0. 2 1	0.15	.3 3	.2 4	.41	.21	. 3 6	.2 3	.2 7	.2 6	.63	1	

Table 1 Describes the University students 'interrelationships between education and emotional health. Sub unit of emotional constancy are strongly associated with professionalism in teachers as the proportion of emotional consistency has association with the responsibility is 0.79 this indicates a strong correlate between them and provide responsibility in profession information regarding communication and emotional stability. The subscale of success in

emotional Constancy is strongly associated in professional collaboration, correlation value is 0.58. The social health experience on a Subscale reveals major association with specialized development is 0.58. one more subscale emotional stability subscale, emotions have .88 correlations with evaluation and

Table 2

Arithmetic mean and S.D of Teachers Scores on Teachers' expertise

Sector	Public		Private	
	M	SD	M	SD
Subscales				
Responsibility in teaching profession	21.3	3.8	19.6	5.8
Plan	21.0	2.6	18.6	5.3
Directives	24.2	5.5	23.4	6.5
Assessment and directions	29.1	9.2	23.3	7.2
Surroundings or environment	23.1	4.4	21.7	6.1
Students Individual Differences	16.1	2.3	15.0	14.1
knowledge				
Knowledge about content	36.8	6.2	34.6	9.5
association and	63.9	2.4	62.0	3.4

collaboration expert devel- opment or growth	12.5	2.1	11.6	3.0
Total	248.0	19.0	229.8	57.9

Table 2 explain that teachers of public universities of Isb and Rawalpindi training greater professionally ,than instructors of private universities of Islamabad and Rawalpindi. Almost on all subscales of the above survey.

Table 3

Arithmetic mean and S.D of (Students) on Emotional constancy

Sectors	Public		Private	
	M	SD	M	SD
Sharing	28.0	3.9	19.8	3.0
Experience	39.2	7.3	40.6	8.0
Emotions	15.8	4.1	19.0	5.7
Impression	36.5	6.3	35.8	6.7
Emotional Stability	119.5	21.6	115.2	23.4

Table No 3 explain S.D and Mean of private and public institution of higher education students' of Islamabad and Rawalpindi scores on emotional balance opinion ballot .

According to the table it has found out that scholars of the community establishments are more constant in emotions than those who are register in the non-public institution of higher education in Islamabad and Rawalpindi.

1.8 Discussion

Dulewicz and Higgs (2004) explore different approaches to emotional constancy development, further investigating the likelihood of improving emotional intelligence. The development of EI provides individuals important abilities to regulate in specific surroundings. Emotional health is the power of our emotions, it is stability to grip hard circumstances and become skilled at how to know others. It is capability to stimulate and lead others. In the ones individuals who enlarge gradually. Emotional constancy is not innate best. Progressively, it is easy to domesticate with this capability. So, youngsters are extra emotional, consideration with the passage of time and age, they learn to broaden emotional constancy. knowledge of sentiment is significant due to the fact if feelings aren't managed nicely human beings becomes slave of their feelings and expand negative tendency in their persona, so evidently emotional balance is essential to govern emotions.

Gray (2007) investigates the importance of EI and significance of the appearance of emotions. According to researchers it needs to make convinced is that emotions are suitable to the conditions and to do this once needs to develop EI, which is considered to be far more important than IQ. Teaching is the primary challenge of teachers, that's preferred by nearly each instructor, has excessive regard for him/her, but being appeared is not always give up-all virtually, For this teachers need to take a few ambitious selections.

Though educator can be accepted amongst their learners with the aid of displaying welcoming and useful approach, but with a view to turn out to be professional and extra green they want a few other qualities. Learners can be capable of be acquainted with why one instructor is greater powerful than another because of differences in the professional behavior of teachers, which incorporates unique abilities and behaviors. The Present take a look at changed into expressive and correlation in nature in which three variables particularly teachers' professionalism, emotional balance were calculated. In this research professionalism considered into considered as independent variable and stu-

dents 'emotional stability Considered as dependent variables.

1.9 Conclusions

Objective 1: To examine the connection between teachers professionalism and students' emotional stability.

The association between professionalism in instructors and students emotional stability in turned into evaluated and confirmed that almost all subscales associated strongly with emotional stability. While share of emotional stability growth with duty in profession. Another subscale of emotional balance become reveal in or understanding others has healthy association with expert meeting. Another scale turned into intuition in emotional balance suggests strong courting with professional boom. Another scale of emotional constancy device, emotions have related with subscale assessment. So, according to first hypothesis of the study Emotional stability of university students is not greatly impacted by the professionalism of the Teachers lead to be rejected.

2nd objectives: Comparison of the discipline of Public

and Private Universities teachers and the Emotional stability of university Graduates.

Table 2 explain Teachers public level quarter universities are practicing professionally as compare to instructors of private universities in Islamabad and Rawalpindi.

Table 3 illustrate Private sector and public sector universities college learners' achieve on emotional constancy survey, it come into view that students of the public establishments are extra emotionally solid than students are register in the non-public institutions.

Table 4 explain S.D and Mean of private and public institution of higher education students' of Islamabad and Rawalpindi scores on emotional balance opinion ballot . According to table it has found out that scholars of the community establishments are more constant in emotions than those who are register in the non-public institution of higher education in Islamabad and Rawalpindi.

hypothesis2: There is no difference between the overall discipline and emotional stability of public and private

teachers at the university level. Second hypothesis also leads to reject.

Recommendations/Implications of the Study

On the basis of results and conclusion following are some of the recommendations of the study.

1. Currently there is a need to train teachers in the framework of private and public sector universities as a large amount of teachers show immaturity or display reasonably competent behavior in form of Teaching learning. consequently, an understanding among teachers about their Professional obligations as required.
2. It is proposed that university teachers may also study art of Emotional Balance and may also show it in front of their pupils. Present teachers of community sector universities are display more technical skills while work therefore; it is recommended that management of private sector universities prepare some teachers training programs so they can improve their teachers to conduct their duties in more technical manner.

3. This is proposed that university teachers also learn Emotional Balance art and can show it in front of their students as well. Therefore, existing public sector university teachers are displaying more technical skills when working; it is proposed that private sector university management prepare some teacher preparation programs so that they can improve their teachers in a more professional manner to fulfill their duties.
4. It is recommended that university teachers should develop their competence as students who are taught with better emotional wellbeing taught by more skilled teachers..
5. This is proposed that teachers with limited work experience should be able to have more Professional instruction and improve their professional preparedness. This is proposed that Private sector University students are more focused on their education on the other hand enrolled public sector university students' greater mental maturity than students enrolled in private sector universities.

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