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THE EFFECT OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON THE EFFECTIVENESS OF PROSPECTIVE TEACHERS IN PUBLIC UNIVERSITIES OF LAHORE, PAKISTAN

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ABSTRACT

The productivity of teaching and learning process is determined by student's performance or achievement, while the students' accomplishment depends upon various factors which are broadly divided into two domains internal & external, internal aspects like self-motivation,

corporeal or cognitive health, self-confidence etc. whereas external aspects include classroom environment, content knowledge, economical background, parental education and so on. However, the foremost significant component among mentioned factors as well as the aspect on whom ample of other factors relay is Teacher Effectiveness or Competence. Teacher effectiveness is a matter that is related to teacher's desire and determination in achieving a set of goals which aims to improve students' achievement. This pivotal element of education system is also associated with sub-factors; personal & psychological. The study aims to investigate the impact of two psychological factors; Emotional intelligence and Self-Efficacy over the effectiveness of prospective teachers in public universities of Lahore, Pakistan. The researcher used purposive sampling technique for the selection 300 participants. The data was collected through three instruments, out of which two of them were standardized (Self-Assessment Instrument for Teacher Evaluation-II & Teachers' Sense of Efficacy Scale (Short form)) were adopted whereas the remaining one was constructed by researchers themselves (Emotional Intelligence Scale). Researchers applied three different statistical tests: Pearson r Product Moment correlation, Multiple Regression and t-test of Independent samples test. On the basis of analysis and findings, it is concluded that there is a significant positive relationship among the variables of study and it also been observed that there is a significant influence of both independent variables (Emotional Intelligence and Self-efficacy) over teachers' effectiveness. However, no significant difference has been found in Teacher competence of pre-service teachers on the basis of their gender.

Key Words: Effective Teacher/ Competence, Emotional Intelligence, Self-Efficacy, Teacher Evaluation & Prospective Teachers

Introduction:

Educational success always measured by student learning outcomes while various studies reported that learning outcomes of students depends on various factors (internal & external) which directly as well as indirectly influence students' achievement such as motivation, curriculum, satisfaction and some psychological factors etc. However, various former studies reported that teachers' effectiveness or competence significantly effects on students' growth (Chetty et al.,2014), students' achievement (Odden et al., 2004; Darling-Hammond &Young, 2002) and on their academic career as well (Chetty et al, 2014; Rivkin et al, 2005; Rockoff, 2004). Additionally, a study states that there are various teachers' competence factors that

influence students' outcome or achievement (Fermanich et al., 2004). Therefore, this study concentrates over the teaching effectiveness of prospective teachers.

Numerous researchers had defined teaching effectiveness in different ways in accordance with their own school of thoughts while considering a set of skills that contributes in their competence. According to Gage (2001) teacher Effectiveness is a set of various qualities that serves in learning process and these abilities are; competencies, subject knowledge, experience, self-reliance, emotional intellect as well as commitment to help students in achieving their desired goals. As there are various aspects that influence or contribute in teachers' effectiveness, however this study is focusing towards investigating the impact of two psychological factors Emotional Intelligence and Self-Efficacy on Teaching Effectiveness. Hence, the study involves three main variables Teacher effectiveness, Emotional Intelligence and Self-Efficacy with some demographic variables like gender.

Significance of Teacher Competence in Education System

In several researches it has been observed that, in the field of teaching and learning Teachers' Effectiveness or their performance is significantly dominant factor that influence other aspects either directly or indirectly. Among all the element of education system the most crucial one that get affected by teacher's performance is Students Learning as well as their achievement. The term Effectiveness is defined as the set of abilities that serves in the improvement of students learning outputs (Geo, et al., 2007).

In addition to it, Soedarminto (2001) defined Teacher Competence as an instructor desire to be professionally skilled and it is a sum of various competences like (a) competency in knowledge this is about cognitive knowledge, (b) performance competence, which is related to behavioral aspects as well as their way of conveying, (c) the outcome of competence is like students' learning output owing to teacher's knowledge and performance competence. Furthermore, Effective instructors are passionate for their pupils as well as for achievement, besides they possess certain characteristics that distinguish them from others (Sanders et al., 1997; Tucker & Stronge, 2000). Tucker and Stronge (2000) claimed that competent instructors "certainly make a difference in student learning". Consequently, highly competent teachers have capability to revolutionize the lives of students by developing crucial skills that ultimately boost student's personality and teacher effectiveness is aspect that considered to be pivotal in students' development by policymakers and researchers.

Teacher Evaluation

Another pivotal concept that relates with teachers' competence assessment is Teacher Evaluation. The researcher described teacher evaluation by different set of words but their core idea was similar, the teacher evaluation is simply a process that examine or judge teachers' performance, so the ultimate aim of teacher evaluation is to check the competence of educators and the reason behind this evaluation is the improvement of students' learning outcomes (Zepeda, 2013; 2012; Stronge, 2010, 2006; Peterson, 2000). After having such a crucial role in education system, the aspect of Teacher Evaluation is still unfocused in Pakistan in this regards United Nations Educational Scientific and Cultural Organization (UNESCO, 2006) stated that the competence evaluation system of teachers in Pakistan is just a formality and it do not provide useful knowledge about teacher effectiveness and The National Education Association (NEA) (2010) revealed that the present system of teacher evaluation is not good enough to improve teacher's effectiveness and students' learning outcomes by providing proper information about teachers' performance.

Measurement of Teachers' Effectiveness

There are several ways to evaluate teachers' competence, as teachers' effectiveness can be analyzed through others judgement like form students, Supervisor, Peers etc. However, the researcher used most common way that is by self-assessment. Teacher Evaluation is often analyzed by the self-administered tool by whom teacher judge their own capabilities (McGreal, 1983; Peterson, 2000). The instrument of self-evaluation is advantageous because it this illustrates teachers by their selves and gives them awareness about their abilities and weakness, their motivation and dedication towards achieving goal (Shinkfield & Stufflebeam, 1985; Peterson, 2000; Gullickon & Airasian, 2006).

The competence of teacher is evaluated on the basis of the National Professional Standards for Pakistani Teachers provided by Government of Pakistan in 2009 and these parameters are; Subject Matter Knowledge, Instructional Planning and Strategies, Assessment, Learning Environment and Effective Communication (Akram & Zepeda, 2015)

Statement of problem

In academic systems, foremost thing that matter is students' learning achievement because educational accomplishment is only depending on learning outcomes. Consequently, more attention is required to pay on the factors that influence of students'

learning outcomes. Thus, the present study is concerned with one of the major extrinsic factors teaching effectiveness that directly effects students, achievement. Additionally, there are two more variables; Emotional Intelligence and Teachers Efficacy in concurrent research. Therefore, the present study aims to investigate the influence of two psychological factors; Self-efficacy and Emotional Quotient of teachers over their teaching effectiveness and the study's population will be pre service teachers of public universities.

Significance of Study:

The study is focused towards teaching effectiveness which is considered as a crucial factor that directly influence students learning outcome and study will measure the impact of EI and Self-Efficacy on Teaching Effectiveness of student teacher.

Thus, first and foremost the finding of this study will foster teachers' effectiveness by identifying that to which extent EI and Self-efficacy are influential on teaching effectiveness. As a result, the improvement in teaching effectiveness will be helpful in the progress of student's outcomes. Secondly, the population of current study is prospective teachers who are basically student teacher at the phase of preparation or training to be prospective teachers. Therefore, the conclusion of study will help to introduce various strategies and policies to improve preservice teachers EI, Self- Efficacy and teaching Effectiveness. Lastly, the result of this study will support further researchers in the same area.

Purpose of the study

The study aims to determine the impact of two psychological aspects of teacher's' (Teacher Efficacy & Emotional Intelligence) on the teaching competence of prospective teachers studying in public universities of Lahore, Pakistan

Objectives:

There are following objectives of the study:

1. To measure the association among teacher's competence, self-efficacy and Emotional intelligence of prospective instructors.
2. To analyze mutual influence of prospective teachers' self-efficacy and emotional intelligence over their teaching effectiveness.
3. To identify the significant difference in the means of teaching Effectiveness between male and female.

Research Questions

The following questions of the study:

1. Is there any association among the teacher competence, emotional intelligence, and self-efficacy of student teachers?
2. How do self-efficacy and emotional intelligence of student teacher mutually influence their teaching effectiveness?
3. Is there any noteworthy variance in pre-service teachers' competence on the basis of participant's gender?

Review of literature

Self-Efficacy and Emotional Intelligence

Teacher's Efficacy is basically teachers' beliefs in their capability to efficiently perform the task, and resolve issues in their professional activity, teacher efficacy plays a fundamental role in impacting the students' learning outcomes and creating or developing positive environment (Stafen, 2008). On the other hand, according to Daniel Goleman (1996) Emotional intelligence (EI) is a concept that lies under the domain of cognitive ability that assists relational behavior and EI is an individual capability in order to understand their own and others feelings so that those emotions get managed and expressed appropriately and effectively.

There are few studies that describes the association among Emotional Intelligence and Self-Efficacy like Mikolajczak and Luminet (2007) founded that Individuals with strong emotional intelligence showed high self-efficacy likewise Chan's (2004) research looked at the link between perceived efficacy and EI, the results discovered that a significant positive association among the two aspects, without any gender difference evidence. Besides this another study by Penrose et al. (2007) as well as Rastegar and Memarpour (2008) stated that teachers' efficacy and their emotional acumen were found to be positively related with each other. Moreover, According to Gundlach et al. (2003) An individual with low efficacy and EI level find it difficult to keep order in his or her everyday duties. So, the mentioned studies portray that Emotional Intelligence and Self-Efficacy are positively associated with each other.

Emotional Intelligence and Teachers' Competence Evidences from former studies reported that there are factors that contribute and plays their significant role in enhancing teachers' effectiveness, those factors that affect the quality of teaching includes; 1. Classroom

management, 2. Subject expertise, 3. Pedagogical knowledge, 4. Teacher's determination and motivation and so on, among all these factors many researchers reported or had given significant importance to emotional intelligence as a factor that also contribute in teacher effectiveness (Penrose et al., 2007; Brackett et al., 2010; Kauts & Saroj, 2010; Sutton & Whitely, 2003; Moore & Kuol, 2007; Labarees, 2000). Learning and teaching process is not confined to delivering or absorbing knowledge, the emotional involvement also remains there because of humans' participation in this process. The conception of emotional intelligence was encouraged by Penrose et al. (2007) and stated that emotional intelligent teachers are the ones who determinant towards fulfilling their duties in teaching and learning process and as a consequence this one is key criteria of performance.

As the concept of emotional intelligence is quite vivid nowadays as compare to 19 century and emotions are consider as complex to comprehend because of various psychological issues has been raised such as depression, anxiety, stress and frustration etc. due to the negligence towards EI. In concurrent century after the understanding of emotional intelligence concept to some extent and emotional intelligence of teachers also matters a lot in the field of teaching and learning?

Studies portraited that emotionally competent teacher is the one that not merely understand and manage their own emotions but also the emotions of people around them such as students, colleges, administration etc. (Sutton & Whitely, 2003) as well as emotionally intellect teachers least effected by psychological issues like stress and depression (Kauts & Saroj, 2010) also these teachers were more satisfied, adaptive and more easily deal with their stress as compare to others (Brackett et al., 2010). Indeed, the negligence towards students' emotions leads towards several negative repercussions starting from their low achievement scores till their personality disturbance.

Various studies that identified the crucial involvement of emotional intelligence in teachers' competence, in this regard a study revealed that learner is strongly associated with their own and teacher's emotional intelligence (Moore & Kuol, 2007), another study illustrated that the level of burnout can predicted by teacher's' emotional intelligence. (Brackett et al., 2010). Furthermore, teacher's emotional intelligence contributes to the establishment of a positive classroom atmosphere, which is linked to both teacher and student performance (Labarees, 2000). As a result, it is vivid that teachers who are emotionally intelligent are also more likely

to be efficient in their teaching-learning process and achieve their professional goals successfully.

Emotional Intelligence and Self-Efficacy

Self-efficacy was firstly introduced by Bandura in 1997, and he stated it as “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments”. In the same way, the term teacher’s efficacy is described as “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Woolfolk Hoy & Tschannen-Moran, 1998). The previous studies on Self-Efficacy had identified numerous facts like self-efficacy belief significantly impacts the psychological and physical health of adult such as the low level of efficacy is associated with high level of stress as well as anxiety (Meier & Maddux 1995; Dudanowski & Jex, 1998; Williams et al., 2001). In the same way, Smith and Betz founded in their research in 2000 that greater efficacy helpful in reducing the depression and also assist in achieving higher academic performance among bachelor students.

Tschannen-Moran, et al. (1998) and Gibbs (2002) determined that teachers' self-efficacy, or how confident they are in their ability to teach, has an impact on their effectiveness moreover, the efficient instructors feel they are capable of creating change in their students' education for their betterment (Gibbs, 2002). In Addition to it, it has observed that the Teachers with low self-efficacy feel powerless and weak when commerce through tough as well as unenthusiastic learners (Gibson & Dembo, 1984). Teachers with great efficacy level tends to develop better students’ skills as such teachers are determined for helping students who are struggling (Soodak, & Podell, 2007). All mentioned studies describe the association among self-efficacy and teachers’ competence as reported in former researches.

Research Methods

The study is quantitative in nature with descriptive survey research while utilizing ex post facto type.

Purpose of study

The key intent or focus of this study is to determine the impact of two psychological concepts; Emotional Intelligence and Self-Efficacy on the effectiveness of student teachers studying in public universities and who already experienced teaching practicum.

And specifically, the study measures the relationship among variables and also analyze the influence of Gender over teaching effectiveness of participants.

Sample

The participants of study were three hundred prospective teachers from three public universities (LCWU, PU & UOE), one hundred responses were collected from each institute and researcher used convenient and purposive sampling techniques for the selection of universities and participants respectively, the reason behind choosing universities through convenience is because of the pandemic situation as well as purposive sampling technique was utilized to select merely those student teachers who already had gone through teaching practicum.

Instruments for data collection

The study utilized three questionnaires from whom two were standardized and one self-constructed.

1. Emotional Intelligence

The Emotional Intelligence scale is self-constructed 12 item scale that created to measure the level of preservice teacher's emotional intelligence. The scale is Uni-dimensional and all items are answered on the rating scale of 5-point, commencing from Strongly Disagree till Strongly Agree. The tool was created on the basis of Golemann Theory of Emotional Intelligence and the value of Cronbach alpha is .87 which depicts that tool is reasonably reliable.

2. Self-Efficacy Scale (Short form)

Teacher Efficacy Scale (Short form) is the standardized used in this research based on 12 item scale constructed by Tschannen and Woolfort which is used for the purpose of measuring the self-reliance level of prospective teachers. This scale is uni-dimensional and all items are answered on the rating scale of 5-point from Nothing till a great deal. According

to Tschannen and Woolfort, the value of Cronbach alpha is .90 which depicts that tool is reasonably reliable.

3. Teacher Effectiveness

The standardized Teacher Evaluation II instrument which was developed by Sally J. Zepeda with Muhammad Akram in 2006 which is based on 28 item scale that used to measure the teaching performance/ effectiveness of preservice teacher. The scale is unidimensional and all items are answered on rating scale of 5-point commencing from Never till Always.

Moreover, reported value of Cronbach alpha is .94 which depicts that tool is highly reliable.

Procedure of data collection

The researcher used web-based as well as printed questionnaire for getting responses from prospective teachers and researcher collected data personally by the help of professors of mentioned institute. The researcher followed the ethical considerations while collecting data as participants were not forced for response.

Data Analysis

The data was normally distributed so parametric set of tests were used for analysis. The association among variables were found through Pearson Correlation while multiple regression analysis was used for purpose of measuring impact of Emotional intelligence and self-efficacy over teacher effectiveness and lastly through independent t-test the difference has measured in teachers' effectiveness scores of male and female.

RESULTS AND INTERPRETATIONS

Research Question: 1

Is there any association among the teacher competence, emotional intelligence, and self-efficacy of student teachers?

Table:1

Association among variables (Self-Efficacy, Emotional Intelligence and Teacher Effectiveness)

Variables	Teacher Competence	Emotional Intelligence	Teachers' Efficacy
Teacher Effectiveness	–	.600	.714

Emotional Intelligence	.600	–	.607
Teachers' Efficacy	.714	.607	–

Correlation is significant at the 0.01 level (2-tailed) $p < 0.01$

The Pearson r correlation was conducted for examining the association among the self-efficacy emotional intelligence of prospective teachers and Teaching Effectiveness of prospective teachers. The table portrayed that the relationship among Emotional Intelligence and Teacher effective is significantly positive correlated ($r = .600$), ($p < 0.001$). Similarly, Emotional intelligence and teachers' efficacy are represented as positively correlated with each other where $r = .607$ and $p < 0.001$ and lastly Teacher effectiveness and is also positively associated with Teachers' efficacy of preservice teacher $r = .714$ and $p < 0.001$. Therefore, it is witnessed that each variable of study is significantly positively correlated with other two variables.

Research Question: 2

How do self-efficacy and emotional intelligence of student teacher mutually influence their teaching effectiveness?

Table 2 Regression Coefficient of teacher's efficacy and their emotional intellect on their teaching

Variables	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	<i>95%CI</i>
Constant	10.396	5.431	1.914	.057	(-.293, 21.084)
Emotional Intelligence	.757	.140	5.407	.000	(.482, 1.033)
Teachers' Efficacy	1.449	.127	11.370	.000	(1.198, 1.700)

The table errors (SE), t-values (t), p-values (p), and 95% confidence intervals (95% CI) for each predictor variable and the constant (intercept) in the model. Here is the interpretation of each component:

The constant (intercept) represents the expected value of the dependent variable when all predictors are zero. The coefficient (B) for the constant is 10.396. The standard error (SE) is 5.431, indicating the variability of the estimate. The t-value is 1.914, and the p-value is .057, which is slightly above the typical significance threshold of 0.05. This suggests that the intercept is not statistically significant at the 0.05 level. The 95% confidence interval ranges

from -0.293 to 21.084, indicating that we are 95% confident that the true intercept falls within this range.

The coefficient (B) for Emotional Intelligence is .757, indicating that for each unit increase in Emotional Intelligence, the dependent variable increases by .757 units, assuming other variables are held constant. The standard error (SE) is .140, suggesting the estimate's precision. The t-value is 5.407, and the p-value is .000, which is highly significant ($p < 0.001$), indicating a strong relationship between Emotional Intelligence and the dependent variable. The 95% confidence interval ranges from .482 to 1.033, suggesting that we are 95% confident that the true effect of Emotional Intelligence lies within this interval.

The coefficient (B) for Teachers' Efficacy is 1.449, indicating that for each unit increase in Teachers' Efficacy, the dependent variable increases by 1.449 units, assuming other variables are held constant. The standard error (SE) is .127, indicating the estimate's precision. The t-value is 11.370, and the p-value is .000, which is highly significant ($p < 0.001$), suggesting a very strong relationship between Teachers' Efficacy and the dependent variable. The 95% confidence interval ranges from 1.198 to 1.700, suggesting that we are 95% confident that the true effect of Teachers' Efficacy lies within this interval.

Research Question: 3

Is there any noteworthy variance in pre-service teachers' competence on the basis of participant's gender?

Table 3

Independent t-test Compare Mean Score of Teacher Effectiveness in Male or Female

	Gender	M	SD	Levene's test		t-test for equality of mean		
				F	Sig.	t(298)	Sig. (2-tailed)	95% CI
Teacher Effectiveness	Male	3.65	1.109	.208	.648	-.753	.452	-.347 to .155
	Female	3.74	1.098					

Independent sample t-test was conducted for the comparison of mean scores of Teacher effectiveness on the basis of participants' gender. The findings of table revealed the non-

significant difference ($t(298) = -.753, p > 0.05$) in the scores with mean score for Male ($M = 3.65, SD = 1.109$) was a bit lower than female ($M = 3.74, SD = 1.098$). Therefore, the magnitude of the difference in the mean (mean difference = $-.096$, 95% CI: $-.347$ to $.155$) was not significant.

CONCLUSION AND RECOMMENDATION

Discussion

The analysis of relationship among the study variables; Emotional Intelligence, Self-Efficacy and Teacher Effectiveness of prospective teachers from public universities, as shown in the table 1 illustrates that there a significant positive association among exploratory and dependent variables. In other words, the increase of emotional intelligence and self-efficacy in student teacher will definitely increase their teaching effectiveness. Furthermore, it has also been found that the association among Self-Efficacy and Teacher Effectiveness is stronger than the relationship between Emotional Intelligence and Teacher competence.

The results of multiple regression analysis in table 2 shows that the exploratory variables of the study; Emotional Intelligence and Self-Efficacy can significantly predict the outcome variable; Teacher Effectiveness of prospective teachers. The adjusted R^2 value of $.554$ revealed that the predictors of study emotional intelligence and self-efficacy can explained 55.4% variance in the teachers' effectiveness. The value of $F(2, 297) = 184.602, p < 0.05$ and as the value of significance is less than 0.05 this means that the predictive capacity of the independent variables is not on chance basis.

Furthermore, it also been observed through the regression analysis in Table 3 about the prediction of each exploratory variable and the results portrayed that teachers' efficacy is better predictor of Teacher effectiveness which means that the self-belief and reliance on their self can more predict or increase their teaching effectiveness. If a teacher is having high efficacy like they have confidence on their own self and can try out various new ways to enhance their students' performance or achievement such teachers would have better performance or competence in contrast with those having low self-Efficacy. This conclusion had supported by former studies including Adeyemo et al. in 2014, Yeh Y. in 2006, Rogalla M. in 2004, Gibson S. and Dembo M. H. in 1984.

The findings of this study also reveals that there is no significant difference in the participants means scores value of Teacher Effectiveness on the basis of their gender. As no significant

variance has been found in the male and female preservice teachers' competence or performance which means that the performance of male and female pre-service teachers is not different.

Conclusion

This study aimed to examine the extent emotional intelligence and self-efficacy can influence on the teacher effectiveness of prospective teachers enrolled in public universities in Lahore Pakistan. And specifically, the study measures the relationship among Variable and also analyze the influence of Gender over teaching effectiveness of participants.

The results of this study provided evidence of significant positive relationship among variables as well as study also analyzed the significant positive effect of independent variables over dependent which means that each explanatory variable predict variance in dependent variable to some extent. Furthermore, no significance difference has been founded among the mean scores of Males & Females in teacher effectiveness.

Recommendations

With regards to the findings of this study, the points recommended by the researcher for the improvement of teaching and learning process are as follows:

There is need to pay attention over the emotional state and self-reliance of student teachers while their training and there is need to conduct frequent active learning and assessment sessions in order to evaluate self-belief, willingness and psychological state of prospective teachers during their training.

Foremost significant, the parameter of hiring teacher should be based on psychological tests that access candidate's passion, motivation and capabilities instead of academic grading that only depicts good rote learning ability neither determination nor skills of preservice teacher.

Suggestions for further researches:

The fundamental aim of this study is to analyze the effect of two psychological factors; Emotional Intelligence and Self-Efficacy over the teaching effectiveness of preservice teachers. Thus, researcher recommended few additional ideas for future studies that as the participants of this study were prospective teachers so in future researches it is recommended

to examine the teaching competence of in-service teacher and comparison of in-service teachers' competence with the level of pre-service teachers' effectiveness.

Moreover, this study inspected the influence of two psychological factors over teachers' effectiveness, it is suggested that the other associated factors and their influence should also be studied for the improvement of teaching competence.

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