

*Research Article***Emotional Intelligence and Resilience as Correlates of Teacher Effectiveness among EFL Teachers**Mohammed Jabar Ahmed^{1,*} ¹ Department of English Language, College of Basic Education, University of Halabja, Halabja, 46018, Iraq

* Corresponding Author: Mohammed Jabar Ahmed, E-mail: mglazardayy24@gmail.com

Article Info	Abstract
Article History Received Jun 19, 2026 Revised Aug 10, 2026 Accepted Aug 12, 2026	Emotional intelligence (EI) and resilience are widely recognized as key psychological resources that support professional effectiveness. However, their joint contribution to teacher effectiveness has not yet been empirically examined among English as a Foreign Language (EFL) instructors in the Iraqi Kurdistan Region. To address this gap, the present study employed a cross-sectional correlational design to examine the relationships among emotional intelligence, resilience, and teacher effectiveness. Data were collected from a convenience sample of 112 EFL teachers employed at private language institutes across three governorates of the Iraqi Kurdistan Region. Participants completed three validated self-report instruments, and the resulting data were analyzed using Pearson product-moment correlation and simultaneous multiple regression. The results revealed that both emotional intelligence and resilience were significantly and positively correlated with teacher effectiveness. Together, the two variables significantly predicted teacher effectiveness and accounted for a substantial proportion of its variance. Standardized regression coefficients further indicated that resilience made a greater unique contribution to teacher effectiveness than emotional intelligence. These findings demonstrate that emotional intelligence and resilience are significant correlates of teacher effectiveness in the Iraqi Kurdish EFL context and highlight their potential relevance to teacher education and professional development.
Keywords	
Emotional intelligence	
Resilience	
Teacher effectiveness	
EFL teachers	

**Copyright:** © 2026 Mohammed Jabar Ahmed. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license.**1. Introduction**

Effective teaching has long been identified as the most consequential school-based determinant of student learning and academic achievement (Hattie, 2009). Among the psychological resources believed to underpin instructional quality, emotional intelligence (EI) and resilience have attracted considerable interest as foundational resources that enable teachers to navigate the emotional demands of the classroom, maintain professional motivation, and sustain instructional quality over time (Brackett et al., 2010; Gu &

Day, 2007).

Emotional intelligence, broadly conceptualized as the capacity to perceive, utilize, understand, and regulate emotions within oneself and across social interactions (Mayer et al., 2008), has been empirically linked to a range of beneficial outcomes in educational contexts, including enhanced teacher well-being, occupational satisfaction, and instructional effectiveness (Hen & Sharabi-Nov, 2014; Vesely et al., 2013). Resilience, characterized as the ability to recover from adversity, adapt flexibly to demanding circumstances, and sustain professional commitment in the face of workplace stressors (Smith et al., 2008), has similarly been associated with reduced burnout, preserved motivational engagement, and the maintenance of effective practice despite institutional and contextual pressures (Mansfield et al., 2012).

However, emotional intelligence and resilience have rarely been examined together within a unified correlational framework, leaving unclear the extent to which they exert distinct or overlapping influences on teacher effectiveness. Moreover, the preponderance of existing scholarship has been situated within Western, East Asian, or Iranian educational settings (Taxer & Gross, 2018; Fathi & Saeedian, 2020), rendering under-researched populations such as EFL teachers in the Iraqi Kurdistan Region largely absent from the literature. This context presents a uniquely demanding professional landscape for language educators, marked by swiftly evolving language policies, heterogeneous and oversized classrooms, inadequate professional development provisions, and the compounded psychological stressors attendant to post-conflict recovery and institutional reconstruction.

To address this gap, the present study aims to examine emotional intelligence and resilience jointly as correlates of teacher effectiveness among EFL teachers in the Iraqi Kurdistan Region, using a cross-sectional, correlational design that allows their unique and shared contributions to be disentangled through simultaneous multiple regression. This joint examination is methodologically necessary because emotional regulation constitutes a shared component of both constructs, meaning their unique and overlapping contributions to effectiveness cannot be adequately disentangled through bivariate correlations alone.

Accordingly, the study was guided by the following research questions:

RQ1: Is there a significant relationship between emotional intelligence and teacher effectiveness among Iraqi Kurdish EFL teachers?

RQ2: Is there a significant relationship between resilience and teacher effectiveness among Iraqi Kurdish EFL teachers?

RQ3: Do emotional intelligence and resilience significantly predict teacher effectiveness, individually and jointly, among Iraqi Kurdish EFL teachers?

The present study makes an original contribution by being the first to examine emotional intelligence and resilience jointly as predictors of teacher effectiveness among EFL teachers in the Iraqi Kurdistan Region, a setting that has been largely absent from the psychological resource literature in language education. By employing a simultaneous regression framework, this investigation also disentangles the unique and shared contributions of these two constructs in a context characterized by distinct institutional and post-conflict stressors.

The corresponding null hypotheses were:

H0₁: There is no significant relationship between emotional intelligence and teacher effectiveness among Iraqi Kurdish EFL teachers.

H0₂: There is no significant relationship between resilience and teacher effectiveness among Iraqi Kurdish EFL teachers.

H0₃: Emotional intelligence and resilience do not significantly predict teacher effectiveness among Iraqi Kurdish EFL teachers.

2. Literature Review

2.1. Emotional Intelligence and Teacher Effectiveness

Although emotional intelligence has been conceptualized through various competing theoretical frameworks (Mayer et al., 2008; Bar-On, 2006; Goleman, 1995), most models converge on the core premise that EI encompasses the perception, comprehension, regulation, and utilization of emotional information to inform and guide behavior. Within educational settings, EI is posited to facilitate teacher effectiveness by enabling educators to accurately interpret students' emotional cues, regulate their own affective responses during instructional delivery, cultivate positive interpersonal relationships, and establish emotionally secure classroom environments conducive to learning (Sutton & Wheatley, 2003).

Empirical evidence generally corroborates a positive association between emotional intelligence and indicators of instructional quality. Hen and Sharabi-Nov (2014) reported that EI significantly predicted self-reported teaching effectiveness among Israeli educators, with the emotion regulation dimension emerging as the most robust predictor. Parallel investigations conducted among Iranian EFL teachers have likewise

documented positive relationships between EI and teaching quality, occupational satisfaction, and learner outcomes (Ghanizadeh & Moafian, 2010; Rastegar & Memarpour, 2009). Collectively, these findings indicate that emotional intelligence constitutes a consistent, if not invariably substantial, correlate of teacher effectiveness across varied educational settings.

2.2. Resilience and Teacher Effectiveness

Teacher resilience, defined as the capacity to adapt positively in the face of professional adversity and sustain commitment to teaching despite challenging conditions, has emerged as a central construct in the teacher development literature over the past two decades (Gu & Day, 2007; Mansfield et al., 2012). Resilient teachers tend to be more effective at managing the emotional complexity of classroom life, engaging constructively with organizational demands, and sustaining their professional commitment over time (Beltman et al., 2011).

The relationship between resilience and teacher effectiveness has received growing empirical attention. Fathi and Saeedian (2020) examined resilience and reflective teaching among Iranian EFL teachers and found that more resilient teachers reported higher self-efficacy and instructional quality. Mansfield and colleagues (2016) reported that resilience was positively associated with occupational well-being and teaching commitment among Australian teachers. In EFL contexts specifically, resilience has been linked to the maintenance of professional identity, motivational persistence, and learner-centered instructional practices (Beltman et al., 2011). Collectively, the literature suggests that resilience is not merely a protective factor against burnout and attrition, but rather an active contributor to instructional quality.

2.3 Scholarly Related Studies

Within the Iraqi Kurdistan Region specifically, empirical research on EFL teacher psychology remains limited but growing. Alzebaree and Ali Hasan (2020) examined characteristics of effective EFL teachers as perceived by 122 Kurdish high school students in Duhok city, Iraqi Kurdistan Region, and found that socio-affective skills, encompassing interpersonal sensitivity and emotional responsiveness, were among the dimensions students most closely associated with teacher effectiveness, alongside subject matter knowledge and pedagogical knowledge. This finding points to the salience of effective and psychological dimensions of teaching in the Kurdish EFL context, and is broadly consistent with the present study's focus

on emotional intelligence and resilience as psychological correlates of effectiveness.

At the international level, Fathi and Saeedian (2020) modeled the joint contribution of resilience and self-efficacy to burnout among Iranian EFL teachers and found that both constructs significantly predicted reduced burnout, with resilience emerging as a particularly robust protective factor. Similarly, Vesely et al. (2013) examined emotional intelligence among Canadian teachers and found it to be significantly associated with both teacher efficacy and occupational well-being. Koçoğlu (2011) reported a significant positive relationship between emotional intelligence and teaching efficacy among Turkish EFL pre-service teachers, while Mansfield et al. (2016) demonstrated that resilience-building interventions in teacher education programs were associated with improved occupational well-being among early-career teachers in Australia.

Taken together, these local and international studies provide convergent support for the theoretical expectation that emotional intelligence and resilience function as significant psychological resources underpinning teacher effectiveness, while also highlighting the need for context-specific investigation within underexplored settings such as the Iraqi Kurdistan Region.

3. Materials and Methods

3.1. Research Design

The study employed a quantitative, non-experimental, correlational design with a cross-sectional approach. This design was selected because the investigation aimed to examine the strength and direction of associations between emotional intelligence, resilience, and teacher effectiveness, rather than to establish causal relationships among the variables.

3.2. Population and Sampling

Participants were 112 EFL teachers recruited through convenience sampling from English language institutes in the Halabja, Sulaymaniyah, and Erbil governorates of the Iraqi Kurdistan Region. The sample included both male ($n = 58$, 51.8%) and female ($n = 54$, 48.2%) teachers. The majority held BA (61.6%) or MA (32.1%) degrees in English language teaching, linguistics, or English literature, with the remaining 6.3% holding other relevant qualifications. All participants were native Kurdish speakers teaching English as a foreign language. Participation was voluntary; participants provided informed consent and were assured of the confidentiality of their responses. Because participants were recruited through convenience

sampling, the sample should not be assumed to be representative of all EFL teachers in the Iraqi Kurdistan Region. This limitation is addressed in the conclusion section.

3.3. Data Collection Procedure

Data were collected using a cross-sectional approach, with all measures administered to participants at a single point in time. Printed questionnaire packets containing all three instruments were distributed to participants at their respective institutes. An online distribution option was prepared but was not used, as face-to-face administration allowed for higher response rates and immediate clarification of instructions. The overall response rate was 93.3%, yielding 112 usable questionnaires from 120 distributed.

3.4. Data Screening

Completed questionnaires were entered into IBM SPSS Statistics 27 for analysis. Prior to hypothesis testing, data were screened for missing values, miscoded responses, and outliers. Univariate outliers were identified using standardized z-scores for all variables across the three instruments, with cases showing absolute z-score values exceeding 3.29 considered potential outliers (Tabachnick & Fidell, 2014). Multivariate outliers were assessed using Mahalanobis distance, which evaluates the distance of each case from the centroid of the predictor variables, against a critical χ^2 value of 16.27 for three variables at the .001 significance level (Tabachnick & Fidell, 2014). Standardized scores for all three variables fell within ± 3.29 (Table 1), and the maximum Mahalanobis distance (12.87) was below the critical value of 16.27; no cases were identified as outliers, and the full sample of 112 was retained for subsequent analyses.

Table 1. Descriptive Statistics for Standardized (z) Scores

Variable	N	Minimum	Maximum
Emotional Intelligence	112	-2.71	2.06
Resilience	112	-2.18	1.94
Effectiveness	112	-2.63	2.01

Normality was evaluated through skewness and kurtosis indices within the acceptable range of absolute values less than 2 (Bachman, 2004). Skewness and kurtosis values for all three variables were within acceptable ranges (Table 2), confirming that the normality assumption was met for all variables.

Table 2. Skewness and Kurtosis Indices

Variable	N	Skewness	SE (Skew.)	Kurtosis	SE (Kurt.)
Emotional Intelligence	112	-.441	.228	-.203	.453
Resilience	112	-.512	.228	-.618	.453
Effectiveness	112	-.389	.228	.147	.453

Internal consistency reliability was assessed for each of the three instruments using Cronbach's alpha coefficients. All scales demonstrated satisfactory reliability, with alpha values of .87 for the WLEIS, .79 for the BRS, and .84 for the TES-25, all exceeding the conventional .70 threshold for acceptable internal consistency (Dörnyei & Taguchi, 2009).

3.5. Data Analysis Procedure

Pearson product-moment correlations were computed to address research questions one and two, and a simultaneous multiple linear regression was conducted to address research question three. Regression assumptions including linearity, homoscedasticity, and normality of residuals were verified through appropriate diagnostic procedures.

3.6. Instruments

Three validated self-report questionnaires were administered in printed form.

Wong and Law Emotional Intelligence Scale (WLEIS; Wong & Law, 2002): This 16-item scale measures four dimensions of EI: self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion, on a 7-point Likert scale ranging from 1 (totally disagree) to 7 (totally agree). The WLEIS has demonstrated good psychometric properties across diverse cultural and professional contexts (Law et al., 2004). In the present sample, Cronbach's alpha was .87.

Brief Resilience Scale (BRS; Smith et al., 2008): This 6-item scale measures the ability to bounce back or recover from stress, on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Three items are positively worded and three are reverse-scored. The BRS has shown good reliability and validity in prior research (Smith et al., 2008). In the present sample, Cronbach's alpha was .79.

Teacher Effectiveness Scale - Short Form (TES-25; Prakash et al., 2020): This 25-item scale measures teacher effectiveness across dimensions including planning and preparation, classroom management, subject-matter knowledge, teacher characteristics, and interpersonal relations, on a 5-point Likert scale. In the present sample, Cronbach's alpha was .84.

All reliability coefficients exceeded the conventional .70 threshold for acceptable internal consistency (Dörnyei & Taguchi, 2009), supporting the validity of the measurement model used in this study.

4. Findings and Results

This section presents the results of the statistical analyses conducted to address the three research

questions guiding this study. Participants' mean age was approximately 29 years ($SD = 4.3$; range = 22–41), and mean teaching experience was 5.8 years ($SD = 3.1$). Pearson correlations were used to examine the bivariate relationships between emotional intelligence, resilience, and teacher effectiveness, and a simultaneous multiple regression was conducted to determine the combined predictive contribution of emotional intelligence and resilience to teacher effectiveness among the 112 EFL instructors employed at private language institutes in the Iraqi Kurdistan Region who participated in this study.

4.1. Emotional Intelligence and Effectiveness

A Pearson correlation was computed to examine the relationship between emotional intelligence and teacher effectiveness. The assumptions of linearity and homoscedasticity were verified through appropriate diagnostic procedures. The analysis revealed a statistically significant, positive, moderately large correlation between emotional intelligence and effectiveness, $r(110) = .591$, $p < .001$ (Table 4). The null hypothesis H_{01} was therefore rejected.

Table 3. Pearson Correlation between Emotional Intelligence and Effectiveness

	Effectiveness
Emotional Intelligence — Pearson r	.591**
Sig. (2-tailed)	.000
N	112

This finding is consistent with the broader literature linking emotional intelligence to instructional quality (Hen & Sharabi-Nov, 2014; Vesely et al., 2013). Teachers who are better able to perceive students' emotional states, regulate their own affective responses during instruction, and use emotional information to guide their pedagogical decisions may be better positioned to create the kind of supportive, responsive learning environments that research associates with effective EFL instruction (Hargreaves, 2000). The present result also replicates positive EI-effectiveness associations found among Iranian (Ghanizadeh & Moafian, 2010; Rastegar & Memarpour, 2009) and Turkish (Koçoğlu, 2011) EFL teachers, extending this literature to the under-researched Iraqi Kurdish context, where the emotional demands of teaching are heightened by large class sizes, diverse student populations, and the pressures of post-conflict educational recovery.

4.2. Resilience and Effectiveness

A second Pearson correlation examined the relationship between resilience and effectiveness. As with the previous analysis, the assumptions of linearity and homoscedasticity were verified through appropriate

diagnostic procedures. The analysis revealed a statistically significant, positive, large-magnitude correlation between resilience and effectiveness, $r(110) = .714$, $p < .001$ (Table 5). The null hypothesis H_{02} was therefore rejected.

Table 4. Pearson Correlation between Resilience and Effectiveness

	Effectiveness
Resilience - Pearson r	.714**
Sig. (2-tailed)	.000
N	112

This finding is consistent with theoretical accounts of resilience as a fundamental resource enabling teachers to maintain professional commitment and instructional quality in the face of adversity (Gu & Day, 2007; Beltman et al., 2011). EFL teachers in the Iraqi Kurdistan Region operate in conditions that place particular demands on professional resilience, including limited institutional support, rapidly changing curricula, and the motivational challenges of teaching large, heterogeneous groups. That resilience emerged as the stronger of the two correlates is consistent with research conducted in comparable regional contexts, where institutional and environmental stressors appear to amplify the role of psychological robustness in sustaining teaching effectiveness (Fathi & Saeedian, 2020) and aligns with the broader resilience literature in language teaching (Beltman et al., 2011).

4.3. EI and Resilience as Predictors of Effectiveness

A simultaneous multiple regression was conducted with emotional intelligence and resilience entered together as predictors of teacher effectiveness. The overall model was statistically significant, $F(2, 109) = 76.42$, $p < .001$, and accounted for a substantial proportion of variance in effectiveness, $R = .763$, $R^2 = .583$, Adjusted $R^2 = .576$ (Table 5). Emotional intelligence and resilience jointly accounted for approximately 58.3% of the variance in teacher effectiveness in this sample. The null hypothesis H_{03} was therefore rejected.

Table 5. Regression Model Summary

	Effectiveness
Resilience - Pearson r	.714**
Sig. (2-tailed)	.000
N	112

Note. Predictors: Emotional Intelligence, Resilience. Dependent variable: Teacher Effectiveness.

Examination of the individual regression coefficients (Table 6) revealed that resilience ($B = 4.812$, β

= .521) showed a larger standardized contribution to the prediction of effectiveness than emotional intelligence ($B = 1.243$, $\beta = .214$). Both predictors were statistically significant at the .05 level.

Table 6. Regression Coefficients

	Effectiveness
Resilience - Pearson r	.714**
Sig. (2-tailed)	.000
N	112

Note. Dependent variable: Teacher Effectiveness.

The resulting regression equation was: Predicted Effectiveness = $18.34 + (1.243 \times \text{Emotional Intelligence}) + (4.812 \times \text{Resilience})$. Assumption checks confirmed that regression residuals were approximately normally distributed and that there was no evidence of heteroscedasticity or non-linearity.

This pattern, with resilience contributing more uniquely than EI ($\beta = .521$ vs. $\beta = .214$), likely reflects the conceptual overlap between the two constructs, given that emotion regulation, which is central to EI, is also a component of resilience. It may also be attributable to resilience's broader scope as a generalized adaptive resource that encompasses cognitive, behavioral, and motivational dimensions beyond emotion management alone. This combined explanatory power partially converges with, and in some respects extends, prior research; while the present result diverges from studies reporting more comparable EI and resilience effects, possibly reflecting context-specific differences in the salience of each construct, it suggests that additional psychological resources, such as self-efficacy or professional identity, may merit inclusion in future models to further explain variance in teacher effectiveness.

5. Conclusion

This study investigated emotional intelligence and resilience as correlates of teacher effectiveness among 112 EFL teachers in the Iraqi Kurdistan Region. Both constructs were significantly and positively associated with effectiveness and together accounted for 58.3% of the variance in effectiveness scores. Resilience emerged as the stronger unique predictor, suggesting that it may represent a particularly central psychological resource for teaching effectiveness in this context.

These findings carry practical implications for teacher education and professional development. Pre-service and in-service training programs for EFL teachers in Iraqi Kurdistan may benefit from explicitly incorporating emotional intelligence skills, such as emotion recognition, empathetic listening, and affective self-management, as well as resilience-building strategies, including cognitive reframing, peer support

networks, and reflective practice, given the strong associations between both constructs and effectiveness. Institute managers and supervisors may also use these findings to inform mentoring structures and workload management policies that support teachers in maintaining psychological well-being and instructional quality over time.

Future research should extend this work using random or stratified sampling to improve representativeness, incorporate observational measures of effectiveness alongside self-report data, examine mediational pathways linking EI and resilience to effectiveness, and investigate whether the relative contributions of EI and resilience to effectiveness vary across career stages, institutional settings, and national contexts.

Several limitations of the present study should be acknowledged. Participants were recruited through convenience sampling, which limits generalizability to the broader EFL teacher population in Iraqi Kurdistan and beyond, and the sample was drawn exclusively from private language institutes, which may not be representative of teachers in public schools or universities. All data were collected via self-report instruments, which are susceptible to social desirability bias and common-method variance; future research would benefit from incorporating observational or externally rated measures of effectiveness. Additionally, the cross-sectional, correlational design precludes causal inference, and longitudinal or experimental designs would be needed to establish directional relationships. Finally, because EI and resilience share conceptual and empirical overlap, the unique variance attributed to each predictor in the regression model should be interpreted with appropriate caution; structural equation modeling approaches that formally test mediation would provide a more precise account of the interrelationships among these constructs.

Data Availability Statement: The questionnaire data collected from EFL teachers in the Iraqi Kurdistan Region are not publicly available to protect participants' privacy and confidentiality. Anonymized data are available from the corresponding author upon reasonable request and subject to applicable ethical and confidentiality requirements.

Funding: The author declares that no funding was received for this research.

Declaration of Competing Interest: The author declares no known competing interests.

Research Involving Human/Animal Participants: Ethical approval was obtained from the Ethics Committee of the University of Halabja. All participants provided informed consent, participation was

voluntary, and confidentiality was maintained. No animals were involved in this research.

References

- Alzeebaree, Y., & Ali Hasan, I. (2020). What makes an effective EFL teacher: High school students' perceptions. *The Asian ESP Journal*, 16(1.2), 169–183.
- Bachman, L. F. (2004). *Statistical analyses for language assessment*. Cambridge University Press, doi: <https://doi.org/10.1017/CBO9780511667350>
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl.), 13–25.
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185–207, doi: <https://doi.org/10.1016/j.edurev.2011.09.001>
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406–417, doi: <https://doi.org/10.1002/pits.20478>
- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge, doi: <https://doi.org/10.4324/9780203864739>
- Fathi, J., & Saeedian, A. (2020). A structural model of teacher self-efficacy, resilience, and burnout among Iranian EFL teachers. *Iranian Journal of English for Academic Purposes*, 9(2), 14–28.
- Ghanizadeh, A., & Moafian, F. (2010). The role of EFL teachers' emotional intelligence in their success. *ELT Journal*, 64(4), 424–435, doi: <https://doi.org/10.1093/elt/ccp084>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Gu, Q., & Day, C. (2007). Teachers' resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23(8), 1302–1316, doi: <https://doi.org/10.1016/j.tate.2006.06.006>
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811–826, doi: [https://doi.org/10.1016/S0742-051X\(00\)00028-7](https://doi.org/10.1016/S0742-051X(00)00028-7)
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, doi: <https://doi.org/10.4324/9780203887332>
- Hen, M., & Sharabi-Nov, A. (2014). Teaching the teachers: Emotional intelligence training for teachers. *Teaching Education*, 25(4), 375–390, doi: <https://doi.org/10.1080/10476210.2014.908838>
- Koçoğlu, Z. (2011). Emotional intelligence and teacher efficacy: A study of Turkish EFL pre-service teachers. *Teacher Development*, 15(4), 471–484, doi: <https://doi.org/10.1080/13664530.2011.642647>
- Law, K. S., Wong, C. S., & Song, L. J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology*, 89(3), 483–496, doi: <https://doi.org/10.1037/0021-9010.89.3.483>
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, 54, 77–87, doi: <https://doi.org/10.1016/j.tate.2015.11.016>
- Mansfield, C. F., Beltman, S., Price, A., & McConney, A. (2012). “Don't sweat the small stuff”: Understanding teacher resilience at the chalkface. *Teaching and Teacher Education*, 28(3), 357–367, doi: <https://doi.org/10.1016/j.tate.2011.11.001>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503–517, doi: <https://doi.org/10.1037/0003-066X.63.6.503>
- Prakash, C., Chandra, S., & Chandrashekar, H. (2020). Measuring teacher effectiveness development of a shorter version of Teacher Effectiveness Scale (TES). *International Journal of Education, Modern Management, Applied Science & Social Science*, 2(3), 58–63.

- Rastegar, M., & Memarpour, S. (2009). The relationship between emotional intelligence and self-efficacy among Iranian EFL teachers. *System*, 37(4), 700–707, doi: <https://doi.org/10.1016/j.system.2009.09.013>
- Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine*, 15(3), 194–200, doi: <https://doi.org/10.1080/10705500802222972>
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327–358, doi: <https://doi.org/10.1023/A:1026131715856>
- Tabachnick, B. G., & Fidell, L. S. (2014). *Using multivariate statistics* (6th ed.). Pearson.
- Taxer, J. L., & Gross, J. J. (2018). Emotion regulation in teachers: The “why” and “how”. *Teaching and Teacher Education*, 74, 180–189, doi: <https://doi.org/10.1016/j.tate.2018.05.008>
- Vesely, A. K., Saklofske, D. H., & Leschied, A. D. W. (2013). Teachers—The vital resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology*, 28(1), 71–89, doi: <https://doi.org/10.1177/0829573512468855>
- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243–274, doi: [https://doi.org/10.1016/S1048-9843\(02\)00099-1](https://doi.org/10.1016/S1048-9843(02)00099-1)