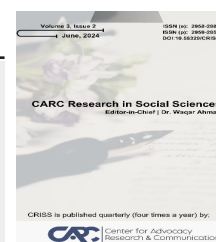




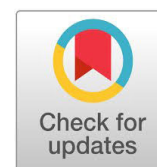
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Challenges Faced by Emotionally Intelligent Teachers at the University Level



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ABSTRACT

This study aimed to explore the "Challenges faced by emotionally intelligent teachers at the university level". To be fruitful this aim the two objectives were proposed. First objective was to identify the level of emotional intelligence among university teachers. Second objective was to recognize the challenges faced by emotionally intelligent teachers at the university level. Due to the broad nature of the topic, conducting an in-depth analytic study would have been time-consuming. Therefore, the research was delimited to focus specifically on 100 university teachers due to time constraints. A total of 100 university teachers were selected based on the informed consent of university-level teachers. The entire sample of 100 university teachers was included in the study. A five-point rating scale was developed specifically for university-level teachers. The literature relevant to emotional challenges faced by university-level teachers was reviewed. Based on this literature review, a five-point rating scale was constructed, comprising the following main categories. Emotional intelligence, Challenges faced by emotional intelligence, Emotional regulation and coping strategies, Support and training, and Suggestions for improving. The data were tabulated and statistically analyzed using percentages and standard deviations. The majority of respondents (45%) rated their understanding of emotional intelligence as average, followed by 25% rating it as high, and 15% defining it as very low. Only 5% of respondents rated their understanding as very high. Conclusions were drawn accordingly, and recommendations consistent with the findings were also provided.

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1. INTRODUCTION

Education aims to impart knowledge and foster intellectual development. This includes providing students with information, facts, and theories across various subjects and disciplines. For this reason, teachers engage in continuous professional development to enhance their teaching knowledge, skills, and practices (Postholm, 2012). In the multifaceted weave of human communications, the capacity to understand people on a profound level arises as a significant feature for exploring the different characters, wants, and expressions that define our socialization. It is the insightful capacity to comprehend and deal with

one's feelings while also being able to empathize with and respond to the emotions of others. Going beyond the simple concept of awareness, being able to truly understand the individuals on a deeper level encourages sympathy and empowers people to develop significant connections, in both personal and professional aspects of life. Individuals enriched with a high ability to understand others on a deep frequently succeed in different spaces of life, becoming invaluable assets in groups and gathering backing and collaboration from everyone around them.

Their proficiency at fostering rapport and managing conflicts contributes to smoother interpersonal dynamics, contrasting sharply with the struggles faced by those lacking such personal insight. Within the realm of education, understanding emotions is key, especially for teachers. They deal with their own feelings while also managing those of their students. This skill is crucial for effective teaching methods, especially during stressful times like exams, where both teachers and students can feel anxious. Especially in universities, the personal aspect of teaching emerges as a significant area of inquiry. Instructors explore an intricate scene of feelings and navigate a complex

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landscape of emotions within educational settings, managing their own states while also responding to the diverse emotions of their students.

The capacity to perceive and manage feelings becomes central for powerful instructional methods, featuring the significance of the ability to understand anyone on a profound level in the teaching profession. In any case, teachers face a bunch of personal difficulties, especially in the domains of evaluation and assessment. The heaviness of high-stakes assessments can evoke intense emotions and extraordinary feelings, including tension and trepidation, influencing both teachers and students alike. This profound work is further compounded for language educators tasked with facilitating rapid language acquisition, necessitating and requiring a deeper understanding of teachers' emotions in the assessment and evaluation process.

Considering these intricacies, it becomes clear that the capacity to understand people on a deeper level assumes a critical part in exploring the multi-layered scene of training, forming individual accomplishment as well as the elements of the dynamics of the classroom environment. As we dig further into the investigation of the ability to understand others on a profound level, it is essential to examine strategies for enhancing personal awareness and guidelines, ultimately cultivating a positive outcome for both instructors and alike.

2. LITERATURE REVIEW

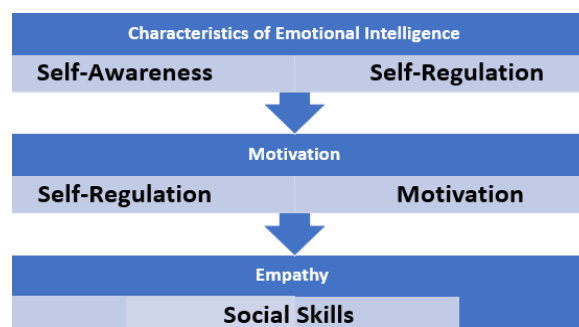
In various forms of articulation, which depict human collaboration through characterizations, desires, and profound statements, both contemplation and interest are necessary to explore complexities. It is a realm where the concept of being able to commend someone at a deeper level becomes an essential element. The ability to commend anyone at a deeper level entails remembering their emotions, understanding the messages conveyed through them, and identifying what significance these emotions hold amidst someone's environmental factors. It expands the mental imagery of the past to include understanding of others - handling their deep states provides more strength to the administratively obliged arrangements of relationships.

Teaching is known to be a very tough job, and things seem to be getting harder. Research shows that teachers often deal with a lot of emotions while they work (Borg, 1990; Kieschke & Schar Schmidt, 2008). Teaching is described as an 'emotional practice' by Hargreaves (1998), and other studies support this idea (Hargreaves, 1998, 2000, 2005; Sutton, Mudray-Camino, and Knight, 2009; Riley, 2011). The well-being of teachers is crucial for good teaching and student success (Day & Gu, 2009; Klusmann et al., 2008). But lately, there's a crisis in teaching because more and more teachers are feeling burned out and leaving the profession (Borman & Dowling, 2008; Hong, 2010; Lovewell, 2012). Teaching has always been stressful, but now there are even more pressures, especially in universities, where teachers have to communicate with students to cultivate deeper understanding of their emotions and emotional concerns (Mercer & Kostoulas, 2018). Teachers are responsible for making the classroom a positive place for students, which is

more important than fancy buildings or resources (Phelps & Benson, 2012). But teaching is also one of the most stressful jobs, with long hours, managing classrooms, and dealing with parents and organizational structure (Chang, 2009; Kinman, Wray, & Strange, 2011; Kokkinos, 2007; Pillay, Goddard, & Wilss, 2005). Many things make teaching hard, and they can all affect a teacher's ability to do their job well.

Characteristics of Emotional Intelligence

In his 1995 book titled "Emotional Intelligence: Why It Can Matter More Than IQ," Daniel Goleman, an American psychologist, introduced a framework comprising five elements that constitute emotional intelligence such as self-awareness, self-regulation, motivation, empathy, and social skills. The following are the characteristics of an emotionally intelligent person:



Student Behavior and Emotional Challenges for Teachers and Parents

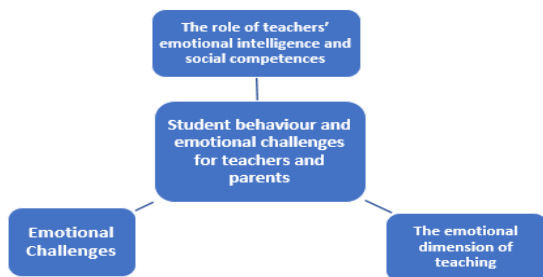
Schools can deal with social, community, and children's issues by organizing the school's setup, with efforts made by teachers and supervisors to address concerns raised by Hong Kong. Educational affiliations, encouragement, collaboration, and opposition are issues to be balanced. The weighty evidence of these issues has also been acknowledged by supervisors and teachers. The discussion revolves around possible pressures within the school environment and potential signs of effects at home. (Furlong & Cooper, 2013).

Instructors' Prosperity and Close to home Guideline

Guidance has been provided to manage teachers' happiness and to address the central aspect of success in their teaching (Day and Gu, 2009; Klusmann, Kunter, Trautwein, Lüdtke, and Baumert, 2008). However, teacher burnout is currently a pressing issue as it faces burnout and sustained damage at a record pace (Bormin and Doling, 2008; Hang, 2010; Liu and Wei, 2012), including elements of stress whose explanation is unclear in the changing landscape of education (Hiver and Dörnyei, 2015; Wiczczonek, 2016) and recent education (Kinman and Wray, 2013). This study attempts to understand how university teachers perceive and experience their happiness and what strategies they employ to manage it. We investigate the mechanisms through which teachers perceive variables that either increase or decrease their level of happiness, the challenges and joys they face in their professional and personal lives, and the most noteworthy deep-guideline

strategies they employ to manage their emotions. (Talbot and Mercer, 2018).

Framework of the Study:



Challenges of the emotional teachers at the university level

Exploring the Emotional Landscape of Teaching

The examination of emotions within educational environments encompasses diverse perspectives, strategies, and layers, necessitating interdisciplinary approaches to elucidate the impact of teachers' emotional dimension in the classroom. Teachers navigate their emotions within pedagogical frameworks, experiencing both positive and negative emotions in various classroom contexts. However, the understanding of emotions primarily revolves around two fundamental categories. Based on available data, the failure to discern teachers' emotional states underscores the necessity for training in this domain, particularly concerning the ability to identify and manage emotions and the situations that evoke them (Bahia et al., 2013).

Navigating Emotional Challenges

Assessment and evaluation evoke a myriad of complex emotions (e.g., anxiety, concern, pride) for educators. High-stakes assessments elicit stronger and often more negative emotional responses. Alongside their colleagues, language teachers share the pressure, emotions, and accompanying effort to maintain constructive responses regarding assessments. Nevertheless, language teachers face the additional emotional burden of aiding students in acquiring proficiency in a new language within a limited timeframe, intensifying the emotional labor they contend with. Extensive research into teachers' emotions regarding assessment is imperative (Brown et al., 2018).

Fostering Emotional Competence in Teaching

The assessment of the pilot program employed surveys and data analysis to explore participants' perceptions of the program's relevance to their school work. The program offers a valuable framework for teachers to analyze, reflect upon, and develop emotional competence, thereby enhancing their teaching practices in the classroom. The issue of nurturing teachers' emotional competence contributes to broader discussions on challenges and emerging trends in initial teacher education, induction, and ongoing professional development. It underscores the importance of emotional education for teachers throughout their careers and emphasizes the significance of establishing and sustaining integrated professional learning cultures to support teacher education at all stages of their professional journey (Madalinska-Michalak, 2015).

Teachers as Catalysts for Social and Emotional Learning

Teachers play a pivotal role in driving social and emotional learning (SEL) initiatives in schools and classrooms, with their own social-emotional competence and well-being significantly influencing students. Classrooms characterized by warm teacher-student relationships foster deep learning and positive social-emotional development among students. However, when teachers struggle to manage the social and emotional demands of teaching, students' academic achievement and behavior may suffer. Recognizing that teaching is one of the most stressful occupations, interventions have been developed to enhance teachers' social-emotional competence and stress management in schools. Understanding teachers' beliefs and their impact on the fidelity of implementing SEL programs is crucial for program success. Additionally, there's a need to assess the extent to which teacher education programs prepare candidates to promote their own and their students' social-emotional competence, advocating for further improvements in this area (Schonert-Reichl, year).

Navigating the Challenges of the 21st Century

As our nation stands at the cusp of the 21st century, the ability to tackle both internal and external challenges will profoundly shape the quality of life for our citizens in the days to come. Education emerges as the most potent tool to confront these challenges. However, for education to be truly impactful, it must not only foster the physical and mental growth of individuals but also cater to the evolving needs and aspirations of our society. In this endeavor, the emotions of teachers play a pivotal role.

Understanding the Emotional Landscape

Emotions, just like the waves of the sea, are unpredictable in their power and strength, often washing over individuals one after another. Teachers, like all individuals, experience a spectrum of emotions, some positive, and others negative. However, negative emotions can significantly impact our daily lives, leading to unfair judgments and affecting those around us (Ramana, 2013).

Exploring Emotional Intelligence and Social Competence

Research exploring the interplay between emotional intelligence, social competence, and the challenges faced by educators, particularly in catering to students with special educational needs, is limited. However, preliminary findings suggest that differences in emotional intelligence and social competencies may influence the ability of teachers to address the diverse needs of their students (Skura and Świdarska, 2022).

Addressing Social-Emotional Learning in Teacher Education

Efforts to integrate social-emotional learning into teacher education programs are underway, with initiatives

utilizing professional learning communities for faculty development showing promise. These endeavors not only benefit preservice teachers but also have a direct impact on the social-emotional well-being of P-12 learners (Nenonene et al., 2019).

Supporting Students' Social-Emotional Needs

The role of teachers extends beyond academic instruction to recognizing and addressing the social-emotional needs of their students. Adequate emotional support from adults can mitigate the risk of emotional and behavioral problems among adolescents, emphasizing the importance of teacher training in this regard (Yeung and Leadbeater, 2010).

Empowering Teachers to Support Students

Teachers play a crucial role in identifying and supporting students with social, emotional, and behavioral difficulties. However, limited exposure to training in this area underscores the need for comprehensive teacher preparation programs that equip educators with the necessary skills to address these challenges effectively (State et al., 2011).

Fostering Positive Teacher-Student Relationships

Effective teachers of students with emotional and behavioral disorders prioritize building strong, supportive relationships with their students, creating positive classroom environments, and individualizing instruction to meet the unique needs of each student (Leggio and Terras, 2019).

Mitigating Teacher Burnout

The emotional toll of teaching, coupled with factors such as burnout, underscores the importance of understanding the triggers of unpleasant emotions among teachers. More research into teachers' appraisals of their emotional experiences is needed to develop effective strategies for emotional regulation and well-being (Chang, 2009).

Investing in Professional Development

Stringent educational criteria for preschool educators and ongoing observational feedback can enhance teachers' social and emotional responsiveness, ultimately benefiting student outcomes. Educational training should incorporate child-centered theories and practices to better support teachers in their roles (Lang et al., 2017). While cognitive challenges are often associated with emotional difficulties, individuals with learning disabilities may exhibit strengths in emotional and interpersonal abilities, which can help them cope effectively with the challenges they face in educational settings (Boyle, 2002).

In conclusion, addressing the social, emotional, and behavioral needs of students requires a multifaceted approach that empowers teachers with the knowledge, skills, and support necessary to navigate the complexities of the educational landscape in the 21st century.

Teachers' Emotional Intelligence and Educational Level

Research indicates that both the level of burnout among teachers and their educational attainment impact the utilization of specific emotional labor techniques, such as surface, deep, or natural acting. These variables can significantly influence how teachers manage their emotions in the classroom. Changes in factors like burnout levels and educational background have the potential to enhance emotional management in teaching and contribute to teacher well-being (Zaretsky and Katz, 2019).

Emotional Curriculum

Students' emotions play a crucial role in either enhancing or detracting from the learning process. This paper presents a case study of innovative pedagogy where an "emotional curriculum" was central to teaching practices. Attention to emotions allowed for better conflict resolution and identification of the role of affect in students' academic development and identities. Despite the challenges associated with implementing an emotional curriculum, we encourage educators to prioritize emotions to enrich the learning and teaching experience (Storrs, 2012).

Emotional Intelligence in Teaching Performance

While emotional intelligence is recognized as a distinct form of intelligence unrelated to traditional intellectual intelligence, findings from an investigation do not support emotional intelligence as a predictor of teaching performance among secondary student teachers (Hall and West, 2011).

The Significance of Emotional Intelligence in Education

The ability to understand individuals on a profound level (emotional intelligence) and social skills are highlighted as crucial in the field of education, particularly for educators facing diverse challenges. Daniel Goleman's framework, introduced in 1995, outlines five components of emotional intelligence, emphasizing its importance in understanding and managing emotions for effective teaching. Challenges faced by educators include providing deep instruction amidst assessment pressures and the need to develop personal competence to enhance teaching practices. Furthermore, educators' personal well-being significantly impacts students' socio-emotional development, underscoring the importance of addressing teacher stress and burnout. Research also explores the link between emotional intelligence, social competencies, and the challenges encountered by teachers, especially when working with students with special needs. Initiatives integrating social-emotional learning into teacher education programs are discussed, highlighting the role of faculty development in enhancing teachers' social-emotional skills. Despite challenges, recognition of emotions in pedagogy is recognized as crucial for improving learning environments. However, gaps exist in understanding the relationship between emotional intelligence and teaching performance, warranting further research in this area.

Overall, the literature underscores the significant role of emotional intelligence and social competencies in shaping effective teaching practices and promoting positive learning outcomes.

Statement of the problem

This study aimed to explore the “Challenges faced by emotionally intelligent teachers at the university level.”

Objectives of the study:

The following were the objectives of the study:

- To identify the level of emotional intelligence among university teachers.
- To recognize the challenges emotionally intelligent teachers, face at the university level.
- To understand emotional regulation and coping strategies at the university level.
- To explore support and training opportunities available at the university level.
- To provide suggestions for improving the emotional well-being of university-level teachers.

Delimitations

Due to the broad nature of the topic, conducting an in-depth analytic study would have been time-consuming. Therefore, the research was delimited to focus specifically on 100 university teachers due to time constraints.

3. METHODS & PROCEDURES

Population

A total of 100 university teachers were selected based on the informed consent of university-level teachers.

Table: Challenges of emotional teachers at the university level

Emotional Intelligence

Question	Very Low	Low	Average	High	Very high
How would you define emotional intelligence, and what importance do you attribute to it in the context of teaching at the university level?	15%	10%	45%	25%	5%

Challenges Faced by Emotional Teachers

Question	Not challenging at all	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging
What are some of the primary challenges you encounter as an emotional teacher in a university setting?	23%	20%	12%	35%	10%
How do these challenges affect your teaching performance and overall well-being?	18%	27%	25%	20%	10%

Emotional Regulation and Coping Strategies

Question	Not effective	Slightly effective	Moderately effective	Very effective	Extremely effective
What strategies do you employ to regulate your emotions, particularly in stressful or challenging situations?	25%	29%	10%	23%	13%

Support and Training

Question	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Do you feel adequately supported by your institution in addressing the emotional challenges you face as a teacher?	15%	19%	22%	24%	20%

Suggestions for Improvement

Question	No important	Slightly important	Moderately important	Very important	Extremely important
What changes or improvements would you like to see in the university environment to better support emotional teachers?	22%	11%	20%	33%	14%

Sampling

The entire sample of 100 university teachers was included in the study.

Research Tool

A five-point rating scale was developed specifically for university-level teachers. The literature relevant to emotional challenges faced by university teachers was reviewed. Based on this literature review, a five-point rating scale was constructed, comprising the following main categories.

- Emotional intelligence
- Challenges faced by emotionally intelligent
- Emotional regulation and coping strategies
- Support and training
- Suggestions for improving

Data was collected, tabulated, interpreted, and analyzed in terms of percentages. Conclusions were drawn accordingly, and recommendations consistent with the findings were also provided.

Data Collection

The rating scale was personally administered by the researchers to all the respondents included in the sample. Almost all of the university teachers were cooperative.

Data Analysis

The data were tabulated and statistically analyzed using percentages and standard deviations, which are presented as follows:

To examine the information given on the capacity to understand people at their core among college-level instructors, we'll separate each part and give bits of knowledge into the discoveries.

Definition and Significance

Most of the respondents (45%) appraised how they might interpret the capacity to understand anyone at their core as normal, trailed by 25% rating it as high, and 15% characterizing it exceptionally low. Just 5% of respondents evaluated their comprehension as exceptionally high. This recommends that while there's a critical piece with a typical comprehension, there's an opportunity to get better at fathoming, the capacity to understand people on a deeper level, which is pivotal for compelling educating at the college level.

Essential Difficulties Experienced

An outstanding extent (35%) of respondents viewed difficulties in profound education as exceptionally testing, with one more 10% expressing it as very testing. This shows that a huge piece of close-to-home educators face extensive troubles in their jobs, which might influence their general prosperity and show execution adversely.

Influence on Showing Execution and Prosperity

The dissemination here is all the more uniformly spread across classes, with 27% expressing respectably testing, and 25% each for marginally testing and extremely testing. Be that as it may, there's as yet an extensive effect provided details regarding showing execution and prosperity, with 10% thinking that it is incredibly difficult. Close to home Guideline and Methods for dealing with especially difficult times.

Adequacy of Survival Techniques

The information shows a moderately even conveyance across classes, with somewhat more respondents viewing survival techniques as marginally successful (29%) or extremely powerful (23%). Be that as it may, a critical piece (25%) finds their methods for dealing with especially difficult times not powerful, proposing opportunity to get better around here.

Institutional Help

Reactions shift, with 24% concurring and 20% unequivocally concurring that they feel enough upheld by their organization. Nonetheless, a striking piece (15%) firmly dissents, and 19% deviate, demonstrating that there might be an absence of adequate help from the establishments to address inner difficulties looked by educators.

Wanted Changes in the College Climate

An impressive extent of respondents (33%) view upgrades in the college climate as vital, with one more 14% expressing it as critical. This recommends that there's an unmistakable interest in changes inside the college climate to all the more likely help close-to-home educators, showing regions for expected mediation or change.

4. FINDINGS

In view of the given information, the fundamental discoveries of the concentrate on the capacity to appreciate people at their core and its effect on educating at the college level are as per the following:

- 45% of respondents appraised how they might interpret the capacity to appreciate individuals on a deeper level as normal.
- 25% evaluated it as high, while just 5% appraised it as extremely high.
- 35% viewed difficulties in close-to-home educating as exceptionally testing, with an extra 10% thinking that it is very difficult.
- Circulation is spread across classes, with 27% respectably tested, 25% somewhat tested, and 25% exceptionally tested.
- 10% think that it is incredibly difficult, showing a significant effect on showing execution and prosperity.
- Nonetheless, 25% find their survival methods ineffectual, proposing opportunity to get better.
- While 24% concur and 20% emphatically concur that they feel enough upheld by their foundation, a huge extent deviates (19%) or unequivocally dissents (15%).
- An impressive extent (33%) views upgrades in the college climate as vital, with an extra 14% expressing it as critical.

5. CONCLUSION

The examination features the meaning of the ability to appreciate anyone on a deeper level and the difficulties profound educators face in the college setting. It highlights the significance of institutional help and proposes regions for development in methods for dealing with especially difficult times and the general college climate. Resolving these issues might improve the prosperity and viability of close-to-home instructors, consequently emphatically influencing the instructive experience for the two educators and understudies.

Conflict interests

The authors has declared that no competing interests exist.

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