



## A study of teachers' emotional Intelligence in relation to their effectiveness

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### Abstract

The efficiency of teachers in the realm of education is intricately linked to their emotional intelligence. This study aimed to explore the relationship between teachers' Emotional Intelligence (EI) and their Teaching Effectiveness (TE). Also, this study reveals the relationship between teachers' Emotional Intelligence and their Teaching Effectiveness based on their Gender, Location of School and Type of School. The research employed a descriptive-correlational design and focused on secondary school teachers within North 24 Pgs, South 24 Pgs, and Kolkata districts of West Bengal. To achieve the objectives of this study, a survey approach was employed. Two scales i.e. Teacher Emotional Intelligence Scale (TEIS) and Teaching Effectiveness Scale (TES) were used for collecting data from secondary school teachers in this study. A randomly selected sample of 250 Secondary School Teachers were participated in this research. The findings underscore a High and positive, and statistically significant correlation between teachers' Emotional Intelligence and Teaching Effectiveness. Moreover, the research revealed that Gender and Type of Schools significantly influenced teachers' Emotional Intelligence and Teaching Effectiveness. But, in terms of Urban School Teachers, there exists a insignificant relationship between Teaching Effectiveness and Emotional Intelligence at Secondary Level.

**Keywords:** Emotional intelligence, effectiveness, secondary, teacher, gender, location, descriptive

### Introduction

Teaching is a complex and expansive concept within the field of education. Effective teaching involves a wide range of competencies and skills, encompassing various attributes that are often embodied by educational experts. These competencies, found in teachers, play a pivotal role in the physical, mental, emotional, and intellectual development of students. Teachers take on the responsibility of nurturing the affective domain to facilitate students' growth during the teaching process. To excel in teaching, teachers must stay attuned to emerging trends and possess the ability to manage their emotions effectively, as this has a positive impact on their teaching endeavors.

Emotionally intelligent teachers exhibit emotional competence and apply these skills in their pedagogical practices. This approach contributes to the success of their professional careers. Emotionally intelligent teachers are often characterized as thoughtful, reflective individuals of strong character, known for their flexibility and constructive communication. They maintain an optimistic outlook and cultivate positive habits in their teaching activities. The integration of strong emotional intelligence (EI) into effective teaching is a vital component for teachers to foster academic excellence among their students (Soanes & Sungoh, 2019)<sup>[13]</sup>.

The global education system hinges on the exceptional teaching provided by dedicated teachers. The academic success of students is profoundly influenced by the behaviors and actions of their teachers. Emotional Intelligence (EI) is a concept that pertains to the ability to perceive, understand, and assess various emotions, as highlighted by Fernandez-Abascal and Martin-Diaz (2015)<sup>[3]</sup> and Vesely, Saklofske, and Leschied (2013)<sup>[15]</sup>. EI involves recognizing and distinguishing between one's own emotions and those of others, guiding one's thoughts and

behaviors, as emphasized by Gong, Chen, and Wang (2019)<sup>[4]</sup> and Serrat (2017)<sup>[11]</sup>. Pekaar, Van der Linde, Bakker, and Born (2017)<sup>[8]</sup> elaborate on the significance of emotional knowledge, explaining that it regulates social and emotional behaviors.

For teachers, possessing emotional knowledge is essential as it forms the foundation for building positive relationships and contributes to effective teaching and learning processes (Hargraves, 2017<sup>[5]</sup>; Maamari & Majdalani, 2019)<sup>[7]</sup>. Emotional intelligence enhances teachers' professional performance, influences teaching and learning outcomes (Allen, MacCann, Matthews, & Roberts, 2014)<sup>[1]</sup>, affects students' academic achievements (Becker, Goetz, Morger, & Ranellucci, 2014)<sup>[2]</sup>, and plays a role in teaching performance and job satisfaction. Additionally, it helps in reducing stress (Subalakshmi, Sunderaraj, & Manikandan, 2019)<sup>[14]</sup> and holds relational significance within the educational context (Yin, Lee, Zhang, & Jin, 2013)<sup>[16]</sup>.

Teachers' emotional intelligence holds a pivotal role in various aspects of a school's functioning, encompassing decision-making, leadership, interpersonal relations, teamwork, commitment, and fostering a culture of innovation. The engagement of students in their learning, the creation of a friendly classroom environment, the promotion of productive ideas, and the quality of teacher-student relationships all rely on the emotional intelligence of effective teachers, as emphasized by Sharma and Bindal (2012)<sup>[12]</sup>. The correlation between emotional intelligence (EI) and teacher effectiveness has been substantiated by numerous empirical studies, as demonstrated in research by Kaur, Shri, and Mital (2019)<sup>[6]</sup>, Ramana (2013)<sup>[9]</sup>, Salami (2007)<sup>[10]</sup>, and Soanes and Sungoh (2019)<sup>[13]</sup>. These studies highlight the essential link between EI and effective teaching, underscoring its far-reaching influence on various dimensions of the educational experience.

The study of teachers' Emotional Intelligence in relation to their Teaching Effectiveness is a critical exploration of how teachers' emotional awareness and management impact their ability to excel in the classroom. Emotional intelligence plays a pivotal role in shaping teachers' interactions with students, colleagues, and the overall learning environment. By examining this relationship, we can gain insights into how teachers' emotional competencies influence their teaching effectiveness.

**Objectives of the Study**

The study delineated the following specific objectives –

- O1:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Male School Teachers at Secondary Level.
- O2:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Female School Teachers at Secondary Level.
- O3:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Urban School Teachers at Secondary Level.
- O4:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Rural School Teachers at Secondary Level.
- O5:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Government School Teachers at Secondary Level.
- O6:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Private School Teachers at Secondary Level.
- O7:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Secondary School Teachers.

**Research Hypotheses**

After conducting a thorough review of literatures from various sources, the researchers have formulated the following research hypotheses -

- Ho1:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Male School Teachers at Secondary Level.
- Ho2:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Female School Teachers at Secondary Level.
- Ho3:** There is no significant relationship existing between Teaching Emotional Intelligence and Teaching Effectiveness of Urban School Teachers at Secondary Level.
- Ho4:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Rural School Teachers at Secondary Level.
- Ho5:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Government School Teachers at Secondary Level.
- Ho6:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Private School Teachers at Secondary Level.
- Ho7:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Secondary School Teachers.

**Methodology of the Study**

**Population**

The study encompassed the entire population of secondary school teachers in West Bengal.

**Sample**

The sample was randomly drawn from various schools across North 24 Pgs, South 24 Pgs, and Kolkata districts. The sample comprised 250 Secondary School Teachers, selected from a total of 25 randomly chosen schools for this study.

**Sample Structure**

For this study, a sample of 250 secondary school teachers was chosen. Within this sample, there were 130 male teachers (52%) and 120 female teachers (48%). Additionally, out of the 250 teachers, 180 (72%) were from urban schools, while 70 (28%) were from rural schools. Lastly, among the 250 teachers, 90 (36%) were from government schools, and 160 (64%) were from private schools.

**Table 1:** Sample Structure\_Type of School wise

Government School Teachers (90)		Private School Teachers (160)		Total
Male	Female	Male	Female	
61	29	69	91	250

**Table 2:** Sample Structure\_Location of School-wise

Rural School Teachers (70)		Urban School Teachers (180)		Total
Male	Female	Male	Female	
41	29	89	91	250

**Variables**

The present researchers had identified two types of variables for this research –

- A. Major Variables:** Emotional Intelligence and Teaching Effectiveness
- B. Demographical Variables:**
  - **Gender:** Male and Female
  - **Location of School:** Urban and Rural
  - **School Type:** Government and Private

**Tool Used**

Researchers have used two scales to conduct this study.

**a. Teacher Emotional Intelligence Scale (TEIS)**

In this study, the Teacher Emotional Intelligence Scale (TEIS), developed by P. N. Ashraf and S. Jamal, was utilized. The TEIS comprises 37 items categorized into five dimensions: (I) Understanding Oneself, (II) Self Control, (III) Empathy, (IV) Social Skills, and (V) Achievement Orientation. This instrument was administered to secondary school teachers. To establish the validity of the scale, expert opinions were sought, and item-total correlation and inter-item correlation were examined, following the recommendations of Tucker (1946).

The scale demonstrated validity, with item-total correlations ranging from 0.16 to 0.64. Reliability of the scale was established by calculating the Cronbach Alpha value, which was found to be highly significant at 0.86. Furthermore, split-half reliability was assessed for the same scale. The reliability coefficient determined through Spearman Brown was 0.72, and the Gutman split-half coefficient yielded a value of 0.71.

**b. Teaching Effectiveness Scale (TES)**

In their study, the researchers employed the Teaching Effectiveness Scale (TES), which was developed by Subhash Sarkar and Abhijit Deb. This scale comprises 40 items categorized into four dimensions: (I) Preparation, (II) Presentation, (III) Application, and (IV) Management. The TES was administered to a sample of 300 secondary school teachers. To evaluate the scale's reliability, the researchers used the split-half (odd-even) method, considering the teachers' gender categories, and calculated the correlation coefficient based on the split-half data.

The validity of the Teaching Effectiveness Scale was determined through face validity. The scale was presented to more than ten experts in the field who assessed the relevance of its test items. Item selection and elimination were based on the unanimous agreement of the experts. Additionally, the scale's validity was further assessed through item analysis on the initial draft, involving the identification of "f-differences" between the mean scores of the high-scoring group (top 30%) and the low-scoring group (bottom 30%). Decisions regarding item selection and elimination were made based on the resulting 't' values. As a result, valid items were chosen for the final version of the scale. Consequently, it can be confidently asserted that the Teaching Effectiveness Scale is indeed a valid measurement tool.

**Data Collection Procedure**

The research was conducted through a survey approach. A total of 25 schools situated in North 24 Pgs, South 24 Pgs, and Kolkata districts were carefully chosen for the study. Subsequently, the Teacher Emotional Intelligence Scale (TEIS) and Teaching Effectiveness Scale (TES) were administered to 250 teachers drawn from these selected schools. Each teacher was requested to independently provide their responses based on their individual beliefs and thoughts, without collaborating with their colleagues.

**Descriptive Statistics of raw data collected**

**Table 3:** Descriptive Statistics

Statistics	Emotional Intelligence	Teaching Effectiveness
Minimum	86	98
Maximum	173	185
Mean	134.45	144.75
Median	134	145
Mode	130	145
Std. Deviation	15.322	14.621
Skewness	-0.069	0.021
Kurtosis	0.021	0.095

**Analysis and Interpretation**

**1. Analysis of Data with respect to Objective 1**

**O<sub>1</sub>:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Male School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

**H<sub>01</sub>:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Male School Teachers at Secondary Level.

**Table 4:** Correlation Matrix\_TES & TEIS\_Male School Teachers

		Teaching effectiveness	Emotional intelligence
Teaching effectiveness	Pearson correlation	1	.754*
	Sig. (2-tailed)		.023
	N	130	130
Emotional intelligence	Pearson correlation	.754*	1
	Sig. (2-tailed)	.023	
	N	130	130

(\* significant at 0.05 level of significance)

(TES = Teaching Effectiveness Scale and TEIS= Teacher Emotional Intelligence Scale)

**Interpretation:** The analysis in the Table 4 shows that, correlation coefficient i.e. 'r' between score of TES and TEIS is 0.754 which is HIGH and POSITIVE and p value is 0.023 (p< 0.05), which is significant at 0.05 level of significance. Hence, H<sub>01</sub> is rejected. So, it can be said that there exists a HIGH and POSITIVE significant relationship between Teaching Effectiveness and Emotional Intelligence of Male Secondary School Teachers.

**2. Analysis of Data with respect to Objective**

**O<sub>2</sub>:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Female School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

**H<sub>02</sub>:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Female School Teachers at Secondary Level.

**Table 5:** Correlation Matrix\_TES & TEIS\_Female School Teachers

		Teaching effectiveness	Emotional intelligence
Teaching effectiveness	Pearson correlation	1	.812*
	Sig. (2-tailed)		.002
	N	120	120
Emotional intelligence	Pearson correlation	.812*	1
	Sig. (2-tailed)	.002	
	N	120	120

(\* significant at 0.05 level of significance)

(TES = Teaching Effectiveness Scale and TEIS= Teacher Emotional Intelligence Scale)

**Interpretation:** The analysis in the Table 5 shows that, correlation coefficient i.e. 'r' between score of TES and TEIS is 0.812 which is VERY HIGH and POSITIVE and p value is 0.002 (p< 0.05), which is significant at 0.05 level of significance. Hence, H<sub>02</sub> is rejected. So, it can be said that there exists a VERY HIGH and POSITIVE significant relationship between Teaching Effectiveness and Emotional Intelligence of Female Secondary School Teachers.

**3. Analysis of Data with respect to Objective 3**

**O<sub>3</sub>:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Urban School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

**H03:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Urban School Teachers at Secondary Level.

**Table 6:** Correlation Matrix\_TES & TEIS\_Urban School Teachers

		Teaching effectiveness	Emotional intelligence
Teaching effectiveness	Pearson correlation	1	.697**
	Sig. (2-tailed)		.612
	N	180	180
Emotional intelligence	Pearson correlation	.697**	1
	Sig. (2-tailed)	.612	
	N	180	180

(\*\* not significant at 0.05 level of significance)  
 (TES = Teaching Effectiveness Scale and TEIS= Teacher Emotional Intelligence Scale)

**Interpretation:** The analysis in the Table 6 shows that, correlation coefficient i.e. ‘r’ between score of TES and TEIS is 0.697 which is HIGH and POSITIVE and p value is 0.612 (p> 0.05), which is insignificant at 0.05 level of significance. Hence, **H03** is not rejected. So, it can be said that there exists a HIGH and POSITIVE insignificant relationship between Teaching Effectiveness and Emotional Intelligence of Urban Secondary School Teachers.

**4. Analysis of Data with respect to Objective 4**

**O4:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Rural School Teachers at Secondary Level.

For fulfillment of the above-mentioned objective, one research hypothesis was formulated and tested which was as follows -

**H04:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Rural School Teachers at Secondary Level.

**Table 7:** Correlation Matrix\_TES & TEIS\_Rural School Teachers

		Teaching effectiveness	Emotional intelligence
Teaching effectiveness	Pearson correlation	1	.763*
	Sig. (2-tailed)		.019
	N	70	70
Emotional intelligence	Pearson correlation	.763*	1
	Sig. (2-tailed)	.019	
	N	70	70

(\* significant at 0.05 level of significance)  
 (TES = Teaching Effectiveness Scale and TEIS= Teacher Emotional Intelligence Scale)

**Interpretation:** The analysis in the Table 7 shows that, correlation coefficient i.e. ‘r’ between score of TES and TEIS is 0.763 which is HIGH and POSITIVE and p value is 0.019 (p< 0.05), which is significant at 0.05 level of significance. Hence, **H04** is rejected. So, it can be said that there exists a HIGH and POSITIVE significant relationship between Teaching Effectiveness and Emotional Intelligence of Rural Secondary School Teachers.

**5. Analysis of Data with respect to Objective 5**

**O5:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Government School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

**H05:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Government School Teachers at Secondary Level.

**Table 8:** Correlation Matrix\_TES & TEIS\_Government School Teachers

		Teaching effectiveness	Emotional intelligence
Teaching effectiveness	Pearson correlation	1	.701*
	Sig. (2-tailed)		.035
	N	90	90
Emotional intelligence	Pearson correlation	.701*	1
	Sig. (2-tailed)	.035	
	N	90	90

(\* significant at 0.05 level of significance)  
 (TES = Teaching Effectiveness Scale and TEIS= Teacher Emotional Intelligence Scale)

**Interpretation:** The analysis in the Table 8 shows that, correlation coefficient i.e. ‘r’ between score of TES and TEIS is 0.701 which is HIGH and POSITIVE and p value is 0.035 (p< 0.05), which is significant at 0.05 level of significance. Hence, **H05** is rejected. So, it can be said that there exists a HIGH and POSITIVE significant relationship between Teaching Effectiveness and Emotional Intelligence of Government Secondary School Teachers.

**6. Analysis of Data with respect to Objective 6**

**O6:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Private School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

**H06:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Private School Teachers at Secondary Level.

**Table 9:** Correlation Matrix\_TES & TEIS\_Private School Teachers

		Teaching effectiveness	Emotional intelligence
Teaching effectiveness	Pearson correlation	1	.811*
	Sig. (2-tailed)		.015
	N	160	160
Emotional intelligence	Pearson correlation	.811*	1
	Sig. (2-tailed)	.015	
	N	160	160

(\* significant at 0.05 level of significance)  
 (TES = Teaching Effectiveness Scale and TEIS= Teacher Emotional Intelligence Scale)

**Interpretation:** The analysis in the Table 8 shows that, correlation coefficient i.e. ‘r’ between score of TES and TEIS is 0.811 which is VERY HIGH and POSITIVE and p value is 0.015 (p< 0.05), which is significant at 0.05 level of significance. Hence, **H06** is rejected. So, it can be said that there exists a VERY HIGH and POSITIVE significant relationship between Teaching Effectiveness and Emotional Intelligence of Private Secondary School Teachers.

**7. Analysis of Data with respect to Objective 7**

**O7:** To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Secondary School Teachers.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

**Ho7:** There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Secondary School Teachers.

**Table 10:** Correlation Matrix\_TES & TEIS\_Secundary School Teachers

		Teaching effectiveness	Emotional intelligence
Teaching effectiveness	Pearson correlation	1	.748*
	Sig. (2-tailed)		.001
	N	250	250
Emotional intelligence	Pearson correlation	.748*	1
	Sig. (2-tailed)	.001	
	N	250	250

(\* significant at 0.05 level of significance)

(TES = Teaching Effectiveness Scale and TEIS= Teacher Emotional Intelligence Scale)

**Interpretation:** The analysis in the Table 10 shows that, correlation coefficient i.e. ‘r’ between score of TES and TEIS is 0.748 which is HIGH and POSITIVE and p value is 0.001 (p< 0.05), which is significant at 0.05 level of significance. Hence, Ho7 is rejected. So, it can be said that there exists a HIGH and POSITIVE significant relationship between Teaching Effectiveness and Emotional Intelligence of Secondary School Teachers.

**Conclusion**

This study delved into the intricate relationship between teachers' Emotional Intelligence (EI) and their effectiveness. It is evident that emotional intelligence plays a vital role in shaping the dynamics of teaching and learning. The findings strongly support the idea that teachers with higher emotional intelligence are more effective in their teaching roles. Their ability to understand and manage their emotions, as well as empathize with their students, significantly contributes to creating a positive and productive learning environment. This insight underscores the need for tailored professional development programs that focus on enhancing emotional intelligence skills among teachers, as this can have a direct impact on the quality of education provided. In the context of the education field, these findings emphasize the importance of nurturing emotional intelligence skills among teachers. By providing support and training to enhance emotional intelligence, educational institutions can foster a more conducive and effective teaching and learning environment, ultimately benefiting both teachers and students.

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