



TEACHERS' EMOTIONAL INTELLIGENCE AS A CORRELATE OF STUDENTS' SELF - EFFICACY BELIEF AND ACHIEVEMENT MOTIVATION

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Abstract:- *The study investigated teachers' emotional intelligence as a correlate of students' self-efficacy belief and achievement motivation in Enugu state, Nigeria. The design of the study was a Correlational descriptive survey. The population was 9121 Senior Secondary 11 (SS11) teachers and 20634 SS11 students in the (278) public secondary schools in Enugu State, Nigeria. Sample of 828 students and 116 teachers were drawn through simple random stratified and purposive sampling techniques. Four research questions and three hypotheses tested at 0.05 level of significance guided the study. Three instruments were used for data collection. One of the instruments was an eighteen-item questionnaire named Self Efficacy Questionnaire (SEQ) adapted from Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs and Rogers (1982). The second instrument was a 21-item researcher developed named students' achievement motivation scale (SAMS). The third was a 24-item instrument named Teachers' Emotional Intelligence Scale (TEIS), adapted from Winters (2013). The face validation of the instruments were assured by three experts in Educational foundations, University of Nigeria, Nsukka. Data for research question 1 was answered using mean and standard deviation, whereas data for research questions 2-4 were analyzed using Pearson r and R-square. The hypotheses were tested using linear regression analysis at 0.05 level of significance. It was found that teachers' emotional intelligence significantly correlates with students' achievement motivation and self-efficacy belief. Based on the findings, of the study, the researchers recommended among others that, the government, ministry of education, school administrators and the employer of teachers should provide good working conditions such as a conducive staff room for adequately lesson preparation as this will help teachers to be motivated in their interaction with students and to reduce teacher attrition or frustration from the profession.*

Keywords: teachers, emotional intelligence, self-efficacy and achievement motivation.

INTRODUCTION

The first and foremost function of a teacher is to boost the interest of students and create a mental set that will dispose them to learn. This is because learning seems to be more effective and successful if the students are brought into proper frame of mind in a learning episode. There appear to be some teachers who seem academically brilliant and yet are socially inept and unsuccessful at work and social relationships. Intellectual intelligence or high intelligence quotient (IQ) may not be enough on its own to achieve success in school, in work place or in life generally. IQ can help one get into school, complete and get a job, but according to (Segal and Smith, 2013), it is emotional intelligence (EI) that helps one to manage the stress and emotions in school, at work and in having positive personal relationships or managing behaviour of students in group.

Emotional intelligence has to do with understanding emotional information. Grewal and Salovey (2005:333) noted that "emotional intelligence is the ability to monitor one's own and others feelings, to discriminate among them, and to use the information to guide one's

thinking and actions". It involves the ability to process emotional information and manage emotion Madhavi, Waddar, Vijayalaxmi and Aminabhavi (2010). Segal and Smith (2013) further defined emotional intelligence as the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Teachers' emotional intelligence is important in education because it is a means of understanding children through the comprehension of their experiences (Goleman, 1995). In line with the above assertion, Eyre, Coates, Fitzpatrick, Higgins, McClure, Wilson, and Chamberlin, (2002), discovered from their research among English school teachers, that the most effective teachers had empathy for their students and created secure trusting environments in which their students learned. Emotional intelligence seem to be vital for teachers to navigate the social complexities of the workplace, lead and motivate students, and excel in their career (Segal and Smith, 2013). Emotional Intelligence (EI) plays a powerful role in the lives of people and helps in understanding one's own emotions, control and uses them in

more beneficial ways according to the prevailing situation. EI has been observed to enable pupils to deal with difficult situations by taking critical decision that will be advantageous to them. In support of this assertion, Muhammad, Jumani, Ghazi and Muhammad (2012) observed that low emotional intelligence or lack of empathy for the needs and desires of others is a major cause of poor performance in the workplace and poor achievement of learners in schools. Without emotional intelligence, even the most dedicated and technically proficient teacher can fail to achieve set goals due to inadequate interpersonal skills. Choudary (2010) explained that when teachers' emotional intelligence is high, they can recognize their own emotional state and that of others and engage with them in a more cordial way. This seems to help foster better relationship with other people in the school and assist teachers achieve greater success at work and a more fulfilling life. Such teachers positively impact on the students and may facilitate students' achievement motivation and high self-efficacy belief. Motivation, however, is an internal state that governs the whole behaviour of a person from initiating a task to its completion and also maintains the behaviour over time (Wall, 2007). High motivation therefore, seems to lead to a successful learning and improved achievement.

Achievement as explained by Free online dictionary (2003) is the act of accomplishing or finishing, something accomplished successfully, especially by means of exertion, skill, practice, or perseverance. Muhammad, Jumani, Ghazi and Muhammad (2012) explained that the need for achievement is the desire to accomplish something, to reach a standard of excellence, to expend effort to excel. Achievement is therefore a form of motivation stemming from a desire to perform well or a striving for success (Norwich, 2007). It is the striving to increase or to keep as high as possible, one's capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can either succeed or fail. Alderman (2004) viewed achievement motivation as reaching success and achieving all desired aspirations in life. The term achievement motivation refers to motivation stemming from a desire to perform well or a striving for success. It is evidenced by effort and persistence in the face of difficulties. It is regarded as a central human motivation and is a key determinant of aspiration and persistence when an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. Achievement motivation seems to vary from person to person. Some people have high achievement motivations in school, while others in nothing at all. McClelland (2010) asserted that people with a high need for achievement (nAch) seem to excel and thus tend to avoid both low-risk and high-risk situations. It was further explained that achievers avoid low-risk situations because they believe that easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. Individuals with high need achievement prefer work that has a moderate probability of success, ideally a 50% chance. Moreso, achievers usually adopt regular feedback in order to monitor the progress of their achievements, they prefer either to work alone or with other

high achievers. The ability to demonstrate high task engagement behaviour has been related to self confidence or what Bandura (1997) described as self-efficacy belief.

Bandura (1997) has defined self-efficacy as one's belief in one's ability to succeed in specific situations. Self-efficacy is the measure of one's own ability to complete tasks and reach goals. According to Bandura (1997:382) self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura (2001) described these beliefs as determinants of how people think, behave, and feel. The self-efficacy theory posits that self-efficacy beliefs influence the type of activity people choose to engage in, the level of effort they spend, and their perseverance in the face of difficulties. Roest (2011) noted that the existence of a high level of self-efficacy is an instrument for goal achievement by individuals. High self-efficacy belief boosts an individual's morale, which in turn boosts motivation to achieve goals and complete tasks. Cherry (2011) explained that one's sense of self-efficacy has a major influence on how one approaches challenges and goals. People with high self-efficacy are those who believe that they are capable of performing well and achieving well. These people are more likely to view challenges as something to be mastered rather than avoided.

PROBLEM OF THE STUDY

In recent time, there seem to be a growing need for teachers' with content knowledge for effective teaching and the ability to stimulate learning for a better academic achievement of their students. No wonder, Winter (2013) explained that the emotional content of the learning experience is correlated to high academic achievement. It is equally becoming increasingly clear that teacher empathy tends to play a crucial role in students' achievement motivation and self-efficacy belief. Although we know that teacher-empathy seemingly plays a major role in the effectiveness of teachers, we know very little about the teachers' emotional intelligence skills and how it relates with students' learning, achievement motivation and self-efficacy belief. It is not yet clear whether this situation is triggered by teachers' emotional intelligence, students' achievement motivation or their self-efficacy belief. The question which arose for this study stated in question form therefore was: how does the teachers' emotional intelligence relate to students' achievement motivation and their self-efficacy belief? Much research in the area of emotional intelligence has not been done using secondary school students in Enugu State, specifically in Udi LGA of Udi Education Zone. Moreso, there has not been any that investigated exactly, teachers' emotional intelligence as a correlate of students' self-efficacy belief and achievement motivation in Udi LGA of Udi Education Zone of Enugu state. The teachers seem to lack knowledge and skills of emotional intelligence, which seem to have been affecting the students' achievement motivation and self-efficacy that might be attributed to their poor performance. Against this background, therefore, the researcher sets to work on this title.

OBJECTIVE OF THE STUDY

The understated research questions guided the study:

1. To ascertain the teachers' emotional intelligence skills in Enugu state, Nigeria
2. To investigate the relationship between teachers' emotional intelligence and students' achievement motivation.
3. To determine the relationship between teachers' emotional intelligence and students' self-efficacy belief.
4. To investigate the relationship between achievement motivation and self-efficacy belief of secondary school students.

HYPOTHESES

Three null hypotheses tested at 0.05 level of significance were formulated to guide this study.

Ho; Teachers' emotional intelligence has no significant relationship with students' achievement motivation.

Ho; There is no significant relationship between teachers' emotional intelligence and students' self-efficacy belief.

Ho; Students' achievement motivation has no significant relationship with their self-efficacy belief.

METHOD OF THE STUDY

The study employed a correlational survey research design. The population of the study was made up of 9121 Senior Secondary 11 (SS11) teachers and 20634 SS11 students in the (278) public secondary schools in Enugu State, Nigeria. A multi stage stratified sampling technique was employed to draw the sample of 828 students and 116 teachers. First, out of the six education zones in Enugu state, Udi Education Zone was purposively sampled. It was purposive because there has been a pervasive and consistent mass failure of students in that area probably because they lack self-efficacy belief and achievement motivation, it was also found that the area was characterized by teachers that lack emotional intelligence skills. On these notes therefore, the researcher found the area suitable for this study. Second, Udi Education zone is made up of two Local Government Areas (LGA) (Udi and Ezeagu), however, only Udi LGA was purposively sampled because only Senior Secondary II (SSII) classes that have up to thirty five students were sampled. Third, there are 23 schools in this LGA, in each of these schools, one stream of SSII classes were sampled. This brought the number to one hundred and sixteen (116) teachers and eight hundred and twenty eight (828) students.

Three instruments were used for the study. One of them was an eighteen item scale named Self Efficacy Scale (SES) adapted from Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs and Rogers (1982). This instrument elicited information on students' self-efficacy belief. The second questionnaire was a 21 item researcher developed questionnaire named students' achievement motivation scale (SAMS), it elicited information regarding students' achievement motivation. The third instrument was a 24-item scale named Teachers' Emotional Intelligence Scale (TEIS) adapted from Winters (2013). The three questionnaires have responses that ran on a four point scale thus, each item on the scale was rated between 1-4 points. Negatively skewed items were reversed during the analysis.

The SES and SAMS and TEIS were face validated by by two University Lecturers who are experts in Educational Psychology to make their comments and corrections. Subsequently, their suggestions were included in the instruments. A test of reliability was conducted using Cronbach Alpha to determine the internal consistency of the three instruments and it yielded an internal consistency reliability estimate of 0.87, 0.82 and 0.91 respectively. Data for research question 1 was answered using mean and standard deviation whereas data for research questions 2-4 were analyzed using pearson r and R-square. The hypotheses were tested using linear regression analysis at 0.05 level of significance. For each respondent, an overall mean score for all the items were computed. An overall mean score of 2.5 and above showed that the teachers had a good grip of emotional intelligence, and an enhanced self-efficacy and achievement motivation for the students. Below 2.5 showed poor emotional intelligence for the teachers' low self-efficacy and poor achievement motivation for the students..

RESULTS

Table 1: Teachers' emotional intelligence skills in Enugu State.

S/N	Item statements	N	Mean	SD
1	I am not always influenced by the feelings of my pupils.	116	3.20	.88
2	Listening to ideas from my students help to facilitate learning in my classroom.	116	3.05	1.00
3	I do not take into account the learner's emotional reactions to a lesson when I teach.	116	1.97	.96
4	For me teaching is an empathetic act as much as an intellectual act.	116	3.34	.78
5	I am successful in teaching all my student s	116	2.97	1.00
6	I play an insignificant role in my student's academic performance.	116	1.63	.76
7	Everyone's opinion should be respected when teaching.	116	3.33	.83
8	In my classroom all students are made to feel safe and accepted.	116	3.09	.92
9	A major objective in my pedagogy is encouraging my students to recognize that all humans deserve respect and care.	116	3.19	.92
10	It is not important to create a sense of belonging among my students.	116	1.66	.86
11	I want to provide a balance between caring and empathy as I teach.	116	3.42	.91
12	My teaching should not be influenced by the feelings of my children.	116	3.20	.84
13	Everyone's opinion should be respected when teaching.	116	3.37	.78
14	I use very emotional words when I teach	116	3.00	.99
15	I use emotional instructional materials when teaching (e.g, stories about pets, friends and etc.)	116	3.47	.91
16	I believe my happy mood stimulate creative and innovative thinking among my students.	116	3.32	.83
17	I believe that if a student is bad, all the students should know it and treat him accordingly.	116	3.18	.92
18	I shout at my students when they get on my nerve.	116	1.63	.76
19	Oftentime, i try to arouse the interest of my students while teaching.	116	3.48	.87
20	I normally help the students with quick temperament to avoid it inorder to comprehend what i teach.	116	3.21	.84
21	I normally create a pleasurable environment for learning.	116	3.49	.89
22	A major objective in my pedagogy is encouraging my students to recognize all humans deserve respect and caring.	116	3.40	.79
23	I believe it is not necessary to let my students have a sense of belonging in the class.	116	3.09	.92
24	I am sensitive to slight variations of emotions.	116	1.63	.81
	Cluster Mean		2.93	.80

Data presented in table 1 indicates that 19 items among the 24 items relating to teachers' emotional intelligence skills, received the mean rating of 2.50 and above. Using the benchmark of 2.50, the results suggest that the 19 items mentioned in table 1 above reveal that students are highly emotionally intelligent. The mean rating of the above suggested emotionally intelligent skills are 3.20, 3.05, 3.34, 2.97, 3.33, 3.09, 3.19, 3.42, 3.20, 3.37, 3.00, 3.47, 3.32, 3.18, 3.18, 3.48, 3.21, 3.49, 3.40 and 3.09 respectively. Only five items that were negatively skewed received mean

rating of 1.97, 1.63, 1.66, 1.63 and 1.63 respectively.

Table 2. Correlation between teachers' emotional intelligence and students' achievement motivation.

Emot. Intellig.	ξ	SD	N	t	df	Pearson R	R Square	sig.(2-tailed)	Decision
Emot. Intellig.	2.93	.80	116	22.046	115	.779**	.607	.000	Rejected
Achiev.Motiv.	3.25	.78	828	45.009					

Table 2 shows the relationship between teachers' emotional intelligence and students' achievement motivation is positive and strong. This was revealed in their mean scores of 2.93 and 3.25 respectively which was above 2.50 benchmark for acceptance. This was also explained by the t-value of 22.046 and 45.009 respectively and 115 degree of freedom. This shows that teachers' emotional intelligence is significantly related to achievement motivation of students in Udi LGA in Udi Education Zone, Enugu State. The corresponding hypothesis which predicted no significant relationship between teachers' emotional intelligence and students' achievement motivation was further subjected to linear regression analysis. The result revealed a significant relationship of .000 which is less than 0.05 level of significance at which the null hypothesis was tested. This further explains that teachers' emotional intelligence significantly correlates students' achievement motivation. The null hypothesis 1 is therefore rejected.

Table 3: Correlation between teachers' emotional intelligence and students' self-efficacy belief.

Emot. Intell.	ξ	SD	N	t	df	pearson R	R Square	sig.(2-tailed)	Decision
Emot. Intell.	2.93	.80	116	22.046	115	.900**	.810	.001	Rejected
Self-effi. Bel.	2.89	.85	828	45.009					

Table 3 shows that the relationship between teachers' emotional intelligence and students' self-efficacy belief is positive and strong. This was revealed in their mean scores of 2.93 and 2.89 respectively which was above 2.50 benchmark for acceptance. This was also explained by the t-value of 22.046 and 45.009 respectively and 115 degree of freedom. This shows that teachers' emotional intelligence is significantly related to self-efficacy belief of students in Udi LGA in Udi Education Zone, Enugu State. The corresponding hypothesis which predicted no significant relationship between teachers' emotional intelligence and students' self-efficacy belief was further subjected to linear regression analysis. The result revealed a significant relationship of .000 which is less than 0.05 level of significance at which the null hypothesis was tested. This further explains that teachers' emotional intelligence significantly correlates students' self-efficacy belief. The null hypothesis 1 is therefore rejected.

Table 4: Correlation between achievement motivation and self-efficacy belief of secondary school students.

Achiev. Motiv.	ξ	SD	N	t	df	pearson R	sig.(2-tailed)	Decision
Achiev. Motiv.	3.25	.78	828	45.009	115	.900**	.000	Rejected
Self-effi. Bel.	2.89	.85						

As table 4 shows, the relationship between students' achievement motivation and their self-efficacy belief is positive and strong. This was revealed in their mean scores of 3.25 and 2.89 respectively. These were above the benchmark for acceptance of 2.50. The t-value was 45.009, degree of freedom of 115. The corresponding hypothesis of no significant relationship between students' achievement motivation and their self-efficacy belief was subjected to regression analysis. The result shows that the relationship is significant at .000 which is less than 0.05 level of significant at which the null hypothesis was tested. This means that students' achievement is significantly related to their self-efficacy in Udi LGA in Udi Education Zone, Enugu State. The null hypothesis 3 is therefore rejected.

DISCUSSION

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. It has been perceived as something that can be learned and strengthened, while others claim it is an inborn characteristic. Emotional intelligence, is also a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Results of the study show that the teachers' emotional intelligence skills yielded positive results. This is because all the 24 items on teachers' emotional intelligence displayed high emotional intelligence. This was indicated in their mean score of 2.50 and above which was above the benchmark for acceptance except the 5 negatively skewed items. This is in line with a discovery made by Eyre, Coates, Fitzpatrick, Higgins, McClure, Wilson, and Chamberlin, (2002) on English school teachers, that the most effective teachers had empathy for their students and created secure trusting environments in which their students learned. In addition, (Segal and Smith, 2013) asserted that emotional intelligence seem to be vital for teachers to navigate the social complexities of the workplace, lead and motivate students, and excel in their career.

The findings reveal that teachers' emotional intelligence is significantly related to the students' achievement motivation. It was revealed that teachers' emotional intelligence has a significant relationship with the students' achievement motivation. This is in line with the view of Choudary (2010) who explained that when teachers' emotional intelligence is high, they can recognize their own emotional state and that of others and engage with them in a more cordial way. This seems to help foster better relationship with other people in the school and assist teachers achieve greater success at work and a more fulfilling life and as well motivate students to achieve better. Such teachers positively impact on the students and may facilitate students' achievement motivation.

The findings of the study reveal that teachers' emotional intelligence has a significant relationship with students' self-efficacy belief. This is in affirmation with the opinion of Winter (2013) explained that the emotional content of the learning experience is correlated to high academic achievement. In a further assertion, It was pointed out that it is equally becoming increasingly clear that teacher empathy tends to play a crucial role in students' achievement motivation and self-efficacy belief.

The result of the finding reveals a correlation between achievement motivation and self-efficacy belief of secondary school students. It was found that students' achievement motivation has a relationship with their self-efficacy belief. This is in line with Junging (2011) who stipulated that students with higher levels of self-efficacy had higher levels of overall achievement motivation and motivation to achieve success.

CONCLUSION

Teachers' emotional intelligence significantly correlates with students' achievement motivation and self-efficacy belief. Therefore, a learning environment that makes the teachers emotionally intelligent would better expose students to high achievement motivation and enhanced self-efficacy.

It is therefore recommended that the government, ministry of education, school administrators and the employer of teachers should provide a conducive working conditions such as the staff room to adequately prepare their lessons. This will help to motivate teachers to do better in their interaction with students and to reduce teacher attrition or frustration from the profession. The employer of the teacher should organise workshops seminars, training programme for the teacher and guidance and counselling services designed to enhance emotional intelligence and achievement motivation to enable them impart them on the students. The teachers should encourage students to have a strong desire to be resilient in academic activities, motivated to embrace difficult tasks, be persistent amidst turbulence, and to associate such with achievement and fulfilment. Teachers should bring their teaching to the level of the students' aptitude and make classroom interactions more interesting so as to arouse the interest of the students to believe and work hard towards academic excellence. This would go a long way to solve the problem of poor academic performance of public secondary school students.

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