**EFL Teachers’ Self-Perceived of Emotional Intelligence and Teaching Effectiveness**

**in Teaching English at Senior High Schools in Soppeng**

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**ABSTRACT**

This study aimed to find out the correlation between EFL teachers’ self perceived of emotional intelligence and teaching effectiveness at senior high schools in Soppeng Regency. The study employed descriptive correlation. It was the survey of EFL teachers’ self perceived and the correlation between EI and TE. Emotional intelligence as predictor and teaching effectiveness as criterion. The sample consisted of 44 EFL teachers from 10 senior high schools in Soppeng. In collecting the data, this research employed questionnaire (for emotional intelligence test and teaching effectiveness test) and demographic information. The data were analyzed by using descriptive and inferential statistics on SPSS for windows 20 program. The finding showed there was high positive correlation between emotional intelligence and teaching effectiveness. The data were analyzed by using Pearson correlation and it showed significant correlation is 0.986.The significance values 0.000 < α= 0,05, so hyphothesis was tenable. The demographic data were analyzed by using independent t-test and find out that level of education0.002 (EI) and 0.000 (TE) and number of training 0.001 (EI) and 0.002 (TE) have significant correlation between emotional intelligence and teaching effectiveness. The findings led to the conclusion that emotional intelligence and teaching effectiveness have high positive correlation. Other variables that become factors influencing EI and TE of EFL teachers are level of education and number of trainings they attended.

**Key words :** Emotional intelligence and teaching effectiveness

**INTRODUCTION**

Emotional intelligence (EI) involves a combination of competencies which allow people from all sorts of walks of life - employers, technicians, doctors, lawyers, managers, teachers, etc - to be aware of, to understand, and to be in control of their own emotions, to recognize and understand the emotion of others and to use this knowledge to foster their success and success of others (Newton, 2014; Nelson, 2011 and Sean, 2010). Futhermore, they argue that a person with highly developed EI would be most likely to be successful in the workplace because he/she can understand his/her emotion and why he/she behaves the way that he/she behaves; he/she uses their emotion as clues to what his/her body and mind are trying to tell and he/she uses his/her EI to truly understand others and his/her points of view.

 Referring to the arguments above, it is important for teachers in general and EFL teachers in particular to posses high developed emotional intelligence. EFL teachers are assumed to face many challenges in their teaching processes. Those challenges require the EFL teachers’ emotional intelligence to cope with them. Then, it goes without saying that EFL teachers who have high emotional intelligence most likely perform better in teaching processes compared with those who do not have high emotional intelligence. It is then plausible to state that EFL teachers who have high emotional intelligence also teach effectively.

Effective teaching is characterized by clear and operational statement of the objectives to achieve, logical sequences of teaching – learning activities that engage the students’ interest and put them in enthusiastic and active participation, method of delivery that suits the students’ proficiency level and the objectives are successfully achieved at the end of the allocated time (Rasyid, 2015).

Based on a small scale survey that the present researcher conducted (16 December 2014) on three EFL teachers of different schools in Soppeng regarding their problems in teaching English, and six students regarding their perception of the ways their EFL teachers teach them. The EFL teachers realize that as human beings they have problems in teaching English as a foreign language specificcally problems which come from the students’ party, which to some extent may the main causes of the teachers’ less emotional control in teaching, which led to their ineffective teaching. Certain EFL teachers were favored by students and others were less favored. Based on the students’point of view, certain EFL teachers were favored by their students because the teachers know their students individually and are prompt to give help to students who need it.

It was undeniable that research on teachers’emotional intelligence becomes important to be conducted as an effort to establish effective teaching. Thus, teachers with high emotional intelligence would be able to teach their students effectively. Therefore, it was crucial to conduct a research dealing with the EFL teachers’ self-perceived of emotional intelligence and teaching effectiveness. This kind of research becomes urgent to conduct due to this phenomenon in foreign language teaching hasn’t been much investigated. Futhermore, it was expected to generate positive impact on the teaching of English especially in Soppeng .

To the best of the present researcher’s knowledge in searching information about emotional intelligence and teaching effectiveness in teaching English, she finds that this area of research interest is still untouched in Indonesia. Some researchers from other countries (Ramana : 2013; Hassan: 2013; Khodady : 2012 & Modassir :2008) conducted related studies. They focused on the correlation of emotional intelligence and teaching effectiveness. However, the content areas they highlighted were quite different from this research. These previous studies would be further reviewed in chapter II.

The content areas of the present research consisted of (1) EFL teachers’ self-perceived of their emotional intelligence, (2) EFL teachers’ self-perceived of their teaching effectiveness, and (3) EFL teachers gave some information relate their personal information, their teaching experience and their training experience.These content areas would be analyzed using descriptive correlational design to discover EFL teachers’ self-perceived of emotional intelligence and teaching effectiveness at Soppeng . The first step of understanding emotions was to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions (Newton, 2014:11). Therefore if teachers can perceive their emotion first, they were able to understand and manage their emotion.

The present researcher’s preliminary small scale survey showed that EFL teachers enthusiatically respond by giving their comments and their problems related to their emotional intelligence in teaching. They were willing to accept the innovation in teaching and learning processes, especially in managing their emotions. Therefore this research was feasible to conduct because it found out how the EFL teachers in Soppeng perceive their emotional inteligence and their teaching effectiveness related to the way they control their emotion in the classroom in teaching learning process. So they knew their weakness in teaching and how they could improve themselves in the future, especially in the way they manage their emotion to teach effectively. To determine the teachers’ self-perceived of their emotional intelligence and teaching effectiveness, the researcher conducted a research entitled ” *EFL Teachers’ Self-Perceived of Emotional Intelligence and Teaching Effectiveness in Teaching English at High Schools in Soppeng. ”*

In line with background above, the research question was proposed as in the following :

1. Is there any significant differences of EFL teachers self-perceived of their emotional intelligence based on their teaching experience, level of education, occupational status, teachers’ certification status, number of training and EI training?
2. Is there any significant differences of EFL teachers self-perceived of their teaching effectiveness based on their teaching experience, level of education, occupational status, teachers’certification status, number of training and EI training?
3. Is there any correlation between emotional intelligence and teaching effectiveness of EFL teachers’self- perceived at senior high schools in Soppeng ?

The objectives the objectives of this research are as follows:

1. to find out the significant differences of the emotional inteligences of EFL teachers at senior high schools in Soppeng based on their self-perceived of their teaching experience, level of education, occupational status, teachers’ certification status, number of training and EI training,
2. to find out the significant differences of the teaching effectiveness of EFL teachers at senior high schools in Soppeng based on their self-perceived their teaching experience, level of education, occupational status, teachers’ certification status, number of training and EI training,and
3. to find out the correlation between emotional intelligence and teaching effectiveness of EFL teachers’ at senior high schools in Soppeng based on their self- perceived.

**LITERATURE REVIEW**

1. **Some Concepts of Emotional Intelligence**

Emotional intelligence involves a combination of competencies which allow a person to be aware of, to understand, and to be in control of their own emotions, to recognize and understand the emotion of others and to use this knowledge to foster their success and success of others. People with highly developed EI are proven to be more successful in the workplace because they can understand their emotion and why they behave the way that they behave. They can use their emotion as clues to what their body and mind are trying to tell them. And they can use their EI to truly understand others and their points of view (Sean, 2010: 9).

Newton (2014: 15) defines “emotional intelligence as an accuracy at perceiving and understanding emotional state in the self and in others, and effectiveness of regulationg, controlling, and using these emotions in order to achieve one’s goal.”

Emotional Intelligence is the ability to handle (relates to how to understand, play, negotiate, try and behave), control (relates to how to check, incorporate, measure, regulate and constrain), and manage (relates to how to adress, treat, make, keep and conduct) emotion and being able to put themselves such us to interact and work together, to be peers and to be sensitive to other situations and to people around them.

1. **The Way of Measuring Emotional Intelligence**

Sean (2010:32) stated that emotional intelligence is something measurable. There are some ways and some tests related to EI. The most common ways to measure EI are as follows:

1. Self report questionnaire

These questionnaire ask people to report on their abilities, skills, and behaviours.

1. Performance test for EI

These questionnaire ask people to provide a solution to a practical problem.

1. 360◦ Test

These questionnaires ask people around them it can be their boss, co-workers and subordinates about their behavior.

In this research, the researcher used self-report questionnaire. So, the EFL teachers reported their ability, skills and behaviors of their emotional intelligence. The use of emotional intelligence test knew how far the teachers understand and perceive their emotion especially in teaching and learning process.

1. **The Concept Dealing with Teaching Effectiveness**

Effective teaching is characterized by clear and operational statement of the objectives to achieve, logical sequences of teaching – learning activities that engage the students’ interest and put them in enthusiastic and active participation, method of delivery that suits the students’ proficiency level and the objectives are successfully achieved at the end of the allocated time (Rasyid, 2015).

Laura (2008 : 8 ) defines teaching effectiveness is determined solely by student achievement gains. A teacher can be deemed effective compared to other teachers because her students performed better on the state test than the students’ prior achievement would have been predicted, without consideration of any other factors.

Teaching effectiveness is related to the way of teacher in teaching, managing and delivering materials to lead her/ his students to gain the school objectives in the classroom and also to inspire their students, to affect the students’emotion in social, affective and behaviour outside of the classroom.

1. **Characteristics of an Effective Teacher**

The following points of teaching effectiveness is intended to focus measurement efforts on multiple components or characteristics of an effective teacher. This means clarrifying priorities for measuring teaching effectiveness. Rasyid (2015) states that effective teacher should go through the following steps in teaching and learning processes.

1. He has clear and operational statement of the objectives to achieve (cognitive, psychomotor and affective).
2. He has clear logical sequences of teaching – learning activities that engage the students’ interest and put them in enthusiastic and active participation. He arranges activities to achieve the learning domains.

In the cognitive domain the hierarchy of objectives follows the principle of increasing complexity. It is assumed that higher objective levels cannot be reached until those beneath them have been dealt with. In the psychomotor domain the objectives can be ordered according to the degree to which operations have become automatic. In the affective domain the objectives can be ordered according to the degree to which values and attitudes have been brought into the student‘s consciousness and to what degree they have been internalized and become automatic.

1. He has clear method of delivery that suits the students’ proficiency level, and
2. His set objectives in his lesson plan are successfully achieved at the end of the allocated time
3. **Demographic Information**

Demographic Information relates with the teaching expereience, level of education, occupational status, certification status, number of training and EI training of EFL teachers in Soppeng District.

1. Teaching Experience

Okech (2004:65) stated there was no significant relationship between emotional intelligence and length of teaching experience.

Teacher age provides a proxy for the overall ‘experience’ of a teaching force, based on the assumption that older teachers have accrued greater years of service. An older profile reflects more experience but a younger age profile can indicate a higher level of pre-service training (Millward ,2015 : 35).

1. Level of Education

Singh (2003) stated there is significant positive relationship between emotional intelligence and adjustment of teachers working in different levels of education.

Zhang (2003:63) found that the quality of teaching behavior observed in the classroom was influenced by teachers’ educational and experiential backgrounds.

1. Occupational Status

Ehyakonande (2012:66-77) implied that it was a negative significant relationship between emotional intelligence and job burnout.

Sholiha (2003:108) indicated there was no significant relationship between occupational status and teaching effectiveness .

1. Teacher’s Certification Status

Claire (2007:74) found that there was no significant relationship between emotional intelligence and teacher’s certification status.

Kane (2007:629) suggest that the emphasis on certification status may be misplaced. The fact that he find little or no differences in the average teacher effectiveness of certified and uncertified teachers.

1. Number of Trainings

Hamideh (2012) revealed that life skills training could lead to increase emotional intelligence.

As common sense suggests, specific training is required in order to expect quality services from a teacher or any other skilled professional. **(Mildward, 2015:49)**

1. EI Training

Fatemeh (2014) indicated that emotional intelligence training was effective to the development of emotional intelligence.

Mildward (2015: 50) stated quality education produces good learning outcomes – and the initial training and preparation of teachers contribute to this aim. It is also important to assess the distribution of quality from an equity perspective to ensure that well-trained teachers are found across diverse schools and regions.

1. **Hypothesis**

The researcher formulated the hypothesis of the research as follows:

1. Hyphothesis 1

Alternative Hypothesis (H1)

There is a significant difference among EFL teachers’ self-perceived of their teaching experience,level of education, occupational status, teacher certification status, number of training and EI training to their emotional intelligence and teaching effectiveness

Null Hypothesis (Ho)

There is no significant difference among EFL teachers’ self-perceived of their teaching experience, level of education, occupational status, teacher certification status, number of training and EI training to their emotional intelligence and teaching effectiveness

1. Hyphothesis 2

Alternative Hypothesis (H1)

There is a significant correlation between EFL teachers self-perceived of Emotional Intelligence (EI) and Teaching Effectiveness (TE)

Null Hypothesis 1 (Ho)

There is no significant correlation between EFL teachers self-perceived of Emotional Intelligence (EI) and Teaching Effectiveness (TE)

**METHOD**

**Research Design**

This research applied a desciptive correlational research design. This research took survey from EFL teachers self-perceived of emotional intelligences and teaching effectiveness at high schools in Soppeng.

**Population & Sample**

The participants of this research were high schools EFL teachers consisted of 44 EFL teachers in the state of Senior High Schools (SMAN), State Vocational High Schools (SMKN) and State Islamic Senior High Schools (MAN) in Soppeng District namely SMAN 1 Marioriwawo consisted of 3 EFL teachers, SMKN 1 Marioriwawo consisted of 2 EFL teachers, MAN 1 Watansoppeng consisted of 3 EFL teachers, SMAN 1 Watansoppeng consisted of 4 EFL teachers, SMAN 2 Watansoppeng consisted of 4 EFL teachers, SMAN 3 Watansoppeng consisted of 3 EFL teachers, SMKN 1 Watansoppeng consisted of 5 EFL teachers,SMKN 2 Watansoppeng consisted of 6 EFL teachers, SMKN 1 Liliriaja consisted of 2 EFL teachers, SMAN 1 Liliriaja consisted of 7 EFL teachers and SMAN 1 Lilirilau consisted of 5 EFL teachers.

**Instrument of the Research**

To collect the data of EFL teachers at Soppeng District, the researcher used (1) Emotional Inteligence Test adapted from Mohapel (2012) to know the EFL teachers’ self-perceived of their Emotional Intelligence, (2) the researcher used Questionnaire of Teaching Effectiveness developed by Rasyid (2015), and (3) the researcher used Demographics Information of EFL teachers at high schools in Soppeng related to their personal infomation, their training experience and their teaching experience.

**Procedure of Collecting Data**

As mentioned in the previous section that researcher used descriptive correlational design. The researcher took the following steps:

1. The researcher distributed the EI Test to the EFL teachers (respondents). It aims to get the EFL teachers’ response relating to their self-perceived of emotional intelligence in teaching EFL.
2. The researcher distributed TE questionnaires to the respondents. It aims to get the respondents’ responses relating to their self-perceived of their teaching effectiveness in teaching EFL.
3. The researcher distributed DI to the respondents. It aims to know the respondents’ information data about their training information and also their teaching experience.

**Data Analysis**

1. Emotional Intelligence (Mohapel, 2012)

Table 1. EI score

|  |  |
| --- | --- |
| 95 – 123 | High Effective EI |
| 68 – 94 | Medium Effective EI |
| 40 – 67 | Low Effective EI |

1. Teaching Effectiveness by Rasyid (2015)

Table 2. TE score

|  |  |
| --- | --- |
| 63-79 | High Effective TE |
| 45-62 | Medium Effective TE |
| 26 – 44 | Low Effective TE |

The collected quantitative data analyzed by using SPSS 20 program to know the measure of frequency, percentages, mean score and standard deviation.

1. Teachers’ self-perceived EI by Teaching Experience, Level of Education, Occupational Status, Teacher Certification Status, Number of Training and EI Training were analyzed by using mean score of EFL teacher’s EI score and found out independent sample t-test as measurement of significance difference among them.
2. Teachers’ self-perceived TE by Teaching Experience, Level of Education, Occupational Status, Teacher Certification Status, Number of Training and EI Training were analyzed by using mean score of EFL teacher’s TE score and found out independent sample t-test as measurement of significance difference among them.
3. Correlating the EFL teachers EI and TE by using Pearson Product Moment Formula

**RESULT AND DISCUSSION**

1. There is no significant difference of EFL teachers self-perceived of their Eiand TE based on their teaching experience

Table 3. Independent sample test of teaching experience and EI and TE

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Based on table above it found that there is no significant difference between EFL teachers’ self-perceived of their EI and TE based on their teaching experience who have taught less than 10 years or 10 years and more. (p ˃ 0.05). (see table 3).

1. There is a significant difference EFL teachers self-perceived of their EI and TE based on their level of education

Table 4.independent sample test level of education and EI



There is a significant difference between the way of EFL teachers’ perceived their EI and TE to their level of education at Soppeng District . There is a significant difference between EFL teachers who studied at S-1 and S-2 with the way they perceive their EI. (p ˂ 0.05). (see table 4).

1. There is no significant difference of EFL teachers self-perceived of their EI based on their occupational status

Table 5. independent sample test of occupational status and EI



Based on table above it found that there is no significant difference between EFL teachers self perceived their EI and TE based on their occupational status whether they are government appointment or non-government appointment (p ˃ 0.05).

(see table 11).

1. There is no significant difference of EFL teachers self-perceived of their EI and TE based on teachers’ certification status.

Table 6.independent sample test of teacher certification status and EI



Based on table above it found that there is no significant difference between EFL teachers self perceived their EI and TE based on their teachers’ certification status whether they are certified or non-certified (p ˃ 0.05). (see table 13).

1. There is a significant difference of EFL teachers self-perceived of their EI based on the number of training they attended.

Table 7.independent sample test of number of trainings and EI



Based on table above it found that there is significant difference between EFL teachers self perceived their EI and TE based on the number of training they attended.

 (p ˂ 0.05). (see table 15).

1. There is a significant difference of EFL teachers self-perceived of their EI based on EI training they attended and there is no significant difference of EFL teachers self-perceived of their TE based on EI training they attended.

Table 8. Independent sample test EI training and EI

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Based on table above it found that there is significant difference between EFL teachers self perceived their EI based on EI training they attended. (p ˂ 0.05) and there is no significant difference between EFL teachers self perceived their TE based on EI training they attended (p ˂ 0.05). (see table 17).

1. The EFL teachers’ perceive their emotional intelligence was viewed in four components, namely emotional awareness, emotional management, social emotional awareness and relationship management. The findings are shown in the following table :

Table 9. Emotional Intelligence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Interval | Category | Frequency | Percentage |
| 1 | 95-123 | High | 36 | 82% |
| 2 | 68-94 | Medium | 8 | 18% |
| 3 | 40-67 | Low | 0 | 0% |
| Total | 44 | 100% |

The table showed us that there are 36 (82 %) EFL teachers are category high in controlling and managing their emotional intelligence. There are 8 (18 %) EFL teachers are category medium in controlling and managing their emotional intelligence and none EFL teachers categorized into low category.

1. How the EFL teachers perceive their teaching effectiveness was viewed by answering teaching effectiveness questionnaire (Rasyid, 2015). The findings are shown in the following table below:

Table 10. Teaching Effectiveness Category

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Interval | Category | Frequency | Percentage |
| 1 | 63-79 | EFFECTIVE | 36 | 82% |
| 2 | 45-62 | MEDIUM | 8 | 18% |
| 3 | 26-44 | LOW | 0 | 0% |
| Total | 44 | 100% |

 The table above shows that there are 36 (82 %) EFL teachers are categorized highly effective in teaching. There are 8 (18 %) EFL teachers are categorized as medium in teaching. It also showed that there is no teacher which is categorized as low effectively in teaching. For the detail desciption can be seen in the following figure below.

1. There was significant positive correlation between emotional intelligence and teaching effectiveness. The correlation between emotional Intelligence and teaching effectiveness of EFL teachers can be seen in the following Pearson’ Correlation table and the figure below.

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Figure 1. EI and TE determinant

The table and figure above shows that there is positive correlation between emotional intelligence and teaching effectiveness. It is also found R2 (.986) 2 = 0.97. The coefficient determinant is 97 %.

**Discussions :**

Teachers’ emotional intelligence in regard to teaching experience does not give any impacts to their emotional intelligence and their teaching effectiveness. It is proven by the level of significance which is 0.355 (bigger than α=0.05). Okech (2004:65) stated there was no significant relationship between emotional intelligence and length of teaching experience. Teachers’ teaching effectiveness in regard to teaching experience did not give any impacts to their teaching effectiveness, proven by significance level 0.863 which is bigger than α =0.05.

Teacher age provides a proxy for the overall ‘experience’ of a teaching force, based on the assumption that older teachers have accrued greater years of service. An older profile reflects more experience but a younger age profile can indicate a higher level of pre-service training (Millward ,2015 : 35).

Teachers’ emotional intelligence in regard to EFL teachers’ level of education influenced their emotional intelligence, as proven by 0.005 significance level which is smaller than α=0.02. Singh (2003) stated there is significant positive relationship between emotional intelligence and adjustment of teachers working in different levels of education. Zhang (2003:63) found that the quality of teaching behavior observed in the classroom was influenced by teachers’ educational and experiential backgrounds.The researcher finding supports Zhang that there is significant relationship between education level of EFL teachers and teaching effectiveness.

Teachers’ emotional intelligence in regard to occupational status of EFL teachers did not influence their EI and TE. It is proven by the level of significance which is 0.067 (bigger than α=0.05). Ehyakonande (2012:66-77) implied that it was a negative significant relationship between emotional intelligence and job burnout. It proven by the level significance 0.080 which is bigger than α =0.05. Sholiha (2003:108) indicated there was no significant relationship between occupational status and teaching effectiveness.

Teachers’ emotional intelligence in regard to teachers’ certification status of EFL teachers did not give any impacts to their EI and TE. It is proven by the level of significance which is 0.260 (bigger than α =0.05). Claire (2007:74) found that there was no significant relationship between emotional intelligence and teacher’s certification status. It is proven for TE by the level of significance which is 0.577 (bigger than α =0.05). Kane (2007:629) suggest that the emphasis on certification status may be misplaced. The fact that he find little or no differences in the average teacher effectiveness of certified and uncertified teachers..

Teachers’ emotional intelligence in regard to the number of training of EFL teachers give any impacts to their EI and TE. It is proven by the level of significance which is 0.000 (smaller than α =0.05). Hamideh (2012) revealed that life skills training could lead to increase emotional intelligence. The researcher’s finding supports Hamideh that there is significant relationship between emotional intelligence and the number of trainings of EFL teachers. The more trainings they follow, the better their emotional intelligence.

Teachers’ emotional intelligence in regard to EI training of EFL teachers give any impacts to their emotional intelligence, proven by level significance 0.012 which is smaller than α =0.05. Teachers’ teaching effectiveness in regard to the EI training of EFL teachers did not give any impacts to their teaching effectiveness. It is proven by the level of significance which is 0.027(bigger than α =0.05). Mildward(2015: 50) stated quality education produces good learning outcomes and the initial training and preparation of teachers contribute to this aim. It is also important to assess the distribution of quality from an equity perspective to ensure that well-trained teachers are found across diverse schools and regions.

**CONCLUSION AND SUGGESTION**

1. Teaching experience, occupational status and teacher’s sertification status did not give any significant difference with the EFL teachers self-perceived on their emotional intelligence in Soppeng . It is concluded that teaching experience, occupational status and teacher’s sertification status cannot be taken as yardstick to measure their professional competence for EFL teachers at Soppeng District.
2. Teaching experience, occupational status, teacher’s sertification status and EI training did not give any significant difference of EFL teachers self-perceived their teaching effectivenss in Soppeng . It is concluded that teaching experience, occupational status, teacher’s sertification status and EI training cannot be taken as yardstick to measure teaching effectiveness of EFL teachers at Soppeng District.
3. Level of education, number of trainings and EI training give significant difference on their emotional intelligence of EFL teachers in Soppeng District. It is concluded that professional competence of EFL teachers at Soppeng District is subjected to level of education, number of trainings and EI training.
4. Level of education and number of trainings give any significant difference to the teaching effectiveness of EFL teachers in Soppeng . It is concluded that teaching effectiveness of EFL teachers at Soppeng District is subjected to level of education and number of trainings.
5. There is significant positive correlation between EI and TE. It is concluded that emotional intelligence is imperative for the teaching effectiveness of EFL teachers at Soppeng District.

**Suggestions**

Based on the conclusions above, the researcher addresses the following suggestions and recommendations.

1. It is suggested that the EFL teachers in Soppeng District should develop their proffessional competence.
2. The EFL teachers in Soppeng District are in need of improving their proffesional development including pursue his/her study in the next education level.
3. The researcher also suggests to DIKMUDORA Soppeng to facilitate EI training for emotional intelligence because it gives a big influence for the TE of EFL teachers so at the end they are able to teach effectively.
4. To the next researcher who interest to investigate EI and TE, the researcher suggest to find out another variable out of number of training and level of education which is possible to influence EI and TE of EFL teachers especially.

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