

THE ROLE OF SPECIAL EDUCATORS' EMOTIONAL INTELLIGENCE IN SELF-EFFICACY AND SOCIAL INCLUSION OF STUDENTS WITH DISABILITY

της ΚΩΝΣΤΑΝΤΙΝΑΣ ΚΑΤΣΩΡΑ

Μεταπτυχιακή Διπλωματική Εργασία που υποβάλλεται στην Τριμελή Εξεταστική Επιτροπή για τη μερική εκπλήρωση των υποχρεώσεων απόκτησης του μεταπτυχιακού τίτλου του Μεταπτυχιακού Προγράμματος «Οργάνωση και Διαχείριση Αθλητικών Δραστηριοτήτων για Άτομα με Αναπηρίες (ΑμεΑ.)» του Τμήματος Οργάνωσης και Διαχείρισης Αθλητισμού της Σχολής Επιστημών Ανθρώπινης Κίνησης και Ποιότητας Ζωής του Πανεπιστημίου Πελοποννήσου

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Στην οικογένεια και τους μαθητές μου για την αμέριστη στήριξή τους.

ΠΕΡΙΛΗΨΗ

THE ROLE OF SPECIAL EDUCATORS' EMOTIONAL INTELLIGENCE IN SELF-EFFICACY AND SOCIAL INCLUSION OF STUDENTS WITH DISABILITY

(Με την επίβλεψη του Καπρίνη Στυλιανού, Ειδικό Εκπαιδευτικό Προσωπικό)

Στα σύγχρονα εκπαιδευτικά συστήματα, τα οποία καλούνται να ανταποκριθούν στους ρυθμούς ανάπτυξης των κοινωνιών, το σχολείο ως θεσμός αναλαμβάνει τον πολύπλοκο ρόλο της παιδείας πέραν της εκπαίδευσης. Έτσι, η/ο εκπαιδευτικός ως κινητήρια δύναμη του θεσμού υπηρετεί ως αρωγός της ομαλής και δημιουργικής συνύπαρξης όλων των μελών της εκπαιδευτικής διαδικασίας καλλιεργώντας συνθήκες αλληλοσεβασμού και ταυτόχρονα επιδιώκοντας ακαδημαϊκούς και άλλους στόχους για το σύνολο των μαθητριών/τών. Η παρούσα εργασία επικεντρώνεται στην ανάλυση της σχέσης ανάμεσα στην συναισθηματική παιδεία/ νοημοσύνη των εκπαιδευτικών ειδικής αγωγής και την αυτό-αποτελεσματικότητα τους στην συμπερίληψη μαθητών αναπηρία. Η μελέτη πραγματοποιήθηκε σε ένα δείγμα 114 εκπαιδευτικών ειδικής αγωγής, εργαζόμενων εντός του ελληνικού εκπαιδευτικού συστήματος. Βασικός πυλώνας του ερευνητικού μέρους υπήρξε η μελέτη της συσχέτισης μεταξύ της Συναισθηματικής Νοημοσύνης των εκπαιδευτικών ειδικής αγωγής και της αυτό-αποτελεσματικότητάς τους, ως προς την ένταξη και κοινωνική ενσωμάτωση μαθητών με αναπηρία. Η συλλογή δεδομένων έχει γίνει μέσω της διάθεσης ανώνυμων ηλεκτρονικών ερωτηματολογίων (google forms). Έκαστο ερωτηματολόγιο χωρίζεται σε τρία μέρη α) Δημογραφικά Στοιχεία β) Κλίμακα Schutte Self-Report Emotional Intelligence Test – SSEIT (1999) γ) Κλίμακα Teaching Students with Disabilities Efficacy Scale (TSDES) (Dawson and Scott. 2013). Για την επεξεργασία των δεδομένων έχει χρησιμοποιηθεί το στατιστικό πακέτο SPSS και έχουν εφαρμοστεί διαδικασίες περιγραφικής και επαγωγικής στατιστικής. Τα αποτελέσματα της μελέτης δείχνουν ότι η Συναισθηματική Νοημοσύνη και η αίσθηση της Αυτό-αποτελεσματικότητας των εκπαιδευτικών ειδικής αγωγής συνδέονται άρρηκτα καθώς η αύξηση της συναισθηματικής νοημοσύνης συνεπάγεται και αύξηση της Αυτό-αποτελεσματικότητας. Επιπροσθέτως, αναφορικά με τις σχέσεις που αναπτύσσονται στις μεταβλητές παρατηρείται ότι η εκπαίδευση έχει άμεση σχέση με το επίπεδο της ΣΝ καθώς οι κάτοχοι διδακτορικού είχαν υψηλότερη απόδοση από τους κατόχους Μεταπτυχιακού ή Προπτυχιακού τίτλου σπουδών. Αναφορικά με τα έτη

προϋπηρεσίας, οι συμμετέχοντες με 6-10 έτη υπηρεσίας είχαν στατιστικά σημαντική υπεροχή έναντι των υπόλοιπων ομάδων αναφορικά με την Συναισθηματική Νοημοσύνη. Συνολικά δεν βρέθηκαν στατιστικά σημαντικές διαφορές ανάμεσα στα δύο φύλα με εξαίρεση τους δείκτες Professionalism και Instruction στην Αυτό-αποτελεσματικότητα. Η μελέτη, προσπαθεί να καταδείξει την αξία της συναισθηματικής νοημοσύνης και παιδείας ως απαραίτητη ικανότητα για την ευημερία των μαθητών, των εκπαιδευτικών και του εκπαιδευτικού συστήματος συνολικά.

Λέξεις κλειδιά: συναισθηματική νοημοσύνη εκπαιδευτικών, αυτο-αποτελεσματικότητα, ειδική αγωγή, κοινωνική συμπερίληψη,

ABSTRACT

THE ROLE OF SPECIAL EDUCATORS' EMOTIONAL INTELLIGENCE IN SELF-EFFICACY AND SOCIAL INCLUSION OF STUDENTS WITH DISABILITY

(Under the Supervision of Kaprinis Stylianos, Special Teaching Staff)

The present study explores the correlation between the special educator's emotional literacy/emotional intelligence and their self-efficacy regarding the empowerment and social inclusion of students with disability. The study examines a main sample of 114 special educators working in Greek education systems. The main research hypothesis is centered around the interrelationship between the two key notions, while incorporating copious variables such as age, gender, education and teaching experience to thoroughly examine all aspects. The academic tools utilized within this research include the Schutte (1999) Self-Report Emotional Intelligence Test and the Teaching Students with Disabilities Efficacy Scale (TSDES) (Dawson and Scott, 2013). The SPSS statistical package has been used to process the data regarding the descriptive and inductive statistical procedures that have been applied. In the end, it appears that emotional intelligence and the sense of self-efficacy of the special education teachers are inextricably linked as the increase in Emotional Intelligence also implies an increase in Self-Efficacy. In addition, with regard to the relations among the variables, it is noted that education is directly related to the level of Emotional Intelligence as PhD holders performed higher than holders of a Master's or Bachelor's degree. With regard to the participants' years of Experience, participants with 6-10 years of service had statistically significant superiority over other groups in terms of Emotional Intelligence. Overall, no statistically significant differences between the genders were found with the exception of the Professionalism and Instruction indicators in Self-Efficacy.

Key words; educators' emotional intelligence, self-efficacy, special education, inclusion,

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CHAPTER I

THEORETICAL BACKGROUND OF THE HYPOTHESIS

In modern education systems, which are called to respond to the growth rates of societies, the school as an institution assumes the complex role of providing education beyond a rigid technocratic and strictly academic education. Thus, the teacher as the driving force of the institution serves as a facilitator of the unobstructed and beneficial coexistence of all members of the educational process by cultivating conditions of mutual respect and at the same time pursuing academic and other goals for all students. This complex role of the teacher requires a particular set of skills and competences. The sense of self-efficacy of the teacher becomes a key pillar of his or her project without being a self-evident or a direct result of solely, his/her/their academic studies but also sourced and inextricably linked to their emotional intelligence and education. [Brackett, Rivers, Shiffman Lerner, Salovey (2006), Di; Palazzeschi (2008), Poulou (2017) and Valente, Veiga-Branco, Rebelo, Lourenço, Cristóvão (2020).] Emotional intelligence is a paramount skill for the successful fulfilment of the latter tasks by transforming schools into unique ecosystems that combine learning experience with socialization and coexistence, where all participants are affected by the interactions and relationships that are developed. (Roffey 2008) This view is supported by both Groundwater Smith and De Jong (2005) who linked school structures to "living organisms" where factors such as emotional intelligence and the quality of interpersonal relationships are vital to their survival.

The importance of developing the emotional intelligence of all members of a school group is not limited strictly to student preparation and harmonious coexistence but also to the school's ability to provide an equal, safe and friendly learning environment for all participants. Moreover, the development of students' emotional education and skills is not only essential for their future success and well-being, but also for the school's ability to provide a safe equal and friendly space to learn and coexist. (Gunter Caldarella, Korth, Young, 2012; Berkman, Glass, Brissette, Seeman, 2000) In addition, Mathews (2006) shows that in order for the school to provide an environment of "equality and social justice" development of students and teachers emotional

literacy is an essential element, since it will lay a solid foundation for constructive and genuine dialogue.

According to Mathews, we should design an education system that aims to include the concept and issues of equality into the pursuit of emotional development and emotional intelligence and education, as it would help to understand, analyze and resolve issues of equality and individualism in constructive dialogue and will also discuss connections and interactions between participants/stakeholders. (p. 43,51,59,67)

In this way, Mathews' understanding of emotional intelligence and education should become a high priority for education systems in conjunction with Roffey's Ecosystem Theoretical Analysis (2008), which emphasizes on dynamic symbioses and interactions between people within the school environment and the institution (school), rather than being competitive, composing a larger picture that emphasizes on the need for understanding, compassion and persuasion of equal and harmonious coexistence both in the school ecosystem and in a macro-level reflection, society.

IMPORTANCE AND NECESSITY OF THE STUDY

The study regarding the correlation between the degree of development of emotional literacy and intelligence and self-efficacy is a topic of concern in modern literature. The additional parameter of the application of the above to educators working with students with disabilities is of increased interest as it will go hand in hand with the concepts of empowerment and social inclusion. It is therefore, necessary to study in depth at both theoretical/bibliographical and practical level in an attempt to create a solid academic reference base that will help modernize the school through the gradual removal from the view of emotional intelligence as secondary - in relation to academic qualifications - competence and its development to equal. The study, overall, tries to demonstrate the value of emotional intelligence and literacy as an essential capacity for well-being.

PURPOSE OF THIS STUDY

The main purpose of the research work can be summarized in the first hypothesis "H1: There will be a significant correlation between the Emotional Intelligence of special education teachers and their self-efficacy in inclusion of students with disabilities." There will also be an exploration on how different variables such as the level of the teachers' education, their experience, their gender, their age etc. interact with the hypotheses. At the same time, it is a priority not only to explore these questions but doing so without failing to maintain high standards while conducting research.

Essentially, this research is constructed around some core questions examined by the variables of the questionnaires and can be described as divided in two parts with the first being a descriptive analysis of the sample and the second focusing on the hypotheses related to the self-efficacy of special educators regarding the empowerment and social integration of students with disability as well as their emotional intelligence. Firstly, regarding the independent variables we can examine the role of gender and age in the Emotional Literacy (EL) of Special Education instructors and the possible differences in educational implementation. Of course, studying the effect of the level of education on the EL/EI of educators and its correlation with the degree of EL the educators. Consequently, the effect of work experience in Special Education and EL could also provide a measurable outcome. In the same vein, it would be productive to contrast and/or correlate the EL of special educators working in primary and secondary education.

RESEARCH HYPOTHESES

- H1. There will be a correlation between the Emotional Intelligence of special education teachers and their Self-Efficacy regarding the social inclusion of students with disability.
- H2. There will be a deviation between Gender and the Emotional Intelligence of special education teachers.
- H3. There will be a deviation between the gender and the special educators Self-Efficacy regarding the social inclusion of students with disability.
- H4. There will be a deviation based on Age and the Emotional Intelligence of special education teachers.
- H5. There will be a deviation based on Age and the special educators Self-Efficacy regarding the social inclusion of students with disability
- H6. There will be a deviation based on the Level of Education and the Emotional Intelligence of special education teachers.
- H7. There will be a deviation based on the Level of Education and the special educators Self-Efficacy regarding the social inclusion of students with disability.
- H8. There will be a deviation based on the years of Experience and the Emotional Intelligence of special education teachers.
- H9. There will be a deviation based on the years of Experience and the special educators Self-Efficacy regarding the social inclusion of students with disability.
- H10. There will be a deviation based on the Sector of occupation (Private or Public) and the Emotional Intelligence of special education teachers.
- H11. There will be a deviation based on the Sector of occupation (Private or Public) and the special educators Self-Efficacy regarding the social inclusion of students with disability
- H12. There will be a deviation based on the Sector of occupation (Primary or Secondary Education) and the Emotional Intelligence of special education teachers.
- H13. There will be a deviation based on the Sector of occupation (Primary or Secondary Education) and the special educators Self-Efficacy regarding the social inclusion of students with disability

STATISTICAL HYPOTHESES

- H0. There will be no statistically significant variances in the correlation between the Emotional Intelligence of special education teachers and their self-efficiency in the social inclusion of students with disability.
- H1. There will be statistically significant variances in the correlation between the Emotional Intelligence of special education teachers and their self-efficiency in the social inclusion of students with disability.
- H0. There will be no statistically significant variances in attitudes between different genders in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes between different genders in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in attitudes among different Age groups in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes among different Age groups in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in attitudes based on the Level of Education in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes based on the Level of Education in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in based on the years of Experience in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes based on the years of Experience in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in based on the Sector of occupation (Private or Public) in the Self-Efficacy of teachers regarding the social inclusion of students with disability.

- H1. There will be statistically significant variances in attitudes based on the Sector of occupation (Private or Public) in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in based on the Sector of occupation (Primary or Secondary Education) in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes based on the Sector of occupation (Primary or Secondary Education) in the Self-Efficacy of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in attitudes between different genders in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes between different genders in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in attitudes among different Age groups in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes among different Age groups in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in attitudes based on the Level of Education in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes based on the Level of Education in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in based on the years of Experience in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.

- H1. There will be statistically significant variances in attitudes based on the years of Experience in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
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- H1. There will be statistically significant variances in attitudes based on the Sector of occupation (Private or Public) in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H0. There will be no statistically significant variances in based on the Sector of occupation (Primary or Secondary Education) in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.
- H1. There will be statistically significant variances in attitudes based on the Sector of occupation (Primary or Secondary Education) in the Emotional Intelligence of teachers regarding the social inclusion of students with disability.

LIMITATIONS

Thinking about the limitations of the research and what could be potentially compromise the optimal extraction of results, we could encounter the following. The data in this study were collected only through self-reports. Possibly a multidimensional assessment of the emotional intelligence and effectiveness of teachers by third parties, such as fellow teachers etc [360th Emotional Complicity and Self-Efficacy appraisal] could examine in depth the correlation of the two concepts.

Another limitation is that the study cannot ensure the veracity of participants' responses. It is possible that some of the teachers did not respond forthrightly to the actual levels of their emotional intelligence, and self-effectiveness, but gave social desirability or how others would like to see them.

The sample may also not be fully representative of the population in order to generalise the results and conclusions of this study. A greater number of participants, or a better distribution of the sample across various regions of the country, might be able to examine in greater depth the relationship between emotional intelligence and teacher self-efficacy.

Finally, the sample of this study was women (n=88) and men (n=26). Perhaps, a better balance, in terms of demographic distribution, between men and women would reveal differences between the genders. However, there is generally insufficient data to confirm the stereotypical perception that women appear emotionally more sensitive to their understanding and expression of emotions.

TERMINOLOGY CLARIFICATION

- **Emotional Literacy/ Emotional Intelligence**

Browsing through bibliography there is a certain degree of uncertainty over the matter of Emotional Literacy and Emotional Intelligence and whether they are comparably the same term or at least a very close interpretation of the same notion and whether they constitute two separate and distinct ideas. However, after pursuing different texts and published articles of the term Park (1999) does not come to a conclusion that indicates a distinctive difference in the essence of the terms rather than justifies the nuances traced to a difference in approach. Consequently, even though the above terms can and are used interchangeably Park (1999) describes “emotional intelligence” as a way to address the difficulties of an individual and to provide a degree of control in the social and educational environment in schools to assist the students to manage the experiences of socialization and education. Another distinction is made within the very term of “Emotional Intelligence” as referred to by Knowel and Frederickson (2013). The term is divided in ability emotional intelligence and trait emotional intelligence with the former being measured by psychometric intelligence maximum performance test as it is closely linked to emotion-related abilities as seen by the research of Mayer, Caruso, Salovey (1999). Based on the research of Mavroveli, Petrides, Sangareau, & Furnham, (2009) as referred in Knowel and Frederickson’s research Trait Emotional Intelligence is more closely related to self-perception, processing and utilisation of information related to emotions. “Emotional literacy” however, is viewed as a process of instilling and enhancing the ability to understand the experience of emotions and the openness to the experience of a range of emotions rather than control. For Park (1999) the crucial differentiation in these approaches comes from the attitudes toward the way human behaviour is constructed; in a cognitive-behavioural or humanistic manner respectively.

In the present thesis, I have chosen to use the term Emotional Intelligence as an umbrella term for both notions as I feel it has received both wider recognition and acceptance and is used in more recent papers. I feel that it can be used as an umbrella term that contains both the notions of trait emotional intelligence and emotional literacy as an ability. It is however, noteworthy that significant research has been conducted under both terms and hence, disregarding one or the other would be counterproductive.

CHAPTER II

EMOTIONAL INTELLIGENCE / LITERACY

THEORETICAL BACKGROUND

Emotional Intelligence is a subject that has received a lot of attention from academics across different fields the past years creating a rich literature base. Despite the fact that Emotional Intelligence can be considered a modern concept, similar ideations have been studied for the greater part of the previous century.

From Social Intelligence to Emotional Intelligence.

Having “social intelligence” as a starting point, scholars such as Thorndike and Stein (1937) and Weinstein (1969) place emotions in the center of academic attention regarding their functionality in social behavior and competence. In fact, Thorndike (1920) had already defined three types of intelligence a) mechanical b) social and c) abstract, with social intelligence closely approaching more modern definitions of emotional intelligence as it was described as the ability to recognize, understand and manage the feelings one experiences and also the feelings of other people. Interestingly, MacKay (1928) had correlated emotions and intelligence as well as, emotions and their influence on other nucleus skills such as productivity and guidance.

Sechrest and Jackson (1961) explore the interrelation between social intelligence and general/traditional intelligence. They demonstrate a correlation between social intelligence and all forms of “cognitive complexity”. Another hypothesis that was confirmed by their study was that high “interpersonal predictive accuracy”, or to put it plainly being a good judge of character, can be positively correlated with higher social intelligence. Social effectiveness was also positively connected to the degree of social intelligence. However, they haven’t established an accurate correlation between the degree of academic intelligence and the degree of social intelligence.

O’Sullivan, Guilford, and Demille (1965), as cited by Faltsas (2016), have redirected the focus of emotional intelligence from social effectiveness and related skills to the capability of understanding other people’s emotions and intentions.

In the “Theory of Multiple Intelligences”, Gardner (Gardner 1987, Gardner & Hatch 1989), identifies eight types of intelligence; verbal/linguistic, logical/mathematical, visual/spatial, bodily/ kinesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence. The researcher’s definition of intrapersonal intelligence essentially, describes the ability of a person to recognize, define and manage emotions, a notion very close to that of emotional intelligence. Nonetheless, a point of focus in their study on multiple intelligences is that the educational system should be the one to adapt to pupils’ unique needs and proceed towards designing and implementing an “individual-centered” approach rather than the opposite (present form). The focus should be primarily placed on designing and implementing individualized curricula that assist students with the advancement of all their intelligences and skills, rather than being solely focused on linguistic and mathematical intelligence. Additionally, the researcher associates the individual’s performance with their relevant intelligence (on the sector of the task) and in the same vein, promoting and encouraging the evolution of only certain types of intelligence would inevitably result in failure in some fields.

Steiner (1984) supports that the way emotions are perceived and managed should be in frame of literacy in the same way academic achievements are perceived, hence the term. The researcher proceeds to place “emotional literacy” into a spectrum starting with the description of a person who would be defined as completely emotionally illiterate. Such a person would fail to recognize the mere existence of emotions, both on themselves and on other people and consequently would fail to understand and explore their origins and cause and inevitably would not demonstrate successful management of them. At the opposite extreme of the spectrum would be a person defined as “emotionally aware”. Such a person would demonstrate the capacity of experiencing a wide variety of different emotions at various intensities while being conscious of those experiences. In other words, they would be in the position of recognizing these emotions and their source and would successfully manage them. Additionally, they would be able to recognize and understand other people’s emotions (even in the case they cannot) and respond in an appropriate manner. For *Steiner* (1984) emotional literacy is an acquired characteristic not a trait we are born to. The environment, where a person has grown up and formulated their core values and characteristics is also vital for the researcher. It is mentioned that being raised in an “unsympathetic environment” with little or no support in learning the former skills would result

into the general level of emotional literacy being lower. Contrastingly, although emotional literacy is time-consuming to learn, it should be ideally acquired within an emotionally literate and supportive environment from a young age.

Contemporary models and research

Mayer and Salovey (,1990) aiming to define emotional intelligence start by offering definitions on both notions. Thus, emotions are viewed as coordinated reactions that span several psychological subsystems, such as the “physiological, cognitive, motivational, and experiential systems”. Again, as in Steiner’s research an extensive span of emotions is recognized to be partaking in the human experience both positive and negative and at different intensities. Additionally, emotions are closely linked to the social experience by the researchers. Rather than following some literary traditions of their contemporaries and considering emotional intelligence as a misnomer and hence, deeming it as being incompatible with what was traditionally, considered to be “intelligence” the researchers adopted a revolutionary course. People's distinctive intelligences have also been studied by intelligence researchers within subareas such as social behavior and, on rare occasions, emotions. A major focal point on Mayer and Salovey’s definition of intelligence is the term “social intelligence”, which can be interpreted as the power to interpret one's personal and others' emotional responses, motivations, and behaviors, and to respond appropriately upon these grounds of that information. However, social intelligence has often been characterized as a manipulative manner. The researcher’s view on intelligence is an outcome of their influence from Thorndike and S. Stein (1937) and Weinstein (1969).

The main advantages of demonstrating high emotional intelligence can be visible in daily life, according to the researchers. People who approach activities of daily living with emotional intelligence will probably face lesser limitations when it comes to adapting to challenges. It is because of that justification that such abilities should be included in the emotional intelligence conceptual framework. People's concerns and how they frame them will almost certainly be further linked to individual's internal experience than the issues discussed by someone else. An example posed to illustrate their point was that of the focus an individual might regarding their career options. Individuals who have higher emotional intelligence present a higher possibility of favoring a career option that satisfies them than a career that might have been more lucrative but cause them to experience a constantly negative state of emotion. Individuals with these skills might also be highly inventive and versatile in finding potential alternative approaches after

framing a challenge. The researchers indicate that these individuals demonstrate higher possibility of taking emotions into consideration when deciding between options. Therefore, said approach may result in a behavior that is compassionate and empathetic of their own and others' internal experiences. In fact, the researchers have categorized emotional intelligence amongst the most important skills for a successful life.

Goleman (1995) defines emotional intelligence as a combination of skills and abilities that include self-discipline, passion, and perseverance, as well as the desire to inspire oneself. Goleman's theory revolves around the pillars of knowing, recognizing, managing emotions both on ourselves and on other as well as, being able to motivate ourselves and handling relationships. The researcher considers this skillset to be indispensable for all sections of life from business management and leadership to romance (Goleman, 1995, p. 36). Regarding emotional intelligence Goleman (Goleman, Boyatzis, Rhee 1999, Goleman 2012) will later discuss another relevant term, that of emotional competence. In this concept, they integrate the notions of emotional intelligence and effectiveness in a multitude of areas and applications linking higher emotional intelligence to outstanding performance in the sector of occupation of the subject. Although at the time IQ was considered to be the prevalent predictor for success in the workplace their studies have proven that it is actually more complex than that (Goleman,1998). It is noteworthy, however, that the researcher declares that but for its high importance this skill is not going to lead to immense success when it is not combined with the necessary academic/ technical/ or other types of knowledge and intelligence required to perform a task. Essentially, they move the term closer to what they refer to as "a learnt capability", a set of competences/skills that can be acquired through an educational process. On this ground, Goleman has studied the emotional well-being of children in the United States, which in 1995 found to be in decline and thus, proposed a solution; a model to teach young children how to recognize and manage their emotions and keep themselves motivated. In other words, how to be emotionally intelligent through Social Emotional Learning (SEL).

For *Bar-on* (1997) and Parker (Bar-on and Parker 2000) emotional intelligence is again a complex set of skills and abilities that affect various aspects of our everyday lives. The researcher considers effective social human behavior to be dependent on social-emotional competencies such as interpersonal and intrapersonal intelligence (1997b, 2001,2014). The EQ-i, which was originally designed to assess different facets of this framework as well as explore its

conceptualization, is theoretically based on the Bar-On model. Emotional-social intelligence, according to this paradigm, is a set of intertwined emotional and social competencies, abilities, and enablers that decide how well we comprehend and articulate ourselves, perceive others and react to them, and communicate with everyday demands. To be emotionally and socially intelligent, according to this model, one would need to be able to adequately comprehend and articulate oneself, acknowledge and communicate well with others, and efficiently manage everyday needs, difficulties, and stresses. This is concentrated on one's intrapersonal capacity to be mindful of oneself, consider one's strong and weak points, and communicate one's emotions and opinions in a non-destructive way. In short Bar-On (1997) concentrates his research in a model discussing Emotional Intelligence in five distinct categories; a) intrapersonal skills, b) interpersonal skills, c) adaptability, d) stress management and e) general mood. However, he later retracted on the fifth category supporting it rather possesses the function of the mediator among the main four than being a separate category on its own.

Calculating Emotional Intelligence (EQ)

In contemporary research there is great abundance in academic tools and models to calculate EI with the most notable being;

- The ability based model [cognitive model], Mayer-Salovey-Caruso Emotional Intelligence (MSCEIT) - Mayer, Salovey, & Caruso (2002)
- Tests based on the Personality Model, Bar-On Emotional Quotient Inventory (EQ-i) – Bar-On (1997)
- Emotional Intelligence Test Schutte (EIS) Schutte et al. (1998). [based on Mayer 's Model]
- Wong Law Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002) [based on Mayer's Model
- Trait Emotional Intelligence Questionnaire (TEIQue – Petrides, 2009)
- The skill's based test 360o Emotional Competence Inventory (ECI) - Boyatzis, Goleman & Rhee (2000)

THE NEED FOR EMOTIONAL LITERACY IN SCHOOLS

In a society that is rapidly changing, education, as an institution, is called to act as a mediator and facilitator of coexistence among diverse groups of people with different backgrounds while at the same time educate, support and prepare the students for their future inside and outside of the academic the world. In the Greek educational curriculum, schools operate under a centralised system that falls under the Ministry of Education where the academic curriculum is designed for each educational unit (pre-primary, primary and secondary education). However, although the academic curriculum is pre-decided the necessity of teaching students how to coexist and enhancing their emotional literacy is left to the educators. Hence, schools become unique ecosystems engaging both with the learning experience and the experience of socializing and coexisting in an environment where everyone is affected by the interconnection, value and quality of the relationships. (Roffey 2008). Roffey (2008) based on Bronfenbrenner's (1979) research views the schools under the Eco-systemic theory and classifies the relationships that are formed within them as variable and. In the same wavelength, Groundwater-Smith (2005, p.2) and de Jong (2005, p.357) support the eco-systemic theory by putting emphasis on the interconnection of the relationships and comparing the school's ecosystem to a "living organism" where both intra-personal and interpersonal factors become vital to its survival, wellbeing and blooming. Roffey categorises the dynamic symbioses that take place within the processes of teaching and socialization as belonging to the "micro-level" and involving interactions in the students' direct environment and "exo-level" referring to more formal interactions regarding formal school policies and practices. Furthermore, according to Roffey there is a dynamic symbiosis between the school as one living organism and the rest of the society, the "macro-level". According to Noddings (2005) society affects the way schools operate, meaning that there has been a shift in focus in the schools' goals towards an academically measured ideal of success in the expense of developing the human's psyche and emotional skills to the same extend.

However, developing the students' emotional literacy and skills is not only essential for their future success and wellbeing but also for the school's ability to offer a safe equal and friendly space for them to learn and coexist. Mathews (2006) indicates that in order for the school to

provide an environment of “equity and social justice” development of both students’ and educators’ emotional literacy is an indispensable element as it would facilitate a solid basis for constructive and genuine dialogue(ch2). For Mathews we should seek an educational system that aims to incorporate the notion and issues of equity into the pursuit of emotional development and literacy as it would both help understand and analyse the issues of equity and individualism in constructive dialogue and also discuss the connections and interactions between the participants/ stakeholders. (pages 43,51,59,67)

In a way, Mathews is deeming emotional development and literacy should become of high priority for the educational systems and The eco-systemic theory analysis by Roffey(2008) , that puts emphasis on dynamic symbioses among humans within the school environment and institution ,rather than being antagonistic complete a greater picture that underlines the necessity of understanding, compassion and persuading equal and harmonious coexistence both in the school’s ecosystem and, in a macro-level reflection, society. Furthermore, regarding the harmonious coexistence of all society’s members, other types of emotional literacy depended skills, such as social-emotional learning and competence are needed. Social-emotional competence is indeed a decisive factor for universal preventive interventions carried out in schools because the framework (a) relates to social, behavioural and academic outcomes that are essential for healthy development; (b) indicates significant adult life outcomes; (c) can be strengthened with viable and cost-effective interventions; and (d) plays a critical role in the process of altering a behaviour. (Domitrovich et al 2017)

Coskun and Oksuz (2019) also discuss the importance of developing the students’ EI/EL by introducing them to Emotional Literacy Training (ELT). Their study debates in favor of the importance of ELT for the development of the students’ emotional literacy performance. Study findings showed that ELT greatly enhanced emotional intelligence. The performance of the students of the experimental group was significantly enhanced, regarding emotional literacy and emotion acknowledgement and control, while the emotional intelligence performance of the students of the control group did not increase. It is expected that this important difference stems from the ELT, which is the study's independent variable.

Accordingly, there are findings (Kwon, Hanrahan, Kupzyk 2017) that effective social and emotional learning is also inextricably linked to success even on the strictly academic aspect of

the curriculum. Enjoyment was positively correlated with various aspects of academic functioning with regard to emotionality, while an inverse association was obtained for frustration; disappointment had not been associated with academic functioning. Further, via academic participation, enjoyment and frustration were indirectly linked to achievement. Multiple aspects of academic functioning have been directly related with emotion regulation; it was also indirectly associated with achievement through involvement. Considerations on how social and emotional learning systems in schools will therefore profit from studies on the perceptions of children are explored.

In conclusion, emotional intelligence and literacy are an indispensable tool for the optimal evolution of the educational experience both for the educators and for the students. Especially, if we place this in a realistic frame of special education structures where the educator is often called to act rapidly on various situations demanding complex handling trait emotional intelligence and emotional literacy will be useful both in situations that require de-escalation in a sensitive matter but also in situation that require the promotion and cultivation of mutual respect among students.

SELF EFFICACY

Self-efficacy is a theoretical conception developed by Albert Bandura in 1977 and it discusses the correlation between self-efficacy personal success and well-being as well as changes in our behavior. (Lippke, 2017). According to Bandura (1978) self-efficacy is a determinant factor for success as it has a significant influence on an individual's chosen activities and to the degree that it is possible, the environment they place themselves. It is explained that individuals with low self-efficacy choose activities that perpetuate this negative state and, in a sense, obstruct their progress. On the opposite end, individuals with higher self-efficacy are more likely to partake in activities that will have a positive, constructive effect towards their evolution. It also made clear that different experiences can also be formative of an individual's perception of efficacy and it is not an inherent personality trait rather that an acquired one formed through our experiences and with the potential to be altered. Interestingly, self-efficacy is also inextricably linked to the amount of effort that is to be put on the pursuit of a goal. Consequently, people who demonstrate higher self-efficacy are more possible to demonstrate higher persistence in their efforts and hence higher achievements as competency acquisition often requires stable effort and dedication.

A relationship between self-efficacy and success in diverse situations has also been explored by a plethora of scholars.

Moe and Zeiss (1982) based on Bandura's theory found significant correlations between self-efficacy and social skills. What is more, there has been a correlation between depression and expectations of efficacy but it seems to be affected by social anxiety.

Jerusalem and Mittag (1995) put this notion into unique perspective as they release it from any domain-specific or situation-specific ideation and study it under a uniquely stressing situation, that of immigration under the separation of East and West Germany. They study the processes of psychological and emotional management and adaptation for immigrants in the latter circumstances. The main pillars of their study are whether perceptions of efficacy are affected by the stressors of the new environment (such as unemployment) and to which extend "inter-individual differences" affect or are affected by self-efficacy. It is rather noteworthy that despite all these stressors and their young age the migrants demonstrated a stably formed sense of self-efficacy that seems to be unaffected by the drastic changes, they have been through. One

explanation for this, as provided by the researchers, was their young age as a catalytic factor to an unbreakable “crystalized” formation of beliefs that cannot be altered by external circumstances. Another possible explanation offered in the study was migration as a formulative characteristic, as young people who left their communities in search for a better future already had an augmented sense of self-efficacy and confidence that they managed to maintain.

Marlatt, Baer, & Quigley, (1995) discuss the correlation between self-efficacy and overcoming addiction. The role of self-efficacy in the study is crucial both while initiating a change in the behavior of a drug user (towards stopping using substances) and in order to maintain that behavior and develop resistance to drug use with the focus being shifted to preventing addictive behavior from reoccurring. In other words, the degree of self-efficacy of the addicted person is positively linked to their ability to prevent a relapse and maintain their treatment.

SELF-EFFICACY IN EDUCATORS

The sense of self-efficacy of educators is a topic echoed in a lot of research.

Guskey (1988), conducted research on the matter utilizing a variety of tools on a subject of 120 elementary and secondary school teachers regarding their attitudes towards “implementations of mastery” and overall effectiveness. The results of the study indicated that teachers demonstrating higher self-efficacy, a higher degree of confidence and love towards their occupation were indeed more effective in the instructional process and also more receptive towards professional evolution in terms of new strategies and approaches.

Klassen, Chiu and Ming (2010) explore how the notion of self-efficacy interacts and how it is affected by the educator’s characteristics (gender, level of education and years of teaching experience). Their study measures self-efficacy regarding “instructional strategies, classroom management, and student engagement” their relation to stress/ feelings of anxiety that is caused by or heavily relevant to the job and the degree of satisfaction they demonstrate about their position. By looking at the result of their exploration we see that there is an absence of a linear connection between the domain of self-efficacy mentioned above and the educators’ experience. On the contrary, numbers seemed to be fluctuating, with the mentioned factors demonstrating an upward tendency from the beginning to the middle of the career of the subjects and then

decreasing. Gender was a factor of significant differentiation in the subject of stress. Male teachers scored lower on workload stress as well as in stress related to students' behavior in the classroom. While female teachers reported to have more stress, they scored higher on self-efficacy regarding classroom management. Regarding the level of education, they were teaching in, teachers of elementary schools reported higher self-efficacy regarding classroom management and student engagement. Overall, educators that demonstrated higher levels of self-efficacy also had a more satisfactory working experience.

Emotional Intelligence/Literacy and Teachers' Efficacy – Theoretical Background

Modern research takes a strong swift from understanding and describing desirable teacher behavior from strictly rational to recognizing the importance of Emotional Intelligence and Literacy regarding teachers' efficacy. Since the beginning of the millennium Hargeaves (2001) recognizes and studies a change in educational policies. For Hargeaves this is a form of evolution, in a world of rapid changes where soft skills and creativity become increasingly important educational constitutions cannot remain rigidly fixated only on the developing of cognitive skills. As quoted "they do not get to the heart of it" referring to rigid standardized practices being the only measure of successful or quality teaching. Teaching in Hargeaves is thus, recognized as an emotional practice and emotional labor.

Essentially, this swift in the focus of educational systems revolutionizes the very core of education by recognizing non-academic skills as equally important to academic ones. Poulou (2017) examines the relationship between teachers' efficacy and their perceptions of social-emotional learning (SEL). In her study she attempts to affirm the connection between teachers' Emotional Intelligence and their ability to put to implementation Social and Emotional Learning in order to create and maintain quality relationships with their students and especially with students facing behavioral difficulties. In particular she explores the relationship among perceived efficacy, emotional intelligence (EI) and the construction of relationships with their students. Based on existing and widely recognized literature (as cited; Brackett et al., 2012; Gunter et al., 2012; Hamre et al., 2008) she hypothesized that teachers reporting higher on EI and SEL would also build better interpersonal connections with their students, viewing these

qualities as necessary skills. Interestingly, her hypothesis was verified with significant correlations between the higher teachers EI and SEL and the building of relationships with students facing difficulties such as hyperactivity.

Similarly, Valente, Veiga-Branco, Rebelo, Lourenco and Cristóvão (2020) discuss the relationship between teachers' Emotional Intelligence Ability (EIA) and teachers' efficacy recognising teaching as heavy emotional labour that requires a variety of emotional regulation skills and abilities. Their study focuses on the way and degree EIA or, as described, in quote "the ability to perceive, understand, express, classify, manage and regulate emotions", affects Teaching Efficacy. Their hypotheses are tested on sample of 634 Portuguese teachers and their findings show a positive correlation between their EIAs and efficacy. Moreover, their study indicates that furthered teacher education was positively associated with higher EIAs. Contrastingly, in their findings, teachers with greater experience (in terms of length of serving) scored lower in EIAs, which on my viewing, could be an indication of burnout.

Additionally, in a sample of Italian teachers, Fabio and Palazzeschi (2008) explore EI with regard to self-efficacy. The main notions explored are interpersonal and intrapersonal skills and EI with male identifying participants scoring higher in intrapersonal skills and female identifying participants in interpersonal. They note an observation in differentiation regarding the participants' age as well. Although they correlate perceived self-efficacy to intrapersonal skills, they underline the need for further research.

In accordance, in a sample of teachers based in Hong Kong Chan (2008) also examines the influence of emotional intelligence in their perceived efficacy, placing however a higher focus on emotional regulation. On positive use and emotional assessment, teachers ranked particularly high, followed by empathic sensitivity and positive regulation. Positive regulation emerged as the positive determinant in predicting general self-efficacy using the four elements of perceived emotional intelligence as indicators of self-efficacy perceptions, while empathic sensitivity arose as the positive determinant in estimating self-efficacy to benefit others. Connotations of the results for investigating the associations for multiple groups of teachers across different elements of perceived emotional intelligence and different specific perceptions of self-efficacy. Intriguingly, Chan (2007) had also associated the teachers' emotional intelligence to their efficacy towards stress coping. In the latter study, it has been observed that intrapersonal

emotional intelligence and interpersonal emotional intelligence reflect highly successful stress coping mechanisms. It has been observed that intrapersonal emotional intelligence and interpersonal emotional intelligence reflect highly successful intelligence. Although, there was slight indication that educators' self-efficacy could interfere with their intrapersonal emotional intelligence in the evaluation of active coping, — particularly for male subjects, teacher self-efficacy did not contribute independently to the prognostication of active coping. The underpinnings of the results are explored for preventive intervention measures to address teacher stress by teaching educators, ways to develop a higher degree of emotional literacy.

Emotional literacy in teaching is deemed as indispensable by Eminoğlu-Küçüktepe , Akbağ and Eminoğlu-Ozmercan (2017) that have also a published study on the correlation between the levels of Emotional Literacy (EL) and the teachers' self-efficacy. They examined a sample of 318 people (pre-service teachers). An interesting result in their study was that of gender result differentiation, where female identifying participants demonstrated significantly higher scores in both social competence and emotional literacy subscales. Female identifying participants also demonstrated higher scores regarding their self-efficacy in facing external factors creating possible ground for correlation both between EL levels and self-efficacy/ perceived skills and between gender and EL, which is in direct connection to Fabio and Palazzeschi's (2008) research findings mentioned earlier.

EMPOWERMENT AND SOCIAL INCLUSION

It is undoubted that social acceptance and interpersonal relationships are important for the well-being of the individual both physically and mentally/ psychologically. It is also understood that these relationships do not operate on arbitrary basis but following certain rules, structures and models. Even from the 1950s scholars such as Barnes (1954) and Bott (1957) worked on the conceptualization of “social networks” to analyze the properties of interpersonal relationships across different social and class categories and their structures. More recently Hall & Wellman (1985, p. 26), support that analyzing social models -in quote- “focuses on the characteristic patterns of ties between actors in a social system rather than on characteristics of the individual actors them-selves and use these descriptions to study how these social structures constrain network member's behavior”. In present time, Berkman et al assess how social networks function and how they affect the lives of people with health conditions or disabilities. They divide the factors affecting a person’s social integration level and/or socialization into upstream and downstream, with upstream factors including social-structural conditions (macro) and social networks (mezzo) and downstream focusing on psychosocial mechanisms (micro) and pathways, essentially underlining that if there are no upstream factors implemented to “uplift” the individuals, then people’s lives will be affected negatively. In the same study it is argued that social support is essential as an individual that does not receive upstream social support and is trapped in a harmful environment or social network will be led to a downstream situation that will worsen their well-being. Hence, we should prioritize empowering and encouraging social integration among individuals of different social networks in a way that is mutually beneficial. A proven way to do so would be to provide the ground for the creation of cross-group friendships as described by Bagsi, Turnuklu, Bekmezci (2018) Their study analyses a sample of 269 disabled people and assessed the value of their friendships with non-disabled people, the ingroup and outgroup attitudes as well as the subjects’ self-esteem. Their hypothesis “well-being through social integration” is verified by the findings that show an improved own outgroup (as of not belonging to the majority) attitude, which led to higher levels of self-esteem and confidence and hence, verifying their second hypothesis “well-being through empowerment”.

People with disabilities as a minority group

As described by Louvet (2007) individuals with physical, mental, sensory or other type of disability often encounter behaviors that aim to devalue their experience of disability difficulty or competence by non-disabled people and therefore, they constitute a minority group that is discriminated against. In this study Louvet (2007) discusses how applicants with disability were evaluated in terms of competence in certain skills and positions but they were marked harsher than their non-disabled peers. In the social model for disability, disability is considered to be a constructed concept that constitutes impaired people unable to partake in society to the fullest due to society's incompetence to cater for their needs. (Watson 2007). This separation of the society in disabled and non-disabled obstructs the unification of its members and facilitates for tensions, discriminatory behavior and creation of an us versus them mentality where the outgroups are viewed either through stereotypes or generally as lesser or less competent. Mattila and Papageorgiou (2017) analyze disability-based discriminatory behaviors in political participation gathering data from 32 countries. Interestingly, although the results confirmed the assertion that people with disability are less active in political participation when it comes to voting they are more likely to resort to political action in terms of contacting public figures and politicians if they feel they are faced with disability-based discriminatory behaviors that those who do not experience said emotions. Mattila and Papageorgiou (2017) consider disability-based discriminatory behavior in political matters such as non-reformation of voting methods, non-accessible voting facilities etc. to be a form of disenfranchisement of disabled people. Lastly, regarding discriminatory behavior against people with disabilities Oliver (2013), declares that thirty years after introducing his book on the social model for disability, the model itself needs to be re-examined and revigorated. As described, governments have used criticism on the social model as a stepping stone in order to build strategies that constitute people with disabilities "out-groups" by putting emphasis on the impairment as a differentiating factor and de-politicizing disabled activists. Economic and social policies were then designed based on these principles giving benefits to the "severely impaired" and hence, "deserving" and cutting the benefits of "less severely impaired"/ "undeserving" while at the same time, failing to acknowledge their hardships.

CHAPTER III

METHODOLOGY

Sample

This survey involved special education teachers (N=114) including women (n=88) and men (n=26). Regarding the age of the participants of the research out of the total of the sample (N=114), there is a division in four main categories; 22-30 with forty participants (N=40) making the 35.1%, while being the most populous category, 31-40 with twenty-two participants (N=22) and 19.3%, 41-50 with 21 participants (N=21) making 18.4% and 51+ with thirty-one participants (N=31) and 27.2%. Regarding the level of education of the participants, 38 people (33.3%) have obtained a Bachelor's degree, while 69 people (60.5%) had a master's degree. Finally, 7 teachers (6.1%) had a PhD. Regarding the experience of the participants in the special education, 60 teachers had up to 5 years of experience (N=60) making 52.6% hence becoming the vast majority, 15 (N=15) teachers had experience of 6 to 10 years making 13.2%, while 24 (N=24) people had experience ranging from 11 to 20 years. Moreover, 15 participants (N=15) or 13.2% had experience in special education over 21 years. In addition, 77 teachers (65.3%) are working in the public sector, while 41 people (34.7%) are working in the private sector. With regard to the sector (as in stage of education or workplace) of occupation of the special education teachers, 53 participants (N=53) (46.5%) work in primary education and 31 (N=31) (27.2%) work in secondary education. In addition, 21 teachers (N=21) (18.4%) work in primary and secondary education while 9 participants (N=9) (7.9%) in other relevant educational structures such as municipal educational structures, etc.

Research Tools

For the purposes of the research, teachers were given two different questionnaires, one measuring Emotional Intelligence and one regarding Self-Efficacy. The Schutte Self-Report Emotional Intelligence Test – SSEIT (1998) was used to evaluate Emotional Intelligence (1998). This self-reporting questionnaire includes 33 questions structured into four (4) subscale-factors: (a) Emotion Perception, which assesses a person's ability to perceive emotions, (b) Utilizing Emotion, which assesses the ability to exploit emotions, (c) Managing Self Related Emotion which assesses the ability to manage personal emotions and (d) Managing Other's Emotion that

assesses the ability to manage emotions of other people. SSEIT is structured on the theoretical model of Salovey and Mayer (1990). The queries are answered on a five-point Likert scale where (1 = strongly disagree), (2 = disagree), (3= nether disagree nor agreement), (4 = agree) and (5 = strongly agree). Two queries have a negative rating on the Likert scale. The questionnaire has been checked for reliability (Cronbach α =.91) by its designers.

The Teaching Students with Disabilities Efficacy Scale – TSDES of Dawson and Scott (2013) was used to measure the self-efficacy of special education teachers. The questionnaire incorporates five (5) subcategories – factors: (a) Instruction, (b) Professionalism, (c) Teacher Support, (d) Classroom Management and (e) Related Posts. TSDES, as its creators indicate, is structured on the framework of Tschannen-Moran and Woolfolk Hoy's Teachers' Sense of Self Efficiency Scale-TSES (2001) which measures the self-efficacy of teachers for teaching general education and children of formal development. However, the questionnaires, although showing similar growth, are clearly distinct in assessing the effectiveness of teaching children with disabilities (Dawson & Scott, 2013). The TSDES questionnaire has been checked for reliability (Cronbach α =.91) by its designers.

For the needs of the research, the independent values used were a) gender, b) age. c)level of education, d) years of experience e) sector f) workplace. As dependent values of the research we have incorporated the factors/subscales of the questionnaires. Therefore, a possible correlation would be again the matter of gender but regarding the efficacy towards empowerment and integration of students with disability. Under this spectrum, the matters of age, educational level and work experience of the educators working in Special Education could be examined under the light of self-efficacy in said mission. Moreover, a central hypothesis deriving directly from the combination of the descriptive analysis and the complementary questionnaire would be whether the educators with higher EI will demonstrate higher self-efficacy in empowerment and integration of students with disability and whether educators with lower EI scores would in consequence lower.

Data Collection

Data was collected exclusively in an electronic form by utilizing Google Forms, an electronic software that can ensure the preservation of the users' anonymity by restricting access to anything other than the predetermined information and at the same time is relatively easy to use and friendly to the average user. The electronic questionnaire was distributed via social media on pages regarding special education as well as an e-mail distribution to many special schools. Each questionnaire is divided into three parts (a) Demographic Data (b)Self-assessment tool/Schutte scale (c)Completion of the self-efficacy scale for teaching students with disabilities (TSDES).

Statistical Analysis

The SPSS statistical package was used to process the data. Descriptive and inductive statistical procedures will be applied. For the analysis of categorical variables, the absolute and relative frequency distribution of responses has been calculated, while for quantitative variables there will be a calculation of the means and standard deviation.

For the main hypothesis of the research, concerning the correlation of the Emotional Intelligence of special education teachers and their Self-Efficacy, towards the inclusion and social integration of students with disabilities, a Pearson correlation check will be conducted. To confirm the correlation in the Regression Analysis a Spearman's rho analysis will be utilised as well. T-test and ANOVA variance analysis will be carried out to check the remaining statistical cases. In the case of a significant deviation in the f factor, in the ANOVA analyses, there have been conducted post hoc analyses utilising Tukey's Test aiming to determine the subgroup(s) that create the statistically important deviation. The significance level is set to $p < .05$ and at $p < .01$ in the Regression Analysis.

CHAPTER IV

RESULTS

INTRODUCTION

Simple descriptive analysis techniques (Means, Standard Deviation, Frequency, etc.) were used to analyse the data and extract the results. In addition, in the Emotional Intelligence and Self-Efficiency questionnaires were applied [1] the t-test analysis for independent groups and [2] the Analysis of Variation (ANOVA) to check the significance of the difference in the averages of the groups. Also, Levene's test for Equality of Variation was used to identify the groups causing the most significant differences. The significance level is set to $p < .05$. In the correlation of EI and SE a Regression Analysis (a Spearman's rho) was conducted. In addition, appropriate reliability checks were carried out for each questionnaire through the alpha Cronbach index ($\alpha = .814$)

Table 1 Reliability Statistics

Reliability Statistics	
Cronbach's	N of Items
Alpha	
.814	10

DESCRIPTIVE ANALYSIS

In the present study one hundred and fourteen (N=114) special educator participated by completing the electronic questionnaire. The sample consists of eighty-eight women (n=88) and twenty-six (n=26) men, which in percentages is 77,2% and 22,8% accordingly. [table 4.1 graph 4.1]

Table 2 Distribution divided by Gender

		Frequency	Percent	Valid Percent
Gender	Female	88	77,2	77,2
	Male	26	22,8	22,8
	Total	114	100,0	100,0

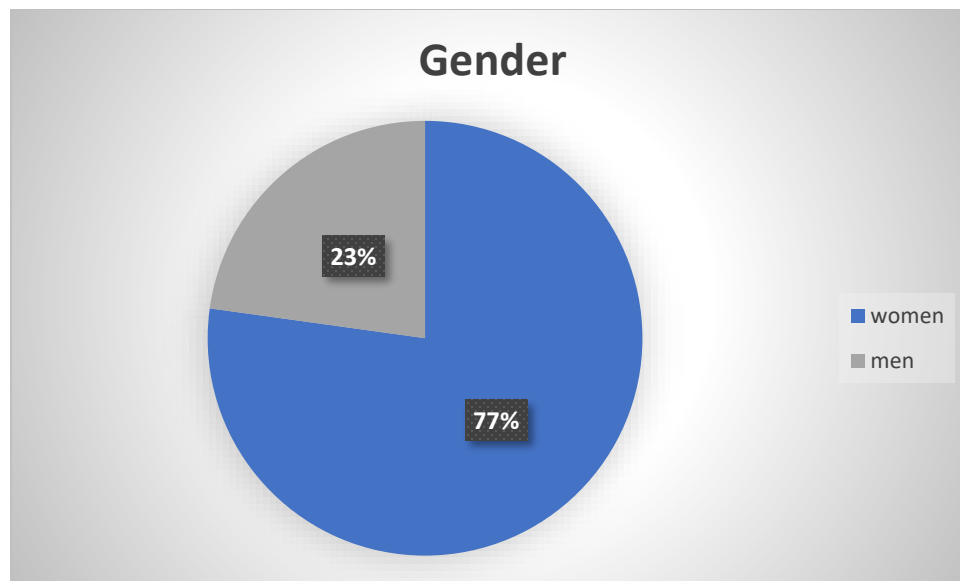


Figure 1 Graph 4.1 Pie Chart regarding the distribution of gender in the sample

Regarding the age of the participants of the research out of the total of the sample (N=114), there is a division in four main categories; 22-30 with forty participants (N=40) making the 35,1% ,while being the most populous category, 31-40 with twenty-two participants (N=22) and 19,3%, 41-50 with 21 participants (N=21) making 18,4% and 51+ with thirty-one participants (N=31) and 27,2%.

Table 3 Sample Distribution divided by Age

		Frequency	Percent	Valid Percent
Age	22-30	40	35,1	35,1
	31-40	22	19,3	19,3

41-50	21	18,4	18,4
51+	31	27,2	27,2
Total	114	100,0	100,0

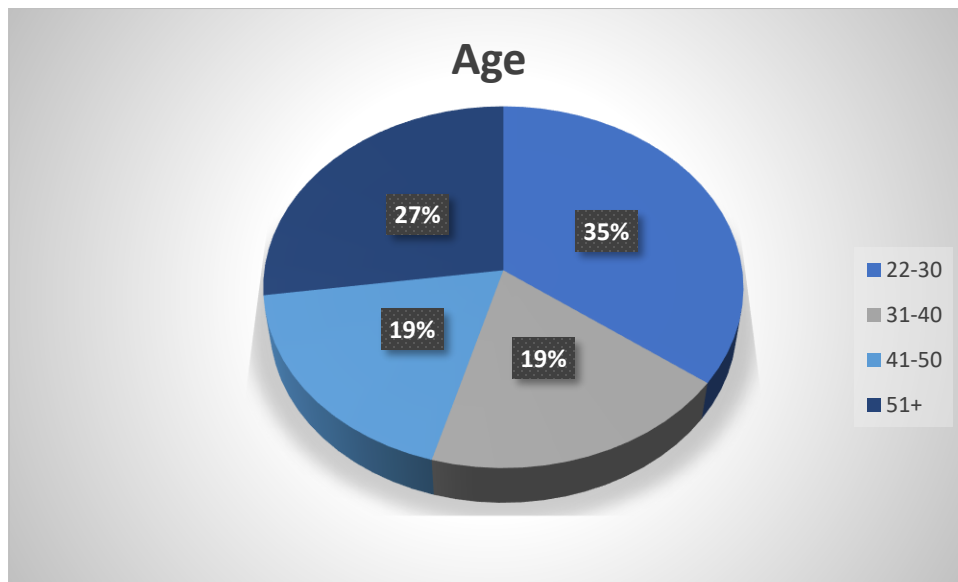


Figure 2 Graph 4.2 Bar Chart regarding Sample Distribution divided by Age

Regarding the level of education of the participants, 38 people (33.3%) have obtained a Bachelor's degree, while 69 people (60.5%) had a master's degree. Finally, 7 teachers (6.1%) had a PhD (Table 4.3, Graph 4.3).

Table 4 Sample Distribution divided by Level of Education

Education	Frequency	Percent	Valid Percent
Bachelor's	38	33,3	33,3
Doctorate	7	6,1	6,1
Master's	69	60,5	60,5
Total	114	100,0	100,0

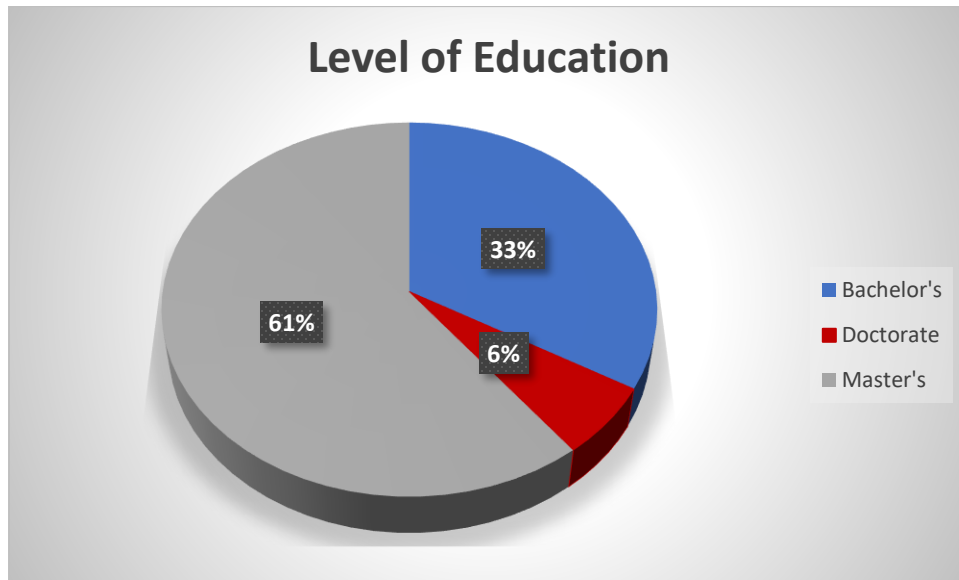


Figure 3 Graph 4.3 Sample Distribution divided by Level of Education

Regarding the experience of the participants in the special education, 60 teachers had up to 5 years of experience (N=60) making 52.6% hence becoming the vast majority, 15 (N=15) teachers had experience of 6 to 10 years making 13.2%, while 24 (N=24) people had experience ranging from 11 to 20 years. Finally, 15 participants (N=15) or 13.2% had experience in special education over 21 years (Table 4.4, Graph 4.4).

Table 5 Sample Distribution by Experience in Special Education

Experience	Frequency	Percent	Valid Percent
0-5	60	52,6	52,6
6-10	15	13,2	13,2
11-20	24	21,1	21,1
21+	15	13,2	13,2
Total	114	100,0	100,0

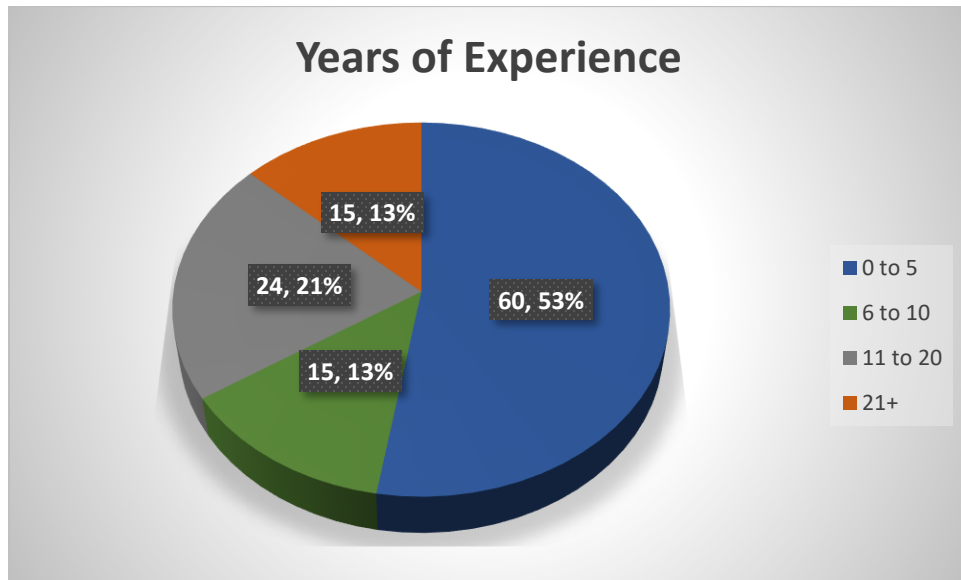


Figure 4 Graph 4.4 Sample Distribution by Experience in Special Education

With regard to the participants' work sector, 76 teachers (N=76) worked in the public sector making 66.7% a predominant sub-group, while 34(29.8%) worked in the private sector. Finally, we encounter a small percentage of 3.5% (N=4) working both in the public and the private sector. (Table 4.5, Graph 4.5).

Table 6 Sample Distribution divided by Sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Sector	Both public and private sector	4	3,5	3,5	3,5
	Private Sector	34	29,8	29,8	33,3
	Public Sector	76	66,7	66,7	100,0
	Total	114	100,0	100,0	

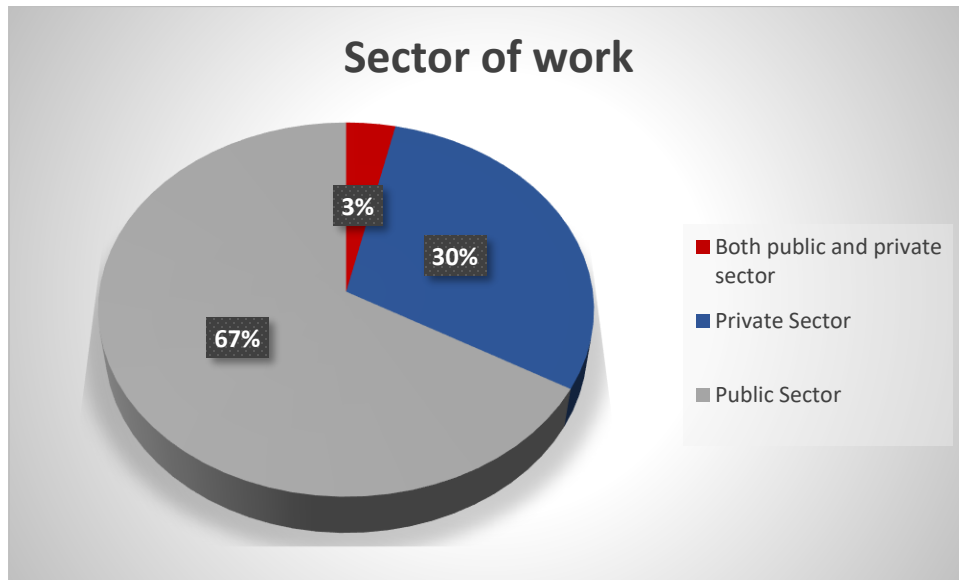


Figure 5 Graph 4.5 Pie Chart Sample Distribution divided by Sector

With regard to the sector (as in stage of education or workplace) of occupation of the special education teachers, 53 participants (N=53) (46.5%) work in primary education and 31 (N=31) (27.2%) work in secondary education. In addition, 21 teachers (N=21) (18.4%) work in primary and secondary education while 9 participants (N=9) (7.9%) in other relevant educational structures such as municipal educational structures, etc. (Table 4.6, Graph 4.6).

Table 7 Sample Distribution divided by Sector/Workplace (as in Stage of Education)

Workplace	Frequency	Percent	Valid Percent
Primary Education	53	46,5	46,5
Secondary Education	31	27,2	27,2
Both	21	18,4	18,4
Other Relative Services	9	7,9	7,9
Total	114	100,0	100,0

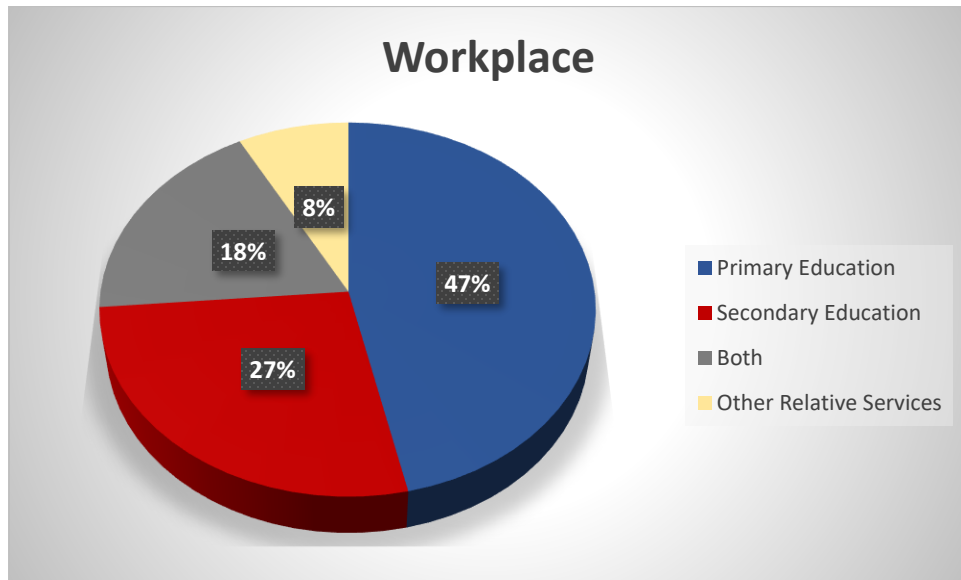


Figure 6 Graph 4.6 Bar Chart Sample Distribution divided by the Sector/Workplace (as in Stage of Education)

With regard to the workplace of the participants the vast majority (N=53) 47% work at primary education. Almost one third of the participants, 27% (N=31) are working in secondary education while 18% are occupied in both sectors (N=21) and 8% (N=9) are occupied in other relative services.

STATISTICAL RESULTS ON EMOTIONAL INTELLIGENCE

Table 8 Emotional Intelligence x Gender

		F	Sig.	t	df	Sig. (2- taile d)	MD	Std. ED	95% Confidenc e	Lower	Upper
Emotional Intelligen ce x Gender	Equal variances assumed	,106	,746	1, 19	11 2	,233	3,017	2,519			
	Equal variances not assumed			1, 29	46 ,4 66	,202	3,017	2,330	- 1,671		7,705

The female participants (N=88,) compared to the male participants (N= 26,) regarding the effect of Gender as an independent variable and its correlation to EI. Regarding that significance is set at $p < 0.05$ and the results demonstrate $p = .746$ and therefore we can assume that the variances are equal. We also observe that there is no statistically important difference ($p = .233$) regarding the matter of gender on EI. Therefore, there is no statistically important deviation between the gender and the EI of the special educators.

Table 9 Emotional Intelligence x Age

ANOVA						
Emotional Intelligence x Age						
	Sum	of	df	Mean	F	Sig.
	Squares			Square		
Between Groups	624,440		3	208,147	1,657	,181
Within Groups	13818,551		110	125,623		
Total	14442,991		113			

A one-way between subjects ANOVA was conducted to compare the effect of the Age of the candidates (22-30, 31-40, 41-50, 51+) and EI. There was not a significant effect of the age group they belong to on the EI of the subjects at the $p < 0.05$ of the three conditions [(F=3, 110=1.657)

p=.181].Based on the findings, there is no statistically important deviation among age groups and the EI of the special educators.

ANOVA

Table 10 Emotional Intelligence x Experience

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Intelligence x Experience	Between Groups	991,591	3	330,530	2,703	,049
	Within Groups	13451,400	110	122,285		
	Total	14442,991	113			

A one-way between subjects ANOVA was conducted to compare the effect of the Experience of the candidates (0-5, 6-10, 11-20, 21+) and their degree of Emotional Intelligence. There was a significant effect of the group the candidates belong to at the p<.05 scale at the conditions (F=3,110= 2,703)

Table 11 Tukey HSD Emotional Intelligence x Experience

Multiple Comparisons

Dependent Variable: Emotional Intelligence

Tukey HSD

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Experience_New	Experience_Old				Lower Bound	Upper Bound
0-5	11-20	-.233	2.671	1.000	-7.20	6.73
	21+	-2.833	3.192	.811	-11.16	5.49
	6-10	-8.767*	3.192	.035	-17.09	-.44
11-20	0-5	.233	2.671	1.000	-6.73	7.20
	21+	-2.600	3.640	.891	-12.10	6.90
	6-10	-8.533	3.640	.094	-18.03	.96
21+	0-5	2.833	3.192	.811	-5.49	11.16
	11-20	2.600	3.640	.891	-6.90	12.10
	6-10	-5.933	4.038	.459	-16.47	4.60
6-10	0-5	8.767*	3.192	.035	.44	17.09
	11-20	8.533	3.640	.094	-.96	18.03
	21+	5.933	4.038	.459	-4.60	16.47

*. The mean difference is significant at the 0.05 level.

Post Hoc comparisons using the Tukey HSD test indicated that comparing educators that had 0-5 years of experience in comparison to 6-10 years of experience had a statistically significant difference on the $p < .05$ scale ($p = .035$) with the latter category scoring significantly higher.

Table 12 Bayesian Estimates of Coefficients Experience x EI

Parameter	Posterior			95% Credible Interval	
	Mode	Mean	Variance	Lower Bound	Upper Bound
Experience_ = 0-5	131.100	131.100	2.076	128.271	133.929
Experience_ = 6-10	139.867	139.867	8.303	134.208	145.525
Experience_ = 11-20	131.333	131.333	5.190	126.860	135.807
Experience_ = 21+	133.933	133.933	8.303	128.275	139.592

a. Dependent Variable: Emotional Intelligence

b. Model: Experience_New

c. Assume standard reference priors.

To complement the foresaid results a Bayesian ANOVA was conducted. On the table we can observe that indeed educators that 6-10 years of experience demonstrate a higher Mean ($M = 139.867$) while educators that fall under the rest of the categories demonstrate similar Means on an estimation of 132.000. ($M = 131.100$, $M = 131.333$, $M = 133.933$).

Table 13 Emotional Intelligence x Education

ANOVA					
Emotional Intelligence x Education					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	817,160	2	408,580	3,328	,039
Within Groups	13625,831	111	122,755		
Total	14442,991	113			

A one-way between subjects ANOVA was conducted to compare the effect of the level of formal Education held by the candidates (Bachelor’s, Master’s, Doctorate) and their EI. There was a significant effect of the level of formal Education held on the Emotional Intelligence of the special educators at the $p < .05$ of the conditions ($F=2, 111= 3,328$), $p=.039$

Table 14 : Tukey HSD Emotional Intelligence x Education

Multiple Comparisons						
Dependent Variable: Emotional Intelligence						
Tukey HSD						
(I)	(J)	Mean	Std.	Sig.	95% Confidence Interval	
Education_Ne	Education_New	Difference	Error		Lower	Upper
w		(I-J)			Bound	Bound
Bachelor's	Doctorate	-11.169*	4.557	.042	-21.99	-.34
	Master's	-.026	2.238	1.000	-5.34	5.29
Doctorate	Bachelor's	11.169*	4.557	.042	.34	21.99
	Master's	11.143*	4.395	.034	.70	21.58
Master's	Bachelor's	.026	2.238	1.000	-5.29	5.34
	Doctorate	-11.143*	4.395	.034	-21.58	-.70

*. The mean difference is significant at the 0.05 level.

Post Hoc comparisons using the Tukey HSD test indicated that comparing educators that had a Bachelor’s degree to their possession and educators that had obtained a Doctorate had a statistically significant difference on the $p < .05$ scale ($p=.042$) with the latter category scoring significantly higher. Moreover, comparing special educators that that have completed their doctoral studies to the special educators that have obtained a Master’s degree suggested a statistically significant difference on the $p < .05$ scale ($p=.034$) that the ones with a doctorate degree scored again higher.

Table 15 Bayesian Estimates of Coefficients Education x EI

Bayesian Estimates of Coefficients^{a,b,c}						
Parameter		Posterior			95% Credible Interval	
		Mode	Mean	Varian	Lower	Upper
				ce	Bound	Bound
Education	=	131.97	131.97	3.290	128.412	135.535
Bachelor's		4	4			
Education	=	143.14	143.14	17.858	134.845	151.441
Doctorate		3	3			
Education	=	132.00	132.00	1.812	129.357	134.643

Master's 0 0
a. Dependent Variable: Emotional Intelligence
b. Model: Education
c. Assume standard reference priors.

To complement the foresaid results a Bayesian ANOVA was conducted. On the table we can observe that indeed educators that have finish their doctoral studies demonstrate a higher Mean (M=143.143) while educators that have only completed their Bachelors' and Masters' demonstrate similar Means on an estimation of 132.000. (M=132.974, M= 132.000).

Table 16 Emotional Intelligence x Sector

		Sum	of	df	Mean	F	Sig.
		Squares			Square		
Emotional Intelligence Sector	Between Groups	351,186		2	175,593	1,383	,255
	Within Groups	14091,806		111	126,953		
	Total	14442,991		113			

A one-way between subjects ANOVA was conducted to compare the effect of the Sector of work (Private Public, Both) their Emotional Intelligence. There was not a significant effect of the Sector of work (Private, Public, Both) on the EI of the special educators at the $p < .05$ of the conditions ($F=2, 111= 1,383$) $p=.255$.

Table 17 Emotional Intelligence x Workplace

		Sum	of	df	Mean	F	Sig.
		Squares			Square		
Emotional Intelligence Workplace	Between Groups	441,673		3	147,224	1,157	,330
	Within Groups	14001,319		110	127,285		
	Total	14442,991		113			

A one-way between subjects, ANOVA was conducted to compare the effect of the Sector of work (Primary Education, Secondary Education, Both, Other Relative Services) their Emotional Intelligence. There was not a significant effect of the Sector of work (Primary Education,

Secondary Education, Both, Other Relative Services) on the EI of the special educators at the $p < .05$ of the conditions ($F = 3,110 = 1,095$) $p = .350$.

STATISTICAL RESULTS ON SELF-EFFICACY

Regarding the statistical results on attitudes on the SE of the educators under the examined

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Instruction									
Equal variances assumed	2.555	.113	-1.403	113	.163	-.78306	.55807	-1.88870	.32258
Equal variances not assumed	-1.499	45.237	.141	-.78306	.52245	-1.83517	.26905		

variable of **Gender**, there has been a t-test analysis for independent groups. It is noteworthy to mention that SE was calculated separately for each index (Instruction, Professionalism, Teacher Support, Classroom Management and Related Duties). The significance level is set to $p < .05$

Table 18 Table 17 T-test Gender x Instruction

The female participants (N=88) compared to the male participants (N= 26) showed a slightly higher degree of SE in Instruction. However, regarding that significance is set at $p < 0.05$ and the results demonstrate $p=0.113$ we can safely assume that variances are equal and proceed with H_0 . There is no statistically important deviation between the two groups.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Professionalism	Equal variances assumed	.520	.472	-2.770	113	.007	1.25108	.45169	-2.14596	.35620
	Equal variances not assumed			-2.832	42.137	.007	1.25108	.44176	-2.14251	.35965

Table 19 T-test Professionalism x Gender

The female participants (N=89, M=22.674157, SD= 2.043700) compared to the male participants (N= 26, M=21.4231, SD=2.04370) under the index of Professionalism. Regarding that significance is set at $p < 0.05$ and the results demonstrate $p=.472$ and therefore we can assume that the variances are equal. We also observe that there is a statistically important difference ($p=.007$) regarding Professionalism in SE between Male and Female participants with the latter scoring significantly higher.

Table 20 Group Statistics Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Mean
Professionalism	Male	26	21.4231	1.96312	.38500
	Female	88	22.6742	2.04370	.21663

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher Support	Equal variances assumed	.752	.388	-2.247	113	.027	-.6616	.29445	-1.24499	-.07826
	Equal variances not assumed			-2.446	73.8	.018	-.6616	.27054	-1.20596	-.11729

Table 21 T-test Teacher Support x Gender

The female participants (N=89, M=13.8539, SD=1.36140) compared to the male participants (N= 26, M=13.1923, SD=1.16685) under the index of Teacher Support. Regarding that significance is set at $p < 0.05$ and the results demonstrate $p = .338$ and therefore we can assume that the variances are equal. We also observe that there is a statistically important difference ($p = .027$) regarding Teacher Support in SE between Male and Female participants with the latter scoring significantly higher.

Table 22 T-test Classroom Management x Gender

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Classroom Management	Equal variances assumed	6.120	.015	.049	113	.961	.01901	.38883	-.75133	.78936
	Equal variances not assumed			.060	60.07	.952	.01901	.31537	-.61174	.64977

The female participants (N=88, M=12.1348, SD=1.85981) compared to the male participants (N= 26, M=12.1538, SD=1.25514) under the index of Classroom Management. Regarding that significance is set at $p < 0.05$ and the results demonstrate $p = .015$ and therefore we can assume that the variances are not equal. We also observe that there is no statistically important difference ($p = .952$) regarding Classroom Management in SE between Male and Female participants.

Table 23 T-Test Regarding Self-Efficacy and Gender (all indexes collectively)

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Self Efficacy x Gender	Equal variances assumed	1,960	,164	1,079	112	,283	1,834	1,700	Lower	Upper
	Equal variances not assumed			1,227	51,091	,225	1,834	1,495	-1,167	4,835

Overall, regarding the matter of SE and gender under a collective viewing of all indexes and in particular the female participants (N=88) in comparison to the male participants (N=26). Regarding that significance is set at $p < 0.05$ and the results demonstrate $p = .164$ and therefore we can assume that the variances are equal. We also observe that there is no statistically important difference ($p = .283$) regarding the matter.

Table 24 ANOVA regarding Self-efficacy and Age.

ANOVA						
Self Efficacy x Age	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	15,555	3	5,185	,087	,967	
Within Groups	6546,726	110	59,516			
Total	6562,281	113				

A one-way between subjects ANOVA was conducted to compare the effect of the Age of the candidates (22-30, 31-40, 41-50, 51+) and their degree of self-efficacy. There was not a significant effect of the age group they belong to on the SE of the subjects at the $p < 0.05$ of the three conditions [(F=3, 110= 0.08) $p = .967$].

Table 25 ANOVA regarding Self-Efficacy and Experience

		Sum of Squares	df	Mean Square	F	Sig.
Self-Efficacy x Experience	Between Groups	262,797	3	87,599	1,530	,211
	Within Groups	6299,483	110	57,268		
	Total	6562,281	113			

A one-way between subjects ANOVA was conducted to compare the effect of the years of Experience of the candidates and their degree of self-efficacy. There was not a significant effect of the years of experience on the self-efficacy of the special educators at the $p < .05$ of the four conditions (0-5 years, 5-10, 11-20, 21+) [(F=3,110=1,530), $p = .211$].

Table 26 ANOVA regarding Self-Efficacy and Education

ANOVA						
Self Efficacy x Education	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	215,483	2	107,742	1,884	,157	
Within Groups	6346,797	111	57,178			
Total	6562,281	113				

A one-way between subjects ANOVA was conducted to compare the effect of the level of formal Education held by the candidates (Bachelor's, Master's, Doctorate) and their degree of self-efficacy. There was not a significant effect of the level of formal Education held on the self-efficacy of the special educators at the $p < .05$ of the conditions (F=2, 111= 1,884), $p = .157$

Table 27 ANOVA regarding Self-Efficacy and Sector of work (Private, Public , Both)

		Sum of Squares	df	Mean Square	F	Sig.
Self-Efficacy Sector	x Between Groups	152,610	2	76,305	1,321	,271
	Within Groups	6409,671	111	57,745		
	Total	6562,281	113			

A one-way between subjects ANOVA was conducted to compare the effect of the Sector of work (Private Public, Both) their degree of self-efficacy. There was not a significant effect of the Sector of work (Private, Public, Both) on the self-efficacy of the special educators at the $p < .05$ of the conditions ($F=2, 111= 1,321$) $p=.271$.

Table 28 ANOVA regarding Self-Efficacy and Workplace (Primary Education, Secondary Education, Both, Other Relative Services)

		Sum of Squares	df	Mean Square	F	Sig.
Self-Efficacy x Workplace	Between Groups	190,217	3	63,406	1,095	,355
	Within Groups	6372,063	110	57,928		
	Total	6562,281	113			

A one-way between subjects ANOVA was conducted to compare the effect of the Sector of work (Primary Education, Secondary Education, Both, Other Relative Services) their degree of self-efficacy. There was not a significant effect of the Sector of work (Primary Education, Secondary Education, Both, Other Relative Services) on the self-efficacy of the special educators at the $p < .05$ of the conditions ($F= 3,110=1,095$) $p=.355$.

Overall, although I feel more research is needed, we can assume the null hypothesis on all the above relations concerning the interaction and/or effect of the variables on SE. In particular, although there was not a significant impact across users when SE is calculated collectively there were notable signs when it was calculated in greater depth (divided in indexes) regarding the matter of Gender. Thus this could be an indication it might be worthy to repeat the test looking more closely under the scope of the interrelation of each index to each variable.

CORRELATIONS

CROSSTABS ON DESCRIPTIVE ANALYSIS

After the completion of the descriptive analysis of the data not of the Hypotheses resulted in showcasing a statistically important difference. Hence, a cross-tabulation of the variables might provide more input on the characteristics of the participants.

*Table 29 Gender * Education Cross tabulation*

		Education				Total
		Bachelor's	Doctorate	Master's		
Gender	Female	Count	29	5	54	88
		Expected Count	29,3	5,4	53,3	88,0
		% within Gender	33,0%	5,7%	61,4%	100,0%
		% within Education	76,3%	71,4%	78,3%	77,2%
	Male	Count	9	2	15	26
		Expected Count	8,7	1,6	15,7	26,0
		% within Gender	34,6%	7,7%	57,7%	100,0%
		% within Education	23,7%	28,6%	21,7%	22,8%

Firstly, looking at the sample under Education that has been proven to provide statistically important difference and Gender we are lead to the observation that a higher percentage of women is involved in special education as well as has pursuit a Master's degree.

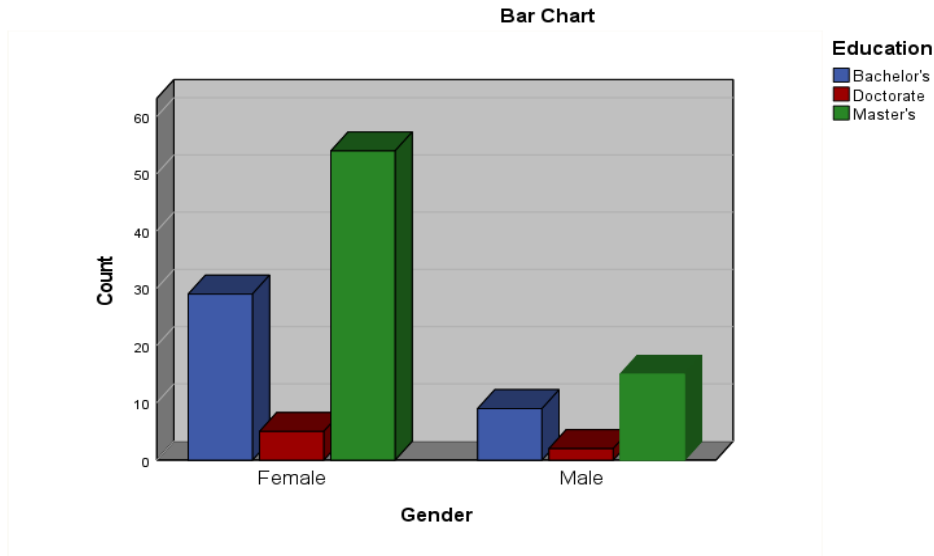


Figure 7 Gender * Education Cross tabulation

Table 30 Age * Education Cross tabulation

		Education			Total	
		Bachelo r's	Doctor ate	Master 's		
Age	22-30	Count	18	1	21	40
		Expected Count	13,3	2,5	24,2	40,0
		% within Age	45,0%	2,5%	52,5%	100,0%
		% within Education	47,4%	14,3%	30,4%	35,1%
	31-40	Count	6	0	16	22
		Expected Count	7,3	1,4	13,3	22,0
		% within Age	27,3%	0,0%	72,7%	100,0%
		% within Education	15,8%	0,0%	23,2%	19,3%
	41-50	Count	6	2	13	21
		Expected Count	7,0	1,3	12,7	21,0
		% within Age	28,6%	9,5%	61,9%	100,0%
		% within Education	15,8%	28,6%	18,8%	18,4%
51+	Count	8	4	19	31	
	Expected Count	10,3	1,9	18,8	31,0	
	% within Age	25,8%	12,9%	61,3%	100,0%	

	% within	21,1%	57,1%	27,5%	27,2%
	Education				
Total	Count	38	7	69	114
	Expected Count	38,0	7,0	69,0	114,0
	% within Age	33,3%	6,1%	60,5%	100,0
	% within	100,0%	100,0%	100,0	100,0
	Education			%	%

Looking at the distribution of subjects according to their level of education we see that 60% of the total sample have obtained a Master's degree, 33.3% have obtained a Bachelor's and 6.1% have completed their Doctorate. Overall, it is interesting to discuss the fact that more than half the participants that are under 30 years of age have already completed their Master's Degree, a percentage that seems to skyrocket to 72.7 in the 31-40 category and then drop to a more stable 61% in the next categories. There is also a logical increase in educators at a Doctoral level as the age group increases reaching 12.9% of the 51+ category.

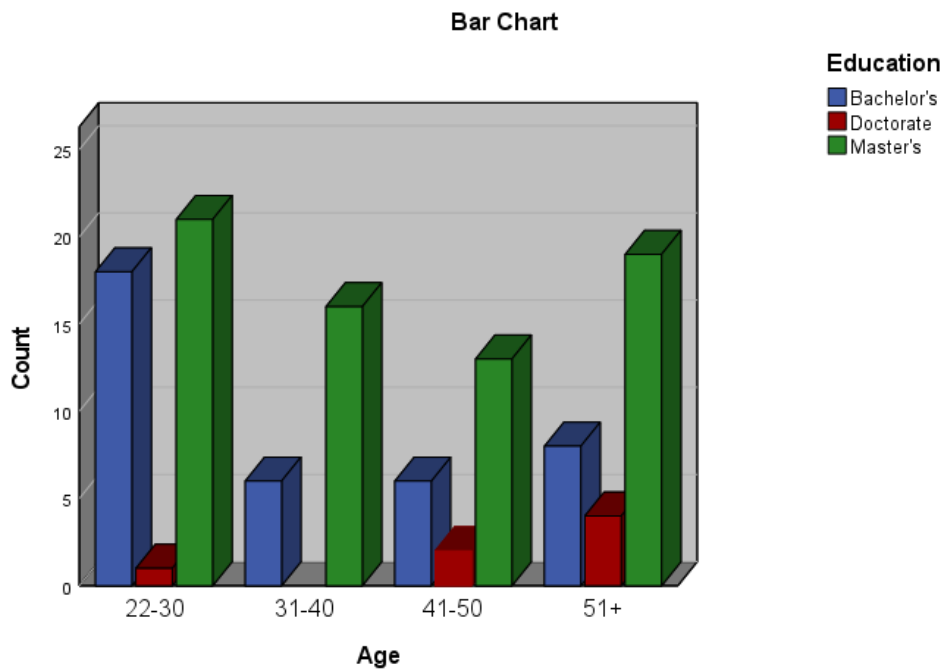


Figure 8 Age * Education Cross tabulation

Table 31 Four Variables Cross tabulation

Experience	Education			Sector			Total
				Both public and private sector	Private Sector	Public Sector	
0-5	Bachelor's	Female	Count		10	11	21
			Expected Count		10,1	10,9	21,0
			% within Gender		47,6%	52,4%	100,0%
			% within Sector		83,3%	84,6%	84,0%
		Male	Count		2	2	4
			Expected Count		1,9	2,1	4,0
			% within Gender		50,0%	50,0%	100,0%
			% within Sector		16,7%	15,4%	16,0%

Examining the sample under the prism of Experience, Education, Gender and Workplace we can observe that in the 0-5 years of Experience_x_Bachelor's category that constitutes about one fifth (21%) of the total subject that female subjects are roughly five times more than male subjects. However, there is no notable deviation in their preference over private or public sector.

Table 32 Four Variables Cross tabulation 2 (continuing)

Master's	Gender	Female	Count	8	20	28
			Expected	6,8	21,2	28,0
			Count			
			% within	28,6%	71,4%	100,0
			Gender			%
			% within	100,0%	80,0%	84,8%
			Sector			
	Male	Count	0	5	5	
		Expected	1,2	3,8	5,0	
		Count				
		% within	0,0%	100,0%	100,0	
		Gender			%	
		% within	0,0%	20,0%	15,2%	
		Sector				
Total	Count	8	25	33		
	Expected	8,0	25,0	33,0		
	Count					
	% within	24,2%	75,8%	100,0		
	Gender			%		
	% within	100,0%	100,0%	100,0		
	Sector			%		

However, when educators with 0-5 years of experience obtain a Master's degree, making it 28% of the total, while women still prevail in numbers by more than five times it is interesting to observe that 71,4% of women and 100% of men choose the Public Sector when it comes to workplace which could logically lead to hypothesising a connection between the two.

Table 33 Education * Sector Cross tabulation

Education * Sector Cross tabulation			Sector			Total
			Both public and private sector	Private Sector	Public Sector	
Education	Bachelor's	Count	0	16	22	38
		Expected Count	1,3	11,3	25,3	38,0
		% within Education	0,0%	42,1%	57,9%	100,0%
	Master's	% within Sector	0,0%	47,1%	28,9%	33,3%
		Count	4	16	49	69
		Expected Count	2,4	20,6	46,0	69,0
	Doctorate	% within Education	5,8%	23,2%	71,0%	100,0%
		Count	4	16	49	69
		Expected Count	2,4	20,6	46,0	69,0
		% within Sector	100,0%	47,1%	64,5%	60,5%
		Count	0	2	5	7
		Expected Count	,2	2,1	4,7	7,0
% within Education	0,0%	28,6%	71,4%	100,0%		
% within Sector	0,0%	5,9%	6,6%	6,1%		

Moreover, although most of special educators work in the public sector we can observe the increase in percentage as the level of education increases. Although Bachelor's holders are closely divided between the Public and Private sector (57,9 over 42.1%) we can track a notable shift in the balance as 71% of Master's holders and 71.4% of Doctorate holders choose the Public sector.

CORRELATING SELF-EFFICACY AND EMOTIONAL INTELLIGENCE

In order to test the main hypothesis of the thesis that “There will be statistically significant variances in the correlation between the Emotional Intelligence of special education teachers and their self-efficiency in the social inclusion of students with disability” a Spearman’s rho correlation was conducted and the significant rate was set at the 0.01 level aiming to maximize accuracy.

Table 34 Correlation EI and SE

Correlations			Self Efficacy	Emotional Intelligence
Spearman's rho	Self Efficacy	Correlation Coefficient	1,000	,546**
		Sig. (2-tailed)	.	,000
		N	114	114
	Emotional Intelligence	Correlation Coefficient	,546**	1,000
		Sig. (2-tailed)	,000	.
		N	114	114

** . Correlation is significant at the 0.01 level (2-tailed).

In the Spearman’s rho correlation coefficient, we can observe a strong positive correlation (,546) between the educators’ emotional intelligence and self-efficacy. This correlation is statistically important on the .01 scale since our p value is <.001 (p<0.001).

REGRESSION

Table 35 Regression EI and SE

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	99.0% Confidence Interval for B	
Model		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	34,063	7,339		4,641	,000	14,831	53,295
	Emotional Intelligence	,338	,055	,501	6,128	,000	,193	,482

a. Dependent Variable: Self Efficacy

Results of the multiple linear regression indicated that there is a significant effect between EI and SE and in special educators regarding the empowerment and social inclusion of students with disability. The correlation between SE and EI is statistically important as the p value is less than .01. In particular, $p < .001$ indicating that if the EI value is increased by 1 unit and the rest of the variables remain unchanged there will be a .338 increase in SE. at an 99% confidence.

Table 36 ANOVA x Statistical Significance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1647,812	1	1647,812	37,553	,000 ^b
	Residual	4914,469	112	43,879		
	Total	6562,281	113			

a. Dependent Variable: Self Efficacy

b. Predictors: (Constant), Emotional Intelligence

Overall, after an ANOVA was conducted to examine if the above model is statistically on the whole significant, it was confirmed as the p value was $< .001$.

DISCUSSION

The present study explores the correlation between the special educator's emotional literacy/emotional intelligence and their self-efficacy regarding the empowerment and social inclusion of students with disability. The main research hypothesis is centered around the interrelationship between the two key notions, while incorporating copious variables such as age, gender, education and teaching experience to thoroughly examine all aspects. The study regarding the correlation between the degree of development of emotional literacy and intelligence and self-efficacy is a topic of concern in modern literature. The additional parameter of the application of the above to educators working with students with disabilities is of increased interest as it will go hand in hand with the concepts of empowerment and social inclusion. The study, overall, tries to demonstrate the value of emotional intelligence and literacy as an essential capacity for well-being.

The main hypothesis of the research has been confirmed with a demonstration of a strong positive correlation between the Emotional Intelligence and Self-Efficacy of special educators. Similarly, in a 2008 survey of 273 student teachers and active teachers. Chan used active and passive coping strategies to look at how effective teachers seem to feel and how emotional intelligence is a part of their personality. As a result, teachers' emotional intelligence and effectiveness influence coping strategies, such as psychological reactions used to control the nature of a stressor or how they think about it. In the same vein, Rastegar and Memarpour (2009) argue that there is a positive important connection between emotional intelligence and teacher self-efficacy in a sample of 72 English language teachers in secondary education, using the Emotional Intelligence Scale (EIS) and the Teachers' Self-Efficacy Scale (TSES). Kocoglu (2011) used two self-reporting questionnaires, (a) the emotional intelligence questionnaire developed by Reuven Bar-On (1997), and (b) the scale of teacher effectiveness (TSES) developed by Tschannen-Moran and Woolfolk-Hoy, to investigate the possible link between emotional intelligence and self-efficacy belief of 90 Turkish students of English literature (2001) There is a strong positive association between emotional intelligence and teacher self-efficacy, which is highly important in the teaching process. Students with strong self-efficacy conviction

and emotional intelligence skills are more likely to utilize more and more efficient teaching tactics during the teaching process than students with low self-efficacy conviction and emotional intelligence skills. In instance, studies demonstrate that instructors with higher emotional intelligence use more effective teaching tactics (Olweus, 2001). Gürol, zercan, and Yalcin (2010) conducted a comparable survey on a sample of 248 students from a University of Turkey pedagogical department, with the goal of determining if there is a relation between emotional intelligence and instructors' perception of efficacy. The findings revealed that emotional intelligence and self-efficacy had a strong positive association. Emotional intelligence is positively connected with self-efficacy, according to the researchers, which is advantageous for both student teachers and teachers since one has the capacity to improve and has a favorable influence on the other.

Regarding the matter of gender, no statistically important differences have been noted in the participants neither on Emotional Intelligence nor on Self-Efficacy. Likewise, Chan (2004) has found no significant correlation between the gender of the educators and their self-efficacy. According to the results of Rastegar and Memarpour's (2009) teacher gender survey, there is no substantial difference between men and women in terms of emotional intelligence and self-efficacy. The findings of their study appear to be in line with previous studies by Chan (2004) and Hopkins and Bilimoria (2008), but they contradict the findings of Harrod and Scheer (2005), which found significant differences between men and women in terms of emotional intelligence, with the data indicating increased rates of emotional intelligence in women. According to Gürol, zercan, and Yalcin (2010), both male and female instructors can indeed feel equally effective in the classroom because no significant statistical disparities were observed in terms of gender (Gürol, zercan, & Yalcin, 2010).

In the present research the variable of Experience moderately affected the Emotional intelligence of the special educators while at the same time had no effect on their Self-Efficacy. This can be considered to run on the same wavelength as Chan's (2004) findings, where differences in self-efficacy and emotional intelligence were also discovered depending on relevant work experience, with active instructors demonstrating greater levels of emotional intelligence and self-efficacy than student teachers. However, Chan (2004) examined the differences in Emotional Intelligence and Self Efficacy between two groups (active teachers and student teachers) while this research focuses solely on active teachers and divides in categories depending on their years of teaching

experience. In contrast, Rastegar and Memarpour (2009) found that experience is irrelevant to both notions examined.

CONCLUSION

To sum up, the research and analysis of the statistical hypotheses leads to the following conclusions;

- The variable of Gender has no statistically important effect on the EI of the special educators.
- The variable of Age has no statistically important effect on the EI of the special educators.
- However, the variable of the level of Education has been positively correlated with the EI of the special educators. In particular, participants who have obtained a doctorate degree had higher EI than those who have obtained Bachelor's or Master's (between the two groups there has been no important diversification has been observed).
- The variable of Sector has no statistically important effect on the EI of the special educators.
- The variable of Workplace has no statistically important effect on the EI of the special educators.
- In the variable of Experience there has been a statistically important difference among the groups with the special educators that had 6-10 years of experience scoring significantly higher in EI.
- Overall in the matter of SE the variable of Gender has no statistically important effect with the exception of the indexes of Professionalism and Instruction where women scored higher.
- The variable of Age has no statistically important effect on the SE of the special educators.
- The variable of Level of Education has no statistically important effect on the SE of the special educators.
- The variable of Experience has no statistically important effect on the SE of the special educators.
- The variable of Sector has no statistically important effect on the SE of the special educators.

- The variable of Workplace has no statistically important effect on the SE of the special educators
- In the end a strong positive correlation between the EI and SE of the special educators was confirmed.

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APPENDIX

The Schutte Self Report Emotional Intelligence Test (SSEIT)

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = strongly disagree

2 = disagree

3 = neither disagree nor agree

4 = agree

5 = strongly agree

1. I know when to speak about my personal problems to others
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
3. I expect that I will do well on most things I try
4. Other people find it easy to confide in me
5. I find it hard to understand the non-verbal messages of other people*
6. Some of the major events of my life have led me to re-evaluate what is important and not important
7. When my mood changes, I see new possibilities
8. Emotions are one of the things that make my life worth living
9. I am aware of my emotions as I experience them
10. I expect good things to happen
11. I like to share my emotions with others
12. When I experience a positive emotion, I know how to make it last
13. I arrange events others enjoy
14. I seek out activities that make me happy
15. I am aware of the non-verbal messages I send to others
16. I present myself in a way that makes a good impression on others
17. When I am in a positive mood, solving problems is easy for me
18. By looking at their facial expressions, I recognize the emotions people are experiencing

19. I know why my emotions change
20. When I am in a positive mood, I am able to come up with new ideas
21. I have control over my emotions
22. I easily recognize my emotions as I experience them
23. I motivate myself by imagining a good outcome to tasks I take on
24. I compliment others when they have done something well
25. I am aware of the non-verbal messages other people send
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
27. When I feel a change in emotions, I tend to come up with new ideas
28. When I am faced with a challenge, I give up because I believe I will fail*
29. I know what other people are feeling just by looking at them
30. I help other people feel better when they are down
31. I use good moods to help myself keep trying in the face of obstacles
32. I can tell how people are feeling by listening to the tone of their voice
33. It is difficult for me to understand why people feel the way they do*

Teaching Students with Disabilities Efficacy Scale

Instruction

- I can adapt the curriculum to help meet the needs of a student with disabilities in my classroom.
- I can adjust the curriculum to meet the needs of high-achieving students and low-achieving students simultaneously.
- I can use a wide variety of strategies for teaching the curriculum to enhance understanding for all of my students, especially those with disabilities.
- I can adjust my lesson plans to meet the needs of all of my students, regardless of their ability level.
- I can break down a skill into its component parts to facilitate learning for students with disabilities.

Professionalism

- I can be an effective team member and work collaboratively with other teachers, paraprofessionals, and administrators to help my students with disabilities reach their goals.
- I can model positive behavior for all students with or without disabilities.
- I can consult with an intervention specialist or other specialist when I need help, without harming my own morale.
- I can give consistent praise for students with disabilities, regardless of how small or slow the progress is.
- I can encourage students in my class to be good role models for students with disabilities.

Teacher Support

- I can effectively encourage all of my students to accept those with disabilities in my classroom.
- I can create an environment that is open and welcoming for students with disabilities in my classroom.
- I can establish meaningful relationships with my students with disabilities.

Classroom Management

- I can effectively deal with disruptive behaviors in the classroom, such as tantrums.
- I can remain in control of a situation that involves a major temper tantrum in my classroom.
- I can manage a classroom that includes students with disabilities.

Related Duties

- I can effectively transport students with physical disabilities from vehicles to wheelchairs, from wheelchairs to desks, and to the restroom without becoming intimidated.
- I can administer medication to students with disabilities if I am asked to and have the proper certifications.
- I can assist students with disabilities with daily tasks such as restroom use and feeding.