



# Relationship between Emotional Intelligence and Teachers' Practical Skills Performance in Radio, Television and Electronic Work

Emmanuel Raymond<sup>1\*</sup> and Jamilu Yunusa Hassan<sup>1</sup>

<sup>1</sup>Department of Industrial and Technology Education, Federal University of Technology Minna, Niger State, Nigeria.

## Authors' contributions

*This work was carried out in collaboration between both authors. Author ER designed the study, wrote the protocol and supervised the work. Authors ER and JYH carried out all field work and performed the statistical analysis. Authors ER and JYH managed the analyses of the study. Authors ER and JYH wrote the first draft of the manuscript. Author ER managed the literature searches and edited the manuscript. Both authors read and approved the final manuscript.*

## Article Information

DOI: 10.9734/BJESBS/2016/22150

### Editor(s):

(1) William Jankowiak, Department of Anthropology, University of Nevada, USA.

### Reviewers:

- (1) Salvador Peiro i Gregori, University of Alicante, Spain.  
(2) Diana C. Tapia-Pancardo, National Autonomous University of Mexico, Mexico.  
(3) Najib Ahmad Marzuki, Universiti Utara Malaysia, Malaysia.

Complete Peer review History: <http://sciencedomain.org/review-history/12194>

**Original Research Article**

**Received 20<sup>th</sup> September 2015**  
**Accepted 26<sup>th</sup> October 2015**  
**Published 9<sup>th</sup> November 2015**

## ABSTRACT

The study investigated the relationship between Emotional Intelligence (EI) and teachers' practical skills performance in Radio, Television and Electronic Work (RTV). The study adopted a correlational research design. The population for the study was 42 subjects. This constituted all the RTV teachers from all the technical colleges offering RTV at National Technical Certificate (NTC) level in Katsina and Kaduna states. Three research questions guided the study. The instruments for data collection included a standardized Emotional Intelligence Scale (EIS) as well as a researcher developed Teachers' Practical Skills Performance Questionnaire (TPSPQ). The EIS was validated by the developers and found to have a high face and content validity. The TPSPQ was validated by three electrical and electronics experts from the Department of Industrial and Technology Education,

\*Corresponding author: E-mail: [emmanuelraymond2@gmail.com](mailto:emmanuelraymond2@gmail.com);

Federal University of Technology Minna, Niger state. The EIS with the TPSPQ were pilot tested at Government Technical College New Bussa and Federal Technical and Science College Shiroro-Kuta, all in Niger state. The reliability of the instruments was calculated using Cronbach alpha method. The alpha coefficients for the EIS and TPSPQ were found to be 0.81 and 0.84 respectively. SPSS statistical software (version 20.00) was used to analyse data in this study. Pearson Product-Moment Correlation, Mean and Standard Deviation were used to answer the research questions. The study found a positive correlation between EI and teachers' practical skills performance in RTV. This implies that the higher the emotionally intelligent RTV teachers become the higher they perform in RTV practical skills. It was also found that the EI of RTV teachers slightly increases with increase in age and years of teaching experience. It was therefore recommended among others that: (1) Workshops and Seminars should be organized by Katsina and Kaduna States Science and Technical Education Boards (KSSTEB) to create awareness among RTV teachers on the importance of emotional intelligence as it has positive relationship with their practical skills performance in RTV; (2) Emotional intelligence development intervention programme should be initiated by KSSTEB for the existing RTV teachers as this will improve their practical skills performance in RTV; (3) EI courses should be included in the design and development of the curriculum for technical teacher training/development.

*Keywords: Emotional Intelligence; Radio Television and Electronic Work; Practical skills Performance; RTV teachers.*

## 1. INTRODUCTION

Over the years, researchers have begun to investigate a non-traditional type of intelligence called Emotional Intelligence (EI) that can be used to predict performances of individuals as they work and relate with others. Emotionally intelligent people can monitor their own and others' emotions and feelings to discriminate among them and use this information to guide their own thinking and actions [1]. According to [2], EI is the capacity of an individual to recognize own feelings and emotions and those of others for motivating self and for managing emotions well in self and in relationships. EI is therefore a collection of social and personal competencies that an individual may require for his emotional well-being and for healthy relationship with others. These two competencies of EI translate to four domains: Self-Awareness and Self-Management as well as Social Awareness and Relationship Management [2]. This implies that EI enables one to acknowledge one's own emotions and that of others, to appropriately respond to them and efficiently apply the knowledge and energy of emotions in one's daily life and work.

According to [3], related to the stated domains are other ten sub-constructs of EI competencies which are: Emotional self-awareness, empathy and self-motivation. Others include: Emotional stability, managing relations and integrity. The rest are: Self-development, value orientation, commitment and Altruism. These competencies

of emotionally intelligent individuals appear to be highly needful for teachers' development and performance, especially in people oriented jobs such as practical skills instruction in radio and television systems. This is because in so doing, teachers regularly deal with electrical/electronic devices, tools and machines which are typical stimuli of emotions and feelings [4]. Also, practical skills acquisition in radio and television troubleshooting involve a lot of teacher/student interaction. According to social neuroscience, when two people interact, their emotional centers impact each other in a pleasant or unpleasant manner [5]. Therefore, the effectiveness of an individual's relationship skills depends on his ability to adjust himself to the emotions of other persons. That ability in turn builds on other domains of EI, particularly the personal and social competencies. Meaning, if teachers cannot control emotional outburst or impulse from themselves, their students, colleague teachers and electrical machines, there is less chance they will have good practical skills performance. In fact, EI skills may predict performances of teachers more than their level of previous professional training [6]. Therefore, EI appears to influence personal success in practical skills instruction more than intelligence quotient. Also, EI may increase with years of teaching experience.

Experience has to do with the accumulation of knowledge and skills as a result of participation in events or activities [7]. The emotionally laden world of Radio, Television and Electronic Work

(RTV) practical skills instruction may influence the EI of teachers as they advance in years of teaching experience. A review of literature shows that there may be some positive relationship between EI and years of teaching experience [8]. This implies that teachers' EI may increase with increase in years of teaching experience. [9] refers to this type of growth in EI as 'maturity'. However, it was argued that the development of individuals' EI takes training and purposeful efforts [10]. This means that for teachers to acquire sufficient EI skills, they may need to undergo an intervention programme in EI. Emotionally intelligent teachers may be more effective by creating positive relationship with students, conveying respect and compassion for students, listening carefully to them and responding to their group and individual needs and feelings in the teaching of vocational technical education courses such as RTV which are practically oriented.

Radio, Television and Electronic Work (RTV) is one of the vocational courses offered in technical colleges as an electrical engineering trade. The objective of this course is to impart the necessary technical knowledge and practical skills for diagnosing and repairing faults in radio and television systems leading to the production of craftsmen and women who shall be enterprising and self-reliant as stipulated by [11]. The students of this type of course need encouragement and motivation to learn troubleshooting skills which require high intellectual abilities and involve a lot of psychological distress [12]. According to neuroscience, the neural connection between intellectual activities and emotional centers of brain can enhance or reduce person's ability to learn [13]. This means that to accomplish the stated objectives of RTV, the teachers need to have patience in handling students that are new to the world of electronic technology. Students' anxieties, excitements, competitiveness and frustrations if not effectively handled by emotionally intelligent teachers could lead to poor academic performance.

Furthermore, the curriculum of RTV programme is broadly divided into three components with about 60% allocated to practical tasks [11]. The course therefore is more of practical skills acquisition activities than theoretical, and since emotions are involved in practical skills acquisition, EI may influence teachers' practical skills performance. According to [11] and other related literatures such as [14], the expected

teachers' practical skills performance include: Skills in analyzing components level defects in radio/television using signal generator; Skills in analyzing components level defects using multi-meter; Skills in removing and replacing components using soldering iron and lead sucker; Skills in repair and assembly using soldering iron and multi-meter; and Skills in testing functionality of repaired radio and television system. Practical skills are taught through experience building which leads to habit formation in RTV students. This involves repeated demonstration of a strange practical task by the teacher for several numbers of times while the students watch apprehensively for the first time. That may be why [15] identified social and professional skills among the required characteristics related to practical skills instruction in a hand-on workshop. It requires patience, resilience, self-motivation, self-awareness, management skills, adaptability and emotional stability. Teachers who develop their EI skills may have high practical skills performance. Hence, the measure of the teachers' ability to demonstrate the stated skills to RTV students is referred to as teachers' practical skills performance in RTV.

Teachers' development should be a continuous process. The [16] emphasized among other goals of educational services: "To enhance teaching and improve the competence of teachers". RTV teachers are the facilitators of practical skills acquisition. Unless their quality or effectiveness is improved on a continuous and sustainable basis, the most sought quality of education and that of educational experience of RTV students will suffer with far-reaching economical, political and social consequences. In the present competitive educational environment where RTV teachers are expected to efficiently and effectively perform multiple roles, it is highly needful to develop their social and emotional skills towards the unseen complexities of life and quality education.

### **1.1 Statement of the Problem**

The world of RTV technology is rapidly developing with a swift shift from analog to digital and now to smart technology. These technological advancements continue to create more employment opportunities in RTV, at the same time, making underdeveloped teachers irrelevant in imparting the needed practical skills to students. Despite tremendous efforts by both federal and state governments to improve

performance, it is evident that electronics troubleshooting skills of RTV graduates is on the decline [17]. This unsatisfactory situation has been partly blamed on lack of qualified teachers who possess the latest, relevant and required practical skills performance [18].

Conventionally, teachers' practical skills performance together with other forms of competencies such as memory and problem solving skills were purely seen as components of cognitive intelligence. This is because cognitive intelligence of individuals can easily be measured, and it became known as Intelligence Quotient (IQ). Hence, these issues were included in teachers' training and development. Meanwhile, researchers in education have begun to identify a non-cognitive type of intelligence known as emotional intelligence that is important predictor of teachers' performance. [19] reported that the concept of emotional intelligence is already included in teachers' training and development in countries outside Nigeria due to its positive effect on their performance.

A study by [20] revealed a strong positive correlation between emotional intelligence and work performance among executives in India. Also, [21] has noted a positive relationship between emotional intelligence and practical skills of high school teachers in Iran. Meanwhile, these relationships are not certain among teachers of vocational technical education courses such as RTV in Nigeria. Hence, the problem of this study put in form of a question is: What is the relationship between Emotional Intelligence and teachers' practical skills performance in RTV in Katsina and Kaduna states?

## 1.2 Literature Review

Review of related literature was carried out to report the extent of related studies carried out so far by researchers to examine the relationship between emotional intelligence and performances of individuals with regards to age and working experience in different organizations. [22] carried out a comparative study on the relationship between emotional intelligence and teacher effectiveness of degree and B.Ed college teachers of Rajasthan in relation to gender. A correlation design was used for the study. The sample consisted of 160 degree and B.Ed college teachers (80 male and 80 female). The study revealed that the correlation between EI and teacher effectiveness

of the degree and B.Ed college teachers is insignificant. [23] carried out a study on emotional intelligence among teachers: A case study of private educational institutions in Muscat. The sample, obtained using proportionate stratified random sampling, consisted of 100 teachers from engineering and management programmes. Result revealed among others that there is a weak effect of age on teachers' emotional intelligence. [24] investigated the relationship between emotional intelligence and job satisfaction of physical education teachers in relation to years of teaching experience. A descriptive-correlation design was used on a sample of 486 PE teachers (265 females and 221 males). Result revealed among others that emotional intelligence of the teachers increases as they advance in years of teaching experience.

Even though the rapid technological development in RTV has been noted, reviewed literature indicated no study has been carried out on the relationship between EI and teachers' practical skills performance in RTV in Nigeria. This gap in knowledge necessitated the present study.

## 1.3 Aim and Objectives of the Study

The aim of the study is to determine the relationship between Emotional Intelligence and teachers' practical skills performance in RTV in Katsina and Kaduna states technical colleges. Specifically, the objectives of this study are to:

1. Determine the relationship between Emotional Intelligence and teachers' practical skills performance in Radio, Television and Electronic Work;
2. Determine the relationship between Emotional Intelligence and age of Radio, Television and Electronic Work teachers;
3. Determine the relationship between Emotional Intelligence and teaching experience of Radio, Television and Electronic Work teachers.

### 1.3.1 Research Questions

The following research questions guided the study:

1. What is the relationship between Emotional Intelligence and teachers' practical skills performance in Radio, Television and Electronic Work?

2. What is the relationship between Emotional Intelligence and age of Radio, Television and Electronic Work teachers?
3. What is the relationship between Emotional Intelligence and teaching experience of Radio, Television and Electronic Work teachers?

## 2. METHODOLOGY

The study adopted a correlational research design. According to [25], correlational techniques can be used to determine the relationship between two variables under study.

The population for the study is made up of a total of 42 respondents. This consisted of all the RTV teachers from the six Government Technical Colleges (GTC) in Katsina and Kaduna states offering Radio, Television and Electronic Work trade at National Technical Certificate (NTC) level distributed as follows: 7 RTV teachers from GTC Funtua, 5 from GTC Ingawa, 6 from GTC Mashi in Katsina state as well as 11 from GTC Fadan Chawai, 6 from GTC Kajuru and 7 from GTC Malali, in Kaduna state.

The instruments for data collection consisted of a standardized Emotional Intelligence Scale (EIS) developed by [3]. The EIS is a five point Likert Scale containing a total of 34 items with response options of Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). These options weighed 5, 4, 3, 2, and 1 respectively. The scale measures ten components of emotional intelligence, which include: Self-awareness; Self-motivation; Emotional stability; Commitment and Self-development; Empathy; Managing relations; Integrity; Value-orientation; and Altruistic behaviour. Teachers' Practical Skills Performance Questionnaire (TPSPQ) was the second instrument for data collection in this study. The instrument consisted of part one and two. Part one is on the personal data of the respondents. Part two was constructed in line with [14] instrument for practical skills performances in faults diagnoses and repairs of radio and television systems in Nigerian Technical Colleges. The instrument is equally in line with all the practical skills contents at National Technical Certificate (NTC) level as contained in the [11] curriculum. It has 72 items measuring teachers' practical skills performance in: (1) Localizing defective stage in radio/television using signal generator and Cathode Ray Oscilloscope (CRO); (2) Analyzing

components level defects using multi-meter; (3) Removing components using soldering iron and lead sucker; (4) Testing to detect defective components using multi-meter; (5) Repairs and assembly using soldering iron and multi-meter; (6) Testing functionality of repaired radio and television system; and (7) Continuous demonstration of the various practical skills to the students to achieve habit formation. The instrument is a Likert Scale with response options of Very High Performance (VHP), High Performance (HP), Moderate Performance (MP), Low Performance (LP) and Very Low Performance (VLP). These options weighed 5, 4, 3, 2, and 1 respectively. Teachers with high mean scores were considered to have high level of practical skills performance and vice versa for a low mean score.

The Emotional Intelligence Scale (EIS) has been validated by the developers, [3] and it was found out that the scale has high face and content validity. The Teachers' Practical Skills Performance Questionnaire (TPSPQ) was validated by three electrical and electronics experts from the Department of Industrial and Technology Education, Federal University of Technology Minna, Niger state and their suggestions were effected in the final copies of the instrument.

A pilot test of the EIS and TPSPQ was carried out at Government Technical College New Bussa and Federal Technical and Science College Shiroro-Kuta, all in Niger state (outside the main study area). The subjects were 14 Radio, Television and Electronic Work teachers. The internal consistencies of the instruments were calculated using Cronbach alpha method and a coefficient of  $\alpha = 0.81$  and  $\alpha = 0.84$  for the EIS and TPSPQ respectively were found.

The EIS and TPSPQ were administered by the researchers for data collection. A return rate of 100% was achieved as all the instruments administered were retrieved. Furthermore, a peer review technique was used to collect data on teachers' practical skills performance in Radio, Television and Electronic Work. Peer review assessment technique is a process of data collection whereby teachers' performance is assessed by themselves and by their colleague teachers [26]. This technique was employed in the present study so as to improve the quality of data collected using a researcher constructed questionnaire (TPSPQ) which was correlated with data collected using a standardized scale

(EIS). This is because there are certain elements of teachers' practical skills performance that only their colleagues in the same discipline can accurately and unbiasedly rate. The Peer review assessment technique also precluded the errors that would have occurred due to teachers' natural tendency of being unaware of their own flaws.

SPSS (version 20.0) was used for the computation of data. Mean, Standard Deviation, and Pearson Product-Moment Correlation were used to answer the research questions.

### 3. RESULTS

#### 3.1 Research Question 1

What is the relationship between Emotional Intelligence and teachers' practical skills performance in Radio, Television and Electronic Work?

The data presented in Table 1 reveal Emotional Intelligence mean score of 3.82 and Practical skills performance mean score of 2.29 among RTV teachers. A standard deviation of 1.12 for teachers' EI and 1.17 for TPSP was obtained. A correlation coefficient (*r*) of 0.68 was also obtained. These results indicated that there is a positive relationship between emotional intelligence and teachers' practical skills performance in Radio, Television and Electronic Work. Furthermore, the standard deviation result obtained implies that the responses of teachers on both EI and TPSP are tightly clustered around the means.

#### 3.2 Research Question 2

What is the relationship between Emotional Intelligence and age of Radio, Television and Electronic Work teachers?

The data presented in Table 2 reveal that the EI mean score of RTV teachers in the age group of 20-25 years is 2.79 with standard deviation of 0.98, that of the age group of 26-30 is 2.95 with standard deviation of 0.99, that of the age group of 31-35 is 3.79 with standard deviation of 0.99 and that of 36 years and above is 4.21 with standard deviation of 0.76. The result shows an increase in EI mean score with increase in age. The responses of teachers are also clustered around the means as indicated by the standard deviation results. The data therefore indicated a weak, linear and positive correlation between emotional intelligence and age of RTV teachers.

#### 3.3 Research Question 3

What is the relationship between Emotional Intelligence and teaching experience of Radio, Television and Electronic Work teachers?

The data presented in Table 3 reveal that the EI mean score of RTV teachers within 0-5 years of teaching experience is 2.92 with standard deviation of 1.04, that of teachers within 6-10 is 2.81 with standard deviation of 0.99, that of teachers within 11-15 is 3.86 with standard deviation of 0.97 and that of teachers within 16 and above years of teaching experience is 4.11 with standard deviation of 0.80. The result shows an increase in EI mean score with increase in years of teaching experience. The responses of teachers are also clustered around the means as indicated by the standard deviation results. The data therefore indicated a weak, linear and positive correlation between emotional intelligence and years of teaching experience of RTV teachers.

**Table 1. Relationship between emotional intelligence and teachers' practical skills performance**

Variable	N	$\bar{X}$	SD	r
EI	42	3.82	1.12	
TPSP	42	2.29	1.17	0.68

*P* < .05; Key: *N* = Number of respondents,  $\bar{X}$  = Mean, *SD* = Standard Deviation, *r* = Correlation coefficient, *EI* = Emotional Intelligence, *TPSP* = Teachers' Practical Skills Performance

**Table 2. Relationship between emotional intelligence and age of radio, television and electronic work teachers**

Age (year)	N	Emotional intelligence		r
		Mean	SD	
20-25	7	2.79	0.98	0.02
26-30	11	2.95	0.99	0.03
31-35	18	3.79	0.99	0.10
36 and above	6	4.21	0.76	0.14

*P* < .05; Key: *N* = Number of respondents, *SD* = Standard Deviation, *r* = Correlation coefficient

### 4. DISCUSSION OF FINDINGS

The data presented in Table 1 provided answer to research question one. Findings revealed a positive relationship between emotional intelligence and teachers' practical skill performance in RTV. This implies that the emotional intelligence of RTV teachers is related

to their practical skills performance in a way that the higher the level of their emotional intelligence, the higher they performance in RTV practical skills. This finding is in line with that of [21] who discovered a positive correlation between emotional intelligence and practical skills performance of teachers.

**Table 3. Relationship between emotional intelligence and teaching experience of radio, television and electronic work teachers**

Teaching experience (year)	N	Emotional intelligence		r
		Mean	SD	
0-5	4	2.92	1.04	0.03
6-10	9	2.81	0.99	0.05
11-15	10	3.86	0.97	0.08
16 and above	19	4.11	0.80	0.09

*P < .05; Key: N = Number of respondents, SD = Standard Deviation, r = Correlation coefficient*

Even though [22] had a contrary discovery, the positive correlation found in the present study is not misleading considering the assertion of the social neuroscientists that when two people interact their emotional centers impact each other in a pleasing or unpleasing way [5]. This means that teachers who are emotionally intelligent have higher practical skills performance as they are able to handle emotions within themselves and in relationships with other persons and as they continuously use electrical/electronic machines which are all stimuli of emotions. More so, the positive relationship between emotional intelligence and teachers' practical skills performance means that practical skills instructions requires not only professional expertise and pedagogical skills from the teachers, but also patience, resilience, self-motivation, self-awareness, self and social management skills, empathy and all the other components of emotional intelligence.

Data presented in Table 2 provided answer to research question two. Findings revealed that there is a weak, linear and positive relationship between emotional intelligence and age of RTV teachers. This implies that as teachers advance in age, their emotional intelligence also slightly increases. Even though the correlation is weak, the implication of the finding is that the higher the age of teachers the more emotionally intelligent they become as results revealed that teachers at the age of 20-25 have lower emotional intelligence compared to teachers who are 37

years and above. This finding on linear relationship between emotional intelligence and ages of teachers is in line with the findings of [19] whose study revealed a slight increase of teachers' EI as they grow older. This implies that adult RTV teachers have higher capabilities of managing emotions than the younger teachers. This is also in consonance with the finding of [23] who discovered that there is weak effect of age on teachers' emotional intelligence. The implication is that, the development of individual's emotional intelligence takes purposeful efforts and sustained commitments as revealed by [10]. This implies that for teachers to have high emotional intelligence enough to improve their practical skills performance, they need to develop their emotional intelligence through professional development programmes in EI.

Data presented in Table 3 provided answer to research question three. Findings revealed that there is a weak positive relationship between emotional intelligence and teaching experience. This finding is in line with that of [24] who discovered that emotional intelligence of teachers increases as they advance in years of teaching experience. The possible explanation to this finding is that as teachers continue to mingle with emotions that continuously emanate from electrical machines and other stakeholders in RTV troubleshooting, they learn to cope with emotions with increase in years of teaching experience.

## 5. CONCLUSION AND RECOMMENDATIONS

The rapid technological advancement in RTV electronic systems is making underdeveloped teachers ineffective in imparting practical skills in RTV to their students in technical colleges. However, as the efforts towards improving teachers' practical skills performance in RTV persevere, conventional efforts alone (improving teachers' cognitive abilities) are not yielding satisfactory results. The present study therefore investigated the relationship between Emotional Intelligence (which is a non-cognitive type of intelligence) and teachers' practical skills performance in RTV. Findings that emerged from the investigation revealed a positive correlation between emotional intelligence and teachers' practical skills performance in RTV. Also, it was discovered that Emotional Intelligence of teachers slightly increases with age and years of teaching experience. It therefore means that

Emotional Intelligence is a positive predictor of teachers' practical skills performance in RTV. Based on the findings the following recommendations were made:

1. Workshops and Seminars should be organized by Katsina and Kaduna States Science and Technical Education Boards to create awareness among RTV teachers on the importance of emotional intelligence as it has been found to have positive relationship with their practical skills performance in RTV.
2. Emotional intelligence development intervention programme should be initiated by Katsina and Kaduna States Science and Technical Education Boards on the existing RTV teachers as this will improve their practical skills performance in RTV.
3. State and federal Ministries of Education should provide the needed support for the planning, inclusion and implementation of EI development programme in the technical teacher training/development curricula.

### COMPETING INTERESTS

Authors have declared that no competing interests exist.

### REFERENCES

1. Salovey P, Mayer JD. Emotional intelligence. *Imagination, cognition and personality*. 1990;9(3):185-211.
2. Goleman D. *Emotional intelligence: Why it matters more than IQ for character, health and lifelong achievement*. New York: Bantam Books; 1995.
3. Hyde A, Pethe S, Dhar U. *Emotional intelligence scale*. Agra, India: National Psychology Corporation; 2011.
4. Janice L, Kathy A, Nikola B, Jeromy A. *Process in skill acquisition: Motivation, interruptions, memory, affective states and metacognition*. Melbourne: Melbourne University; 2002.
5. Cacioppo JT, Berntson GG, Decey J. Social neuroscience and its relation to social psychology. *Social cognition*, 2010; 28:675-685.
6. Spencer L, Spencer S. *Competence at work*. New York: John Willey; 1993.
7. Jensen B, Andres S, Steffen K, Eugenio JG. The experience of new teacher: Result from Talis 2008. UK: OECD Publication; 2008.
8. Day AL, Carol SA. Using ability-based measure of emotional Intelligence to predict individual performance, group performance and group citizenship behaviour. *Personality and Individual Difference*. 2004;36:1443-1458.
9. Goleman D. *Working with emotional intelligence*. New York: Bantam Books; 1998.
10. Goleman D, Boyatzis RE, McKee C. *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvert Business School Press; 2002.
11. National Board for Technical Education. Revised National Technical Certificate (NTC) programme. *Radio, Television and Electronic Work*; 2004.
12. Schneider L. Perceived stress among engineering students. Paper presented at the St. Lawrence Section Conference, Toronto, Canada; 1993. Available:<http://www.asee.morrisville.edu>
13. Adolphs R. Investigating the cognitive neuroscience of social behaviour. *Neuropsychologia*, 2003;41(2):119-126.
14. Okwelle PC, Okeke B. Development and validation of instrument for assessing practical skills in fault diagnoses and repairs of Radio and Television systems in Nigerian Technical Colleges. *American Journal of Scientific and Industrial Research*. 2012;3(3):181-190.
15. Elawady YH, Tolba AS. Educational objectives of different laboratory types. A comparative study. *International of Computer Science and Information Security*. 2009;3(2):89-96.
16. Federal Republic of Nigeria. *National policy on education, 4<sup>th</sup> Ed*. Lagos: NERDC Press; 2004.
17. Umunadi KE. A rotational study of students' academic achievement of television technology in technical colleges in Delta State Nigeria. *Journal of Industrial Teacher Education*. 2009;46(3):22-29.
18. Kumazhege SZ, Egunsola AOE. Technical teachers' perception of factors affecting practical skills acquisition among technical college graduates in Adamawa State, Nigeria. *Education Research International*. 2014;3(3):95-101.
19. Nitu GG. Impact of emotional intelligence on relative competitiveness of educationists: A prerequisite for quality education in India. *International Journal of*

- Humanities and Social Sciences. 2015; 4(1):7-16.
20. Gorvind SK. Emotional intelligence and work performance of executives. *Organisational Psychology Journal*. 2012; 2(4):23-27.
21. Masoumeh O. The relationship between emotional intelligence and practical skills of high school teachers. *Martinia*. 2014;5(2): 288-294.  
Available:<http://martinia.com>(Accessed on 1<sup>st</sup> August 2015).
22. Mamta R. A comparative study of the relationship between emotional intelligence and teacher effectiveness of degree and B.Ed college teachers of Rajasthan in relation to gender. *Indian Streams Research Journal*. 2013;2(12):1-5.
23. Arvind H, Soofi AM, Ruwaiya SS. A Study on emotional intelligence among teachers: A case study of private educational institutions in Muscat. *International Journal of Application or Innovation in Engineering And Management*. 2013;2(7):359-367.
24. Seyyed HM, Saeed Y, Ayoub BN, Zabiholah T. The relationship between emotional intelligence and job satisfaction of physical education teachers. *Annals of Psychological Research*. 2012;23(2):780-788.
25. Abdussalam AS. *Research methods in education*. Ibadan: Sterling-horden Publishers Ltd.; 2006.
26. Brent R. *A protocol for peer review of teaching*. Carolina: North Carolina State University; 2004.

© 2016 Raymond and Hassan; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*

*The peer review history for this paper can be accessed here:  
<http://sciencedomain.org/review-history/12194>*