

## **Relationship Between Emotional Intelligence And Job Satisfaction Among School Counseling Head Teachers**

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**Abstract:** *This study aims to identify the emotional intelligence (EQ) profiles among the Counseling Head teacher at daily middle school in Malaysia. 168 Counseling Head Teachers from 168 schools in the state of Selangor have been selected to participate in the study. Data was gathered using Malaysia Emotional Quotient Inventory (MEQI) by Noriah et al (2004) to measure emotional intelligence and Jobs Descriptive Index (JDI) by Smith (1985) and Iskandar (2008) to measure job satisfaction aspects. Data was analyzed using SPSS software version 20.0 resulting in descriptive statistics with mean, percentage and Pearson Correlation. Results of the study show that Counseling Head Teachers obtained a high percentage of scores for seven domains (self-awareness, self-regulation, self-motivation, empathy, social skills, spirituality and maturity). Nevertheless, percentage of scores are moderate for the sub domains of emotional intelligence that include helping others, political awareness, change catalyst, building relationship, collaboration, teamwork, and communication. Correlation analysis indicates a significant relationship between emotional intelligence and job satisfaction.*

**Keywords:** *Emotional Intelligence, Job Satisfaction, Counseling Head Teacher, Secondary Schools*

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### **I. Introduction**

Counseling teachers are confronted with complex human problems, which require high level of professionalism in ensuring excellence development of the students and staff. At school, this challenge increases when principals assign leadership responsibility to the Counseling Head Teachers (CHT). The role as CHT at school entails responsibility to shape a harmonious and cooperative work environment among colleagues; also establishing good rapport with school administration, teachers and students. In view of this demanding nature of leadership responsibility, it becomes necessary for CHT to possess high level of emotional intelligence (EQ).

According to Goleman (1996), EQ competency is a prerequisite for counseling professionals which relate to work performance that involves belief and self-confidence in performing tasks related to the career. Studies on EQ among counseling teachers recommend a high level of EQ in order to cope with pressure that entails of the counseling career (Constantain 2000; Easton 2005; Martin 2002, Rorlinda 2009).

Besides EQ, counseling teachers should also observe job satisfaction. Saporan Sipon (2010) enlists five main responsibilities of counseling teachers: academic, career, psychosocial, parenting, and students' problems. In addition, they will have to implement individual and group counseling, design motivation and study skills programs, organize workshops, seminars, educational visits, etc. Hence, the responsibility of school counsellors is very demanding which can only be performed effectively with some level of enthusiasm and passion for the career. In other words, counseling teachers should find the job enjoyable and satisfying.

#### **1.1 Emotional Intelligence**

According to Noriah (2005), emotional intelligence is perceived as a set of competencies or skills that are based on emotion which is necessary in organizing our lives.

The abilities allow oneself to (i) understand his own emotions in order to evaluate his life situations (ii) use emotional inclinations to attain certain objectives (iii) be aware of others' feelings, needs, wants, problems or concerns (iv) realize the importance of spiritual values as life essentials (v) refer to life experience (of self or clients) as a guide in solving problems. In the context of this study, emotional intelligence among CHT is measured on seven domains of emotional intelligence (self awareness, self regulation, motivation, empathy, social skills, spirituality, and maturity).

#### **1.2 Job Satisfaction**

Robbins (2001) relates job satisfaction to an individual's general attitude toward his job. An individual who has high level of job satisfaction will show positive attitude toward his career, while one who is not satisfied with his job tends to show a negative attitude. In other words, job satisfaction indicates the level of positivity or negativity of the individual toward his career. In the context of this study, job satisfaction among

CHT is measured based on six components of job satisfaction: current work situation, colleagues, salary, opportunity for promotion, supervision, and part-time job.

### 1.3 Problem Statement

Effective Guidance and Counseling services require high level of EQ competencies. Based on literature review, counseling teachers are confronted with work environment issues that involve counsellors, administration, colleagues, students and parents (Abdul Karim Llin, 1998; Azmi Abd.Rahman, 2005; Gambang, 2005; Haslee, 2003; Siti Halimah, 2003; Suradi, 1994, 2004, 2005). In a study among counseling teachers in Selangor, Rorlinda (2009) reported an average score in EQ in four domains: self-awareness, self-regulation, self-motivation and social skills. The average score is due to low results in the respective components in the EQ domains.

Research related to job satisfaction among counseling teachers have reported diversified levels of satisfaction. Efficiency and positive attitude toward job is reflected in high level of job satisfaction among counseling teachers. Recent research works have emphasized on the importance of job satisfaction among counseling teachers (Jaafar Sidek Latif, 1995; Sukumaran, 1999; Zulkifli Md Jani, 2000 dan Faridah Mohd Sopah, 2001). Their results depict an average level of job satisfaction among school counsellors. This may incur problems as work efficiency and productivity are strongly related to job satisfaction.

### 1.4 Research Questions

1. What is the profile of emotional intelligence among Counseling Head Teachers in secondary schools in Selangor?
2. What are the core and critical components of emotional intelligence among Counseling Head Teachers in secondary schools in Selangor?
3. Is there a relationship between emotional intelligence and job satisfaction among Counseling Head Teachers in secondary schools in Malaysia?

### 1.5 Research Hypothesis

Ho1: There is no significant relationship between emotional intelligence and job satisfaction among Counseling Head Teachers in secondary schools in Selangor.

### 1.6 Operational definition

#### Counseling Heads

Counseling Head Teachers (CHT) in this study refers to individuals who are appointed by the Ministry of Education to provide counseling service on full time basis in schools. They possess a minimum qualification of a bachelor's degree in Guidance and Counseling. They are also appointed as Counseling Head Teacher by the school administration based on seniority or longest service to the school.

#### Secondary Schools

This study involves all secondary schools in Selangor (one of a state in Malaysia) which is registered under the Ministry of Education. Nevertheless, residential schools, technical schools and religious schools are not included as subjects.

## II. Theoretical Framework

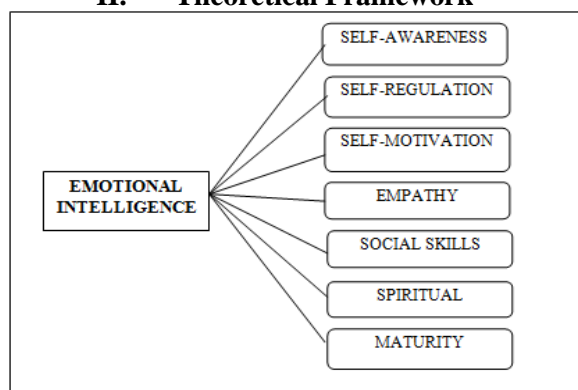


Diagram 1.0 Goleman-Noriah Emotional Intelligence Model (2005)

Diagram 1.0 illustrates the domains of emotional intelligence introduced by Goleman and Noriah (2005) that measures the level of emotional intelligence among CHT in secondary schools in Selangor. The instrument utilized is Malaysian Emotional Quotient Inventory (MEQI) by Noriah Mohd Ishak et al (2004).

The emotional intelligence domain has a total of 28 sub-domains. Self-awareness domain describes an individual's ability to identify internal conditions that include making choices and realizing personal sources and self-intuition. This domain can be divided into 4 sub-domains (emotional awareness, accurate self-assessment, self-confidence and intention).

Self-regulation domain explains an individual's ability to evaluate internal conditions, instinct and sources that are present within the self. It is divided into 5 sub-domains (self-control, conscientiousness, accountability, adaptability, and innovative).

The self-motivation domain refers to emotional inclination that guides and facilitates oneself to attain certain objectives. This domain is divided into 5 sub-domains (achievement oriented, commitment, initiative, optimism, and interest).

The empathy domain describes one's ability understand and feel for needs and demands of others. It is divided into 6 sub-domains (understanding others, developing others, service oriented, leveraging diversity, political awareness, and caring).

Social skills domain refers to the individual's skill to develop social relationship, negotiate, as well as resolve problems and conflicts efficiently. The domain comprises 8 sub-domains (influence, communication, conflict management, change catalyst, develop relationship, collaboration and teamwork).

The spirituality domain describes an individual's ability to appreciate religious values in facing everyday challenge. Finally, the maturity domain depicts the ability of individuals to solve problems or make decisions guided by rational thinking.

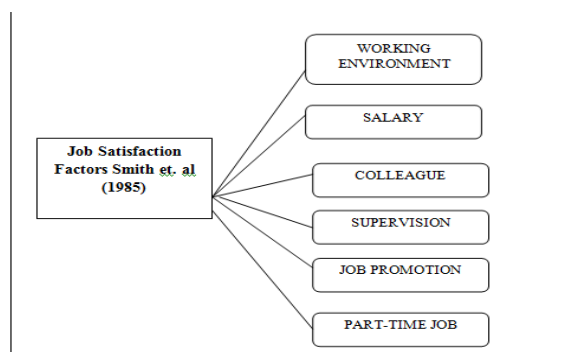


Diagram 2.0 Job Satisfaction Model by Smith et al. (1985)

Diagram 2.0 illustrates a job satisfaction model based on the model introduced by Smith et al. (1985) which consists of six components namely **work environment, salary, colleagues, supervision, promotion, and part-time job**. A description of the aspects follows

a) present working environment/ situation that refers to the perception and experience of the CHT towards the profession, (b) Salary refers the the level of satisfaction among CHT toward their monthly salary, (c) Supervision refers to the school Principal's engagements with regard to the CHT in order to ensure that all plans are executed according to stipulated time frame, criteria of supervision like efficiency or lack of efficiency during supervision, and fair supervision, (d) Colleagues refers to socialization pattern between CHT and peers at work, (e). Opportunity for promotion refers to any type of promotion opportunity that is offered by the organization to CHT in order to enhance his position in his career and part-time job refers to the joy that CHT find in doing part-time jobs to add to family income compared to his joy in career engagements, and (f) part-time job refers to the joy that CHT finds in doing part-time jobs to add to family income compared to his joy in career engagements.

### III. Methodology

#### 3.1 Research Design

This research employs the quantitative approach using two types of instruments: Malaysian Emotional Quotient Inventory (MEQI) by Noriah Mohd Ishak et.al (2005) and Jobs Descriptive Index (JDI) by Smith (1985) and Iskandar (2008). Data is analyzed using SPSS software version 20.0

### 3.2 Research Subjects

A total of 168 Counseling Head Teachers from day schools in ten districts in Selangor were selected using a simple random sampling method. The areas and total number of samples were, Hulu Langat (23 persons), Gombak (22 persons), Kuala Langat (11 persons), Kuala Selangor (11 persons), Petaling Utama (20 persons), Petaling Perdana (31 persons), Sepang (7 persons), Klang (23 persons), Hulu Selangor (11 persons) dan Sabak Bernam (6 persons). Out of the total samples, 37 of the Counseling Head Teachers were male and 131 of them were female.

### 3.3 Research Instrument

The study utilized Malaysian Emotional Quotient Inventory (MEQI) which was developed by Noriah et.al (2004) through Goleman's Model of Emotional Intelligence (1999). The instrument consisted of 210 items that measure seven emotional intelligence domains with 5 likert scale. The seven domains are (a) self-awareness, (b) self-regulation, (c) self-motivation (d) empathy (e) social skills (f) spirituality, and (g) maturity. The domains were formed based on five factors advanced by Goleman (1999) and two other factors that were found and identified by Noriah et al. (2004).

The study used a job satisfaction instrument called the Job Description Index (JDI) which was developed by Smith (1985) and Iskandar (2008) to measure the level of job satisfaction among Counseling Head Teachers. It has thirty items that measure six components of job satisfaction using 5-point Likert scale. The six components are (a) current work situation (b) colleagues (c) salary (d) opportunity for promotion and (f) part-time job.

### 3.4 Validity and Reliability of Instruments

The Jons Descriptive Index by Smith (1985) was piloted among the counseling Heads and resulted with 0.753 Cronbach Alpha value. Another instrument for emotional intelligence named MEQI by Goleman-Noriah (2004) achieved a reliability value of 0.9768.

### 3.5 Data Analysis

Data was analyzed based on research purpose and hypotheses using descriptive statistics with mean score and percentage in order to look at the level of emotional intelligence among Counseling Head Teachers in Selangor. Mean score and percentage was analyzed to indicate the core and critical components of emotional intelligence among the teachers. Pearson correlation coefficient shows the relationship between emotional intelligence and job satisfaction among Counseling Head Teachers in secondary schools

## IV. Findings

### 4.1 What is the Emotional Intelligence profile of Counseling Head Teachers in secondary schools in Selangor?

Table 1.0 Percentage of Scores for Emotional Intelligence among Counseling Head Teachers in Selangor

EQ Domain	Peratusan Percentage	n (168)
Self awareness	87.91	
Self regulation	99.21	
Self motivation	86.19	
Empathy	82.46	
Social Skills	83.97	
Spirituality	83.82	
Maturity	84.86	
Total	85.49	

Table 10 shows that Counseling Head Teachers in secondary schools in Selangor possess high levels of emotional intelligence for all domains. Domains with scores above 81% are categorized as high level of competencies and the highest score (99.1%) is self-regulation domain. The index value for overall score for emotional intelligence is 85.49%.

### 4.2 What is the core and critical Components of Emotional Intelligence among Counseling Head Teachers in Selangor?

Generally, the EQ model by Goleman and Noriah (2004) consists of seven main domains and twenty eight sub domains. Seven main domains of emotional intelligence include self-awareness, self-regulation, self-motivation, empathy, social skills, spirituality and maturity. The score for sub domains obtained among the Counseling Head Teachers are divided into two parts that is the core component and critical component. This division refers to MEQI Scoring that is determined on the Malaysian Emotional Quotient Inventory (MEQI\_Adult) by Goleman-Noriah (2004).

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Components with scores between 81% and 100% indicates high level of competency compared to scores between 61% and 80% that indicate moderate levels of competency. Low levels of competency are indicated by scores from 41% to 60%. Any score below 40 is considered very low. Thus, components with scores between 81% and 100% are categorized as core components and scores below 81% are categorized as critical components.

### a) Core Components

Based on the results obtained by the Counseling Head Teachers (CHT) in this study, several sub domains that exist in the domains of EQ depict scores above 81% namely emotional awareness (88.04%), accurate self-assessment (88.59%), self-confidence (87.86%), honesty (87.14%) within the domain of self-awareness.

For self-regulation, sub domains with scores above 81% include self control (85.53%), reliability (90.14%), accountability (90.3), adaptability (91.09%) and innovative (88.92%). For the domain of self-motivation, sub domains involved are achievement oriented (84.49%), interest (85.29%), commitment (88.68%) and initiative (86.33%). Sub domains on Empathy include leveraging diversity (86.11%), service oriented (85.33%), understanding others (82.13%), developing others (81.16%) and caring (82.02%). Lastly, the sub domain for social skills domain include conflict management (84.25%), leadership (82.85%) and influence others (83.76%).

Table 2.0 Profile of Core Components of Emotional Intelligence among Counseling Head Teachers of Secondary Schools in Selangor

EQ Domains	EQ Sub Domains	Percentage
SELF-AWARENESS	Emotional awareness	88.04
	Accurate self-assessment	88.59
	Self-confidence	87.86
	Honesty	87.14
SELF-REGULATION	Self-control	85.53
	Trustworthiness	90.14
	Accountability	90.35
	Adaptability	91.09
	Innovative	88.92
SELF-MOTIVATION	Achievement oriented	84.49
	Interest	85.29
	Commitment	88.68
	Initiative	86.33
EMPATHY	Leveraging diversity	86.11
	Service oriented	85.33
	Understanding others	82.13
	Develop potential in others	81.16
	Caring	82.02
SOCIAL SKILLS	Conflict management	84.25
	Leadership	82.85
	Influence	83.76

### a) Critical Components

A total of seven components show moderate levels of efficiency that are categorized as critical components that include helping others (79.73%), political awareness (80.76%), catalyst for change (80.56%), building relationship (80.33%), collaboration (80%), team work (77.97%) and communication (75.80%).

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Table 3.0 Profile of Critical Components of Emotional Intelligence among Counseling Heads of Secondary Schools in Selangor

EQ Sub Domain	Percentage
Helping Others	79.73
Political Awareness	80.76
Catalyst for Change	80.56
Building Relationship	80.33
Collaboration	80.00
Team Work	77.97
Communication	75.80

The results obtained from counseling heads indicate that twenty one out of twenty eight components studied are main components and seven of them are the critical components of emotional intelligence.

### 4.3 Is there a Relationship between Emotional Intelligence and Job Satisfaction among Counseling Heads?

Table 4.0 An Analysis of Pearson correlation  $r$  between emotional intelligence and job satisfaction among counseling heads of secondary schools in Selangor

Variable	Job satisfaction
Emotional intelligence	0.201
Significance	0.009
N	168

Significant at  $P < 0.05$

The table above shows a significant positive relationship between emotional intelligence and job satisfaction among counseling heads of secondary schools in Selangor at  $r[168]=0.201, p=.009$  ( $p < 0.05$ ). This means that higher level of emotional intelligence among counseling heads leads to higher level of job satisfaction. Hence, null hypothesis  $H_0.1$  is rejected.

## V. Discussion

The results show that generally, counseling heads in Selangor possess a high level of emotional intelligence that is above 81% for all components of emotional intelligence namely self awareness (87.91%), self regulation (99.21%), self motivation (86.19%), social skills (83.97%), empathy (82.46%), religiosity (83.82%) and maturity (84.86%).

Results on self awareness, self regulation, self motivation and social skills contradict previous results reported by Rorlinda (2009), Rorlinda, Syafrimen, Amla & Noriah (2010). Nevertheless, three components that include empathy, religiosity and maturity are consistent with findings reported by Rorlinda (2009) dan Syed Najmuddin (2005).

Out of 28 sub domains of emotional intelligence, 21 of them are categorized as main components while 7 are categorized as critical sub domains. 21 sub domains with a percentage of more than 81% include emotional awareness (88.04%), accurate self evaluation (88.59%), self confidence (87.86%), honesty (87.14%), self control (85.53%), reliability (90.14%), responsibility (90.35%), adaptability (91.09%) and innovativeness (88.92%), motivation for achievement (84.49%), interest (85.29%), commitment (88.68%) and initiative (86.33%), develop variety (86.11%), service oriented (85.33%), understanding others (82.13), develop potential in others (81.16%), loving (82.02%), conflict management (84.25%), leadership (82.85%) and influencing others (83.76%).

Results indicate that sub domains that include honesty, responsibility, kebolehpercayaan, adaptability, innovativeness (RK), interest, commitment, service oriented (MK), leadership (KS), loving and developing potential in others (EMP) are consistent with earlier research by Rorlinda (2009). This reflects that KGBK possess deep interest and high responsibility in leadership and performing counseling services. These characteristics are concurrent with Corey's (2005) perception that self awareness and self understanding are important personal qualities of a counsellor.

Seven components depict moderate levels of efficiency which include helping others (79.73%), political awareness (80.76%), catalyst for change (80.56%), building relationship (80.33%), collaboration (80%), team work (77.97%) and communication (75.80%). Results show that sub domains that include catalyst for change, communication, building relationship are concurrent with a study conducted by Rorlinda (2009). Based on the results of this study, it can be deduced that the counseling heads have not grasped the total efficiency that are needed to develop career maturity and empower effective counseling service in their schools.

Communication and catalyst for change are two critical aspects in professional services like counseling. As counseling heads, they are responsible in cultivating a conducive environment at school in order to ensure psychological wellness among students and staff. Hence, it is important that counseling heads impart skills and efficiency in team work, effective communication and helping others to enhance a harmonious work climate. According to Rorlinda (2009), the ability to shape a harmonious work climate can enhance trust and self efficacy on counseling, which reflects on the counsellor's presentable personality and maturity.

Results of this study indicates that a significant relationship exists between emotional intelligence and job satisfaction among counseling heads of secondary school in Selangor. The results are consistent with studies conducted by Noohafeza & Ferlis (2010), Licia (2003), Bar-On (2006), Cadman dan Brewer (2001), Anderson (2002) proving that there is a relationship between emotional intelligence and job satisfaction. Researchers like Tan (2001) dan Syed Sofian (2010) have also discovered that emotional intelligence contribute to 75% variance to job satisfaction.

Rorlinda (2009) reported that job satisfaction is very important among counseling teachers to sustain their dedication, spirit and confidence in order to develop moral efficiency. She adds that satisfaction among counsellors comes from their successful attempts in performing their job and counseling activities. This experience contributes to enhanced self appreciation and encourages them to empower the counseling professional career. Without job satisfaction, counsellors may succumb to *burnout*; thus, they will make excuses to avoid from conducting counseling activities which may affect the integrity of the profession.

## VI. Recommendation And Conclusion

Counseling heads are challenged with a demanding and huge responsibility. In order to increase their level of service effectiveness, it is advisable for counseling heads to observe continuous self-assessment and improve their level of emotional intelligence (EQ). An appreciation of high level of emotional intelligence values can enhance good relationship with students and colleagues, also school staff and external organizations. Results from this study show that counseling heads achieve a very high level of effectiveness in all domains which accurately reflects their personality as leaders. Nevertheless, they should aim to increase their level of effectiveness to 90% and above. As leaders to other counseling teachers, their score should be higher than results depicted by the teachers as obtained in other studies.

In order to sustain quality among competent counseling teachers, it is important to emphasize on job satisfaction. Without job satisfaction, counseling teachers will tend to make excuses not to conduct counseling activities. Some may take the drastic step to resign from work or choose to teach instead of counseling. This situation is proven in a study conducted by Che Supeni (2000) who discovered that some counseling teachers would opt to teach and resign from their counseling responsibilities.

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