

Emotional Intelligence and Quality of Life in Special Education Teachers

Sofia Campos

Instituto Politécnico de Viseu -Escola Superior de Saúde –Portugal

Rosa Martins

Instituto Politécnico de Viseu -Escola Superior de Saúde -Portugal

Maria da Conceição Martins

Instituto Politécnico de Viseu -Escola Superior de Saúde -Portugal

Cláudia Chaves

Instituto Politécnico de Viseu -Escola Superior de Saúde –Portugal

João Duarte

Instituto Politécnico de Viseu -Escola Superior de Saúde -Portugal

The main aim of this study is to evaluate the emotional intelligence of special education teachers, who work with handicapped children and teenagers in public elementary and secondary schools, so as to understand which variables can influence emotional intelligence of view of special education teachers. In our empirical research, we apply the "EQ-map" scale, which allowed us to evaluate the Emotional Quotient of a group of special education teachers specializing in mental and motor areas as well as visual and auditory disabilities. In this sense, our main results show that in our sample emotional intelligence is located mostly in vulnerability levels and need for attention, which varies inversely with Life occurrences and general health and positively with the Quality of Life and Satisfaction, Relationship Quotient and Optimal Performance. This is a descriptive epidemiological, cross-sectional and correlational study.

Key-words: Emotional Intelligence, Quality of Life, Special Education Teachers, Life Satisfaction

Introduction

Our project addresses the emotional intelligence of special education teachers, to the extent that we think that the teacher is the hub of the inclusive school. Along this line, Santos (1991), cited by Carvalho and Peixoto (2000) says that Childhood problems are essentially relationship problems. In modern psychology, the relationship is regarded as a communication system that allows an exchange of feelings, emotions and knowledge.

During the 80s and 90s, there began to be a departure from the notion of intelligence as a purely rational construct and as the only capacity excellence and explanatory able to predict human behavior in certain situations. The individual's other capabilities and skills began to be appreciated.

Goleman was largely responsible for this change. In 1995, he began to give some previous authors "voice". They defended that intelligence not limited to a unique capacity and to rationalizing but also extends to the ability of the individual to be able, and taking a systemic viewpoint into account, to be fully integrated in the culture in which they live and their

various contexts, with himself and with others, thus, drawing upon all their skills and mobilizing them when necessary.

This comprehensive and multifaceted vision that had been initiated by Gardner, who has argued that intelligence was not limited to problem-solving, opens the door to a wider conception of individuals' various skills.

Moreover, studies and advances in neuroscience such as Damasio (2003) and Ledoux (1996) have contributed to the notion that cognitive and emotional systems are interconnected which hitherto had not been conceived. These authors showed that much of the sensory information passes through the limbic system (amygdala), which is responsible for storing and processing emotional information.

The appearance of the concept of emotional intelligence has somehow connected these two systems (cognitive and emotional) and result in the intelligent use of emotions, that is, to make the emotions work in favor of the individual, using them as an aid for choosing a certain behavior in order to maximize results.

Thus, Mayer and Salovey, authors who in 1997 created the term "emotional intelligence", describe it as the capacity to perceive, assess and express emotions properly, to be able to use feelings when they can facilitate the understanding of self or of others and the ability to control their own emotions to promote emotionally and intellectual growth.

We know that communication is the foundation of any relationship and that with we are able to establish bonds. In turn, it is these bonds that build a relationship. From this point of view, we believe that the ability to communicate, and to communicate well in a broad sense, is an invaluable skill when we think of work contexts. Knowing how to manage conflict, being able to understand the feelings of others, and helping manage it, being able to choose the right word, the appropriate gesture, to understand the meaning of a feeling but that is not manifested but is present, to have the skill of managing themselves and others as well as their bonds in a given context can make all the difference in a professional of excellence. In our research, this professional is the special education teacher who works with children and young people with disabilities, but also with all other stakeholders in the educational community, a bridge to parents and to the community which the school belongs.

The contemporary school should address all children, in such a way that respects their rights and that inclusion is such a reality, it need not be mentioned. For this to happen, there must be significant changes from the perspective of the conception of the school itself. The teaching-learning processes arising therein should be guided by the principles of equality of educational and social opportunity, to which all students are entitled.

The inclusion of students with any disability is a huge challenge for teachers, especially when we want a school for everyone and accepted that even children with the most serious problems must attend school and find appropriate responses to their specific needs.

Accordingly, the school of today must see itself under permanent construction, dynamic, flexible, and identified by openness to change.

Thus, the profile and skills of the teacher who directly supports students with special educational needs must include skills that go beyond what is expected for any other teacher. From a broader perspective, they are a link to the entire educational community and someone who should promote school inclusion.

Consequently and according to Porter (1998) cited by Carvalho and Peixoto (2000), experience and technical competence, as well as the emotional profile, become important factors for choosing special education teachers. It seems clear to us that being a special education teacher assumes not only proper training and skills but also intra and interpersonal skills required to assist children with SEN

We wonder what the importance of quality of life is for the special education teacher's profile. Is emotional intelligence a crucial factor in the teacher's performance? Which variables most affect this type of performance?

Literature Review

In the early nineties, Yale psychologist, Peter Salovey, and his colleague John Mayer of the University of New Hampshire christened interpersonal and intrapersonal intelligence with the name emotional intelligence. However, it was with psychologist Daniel Goleman that the topic of emotional intelligence aroused more attention. (Martin & Boeck, 1997).

According to Silva (2001), the term emotional intelligence was originated by Wayne Payne in 1985, but it was Daniel Goleman who in 1995 popularized it through his book titled Emotional Intelligence.

Silva (2001) states that emotional intelligence (EI) or Emotional Quotient (EQ) was initially understood as social intelligence by Thorndike and defined as the ability to relate to other people. Later it was better defined as the ability to handle emotions in four key areas: to perceive and express emotion, to assimilate and integrate emotions in thought, to understand and reason with emotion, to regulate and manipulate one's own emotions and those of others in different contexts. In short, emotional intelligence includes the ability to monitor one's own emotions and the emotions of others.

Intelligence has been defined and studied in different ways. According to Silva (2001), in a more familiar sense, intelligence is defined as individual skills used to learn and reason. Different individuals have different aptitudes, capabilities, and distinct cognitive abilities. On the other hand, in a broader sense, intelligence can be defined as the ability or capacity to solve problems. Emotional intelligence includes qualities such as understanding one's own emotions, the ability to put oneself in the place of others and the ability to control one's emotions in order to improve one's quality of life (Boeck and Martin, 1997).

The acronym EQ stands for Emotional Quotient and refers to the level of a person's emotional intelligence. Emotional intelligence is formed by emotional needs, impulses, and a person's true values, and therefore, states that emotional intelligence will guide all our social behavior. As previously mentioned, in 1995 Daniel Goleman wrote a book titled Emotional Intelligence because in his view there was a need to make the meaning of the term known to the general public since there was little information on this subject. In his book, Goleman describes various types of emotional intelligence and how it has been proven in several studies. It is more significant than IQ in the areas of emotional health, success in relationships, and in the professional performance itself.

Emotional intelligence, as well as intellectual intelligence, is primarily a function of the brain. This is set up largely in the central limbic system, which dominates feelings and impulses. Yet, despite its large genetic component, certain emotional competencies can be acquired through experience and training (Rego and Cunha, 2007).

Goleman (1995) defined emotional intelligence as the capacity for self-control, zeal, persistence, and the ability to motivate ourselves, despite frustrations.

According to Martin and Boeck (1997) great intelligence is not a sufficient tool for success. But through emotional intelligence we have a scientific explanation for the fact that there are gifted children who do not achieve success in life, contrary to what happens with mediocre students. Actually, there are other values that arise from the individual's emotional profile that shape the agendas of personal triumph and self-satisfaction, such as understanding one's feelings and emotions, optimism, and ability to express emotion. These aspects are very important in an analytical intelligence and logical thinking.

Despite these new proposals intelligence, Martin, and Boeck (1997) identified a number of skills which are essential to emotional intelligence. The first is concerned with the fact that the individual recognizes their own emotions because the person knows how they feel and why can master their emotions, moderate them and control them. In truth, knowing how to control emotions is another basic ability. We cannot choose our emotions, we cannot just turn them off or avoid them, but the power is in our hands to guide them. The fact that we cannot control our emotions intelligently depends largely on our emotional intelligence. Another skill refers to knowing how to use existing potential. A high EQ alone does not make us geniuses, but knowing how to put oneself in others' shoes is a fundamental ability of emotional intelligence. Thus, empathy requires the willingness to admit emotions, listen carefully and be able to understand the thoughts and feelings that are not expressed verbally.

This corroborates Martin and Boeck (1997) when they say that Salovey and Mayer believed that these skills could be learned and perfected. However, the basic idea that we need to improve the management of our own emotions should always be taken into consideration.

According to some authors, men and women feel emotions with the same intensity but tend to express them differently. Generally, women are more open, easily confessing loneliness, embarrassment or fear. Men try to hide these feelings, perhaps unconsciously, trying to match the old cliché that "a man does not cry".

Men are also considered more likely to express feelings of anger towards strangers (Martin & Boeck, 1997).

Several studies have investigated gender differences with regard to emotional intelligence. For example, Petrides, and Martin Furham (2004) cit. by Bueno (2006) report that emotional intelligence is systematically perceived as a feminine attribute and IQ as masculine. Such a belief in the superiority of women in relation to men with regard to emotional intelligence may be related the fact that women (in the opinion of Petrides, Furham and Martin (2004), cit. per Bueno (2006) demonstrated greater social competence.

Another example comes from the study undertaken by Sutarso (1999) cited by Bueno (2006), which found that women between 20 and 40 years had higher scores than men of the same age, both in the overall result and the sub-scales in the Bar-On EQ-I test.

In explaining these results women were also noted to be more aware of emotions, showing greater empathy, establishing interpersonal relationships more easily and acting more socially responsibly than males. Moreover, men have been shown to have more self-respect, greater independence, deal with stress better, be more flexible, solve problems better and be more optimistic than the opposite sex.

Muller-Lissner (2001) presents the results of psychological tests, which individuals of both sexes are questioned on whether there is a difference between them in the way they feel.

Most subjects expressed the view that the feelings are equally strong in both sexes, with a difference only in love and anger. So love would be felt more acutely by women and rage by men.

Another aspect referenced in these studies has to do with the significant difference that exists in expressing emotions. Females were found to be more expressive than men.

Since the idea that men are less emotional than women is a dominant common sense notion, a distinction is verifiable in educating children of different genders. This perpetuates such values in cultural transmission. Studies by Muller-Lissner (2001) showed that parents use more emotionally charged words with their daughters than with their sons.

According to Goleman (1995), parents generally discuss topics relating to emotion, more with girls than with boys, except about conduct regarding anger, which in a way confirms the previous author.

Brody & Hall (s.d) also conducted several studies on this issue and suggest that perhaps because females develop the use of language earlier, they more easily expressed their feelings.

In addition, they are more skilled in the use of words in place of certain emotional reactions. Given that boys are less encouraged to verbalize their feelings, they tend to become more unconscious emotional states, both their own and those of others.

Following these results, Muller-Lissner (2001) expressed disagreement stating that until there persists education differentiated by gender, it will be difficult to prove the idea that girls innately deal with and expresses emotions better.

Also, considering the chronological evolution of age, studies conducted by Mayer & Salovey (1997) demonstrate that emotional and social intelligence increase with age, at least until the fifth decade of life.

Lust and Moore (2006) studied the importance of emotional intelligence in pharmacy students and found that students had a positive perception of emotional intelligence and valued the inclusion of this concept in the curriculum of their base training.

Sánchez-Marín, Teruel y Bueno (2006) cited in Fernandez Extremera-y Berrocal (2006) analyzed the levels of emotional preparation for students of the Magisterium and its importance for future teachers as a way to cope with problematic situations in an educational context. The authors found no significant differences by gender. They even concluded that future teachers attribute a great deal of importance to emotional skills which will enable them to confront and manage problems and conflicts within the classroom. They ended by arguing that they consider it necessary to include socio-emotional skills in the model for training future teachers, with the purpose of forming and shaping a new style of the teacher, one who is also able to manage emotions and affective conflicts in these contexts.

Vandervoort (2006) of the University of Hilo, Hawaii, conducted a study on the importance of emotional intelligence in Higher Education and states that a classroom where the teacher with high emotional intelligence, there will be a greater willingness to take on a more humane style of teaching which will facilitate greater adherence by the students' to learning. This author also notes in her findings that including emotional intelligence as a discipline in the teacher training curriculum can facilitate the process of teaching and learning.

Kremenitzer (2005) presents a study on the emotional skills of kindergarten teachers and its impact on the children they teach. Their conclusions taken from this study point towards the importance of early childhood educators being role models for children, developing emotional skills that will enable the children to have better social and emotional development during their academic careers.

Methodology

Based on these theoretical assumptions (literature review), the factors defined above and the conceptual model adopted, the following is our research problem:

-What is the emotional intelligence of special education teachers in the region of Viseu? Which parameters influence it? What are its implications for their professional practice? And what needs are there for specific ongoing training in this area?

Thus, we attempted to find the socio-demographic and situational features which characterize the emotional intelligence of special education teachers in the region of Viseu and to understand which variables influence emotional intelligence as well as those that have greater predictive weight in the study population.

The inclusion and well-being of children with special educational needs are affected by a variety of aspects: from the social and physical environment and family structure to the educational organization and how that organization is processed at the relational level with educational providers, including special education teachers. Thus, high levels of emotional intelligence in these professionals and allow and enhance not only inclusion in the true sense but also greater professional well-being, which in turn will provide an effective web of

interpersonal relationships in school. So it makes complete sense that this study on emotional intelligence focus on and cover a wide range of parameters, resulting in a truly holistic view of humanity.

This is a model that encompasses two broad areas: (1) socio-demographics, integrating gender, age, marital status, type of specialization, type of school, level of education, length of service in special education, (2) psycho-social integrating the construct of emotional intelligence, current quality of life, emotional literacy, emotional skills, values and beliefs and consequences.

Both domains are interrelated and exert profound influences on teachers' quality of life and emotional intelligence.

We have chosen a data collection instrument consisting of a scale created and consequently already tested by other researchers. It was edited by Essi Systems, Inc. and its authors are Robert Cooper, Ph.D. and Ayman Sawaf, (1997). We translated it into Portuguese and adapted it. This version was used in this research along with a socio-demographic questionnaire.

We opted for non-probability convenience sampling. The sample consists of a total of 135 individuals with 130 female teachers and 5 male teachers from a universe of 447 teachers in the central region of Portugal.

Results

The main results show that 45% of the sample reveals a vulnerability in emotional intelligence.

Regarding the "Quality of Life" factor, we know that the values can be between 33 and 0, such that a result between 33 and 27 is considered excellent, between 26 and 23, proficient; between 22 and 17 vulnerable and between 16 and 0, attention required.

Analysis of the female gender shows that the minimum score is 6.0 and the maximum score is 33.0. There are 42 participants whose result is "excellent" regarding the quality of life; 24 have a score "proficient", 35 respondents are "vulnerable" and 29 participants are at the level of "attention required". As the maximum score on this point, only 4.61% ($n = 6$) had this result. We may also see that 32.30% ($n = 42$) obtained the result "excellent". But the most worrying scores were in the categories "attention required" and "vulnerable" with 22, 30% ($n = 29$) and 26.92% ($n = 35$), respectively.

As for the male participants, the maximum score was 32.0 and the minimum score was 15.0, that is, there is no individual with "proficient" as a result. There are 2 individuals with a result of "vulnerable" and 2 participants with "attention required". One respondent is rated "excellent". Accordingly, 80% scored "vulnerable" or "attention required".

The averages show that the male participants have lower scores. Both genders have an average score corresponding to "proficient", 21.25 and 22.38, respectively.

Overall, we can say that most of the participants are satisfied with life in general.

There are highly significant associations ($p < .001$) between the Life Satisfaction factor ($r = .301$) of the Current Environment and the Quality of Life factor ($r = .301$)

Relationship Quotient and Optimal Performance ($r = .428$) in the dimension Consequences.

In these associations, the strongest correlation is evidenced by the correlation between the Life Satisfaction factor in the Quality of Life's scale ($r = .523$);

These results show that whenever there is a high life satisfaction, the Quality of Life, the Relationship Quotient and the Optimal Performance are present. Similarly, whenever Life Events intensifies, the General Health does too.

There are highly significant associations ($p < .001$) between the Quality of Life factor ($r = .730$), the Relationship Quotient ($r = .580$) and the Optimal Performance ($r = .589$) in the

dimension Consequences with the Intentionality, Creativity, Resilience, Interpersonal Connections, and Constructive Dissatisfaction factors, as well as the same factors to the total of that dimension.

These results mean that the higher the Quality of Life, Relationship Quotient, and Optimal Performance, the greater the Emotional Ability.

The regression results show that the first prediction term to be considered was the Quality of Life. This first factor, which has greater predictive weight ($\beta = .295$), is the one that explains the highest percentage of variance of Emotional Intelligence 51,20% ($p = .000$).

In second place is the Life Satisfaction with 9.80% ($p = .000$) of the variance, followed by Optimal Performance 20.3% ($p = .000$), and Life Events with 30.1% ($p = .016$).

Conclusions

Recent advances in neuroscience have shown the importance of emotions in decision-making processes, interpersonal relationships and individuals' work performance.

Thus, grounded in the objectives put forth from the outset in this investigative process and considering the guiding axes of this research, we can state that the study population is mostly female, has an average age in the range of 25-35 years, and the least represented group is aged 46-55 and is mostly married. Their level of academic qualifications is a licentiate degree in 1st Cycle teaching with a specialization in the mental-motor area. Most of the sample has worked in special education for 5 years, although the majority of teachers in the sample worked in regular education until 11 years ago.

Male teachers exhibit greater vulnerability in the Current Environment dimension. Men also have more difficulty in expressing their feelings.

Current Environment, which integrates Life Events, Pressures of Life and Quality of Life, influences the level of emotional intelligence in our sample. The more rewarding it is, the greater the emotional intelligence. Similarly, the emotional skills of special education teachers are also influenced by this dimension.

The emotional intelligence of the sample has a very high positive association with the Quality of Life, Excellent Performance, Life Satisfaction and Relationship Quotient factors. On the other hand, it shows a negative association with Overall Health, Pressures of Life and Life Events.

The Quality of Life is the variable with the greatest predictive value of teachers' emotional intelligence, in line with research carried out by Marques (2010) investigating higher education teachers. The same questionnaire was used and the results also suggest that the Life Events and Overall Health have a negative influence on emotional intelligence, whereas Quality of Life, Life Satisfaction, Relationship Quotient and Excellent Performance indicate greater emotional intelligence.

As for the main conclusions of the interviews, we found that teachers' perceptions about emotional intelligence reveal a close proximity to the concept presented. They also show that Living Conditions, Quality of Life and Life Events are influential factors in emotional intelligence.

Motion for improvements

Supervision / Support, teachers in their early career, should have supervision and support to achieve a better management of the events that are felt as a source of pain and to be able to optimize their emotional skills in the professional relationships that they establish.

Systems to support physical and mental health, it would be important for these professionals to have access to a Health Office, based in Schools and a multidisciplinary team with specific training for the prevention, intervention and help towards these professionals throughout de performance time of their profession.

Educational Politics / Special Education, there's a need to clarify the policies related to special education, starting from a rigorous and objective formulation of the problems that disability and its inclusion raise to the Regular Education Schools and especially to the professionals directly involved in them.

Formation, we believe that in the early stages of training of these professionals, the development of emotional skills should be predicted in their study programs, not only for the future teacher but also to the learning methods that develop those same skills in the students.

Research, to support and encourage research in the Emotional Skills and quality of life for the special education teacher's field, is a pertinent measure to take.

To relate investigations in the emotional skills area to others in other areas (psychology, sociology, anthropology, health, etc.) will be an effective contribute to such defended, in social politics for Quality in Education.

To disclose results of the researches to whom is responsible and to the ones involved in the several areas of Education.

References

Almeida, L. (Coord.). (2002). *Inteligência humana* (Vol.1). Coimbra: Quarteto

Alves, F. (1991). *A satisfação insatisfação docente* (Tese de mestrado). Universidade de Lisboa, Faculdade de Psicologia e Ciências da Educação.

Bastian, V. A. (2005). *Emotional intelligence predicts life skills but not as well as personality and creative abilities* (Doctoral dissertation). University of Adelaide, South Australia.

Bennett-Goleman, T. (2001). *Emotional alchemy: How the mind can heal the heart* (1st ed.). New York: Harmony.

Brennan, W. K. (1988). *Curriculum for special needs*. Milton Keynes: Open University Press.

Bueno, J. M. H., Santana, P. R., Zerbini, J., & Rarnalho, T. B. (2006). *Inteligência emocional em estudantes universitários*. Acedido em http://www.scielo.br/scielo.php?pid=S010237722006000300007&script=sci_arttext&tlng=en.

Carvalho, O. A., & Peixoto, L.M. (2000). *A escola inclusiva: Da utopia à realidade*. Braga: APPACDM Distrital de Braga.

Cooper, R., & Sawaf, A. (1997). *Inteligência emocional na empresa*. Rio de Janeiro: Editora Campos.

Damásio, A. (2000). *O erro de Descartes: Emoção, razão e cérebro humano* (21ª ed.). Mem Martins: Europa América.

Damásio, A. (2003). *O sentimento de si: O corpo, a emoção e a neurobiologia da consciência* (14.ª ed.). Mem Martins: Europa América.

Damásio, A. (2003). *Ao encontro de Espinosa, as emoções sociais e a neurologia do sentir*. Mem Martins: Europa América.

Fernández-Berrocal, P., Sanchez Núñez M.T., Montanés Rodríguez, J., Latorre Postigo, J.M. (2008). Es la inteligencia emocional una cuestión de género? Socialización de las competencias emocionales en hombres y mujeres y sus implicaciones. *Revista Eletrônica de Pesquisas em Psicologia Educacional*, 6, 15(2), 455-474.

Fernández-Berrocal, P., Ruiz Aranda, D. (2008). La inteligencia emocional en la educación. *Revista Eletrônica de Pesquisas em Psicologia Educacional*, 6, 15(2), 421-436 .

Gardner, L. (2005). *Emotional intelligence and occupational stress* (Doctoral dissertation). Swinburn University of Technology, Melbourne, Victoria, Australia.

Goleman, D. (1995). *Inteligência emocional* (12ª ed.). Lisboa: Circulo de Leitores.

Goleman, D. (1998). *Trabalhar com inteligência emocional*. Lisboa: Temas e Debates.

Goleman, D., Boyatzis, R. E., & Mckee, A. (2007). *Os novos líderes: A inteligência emocional nas organizações*. Lisboa: Gradiva.

Kremenitzer, J.P. (2005). The emotionally intelligent early childhood educator: Self-reflective journaling. *Early Childhood Education Journal*, 33(1), 3-9. DOI:10.1007/s10643-005-0014-6.

Ledoux, J. (1996). *Cérebro emocional: As misteriosas estruturas da vida emocional*. Cascais: Pergaminho.

Lust, E., Moore, F. C. (2006). Emotional Intelligence Instruction in a Pharmacy Communications Course. *American Journal of Pharmaceutical Education*: Volume 70, Issue 1, Article 06.

Mãrtin, D., & Boeck, K. (1997). *O que é a inteligência emocional*. Lisboa: Pergaminho.

Mayer, J. D. & Salovey, P. (1997). *Emotional development and emotional intelligence: Implications for educators*. New York: Basic Books.

Muller-Lissiner, A. (2001). *A inteligência emocional na criança: Como estimulá-la no seu filho*. Cascais: Pergaminho

Nascimento, R., Mendoza, C., & Roberts, E. (2002). *Inteligência emocional: Um constructo científico*. Belo Horizonte: Universidade Federal de Minas Gerais.

Palmer, B. J. (2003). *An analysis of the relationships between various models and measures of emotional intelligence* (Master thesis). Swinburn University of Technology, Melbourne, Victoria, Australia.

Palomera, R., Fernández-Berrocal, P., Brackett, M.A., (2008). La inteligencia emocional como una competência básica en la formación inicial de los docentes: Algunas evidencias. *Revista Eletrônica de Pesquisas em Psicologia Educacional*, 6, 15(2), 437-454.

Pena Garrido, M., & Repetto Talavera, E. (2008). Estado de la investigación en España sobre inteligencia emocional en el ámbito educativo. *Revista Eletrônica de Pesquisas em Psicologia Educacional*, 6, 15(2), 400-420.

Rego, A., Cunha, M. P., Cunha, R., & Cardoso, C. (2007). *Manual de comportamento organizacional e gestão* (6ª ed.). Lisboa: Editora RH.

Rocha, J. (2005). *O stress e o desgaste profissional dos professores do ensino básico, secundário e universitário*. Viseu: Instituto Piaget.

Rosete, D. (2007). *Does emotional intelligence play an important role in leadership effectiveness?* (Doctoral dissertation). University of Wollongong, South Wales, Australia.

Silva, J., (2001) Inteligência social e emocional. Acedido em:
<http://www.pcarp.usp.br/acsi/anterior/720/mat15.htm>

Teixeira, A. (2005). A satisfação profissional e a inteligência emocional. *Revista Sinais Vitais*, 59, 52-54.

Vale, V. (2003). *Fios e desafios da inteligência emocional* (Tese de mestrado) Universidade de Coimbra, Faculdade de Psicologia e Ciências da Educação.

Vandervoort, D. (2006). The Importance of Emotional Intelligence in Higher Education, in *Current psychology* (New Brunswick, N.J.) 25(1):3-7 · February