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THE RELATIONSHIP BETWEEN CULTURAL AND EMOTIONAL INTELLIGENCE OF PHYSICAL EDUCATION TEACHERS AND THEIR CLASSROOM MANAGEMENT STYLES

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ABSTRACT

This study aimed to investigate the relationship between cultural and emotional intelligence of physical education teachers and their classroom management styles. This study was a descriptive-correlation study. The population consisted of all physical education teachers in district 10 in Tehran in 2013-2014. The sample consisted of total number of physical education teachers (N=n= 70). The Physical Education Classrooms' Management Methods, Cultural Intelligence, and Emotional Intelligence Questionnaires were used as research tools. The Pearson correlation method and multivariate regression analysis were used for analyzing the data. The data analysis showed that there was a significant positive relationship between cultural intelligence and classroom management styles. However, there was also a positive and significant relationship between emotional intelligence and classroom management styles. Based on the results of multivariate regression analysis, the cultural intelligence and emotional intelligence were good predictors of physical education classrooms' management styles. These results had important implications in the field of education and promotion of teachers' mental health.

Keywords: *Classroom Management Styles, Cultural Intelligence, Emotional Intelligence, Physical Education Teachers*

INTRODUCTION

The classroom management is a prerequisite for effective teaching in the classroom-i-e- an important part of the process of education, and the first level of training management (RamazaniNejad *et al.*, 2007). Also, the classroom management is a necessary skill for education and plays an important role in improving the quality of education, shaping the personality of students, and especially reducing students' inappropriate behavior (Stone, 1994). Through physical activity and maintaining the health and well-being of students, meanwhile, PE teachers have a difficult task in achieving the goals of education and training; they should have appropriate level of management and interpersonal skills (Qayoumi, 2003; quoted by RamezaniNejad *et al.*, 2011). However, the management of physical education classes and exercise classes is very different due to dependence on many space and sports facilities (Digest, 1990). The management of physical education and sport classes needs continuous organizing, control, and monitoring. The choices of students are variable and they constantly want to change their exercises. These specific characteristics of sport classrooms have made difficult the instructors' job; however, careful management and planning is inevitable (RamazaniNejad and Colleagues, 2007). The classroom management refers to a safe and stimulating environment for learning and teaching. This term is a combination of teacher's personality, behavior, and abilities; it is designed to make possible all professional roles of teachers. It also includes processes which occur on a group of students (Djigic and Stojiljkovic, 2011). The research has studied classroom management styles from different aspects (Tanner *et al.*, 2014; Ögr.Gör *et al.*, 2014). Germine (2002) states the success and efficiency of teaching requires the availability of suitable classroom conditions. According to the research, over 50% of class time is spent on solving problems of discipline and classroom management. The studies also indicate that mistreatment of students and classroom management is the biggest challenges and concerns of the teachers (Fowler and Saraple, 2010).

Today, the physical education teachers use a variety of methods to manage their classes. These methods are selected according to the conditions prevailing in the classroom and individual characteristics of

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physical education teacher (ZarinAbadi, 2001; quoted by Ismaili *et al.*, 2012). The teacher intelligence is one of the individual characteristics which are highly regarded by psychologists. Throughout the history of psychology, many tried to examine the nature of intelligence, its variety, its variability, and etc. (Nazemi *et al.*, 2009). The cultural intelligence is a form of intelligence which may assist teachers in classroom management. The concept of cultural intelligence was introduced for the first time by Earley and Ang (2003), the Business School researchers in London. They defined cultural intelligence as the ability to learn new patterns in cultural interaction and correct behavioral responses to these patterns (Early and Ang, 2003). Cultural intelligence is the new range of intelligence that enjoys a close association with diverse working environments. It allows the individuals to recognize how other people think and how they respond to behavioral patterns. Thus, it reduces communication barriers and gives cultural diversity management power (Van Dyne and Koh, 2006). According to Ang *et al.*, the cultural intelligence has four strategies including meta-cognitive, cognitive, behavioral, and motivational strategies. The Meta-cognitive strategy implies that how the person understands the intercultural experiences. This strategy represents the processes which people use to acquire and understand cultural knowledge. The cognitive strategy reflects the understanding of people of cultural similarities and differences. It shows the individuals' general knowledge and their mental and cognitive maps from other cultures. The behavioral strategy involves the individual capabilities to adapt to those verbal and non-verbal behaviors that are appropriate for dealing with different cultures. The motivational strategy includes internal value of individuals for multi-cultural interactions; it is the self- confidence allows individuals to effectively operate in different cultural situations (Joo-seng, 2004). The researchers have conducted numerous studies on the impact of cultural differences (Martha, 2011; Lee and Sukoco, 2010). However, little research has studied the impact of teachers' cultural intelligence on classroom management styles. The results of Amane (2005), and Aali and AminYazdi (2008) showed that the students of interaction- oriented teachers have higher meta-cognitive skills than the students of intervention-oriented teachers. Hamidi *et al.*, (2012) showed that there is a significant inverse relationship between meta-cognition and cultural behavior of teachers and teacher-centered classroom management style. In his research on the impact of cultural intelligence on the ability to resolve conflicts, Ramirez (2010) states that those who use well the cultural intelligence and conflict resolution strategies will found route creation opportunities. The study of Petrevis (2011) showed that the most important predictors of teachers' cultural intelligence are enjoying the intercultural communication, experiencing multicultural classroom, openness to cultural learning, and effective communication with students from other cultures. The emotional intelligence is other factor that is likely to have an impact on physical education teachers' classroom management style. The emotional intelligence is a collection of non-cognitive abilities, competencies, and skills impact on the ability to cope successfully with the demands, requirements, and environment pressures (Bar and Ann, 1997; quoted by Petrovici and Dobrescu, 2013). In his research, Srivasan (2005) found a positive relationship between emotional intelligence and management experiences. Also, Yu *et al.*, (2006) reported a positive relationship between emotional intelligence and cooperation and compromise style of conflict management. They showed that the cooperation style is predictable through emotional intelligence. Zand *et al.*, (2008) showed that there is a positive relationship between emotional intelligence and cooperation style and a negative relationship between emotional intelligence and compromise and avoidance style. In their study on 253 high school teacher in United States of America, Birol *et al.*, (2009) showed that there is a significant correlation between total performance management and variables including self-motivation, empathy, and coping with change. In their study on 250 physical education teachers in 22 districts of Education and Training Organization in Tehran, Esmaili *et al.*, (2012) demonstrated that Emotional Intelligence is a valid predictor of physical education teachers' management style.

This research is important due to the importance of physical education teachers' classroom management style, importance of cultural intelligence and emotional intelligence variables' role, and little research has been done in the area of classroom management which most of them are conducted based on management styles of management theories than classroom management theories and especially sports and physical

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education classrooms. In fact, despite numerous studies, the various aspects and factors affecting teachers' classroom management style are still uncertain. This study aims to answer this question: whether there is relationship between emotional intelligence and emotional intelligence of physical education teachers and their classroom management styles?

MATERIALS AND METHODS

Research Methodology

This was a descriptive cross-sectional correlation research. The population consisted of all physical education teachers in district 10 in Tehran in 2013-2014. Due to limited number of teachers, the sample consisted of total number of physical education teachers (N=n= 70). The following research tools were used to collect data:

1. Physical education classrooms' management methods questionnaire (Mc Cormac, 1997): the Physical Education Classroom Management Methods (PECMM) questionnaire was used to measure classroom management methods. This questionnaire was made by Mac Cormac (1997) to assess physical education classes' management methods. It consists of 20 questions and 3 sections (corrective, preventive, protective methods) and is graded based on Likert's five-value scale (very high, high, partly, low, and very low). Mc Cormac determined the reliability and validity of this questionnaire as 0.70 and 0.87, respectively. Also in Iran, RamezaniNejad *et al.*, (2003; quoted by Ismaili *et al.*, 2012) reported the internal consistency of this questionnaire among PE teacher as 0.80.

2. Ang *et al.*, Cultural Intelligence Questionnaire: the Cultural intelligence questionnaire has 20 items and was designed by Ang *et al.*, (2004). Each item is scored using Likert scale (from 1 to 5). The questionnaire consists of four factors: strategy or meta-cognition (questions 1 to 4), knowledge or understanding (questions 5 to 10), motivation (questions 11 and 15), and behavior (questions 16 and 20). The Cronbach's alpha coefficients were calculated for meta-cognition (0.76), cognition (0.84), motivation (0.76), and behavior (0.83) factors (Ang *et al.*, 2007). This questionnaire has been used in several studies in Iran and its content validity and reliability have been confirmed (Kazemi, 2008; Vedadi and Abbas, 2009; Taslimi *et al.*, 2009; quoted by Qadampour *et al.*, 2011). In the study of Qadampour *et al.*, (2011), the reliability of this scale was obtained using Cronbach's alpha coefficient as 0.85. In this study, the Cronbach's alpha coefficient of the questionnaire was obtained as 0.75.

3. Emotional Quotient Inventory (EQ-i): This questionnaire was made by Ann- Bar based on his social-emotional quotient model (Bar-Ann, 1997). It has 133 questions. In Iran, its 90-item version has been prepared and a good internal consistency coefficient was reported for it; each item has a score from 1 to 5. This tool has 5 factors and these five factors consist of 15 items. The five factors are intrapersonal factors (including components of emotional self-awareness, assertiveness, self-esteem, self-actualization, and independence), interpersonal factors (including components of interpersonal relationships, empathy, social responsibility), stress management factor (including components of stress tolerance and impulse control), adjustment power factor (including components of problem solving, reality testing, flexibility), and general mood factor (including components of happiness and optimism). Evaluating the internal consistency using Cronbach's alpha in seven samples of different populations, the Cronbach's alpha coefficient for all subscales was reported ranging from 0.69 to 0.86 and their mean was reported 0.76. The reliability coefficient mean using test-retest method was found to be equal to 0.66 (Bar- Ann, 2000; quoted by Esmaili *et al.*, 2007). Dehshiri (2003; quoted by Esmaili *et al.*, 2007) reported the reliability using test-retest among 35 subjects in a month as 74.

Methods: the data were collected using classroom management styles, cultural intelligence, and emotional intelligence questionnaires. After sampling, the researcher received the necessary permits to implement research. Then, the questionnaires were sent to physical education teachers in district 10 in Tehran. Understanding the purpose of study, teachers were given the assurance that if they have consent they can participate in this research. Also, they were asked to express their opinion carefully. The data were collected individually in the workplace of teachers. Finally, the obtained data were analyzed using SPSS and Pearson correlation coefficient and multiple regression analysis methods.

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RESULTS AND DISCUSSION

Research Findings

The mean of age and years of service of physical education teachers was 39.38 and 16.78, respectively. Of these, 35% (n = 25) were male and 64.3% (n= 45) were female; 8.6% of them (n = 6) were single and 91.4% (n= 64) were married.

The mean and standard deviation of subjects’ scores in the studied variables are presented in Table 1. Also, the results of Pearson correlation coefficient in Table 1 indicates that there is significant positive correlation between all components of emotional and cultural intelligence and physical education classes’ management styles (p<0.05). However, there was no significant relationship only between flexibility component of emotional intelligence and preventive and corrective management style.

Table 1: Mean, standard deviation, and coefficient of correlation of studied variables

Variable		M±SD	Correlation coefficient		
			Preventive style	Supportive style	Corrective style
Classroom management styles	Preventive style	2/92±15/74	1	***0/43	***0/45
	Supportive style	3/44±16/21	***0/43	1	***0/40
	Corrective style	3/56±16/46	***0/45	***0/40	1
Cultural intelligence	Meta-cognition	4/41±16/57	*0/26	0/28*	0/25*
	Knowledge	4/89±17/71	*0/29	0/42***	0/23*
	Motivation	4/15±18/61	**0/35	0/41***	0/25*
	Behavior	4/26±18/50	**0/39	0/43***	0/30*
	Total score of cultural intelligence	14/61±72/20	***0/45	0/49***	0/42***
Emotional intelligence	Emotional consciousness	4/50±18/96	**0/34	**0/38	*0/25
	Assertive	3/63±18/66	**0/35	*0/29	*0/30
	Self esteem	4/18±19/36	**0/39	**0/39	**0/32
	Self-actualization	3/09±18/61	*0/27	*0/29	*0/25
	Independence	3/26±18/57	**0/38	**0/37	**0/36
	Empathy	3/52±17/80	**0/39	***0/52	**0/36
	Responsibility	4/95±19/30	**0/34	**0/35	*0/26
	Interpersonal relationships	4/00±18/70	**0/35	***0/43	**0/35
	Stress Tolerance	3/49±18/20	**0/39	*0/29	**0/31
	Impulse Control	4/78±18/14	*0/30	**0/34	**0/31
	Problem Solving	4/20±19/68	**0/34	*0/26	**0/29
	Realism	3/81±19/10	*0/30	*0/29	**0/32
	Flexibility	3/47±19/17	0/23	*0/25	0/22
	Optimism	4/27±18/40	*0/27	**0/39	*0/25
	Welfare	3/86±19/24	*0/26	**0/37	*0/28
Total score of Emotional intelligence	30/31±200/86	***0/45	***0/54	***0/43	

P* < 0/05 P** < 0/01 P*** < 0/001

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Table 2: Results of multiple regression analysis of the components of cultural intelligence and physical education teachers' classroom management styles

Criterion variable	Predictive variable	R	R ²	B	SE	β	T	F
Preventive style	Constant	-	-	1/449	10/528	-	***7/26	-
	Behavior	0/391	0/153	0/267	0/076	0/391	***3/50	**12/25
Supportive style	Constant	-	-	8/620	1/725	-	***4/99	-
	Behavior	0/430	0/185	0/347	0/088	0/430	***3/93	-
	Knowledge	0/486	0/236	0/189	0/089	0/269	*2/12	***10/37
Corrective style	Constant	-	-	11/801	1/835	-	***6/43	-
	Behavior	0/301	0/091	0/252	0/097	0/301	*2/60	*6/75

P < 0/05 P** < 0/01 P*** < 0/001*

As can be seen in Table 2, the stepwise multiple regression analysis was used to determine the role of each variable. The components of cultural intelligence were considered as predictor variables and the preventive, protective, and corrective classroom management styles of physical education teachers were considered as criterion variables. The results listed in Table 2 show that the observed F for preventive management style (p = 0.01 and F = 12.25), supportive management style (p = 0.001 and F = 10.37), and corrective management style (p = 0.05 and F = 6.75) is significant. From the variables of cultural intelligence, 15% of the variance of preventive management style (R² = 0.153), 24% of the variance of supportive management style (R² = 0.236), and 9% of the variance of corrective management style (R² = 0.091) is explained by cultural intelligence behavior, attitude and knowledge of cultural intelligence, and cultural intelligence behavior, respectively. Considering the beta coefficient, also, the cultural intelligence behavior is as the most powerful predictor variable of each classroom management style of physical education teachers.

Table 3: Results of multiple regression analysis of the components of emotional intelligence and physical education teachers' classroom management styles

Criterion variable	Predictive variable	R	R ²	B	SE	β	T	F
Preventive style	Constant	-	-	9/48	1/72	-	***5/50	-
	Stress Tolerance	0/394	0/155	0/329	0/093	0/394	**3/54	-
	Empathy	0/560	0/313	0/329	0/084	0/397	***3/92	-
	Problem solving	0/628	0/394	0/202	0/068	0/291	**2/97	-
	Self esteem	0/682	0/465	0/199	0/068	0/285	**2/94	***14/13
Supportive style	Constant	-	-	6/17	2/71	-	**2/28	-
	Empathy	0/520	0/270	0/507	0/101	0/520	***5/01	-
	Responsibility	0/617	0/381	0/232	0/067	0/334	**3/47	-
	Realism	0/680	0/462	0/256	0/081	0/284	**3/15	-
	Self esteem	0/712	0/507	0/183	0/076	0/223	*2/43	-
	Problem solving	0/736	0/541	0/170	0/078	0/208	*2/19	***15/09
	Constant	-	-	9/93	2/077	-	***4/78	-
	Empathy	0/362	0/131	0/366	0/115	0/362	**3/20	-
	Stress Tolerance	0/480	0/230	0/322	0/109	0/315	**2/94	-
	Interpersonal relationships	0/544	0/296	0/240	0/097	0/269	*2/48	-
Realism	0/581	0/338	0/200	0/099	0/214	*2/02	-	
Problem solving	0/620	0/384	0/192	0/087	0/227	*2/21	***7/99	

P < 0/05 P** < 0/01 P*** < 0/001*

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As can be seen in Table 3, the stepwise multiple regression analysis was used to determine the role of each variable. The components of emotional intelligence were considered as predictor variables and the classroom management styles of physical education teachers were considered as criterion variables. The results listed in Table 3 show that the observed F for preventive management style ($p = 0.001$ and $F = 14.13$), supportive management style ($p = 0.001$ and $F = 15.09$), and corrective management style ($p = 0.001$ and $F = 7.99$) is significant. From the variables of emotional intelligence, 46% of the variance of preventive management style ($R^2 = 0.465$), 54% of the variance of supportive management style ($R^2 = 0.541$), and 38% of the variance of corrective management style ($R^2 = 0.384$) is explained by stress tolerance, empathy, problem solving, and self-esteem, by empathy, social responsibility, realism, self-esteem, and problem-solving, and by empathy, stress tolerance, interpersonal relations, realism, and problem solving, respectively. Considering the beta coefficient, also, the empathy is as the most powerful predictor variable of each classroom management style of physical education teachers.

Discussion and Conclusion

This study aimed to determine the relationship between cultural intelligence and emotional intelligence of physical education teachers and their classroom management style. The results showed that there is a significant positive relationship between teachers' cultural intelligence and its components (meta-cognition, knowledge, motivation, and behavior) and preventive, protective, and corrective management styles. These findings are consistent with the results of other studies (for example, Amane, 2005; Amin and Aali, 2008; Ramirez, 2010; Petrevis, 2011). Also, the results showed that the components of cultural intelligence in physical education teachers (meta-cognition, knowledge, motivation, and behavior) significantly explain preventive, protective, and corrective classroom management styles in students. The role of these variables in predicting preventive management style, supportive management style, and corrective management style was 15%, 24%, and 9%, respectively. The results indicated that behavioral cultural intelligence as the strongest predictor variable significantly explains all physical education classrooms' management style among teachers. In this regard, Petrevis (2011) showed that the most important predictors of teachers' cultural intelligence are enjoying intercultural communication, experiencing multicultural classrooms, openness to cultural learning, and effective communication with students from other cultures. In explaining this finding, it can be said that higher cultural intelligence increases cultural sensitivity of teachers and causes they accept the differences instead of judging about goodness or badness of diverse students' behaviors in a class. With the help of their experience and motivation, therefore, they will exhibit the same behavior that is completely appropriate to existing conditions and will choose the best style of management. In fact, the teachers who have higher cultural competence have better social skills, long-term relationships, higher ability to resolve conflicts and more ability to face effectively with the complexities of the school environment, especially the physical education classrooms; naturally, they transfer these skills to their students and make them progress. In other words, it can be said that cultural intelligence is an important approach to overcome problems (Thomas and Inkson, 2009). However, teachers with cultural intelligence are able to achieve cultural adaptation with the help of their experiences and have the same behavior that is entirely appropriate to the current situation (Theo, 2005). Numerous studies have shown that cultural intelligence impacts on the compatibility of individuals (Ng *et al.*, 2012). In a research titled (the impact of cultural intelligence on group effectiveness), Abzari and colleagues (2010) showed that there is significant relationship between cultural intelligence and its components and group effectiveness.

In explaining the strong relationship between cultural intelligence and physical education teachers' supportive management style, it can be said that since cultural intelligence is able to adapt to new circumstances and cultural collections, It seems that teachers who are considered culturally intelligent are more flexible in the classroom management, do not expect students respect and accept incontrovertibly the laws and regulations they have enacted, pay attention to their students, and put them at the center of works and activities. Given that individuals with high cultural meta-cognition intelligence have higher cognitive and engagement motivation among new cultural complexes (Petrevis, 2011), it is expected that teachers with high cultural meta-cognition use more from non-teacher-oriented, interactive, and

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supportive management styles. In explaining the predictive power of cultural behavior intelligence, it can be said that since teachers with high cultural behavioral intelligence enjoy from interaction with different students, use their cultural knowledge, and are able to change their verbal and nonverbal behavior according to cultural situations, they have better performance than other teachers. Therefore, the positive relationship between cultural behavioral intelligence and physical education classrooms' management style seems reasonable.

However, the results showed that there is a significant positive relationship between teachers' emotional intelligence and its components and preventive, protective, and corrective management styles. These results are consistent with the results of other studies (for example Yu *et al.*, 2006; Zand *et al.*, 2008; Ismaili *et al.*, 2012). Among the components of emotional intelligence, there was no significant relationship only between flexibility and preventive and corrective style. In this context, the results showed that the components of physical education teachers' emotional intelligence (emotional self-awareness, assertiveness, self-esteem, self-actualization, independence, interpersonal relationships, empathy, social responsibility, stress tolerance, impulse control, problem solving, reality testing, flexibility, happiness, and optimism) significantly explain preventive, protective, and corrective classroom management styles in students. The role of these variables in predicting preventive management style, supportive management style, and corrective management style was 46%, 54%, and 38%, respectively. The empathy as the strongest predictor variable significantly explains all physical education classrooms' management styles among teachers. In their study on 253 high school teacher in United States of America, Birol *et al.*, (2009) showed that there is a significant correlation between total performance management and variables including self-motivation, empathy, and coping with change. In their study on 250 physical education teachers in 22 regions of Education and Training Organization in Tehran, Esmaili *et al.*, (2012) demonstrated that emotional intelligence and self-efficacy variables are valid predictors of physical education teachers' management style. In explaining this finding, it can be said that Barsad (2000) showed high emotional intelligence within the groups facilitates collaboration of members, reduces conflict, and improves the performance of the group's members. In fact, based on the definition of emotional intelligence, it can be said that increased control of feelings and emotions could possibly lead to an understanding of the realities and the correct understanding of the facts could lead to the selection of an appropriate solution for dealing with incidents. Thus, the situation will be appropriate to choose the best style of management according to the current situation and teachers will have proper function. In a research, it was found that emotional intelligence is an effective and determining factor in predicting life events such as success in school, success in business and personal relationships, and social functioning and health (Diener *et al.*, 1985). The teachers with high emotional intelligence can control their emotions through self-awareness, improve them through self-regulation, understanding their impact through sympathy, and behave in a manner to raise the spirits of others through relationship management (Goleman *et al.*, 2002; quoted by Abedi *et al.*, 2010). Such teachers can easily deal with the problems and provide better solutions, are not inflexible in their decisions, and create enthusiasm, confidence, and a sense of cooperation among their followers (George, 2000). Perhaps, that is why the relationship between emotional intelligence and supportive management style is stronger than the other styles. In fact, it should be said one reason for the strong relationship between emotional intelligence and supportive and preventive management style is that in supportive method, the teacher uses effective verbal communication, positive social relationships, and strengthening and regulation of temporary laws and in preventive method, the teacher predicts the occurrence of any disruptive and damaging incident or event and tries to have greater oversight to class actions; these explanations are consistent with high emotional intelligence of teachers. However, in corrective management style, the teacher tries to act after occurrence of problem or disorder in the classroom and declares and enforces quickly his/ her opinions, instructions, and guidance. According to these descriptions, the protective and preventive management methods are most effective and they subsequently have powerful and more relationship with emotional intelligence.

The research was conducted only on physical education teachers in district 10 in Tehran. The low sample size was a limitation in this study. Also, the use of self-report tests which the possibility of bias is higher

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in them can also affect the outcome of the study. It is recommended that this study to be conducted in other cities with higher sample size to be increased the generalizability of the results.

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