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Greek teachers' Perceptions Toward Emotional Intelligence and Soft Skills

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Abstract

The aim of present research paper is to evaluate Greek teachers' attitudes towards Emotional Intelligence and Soft skills through multidimensional statistical analysis. A sample of 185 Greek teachers participated in the study. The study used an instrument named TEIQue-SF (Trait Emotional Intelligence Questionnaire-Short Form) that is a five-point Likert scale. The scale consisted of five conceptual constructs named Well-being Self-control Emotionality Sociability General items of Greek teachers' attitudes toward Soft Skills were evaluated by a scale of 15 items referring to Communication Skills, Teamwork, Problem-solving, Time management, Critical thinking, Decision-making, Organizational Skills, Stress management, Adaptability, Conflict management, Leadership abilities, Creativity, Resourcefulness, Persuasion and Openness to criticism of a five-point Likert scale. The results demonstrated that Greek teachers' perceptions reveal among others strong correlations between Emotional Intelligence and Soft Skills, Soft Skills and Emotionality, Soft Skills and Sociability, Soft Skills and Well-being and Emotional Intelligence and General items of EI.

Keywords: Teacher, Attitudes, Emotional Intelligence, Soft skills

1.Introduction

In the present study examines the Greek teachers' perceptions the relations regarding the relations hips among Emotional Intelligence and the 21st century capabilities named Soft Skills. According to Moore & Morton (2017) 21st century capabilities named Soft Skills entail Communication Skills, Teamwork, Problem-solving, Time management, Critical thinking, Decision-making, Organizational Skills, Stress management, Adaptability, Conflict management, Leadership abilities, Creativity, Resourcefulness, Persuasion and Openness, Metacognition, Self-Directed learning ability etc and characterized individuals' qualities (Urs, 2013). Individuals' soft skills' abilities that are connected with advanced understanding scientific areas like robotics (Valsamidis et. al, 2021) programming (Margaris, 2007), big data applications (Tantalaki et al., 2019a,2019b) artificial intelligence and cloud computing (Souravlas, 2019; Souravlas & Katsavounis, 2019; Souravlas et al., 2020a,2020b,2022; Souravlas, et al., 2021; Tantalaki et al., 2020a,2020b, Florou et al., 2021), algorithms (Souravlas, & Roumeliotis, 2008a,2008b,2014c) as well as Curricula integration and STEM (Hwang, 2022). All those skills are related to better carrier opportunities, employability, salary maximization (Clarke, 2017; Succi, & Canovi, 2020). Many scientific articles have been made about attitudes towards mathematics, (Nicolaou et al., 2017; Petridou et al., 2017; Christodoulou, et al., 2017; Anastasiadou,2004c, Anastasiadis & Zirinoglou, 2022a), towards statistics (Anastasiadou, 2002,2004a,2004b,2004d,2005a,2005b,2005c,2005d,2006; Anasatsiadou, & Papadimitriou, 2001,2003; Anastasiadou & Kouvatsi, 2008, Anastasiadou et al., 2007; Anastasiadou, S. & Gagatsis, A. (2005a,2005b,2007, Anastasiadou et al., 2005; Chadjipantelis & Anastasiadou, 2010).), toward emotional representations as well as statistical representations (Anastasiadou, 2006, 2007a,2007b,2008a,2008b,2008c, 2009a,2009b,2009c; Anastasiadou, S. & Loukas, 2009) towards big data (Anastasiadis & Zirinoglou, 2022b), towards Data Envelopment Analysis (DEA) (Mavris et al., 2019), towards STEM education, (Anastasiadis & Zirinoglou, 2022c).

Rodríguez Martínez et al. (2021) argued that soft skills is considered as an integrated set of knowledge, skills as well as values that simplify the effective, affective as well as useful growth of a skill or action. According to them communication skills and decision-making are the most significant competencies in the frame of orientation process as well as the level of employability following by intrapersonal skills, teamwork, problem solving, adaptation to new situation, creativity and leadership (Rodríguez Martínez et al., 2021). Fernandes et al., (2021) argued that resilience, reflexibility, empathy, collaborative work self-efficiency and effective communication are the most common soft skills and effective communication, collaborative work reflexibility are the most powerful ones.

There are many studies that examined the significance and the impact of soft skills, but there is any aiming to analyze the relation of Emotional Intelligent and Soft Skills. Thus, the present study tries to fulfill this gap.

2. Purpose of the study-Research Hypotheses

The objective of current study is to evaluate Greek Students' teachers towards Emotional Intelligence and Soft skills through multidimensional statistical analysis. In addition, the present paper examines the following research hypotheses.

Ho1: Well-being has a strong effect on General attitude towards Soft Skills
Ho2: Self-control has a strong effect on General attitude towards Soft Skills
Ho3: Emotionality has a strong effect on General attitude towards Soft Skills
Ho4: Sociability has a strong effect on General attitude towards Soft Skills
Ho5: General items of EI has a strong effect on General attitude towards Soft Skills
Ho6: Gender influences General attitude towards Emotional Intelligence
Ho7: Gender influences General attitude towards Soft Skills

3. The instruments

a. The study used a 5-point response scale, higher scores then correspond to more positive attitudes, whereas 1 corresponding to strongly disagree to 5 strongly agree. The scale named Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF consists of 30 items grouped into five conceptual constructs (Stamatopoulou, Galanis, & Prezerakos, 2016) (Table 1). This instrument can evaluate teachers' emotional intelligence. More especially Emotional Intelligence is going to be assessed by "Trait Emotional Intelligence Questionnaire" [Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF)]. The instrument has been translated in Greek (Stamatopoulou, Galanis, & Prezerakos, 2016).

The instrument consists of 30 items referring to five different attitude sub-scales, as follows:

Well-being (e.g. W_being1: I generally find life enjoyable, W_being2: I feel that I have a number of good qualities, W_being3: On the whole, I have a shining perspective on most things, W_being4: On the whole, I'm pleased with my life, W_being5: I believe I'm full of personal strengths, W_being6: I generally believe that things will work out fine in my life).

Self-control (e.g. S_cont1: I usually find it difficult to regulate my emotions*, S_cont2: I tend to change my mind frequently, S_cont3: on the whole, I'm able to deal with stress, S_cont4: I'm usually able to find ways to control my emotions when I want to, S_cont5: I tend to get involved in things I later wish I could get out of*, S_cont6: others admire me for being relaxed).

Emotionality (e.g. Emot1: Expressing my emotions with words is not a problem for me, Emot2: I often find it difficult to see things from another person's perspective*, Emot3: Many times, I can't figure out what emotion I'm feeling*, Emot4: Those close to me often complain that I don't treat them right*, Emot5: Many times, I can't figure out what emotion I'm feeling*, Emot6: I'm normally able to "get into someone's shoes" and experience their emotions, Emot7: I often pause and think about my feelings, Emot8: I find it difficult to bond well even with those close to me*).

Sociability (e.g. Soci1: I can deal effectively with people, Soci2: I often find it difficult to stand up for my rights*, Soci3: I'm usually able to influence the way other people feel, Soci4: I would describe myself as a good negotiator, Soci5: I tend to "back down" even if I know I'm right*, Soci6: I don't seem to have any power at all over other people's feelings*).

General items of EI (e.g. G_Item1: On the whole, I'm a highly motivated person, G_Item2: I often find it difficult to adjust my life according to the circumstances*, G_Item3: I normally find it difficult to keep myself motivated*, G_Item4: Generally, I'm able to adapt to new environments) (Table 1).
(all items with * were reversed)

Table 1: TEIQue-SF

	TEIQue-SF – Scale
Conceptual Construct	Item
Well-being	
	W_being1: I generally find life enjoyable W_being2: I feel that I have a number of good qualities W_being3: On the whole, I have a shining perspective on most things W_being4: On the whole, I'm pleased with my life W_being5: I believe I'm full of personal strengths, W_being6: I generally believe that things will work out fine in my life
Self-control	
	S_cont1: I usually find it difficult to regulate my emotions* S_cont2: I tend to change my mind frequently S_cont3: on the whole, I'm able to deal with stress S_cont4: I'm usually able to find ways to control my emotions when I want to S_cont5: I tend to get involved in things I later wish I could get out of* S_cont6: others admire me for being relaxed
Emotionality	
	Emot1: Expressing my emotions with words is not a problem for me I often find it difficult to see things from another person's perspective* Emot3: Many times, I can't figure out what emotion I'm feeling* Emot4: Those close to me often complain that I don't treat them right* Emot5: Many times, I can't figure out what emotion I'm feeling* Emot6: I'm normally able to "get into someone's shoes" and experience their emotions Emot7: I often pause and think about my feelings, Emot8: I find it difficult to bond well even with those close to me*
Sociability	
	Soci1: I can deal effectively with people Soci2: I often find it difficult to stand up for my rights* Soci3: I'm usually able to influence the way other people feel Soci4: I would describe myself as a good negotiator Soci5: I tend to "back down" even if I know I'm right* Soci6: I don't seem to have any power at all over other people's feelings*
General items of EI	
	G_Item1: On the whole, I'm a highly motivated person G_Item2: I often find it difficult to adjust my life according to the circumstances* G_Item3: I normally find it difficult to keep myself motivated* G_Item4: Generally, I'm able to adapt to new environments

all items with * were reversed

b. The study used the 5-point response scale, named Soft Skills Scale, whereas higher scores then correspond to more positive attitudes, whereas 1 corresponding to strongly disagree to 5 strongly agree. The instrument consists of items referring to Communication, Teamwork, Problem-solving, Time management, Critical thinking, Decision-making, Organizational, Stress management, Adaptability, Conflict management, Leadership, Creativity, Resourcefulness, Persuasion, Openness to criticism skills (Table 2).

Table 2: Soft Skills Scale

	Soft Skills – Scale
Conceptual Construct	Item
Soft Skills	
	Soft_Skills1: I have good Communication Skills
	Soft_Skills2: I can do Teamwork
	Soft_Skills3: I am good at Problem-solving
	Soft_Skills4: Time management is easy for me
	Soft_Skills5: Critical thinking
	Soft_Skills6: Decision-making
	Soft_Skills7: I have good Organizational Skills
	Soft_Skills8: Stress management
	Soft_Skills9: Adaptability
	Soft_Skills10: Conflict management
	Soft_Skills11: I have great Leadership abillities
	Soft_Skills12: Creativity
	Soft_Skills13: Resourcefulness
	Soft_Skills14: I have good at Persuasion
	Soft_Skills15: Openness to criticism

4. Profiles of the respondents

The demographic profiles include the following characteristics of the despondences' gender, age and year of education. The demographic profiles shown in Table 2 is based on frequency and relative frequency distributions. Regarding 185 respondents' gender, 144 are women, (77.8%) and 41 men (22.2%). Of the 185 respondents, 28 (15.1%) are education executives and 157 (84.9%) are not. In terms of years of service, 21 (11.4%) have from one to five years of service, 24 (13%) from 6 to 10 years of service, 27 (14.6%) from 11 to 15 years of service, 43 (23.2%) from 16 to 20 years, 46 (24.9%) from 21 to 25 years and finally, 24 (13%) from 26 to 30 years. For 78 (42.2%) respondents their school or schools in their area of responsibility belong to an urban center area, for 38 (20.5%) in a suburb area, for 39 (21.1%) in a semi-urban area, for 19 (10.3%) in rural and 11 (5.9%) in inaccessible.

5. Results

Beneath (Table 3) the findings associated with reliability of the instruments in terms of internal consistency of the instruments and its conceptual constructs used in the present study are illustrated. The reliability of the TEIQue-SF Scale was related to items 1 to 30 as well as Soft Skills Scale was related to items Soft_Skills1 to Soft_Skills15 was estimated by Cronbach alpha coefficient (*a*) (Cronbach, 1984).

The Cronbach' alpha coefficient is calculated to measure the reliability of the five conceptual constructs, i.e. Well-being Self-control Emotionality, Sociability General items of EI of the TEIQue-SF Scale, and it is also for the whole scale named of the TEIQue-SF Scale as well as for scale named Soft Skills Scale. Cronbach' alpha coefficient equals to 0.885 verified the reliability of the TEIQue-SF Scale. In additions Cronbach' alpha coefficient was above the cutoff point of 0.70 for all the dimensions of TEIQue-SF Scale (Croanbach, 1984; Anastasiadou, et al., 2014b; Anastasiadou et al., 2016a; Anastasiadou et al., 2016b; Anastasiadou & Giossi, 2014; 2018a, 2018b; Anastasiadou & Karakos, 2011; Anastasiadou et al., 2014,2013,2016a,2016b; Anastasiadou, 2014; Anastasiadou, 2016; Anastasiadou & Draganis, 2014; Anastasiadou & Panitsides 2014; Anastasiadou, & Kofou, 2013a,2013b; Anastasiadou, 2018a, 2018b, 2018c, 2018d; Draganis et ., 2013; Papadaki, & Anastsasiadou, 2019; Patrali, et al., 2012; Nunnally, 1978; Panitsides & Anastasiadou, 2015) (Table 3).

The value of Cronbach's α coefficient for this instrument was equal to 0.885 and it is a very high value in terms of internal consistency (Anastasiadis, 2020; Anastasiadis & Christoforidis, 2019; Anastasiadou, 2006; Anastasiadou, 2007c; Anastasiadou, 2008d; Anastasiadou, 2009c; Anastasiadou et al., 2010b; Anastasiadou, 2011; Anastasiadou, 2012a, 2012b, 2012c, 2012d, 2012e, 2012f; Papademitriou et al., 2022; Anastasiadou, 2007c,2008d; Anastasiadou et al., 2014,2013,2016a,2016b; Giossi et al., 2019' Kapetanopoulou, 2021) (Table 3).

The value of Cronbach's α coefficient for Well-being conceptual construct was equal to 0.814 and it is a very high value in terms of internal consistency (Anastasiadou & Anastasiadis, 2011; Anastasiadou & Anastasiadis, 2019; Anastasiadou, et al., 2010a; Anastasiadou, et al., 2010b; Anastasiadou, et al., 2013; Gkolia et al., 2007; Kofou & Anastasiadou, 2013) (Table 3).

The value of Cronbach's α coefficient for Self-control conceptual construct was equal to 0.779 and it is a very high value in terms of internal consistency (Anastasiadou, 2012g; Anastasiadou & Pappa, 2009; Anastasiadou & Pappa, 2019; Anastasiadou & Taraza, 2020a,2020b; Anastasiadou & Taraza, 2019a,2019b,2019c; Anastasiadou & Tiliakou, 2014, 2015, 2016a, 2016b; Anastasiadou, S. & Zirinoglou, P. (2014,2015am2015b,2020a,2020b; Anastasiadou et al., 2016c) (Table 3).

The value of Cronbach's α coefficient for Emotionality conceptual construct was equal to 0.859 and it is a very high value in terms of internal consistency (Panistides & Anastasiadou, 2015; Patrali et al., 2012; Souravlas & Anastasiadou, 2020a,2020b; Souravlas, et al., 2020; Thapa et al., 2016; Theodoridou, et al., 2014; Anastasiadis, 2020; Anastasiadis et al., 2016; Anastasiadis, & Christoforidis, 2019) (Table 3).

The value of Cronbach's α coefficient for Sociability conceptual construct was equal to 0.726 and it is a very high value in terms of internal consistency (Anastasiadou et al., 2013; Alevriadou et al, 2014; Cohen, et al., 1988; Florou, et al., 2015; Fotiadis & Anastasiadou, 2018a,2018b; Florou & Anastasiadou 2013; Kapetanopoulou et al., 2021; Kofou, & Anastasiadou, 2013; Anastasiadou & Pappa, 2009,2019; Anastasiadou et al., 2007) (Table 3).

The value of Cronbach's α coefficient for General items of EI conceptual construct was equal to 0.804 and it is a very high value in terms of internal consistency (Anastasiadou et al., 2007, Anastasiadou et al., 2014; Anastasiadou & Draganis, 2014; Anastasiadou, et al., 2014a; Anastasiadou & Kofou, 2013a, 2013b; Anastasiadou & Loukas, 2009; Anastasiadou & Panitsides, 2014; Anastasiadou et al., 2015; Gkolia et al., 2007; Papademetriou et al., 2022; Anastasiadou, & Douma, 2014) (Table 3).

Finally, the value of Cronbach's α coefficient for Soft Skills Scale was equal to 0.859 and it is a very high value in terms of internal consistency (Anastasiadou, 2013a,2013b,2013c, 2013d; 2014; Anastasiadou & Florou, 2013; Batiou & Anastasiadou, 2015) (Table 3).

Table 3: **Cronbach's TEIQue-SF, TEIQue-SF´ conceptual Constructs and Soft Skills Scale**

scale	**Cronbach's Alpha**
Soft Skills Scale	0.859
TEIQue-SF scale	0.885
Dimensions TEIQue-SF scale	**Cronbach's Alpha**
Well-being	0.814
Self-control	0.779
Emotionality	0.859
Sociability	0.726
General items of EI	0.804

The following table presents the mean value (M) and the standard Deviation (SD) of each item and each conceptual construct of TEIQue-SF scale (Table 4). Among the dimensions, the highest mean level of perceptions was 4.3333 (SD=0.56037) for Well-being conceptual construct following by Emotionality conceptual construct 3.5804 (SD=0.71335) following by the Self-control conceptual construct 3.3604 (SD=0.75533) following by the General items of EI conceptual construct 3,2770 (SD=0. 47054) whereas the lowest mean level was 2.9099 (0.55003) for Sociability conceptual construct (Table 4).

Table 4: TEIQue-SF Scale

	ATMI Scale	**Cronbach's Alpha**	**M**	**SD**
Conceptual Construct	**Item**	**.885**	**3,4922**	**,44468**
Well-being		.814	4.3333	.56037
	W_being1: I generally find life enjoyable		4,43	,750
	W_being2: I feel that I have a number of good qualities		4,43	,735
	W_being3: On the whole, I have a shining perspective on most things		4,51	,723
	W_being4: On the whole, I'm pleased with my life		4,21	.755
	W_being5: I believe I'm full of personal strengths,		3.96	.937
	W_being6: I generally believe that things will work out fine in my life		4.46	.752
Self-control		.779	3.36	.75533
	S_cont1: I usually find it difficult to regulate my emotions*		4,34	,870
	S_cont2: I tend to change my mind frequently		3,26	1,102
	S_cont3: on the whole, I'm able to deal with stress		2,81	1,368
	S_cont4: I'm usually able to find ways to control my emotions when I want to		2,95	1,110
	S_cont5: I tend to get involved in things I later wish I could get out of*		3,56	1,004
	S_cont6: others admire me for being relaxed		3,24	1,063
Emotionality		**.859**	**3,5804**	**,71335**
	Emot1: Expressing my emotions with words is not a problem for me		3,14	1,054
	Emot2: I often find it difficult to see things from another person's perspective*		3,55	1,068
	Emot3: Many times, I can't figure out what emotion I'm feeling*		3,20	,982
	Emot4: Those close to me often complain that I don't treat them right*		4,07	1,038
	Emot5: Many times, I can't figure out what emotion I'm feeling*		4,00	,866
	Emot6: I'm normally able to "get into someone's shoes" and experience their emotions		3,41	1,105
	Emot7: I often pause and think about my feelings		3,72	,918
	Emot8: I find it difficult to bond well even with those close to me*		3,55	,994

Sociability		**.726**	**2,9099**	**,55003**
	Soci1: I can deal effectively with people		3,50	1,089
	Soci2: I often find it difficult to stand up for my rights*		3,76	1,127
	Soci3: I'm usually able to influence the way other people feel		3,30	,986
	Soci4: I would describe myself as a good negotiator		3,65	,932
	Soci5: I tend to "back down" even if I know I'm right*		3,51	,933
	Soci6: I don't seem to have any power at all over other people's feelings*		3,73	,974
General items of EI		.804	3,2770	,47054
	G_Item1: On the whole, I'm a highly motivated person		4,17	,816
	G_Item2: I often find it difficult to adjust my life according to the circumstances*		3,53	,866
	G_Item3: I normally find it difficult to keep myself motivated*		3,45	,943
	G_Item4: Generally, I'm able to adapt to new environments		3,96	,833
Model Fit	x2/df=1.83 CFI=0.95, GFI=0.92, RMSEA=0.04, AGFI=0.90, IFI=0.95			
Soft Skills Scalee		**.859**	**3,6177**	**,55239**
	Soft_Skills1: I have good Communication Skills		3,96	,946
	Soft_Skills2: I can do Teamwork		3,89	,908
	Soft_Skills3: I am good at Problem-solving		3,84	,796
	Soft_Skills4: Time management is easy for me		1,64	1,007
	Soft_Skills5: Critical thinking		3,90	1,022
	Soft_Skills6: Decision-making		4,14	,871
	Soft_Skills7: I have good Organizational Skills		3,10	1,096
	Soft_Skills8: Stress management		3,29	1,054
	Soft_Skills9: Adaptability		3,83	,829
	Soft_Skills10: Conflict management		4,40	,574
	Soft_Skills11: I have great Leadership abilities		3,89	1,032
	Soft_Skills12: Creativity		3,78	,989
	Soft_Skills13: Resourcefulness		3,48	1,053
	Soft_Skills14: I have good at Persuasion		3,73	,985
	Soft_Skills15: Openness to criticism		3,39	1,011
Model Fit	x2/df=1.89 CFI=0.95, GFI=0.94, RMSEA=0.04, AGFI=0.90, FI=0.95			

The following table, Table 5, presents the intercorrelations across the six conceptual constructs used in this study plus an item measures the attitudes toward Emotional Intelligence and Soft skills.An assessment of the bivariate correlations indicates that all the correlations are significant and are in the expected direction. The strongest correlation was between the conceptual constructs EI and Value Self-control ($r=0.815$, $p<0.001$). The second strongest correlation was between the conceptual constructs EI and Emotionality ($r=0.798$, $p<0.01$) whereas the third strongest correlation was between the conceptual constructs EI and Soft Skills ($r=0.777$, $p<0.01$) following by the correlation between the conceptual constructs Soft Skills and Emotionality ($r=0.727$, $p<0.01$) following by the correlation between the conceptual constructs EI and Sociability ($r=0.662$, $p<0.01$), following by the correlation between the conceptual constructs EI and Well-being ($r=0.660$, $p<0.01$) and by the correlation between the conceptual constructs EI and General items of EI ($r=0.647$, $p<0.01$).

As far as the correlations between Well-being, Self-control, Emotionality, Sociability and General items of EI related to EI conceptual concerns that correlation analysis revealed significant correlations at a significant level of 99%. More specifically, the strongest correlation was between the conceptual construct Sociability and Emotionality (r=575, p<0.01), the second strongest correlation was between the conceptual construct Self-control and Well-being (r=0.550, p<0.01), whereas the third strongest correlation was between the conceptual construct Self-control and Emotionality (r=0.509, p<0.01) (Table 5).

Equally statistically significant were the correlations between the Self-control conceptual construct and EI (r=0.584**, p<0.01), (Table 5) as well as the correlation between Well-being and EI (r=0.522, p<0.01). Finally, gender has statistically insignificant correlations with Well-being, Self-control, Emotionality, Sociability and General items of EI as well as with Soft Skills and EI (Table 5).

Table 5: Correlation Estimates

Correlations

		Well-being	Self-control	Emotionality	Sociability	General items of EI	Soft Skills	EI	Gender
Well-being	Pearson Correlation	1							
Self-control	Pearson Correlation	,550**	1						
Emotionality	Pearson Correlation	,378**	,509**	1					
Sociability	Pearson Correlation	,122	,328**	,575**	1				
General items of EI	Pearson Correlation	,332**	,435**	,316**	,415**	1			
Soft Skills	Pearson Correlation	,522**	,584**	,727**	,487**	,440**	1		
EI	Pearson Correlation	,660**	,815**	,798**	,662**	,647**	,777**	1	
Gender	Pearson Correlation	,070	,059	,040	,031	,094	,013	,063	1

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

Furthermore, six out of seven hypothesized effects were supported (Table 6). Thus, it is evidentthat the conceptual constructs Self-Confidence, Value, Enjoyment and Motivation, have a positive effect on Total score related to Greek Students' attitudes towards Mathematics.

Table 6: Hypotheses Testing

Hypotheses	Standardized estimates	p-value	Results
Ho1: Well-being has a strong effect on General attitude towards EI	.58	<0.001	Supported
Ho2: Self-control has a strong effect on General attitude towards Soft Skills	.58	<0.001	Supported
Ho3: Emotionality has a strong effect on General attitude towards Soft Skills	.49	<0.001	Supported
Ho4: Sociability has a strong effect on General attitude towards Soft Skills	.52	<0.001	Supported
Ho5: General items of EI has a strong effect on General attitude towards Soft Skills	.56	<0.001	Supported
Ho6: Gender influences General attitude towards Emotional Intelligence	.57	<0.001	Supported
Ho7: Gender influences General attitude towards learning Big Data, analytics and AI algorithms	.34	>0.05	Not Supported

6. Conclusions

The present paper views to access teachers' attitudes in relation to Emotional Intelligence and Soft skills. The structural equation model verified the measurement model fit related to TEIQue-SF regarding the observed data (x2/df=1.83 CFI=0.95, GFI=0.92, RMSEA=0.04, AGFI=0.90, IFI=0.95) (Churchill, 1979; Cohen, et al., 1988; Fornell & Larcker, 1981; Chin, 1998; Kim, et al., 2008; Spector, 1992; Wixon, & Watson, 2001) regarding TEIQue-SF (Trait Emotional Intelligence Questionnaire-Short Form). TEIQue-SF is constituted by five conceptual constructs named Well-being, Self-control, Emotionality, Sociability and General items of EI. The strongest correlation was between TEIQue-SF the conceptualconstructs named Self-control and Well-being. The structural equation Soft Skills model verified the measurement model fit regarding the observed data (Model Fit: x2/df=1.89 CFI=0.95, GFI=0.94, RMSEA=0.04, AGFI=0.90, FI=0.95) (Churchill, 1979; Cohen, et al., 1988; Fornell & Larcker, 1981; Chin, 1998; Kim, et al., 2008; Spector, 1992; Wixon, & Watson, 2001) and verified its one dimension consisted of 15 items.

In addition, the study made it evidence that the strongest correlation between Soft Skills and Emotionality conceptual concept. Moreover, Soft Skills and Emotional Intelligence have a significant correlation. The findings emphasize the general importance teachers' attitudes toward the influence of EI and Soft Skills in learning Big Dara applications, mathematics, STEM and computing (Souravlas & Anastasiadou, 2020a; Souravlas, S. & Roumeliotis, 2014a,2014b,2015a,2015b). However, there is great need for empirical research connected with teachers' attitudes toward Emotional Intelligence (EI) related to Soft Skills and Skills in programming, scheduling Algorithms, Artificial Intelligence development etc.

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