

# Emotional Intelligence and Self-efficacy of Iranian Teachers: A Research Study on University Degree and Teaching Experience

Seyed Mohammad Reza Amirian

Department of English Language and Literature, Hakim Sabzevari University, Sabzevar, Iran

Azam Behshad

Department of English Language and Literature, Hakim Sabzevari University, Sabzevar, Iran

**Abstract**—This study evaluates the level of emotional intelligence, self-efficacy to investigate whether a relationship exists between these two attributes or not, also, the role of years of teaching experience and teachers' university degrees in their emotional intelligence. To this end, 70 teachers were asked to complete The Assessing Emotions Scale Questionnaire (Salovey and Mayer, 1990) and Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001), regardless of their English teaching experience. The aim of this study was to represent the importance of emotional intelligence, self-efficacy and in teachers for having an effective teaching. The results indicated a significant relationship between teachers' EI and their self-efficacy. Moreover, the findings showed that there was a significant relationship between teachers' EI with their years of teaching experience, in a way that more experienced teachers can benefit their low experienced colleagues with their emotional experiences. Meanwhile, no significant difference was found between teachers' EI in terms of different university degrees. The research results also proved a positive relationship between EI and self-efficacy.

**Index Terms**—University degree, teaching experience, Emotional Intelligence (EI), self-efficacy, EFL teachers

## I. INTRODUCTION

### A. Background of the Study

Emotions are an integral part of organizations, including educational ones. The results of considerable research have most frequently pointed to a combination of knowledge, skill, and genetic traits (such as overall intelligence) as the best indication of individuals' performance. (Rastegar & Masumi, 2009)

Recent studies conducted in the field of education showed that possessing the required knowledge and skills is not sufficient for effective teaching. Teachers' traits, attitudes and beliefs make contribution to their effectiveness as educators. (Ortaçepe, Deniz, and Ayşe S. Akyel, 2015). Emotional intelligence (EI), as one of these traits, was first described by Peter Salovey and Jack Mayer in 1990 while each was searching for factors of what was important for functioning in society. Salovey and Mayer described "emotional intelligence as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to distinguish among them, and use this information to guide one's thinking and action" (Salovey & Mayer, 1990, p.189). Daniel Goleman (1995) brought the theory of emotional intelligence to the public in his book, *Emotional Intelligence*. Goleman's (2000) research found that high levels of emotional intelligence create climates for improving data offering, trust, healthy risk taking, and learning. Emotional intelligence is not an innate talent, but a learned ability, which has a unique contribution to the effectiveness of teachers.

Schutte and Malouff (1999) argue" that Goldman's view of the adaptive nature of emotional intelligence is nicely understood by this notion that cognitive intelligence may help individuals gain admission to setting, but that emotional intelligence determines how successful they are within these settings." Kremenitzer (2005) believes that an important factor for effective and successful teaching is being able to regulate and manage emotions within the classroom. He argued" that unlike other skills that a teacher has, the ability to respond to unanticipated and difficult spontaneous situations is perhaps the most challenging of all." Another important attribute of effective teachers is self-efficacy, which as one of the cognitive factors, need stirred extraordinary enthusiasm toward the field about training and potential educational implications of the theory and has led to many other studies. Teacher efficacy is a major application of Bandura's (1997) self-efficacy theory to educational settings. Bandura (1997) in his book, *Self-efficacy: The exercise of control*, distinguished self-efficacy from "the colloquial term *confidence*" (p. 382). He expressed that "confidence is an unclassifiable word that refers to strength of belief but does not necessarily specify what the certainty is about" (p. 382) while "perceived self-efficacy [refers] to belief in one's power to create given levels of achievement" (p. 382). Of course, he states that such a difference between self-confidence and perceived self-efficacy does not seem to hold a strong stance.

The present study also follows the convention of using them interchangeably. According to Bandura (1997), having the knowledge and skills required to act does not guarantee that an actor will perform effectively, but rather, effective action also depends upon the personal judgment for properly utilizing such knowledge and skills to perform an act successfully under various circumstances. (G Soto, 1997).

Bandura (1997) named this judgment as perceived self-efficacy and when applied to educational contexts takes the form of teacher efficacy, which is defined as teachers' beliefs in their ability to influence student outcomes (Tournaki & Podell, 2005) and which has been discovered to be straightly related to many positive teacher behaviors and attitudes (Bandura, 1997; Tschannen-Moran et al., 1998; Yost, 2002) as well as student achievement and attitudes (Henson, 2001). (Orta çepe, Deníz, and Ayşe S. Akyel, 2015).

Tschannen-Moran and Woolfolk-Hoy (2001) also define "teacher self-efficacy as a teacher's judgments of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those pupils who may be hard or unmotivated." Bandura (1994) believes that people with a strong sense of self-efficacy have several positive characteristics including having a high confidence in their capabilities to approach difficult tasks, staying involved in activities, setting challenging aims and keep going a strong commitment to them, having a heightened and sustained effort after failures and obstacles, and then quickly recovering their positive self-efficacy (Bandura, 1994). On the other hand, people who doubt their capabilities or have a low self-efficacy may trust that things are harder than they really are, a belief that increases stress, depression, and a narrow vision of how best to solve a problem (Pajares & Schunk, 2001).

However, it is interesting to note that such an association is assumed without empirical data (Nunan, 2003) and assuming such an association is questionable until we can establish the relationship by an empirical study on teachers' confidence in teaching English in their specific contexts. The present study investigated the EFL teachers' emotional intelligence and its relationship with their perceived self-efficacy.

#### *B. Statement of the Problem and Purpose of the Study*

Working toward achieving the definite objectives is the main goal of every organization. School, as a purposeful organization, has a major goal at any level which is attainment of academic excellence by the students and fulfilling the desired and intended outcomes in education, that is, the emphasis is placed on the educational achievement. The extent of achieving this goal depends principally on the work force, especially the teaching personnel. Then, for actualization of this goal and with respect to the improvement of education in general and teacher education and in-service training in particular, it is necessary to know how great classroom practice can be expanded and which attributes of teachers are identified with viable classroom rehearse. Then paying attention to teachers' attitudes, traits and personalities is part of this process for improvement. Exploring the teachers' level of emotional intelligence and their efficacy perceptions which are dealt with in this study are among the main variables which may expand our understanding of the issue. Accordingly, the main objective of the present study is to determine the level of teachers' emotional intelligence, and sense of efficacy in teaching English. This study evaluates the level of emotional intelligence, self-efficacy to investigate whether a relationship exists between these two features or not. Moreover, the above variables, and as a secondary objective, the study examines the role of years of teaching experience and teachers' university degrees on their emotional intelligence.

#### *C. Research Questions*

This study intends to provide answers to the following research questions:

Q1: Is there any vital connection between Iranian EFL teachers' emotional intelligence and their self-efficacy?

Q2: Is there any vital connection between Iranian EFL teachers' emotional intelligence and years of teaching?

Q3: Is there any vital difference(s) between Iranian EFL teachers' emotional intelligence and their university degrees?

## II. LITERATURE REVIEW

### *A. Introduction*

This section provides a review of literature about emotional intelligence, self-efficacy, and also reviewed the literature which studied these variables in relation to teachers. In addition, the literature about relationship between teachers' EI and their self-efficacy is also presented.

### *B. Emotional Intelligence*

Currently there are three popular theories of emotional intelligence. Reuven Bar-On (1988) was introduced the first theory by as Emotional Quotient (EQ) even before this term be popular and was used by Salovey and Mayer in 1997. EQ was viewed by Bar-On (2000) as an integration of interconnected emotional and social competencies and skills determining "how successfully we comprehend and convey ourselves, understand others and correspond with them, and manage the day by day necessities and problems (Bar-On, 2000)". In this concept, the emotional and social capabilities and skills include the five main constructs and each of these constructs consists of a number of related parts as follows: (1) Intrapersonal (Emotional Self-Awareness, Self-Regard, Independence, Assertiveness and Self-Actualization), (2) Interpersonal (Social Responsibility, Empathy and Interpersonal Relationship), (3) Stress Management (Stress

Tolerance and Impulse Control), (4) Adaptability (Reality Testing, Flexibility and Problem Solving), and (5) General Mood (Optimism and Happiness). Agreeable to this model, someone who is emotionally and socially intelligent is a person who is aware of and can express himself/herself effectively, understand and communicate efficiently with others, and deal well with daily problems, necessities and pressures. This is indeed the manifestation of one's intrapersonal capability to recognize about oneself, to know one's potencies and weak spots and to convey one's emotions and thoughts non-destructively (Bar-On, 2006).

To characterize a structure of emotional intelligence that reflects the success of an individual, Goleman (1998b) represented an individual's potential for mastering the skills to four main emotional intelligent constructs of self-awareness, self-management, social awareness, and connection management (Goleman, 1998b). The first concept, self-awareness, is the ability to comprehend own's emotions and recognize their effects while utilizing internal feelings to guide decisions, knowing what one feels. Self-management, the second construct, includes checking one's emotions, adapting to changing circumstances and inhibiting emotional indifference. Social awareness as another cluster includes the competency of empathy, the ability of feeling, understanding, and reacting to others' emotions while comprehending social networks and reading nonverbal cues. Finally, relationship management, the fourth cluster, is defined as the ability to inspire, affect, and help others while managing conflict (Goleman, 1998b). Goleman (1998b) supposes that these four domains are as competences that depending on the important strength of each relevant EI domain can be learned. Despite the arguments over an integrated definition or model for EI, there is a general agreement that emotional skills are associated with success in many areas of life.

In educational settings, it is widely accepted that to create opportunities for effective learning, students not only need content area knowledge, but also abilities associated with social and emotional competencies. Empirical studies demonstrated "that emotional intelligence is positively correlated to academic achievement and other affective, cognitive and meta-cognitive features conducive to learning (Ream, 2007)". The major concern of these studies was a need to integrate emotional literacy, and emotional learning into the educational curriculum. The main expectation of programs is to help students managing their emotions appropriately and effectively, shift undesirable emotional states to more productive ones, and understand the link between emotions, thoughts, and actions (Ream, 2007).

### *C. Teachers' Emotional Intelligence*

There is conflicting evidence that the concept of EI might be relevant for the training profession. Although the thought that the traits associated with high EI are necessary for teachers to possess, Byron (2001) found "that pre-service teachers in her sample did not score differently in EI from the norm sample. On the other hand, Walker (2001) found "all the classroom teachers taken as her sample had above average emotional intelligence scores."

Teachers are aware of the great role emotions play in their daily efforts. Emotions and skills for coping with these emotions affect learning processes, mental and physical health, the quality of social relationships and academic and work performance (Brackett & Caruso, 2007). Teaching is considered to be one of the most stressful occupation, especially because it involves daily work based on social interactions where the teacher must make great effort to regulate not only his or her own emotions, but also those of students, parents, and colleagues, etc. (Brotheridge & Grandey, 2002). Training in emotional competencies is necessary so that both children (future adults) and instructor can successfully modify. This is very important, not only for developing such competencies in the students and for preventing mental health subject in instructors, but also for creating favorable conditions for learning (Palomera, Fernández-Berrocal, 2008).

In another study conducted in Spain, the relationship between perceived emotional intelligence and life satisfaction in university teachers was examined (Landa, Lopez-Zafra, De Antonana, & Pulido, 2006). To assess the nature of these relationships and to predict the factors implied, life satisfaction, positive and negative effect, and work satisfaction measures were used. Their results yield a strong correlation between these selected factors and EI. They also found that emotional intelligence was important and predictor construct to state distinction on life satisfaction, alone from personality traits and mood states constructs. The relationship between emotional intelligence and teachers' performance also indicated that these two variables are related and EI could predict teachers' performance and had a statistically significant association with some individual aspects of teachers' performance, but stress management and adaptability were not related to their performance (Drew, 2006). Another variable that was investigated in relation to emotional intelligence was job satisfaction in public school teachers (Cobb, 2004).

The results of this survey are in accordance with Naderi's (2009) study in Iran. She investigated the relationship among teachers' emotional intelligence, job enjoyment and organizational obligation and found that emotional intelligence is correlated to job satisfaction and organizational commitment in teaching career in the context she studied. Several studies have been conducted on the relationship between teachers' EI and their satisfaction in the workplace. Among these studies we can mention Aphshari, Kiamanesh, and Naveh Ebrahim's (2011) and Jorfi, Bin Yaccob, and Mad Shah's (2011). In the first study, the researchers found similar results to Naderi's (2009) research and in the last study, the relationship between teachers' EI and their motivation for teaching, teachers' EI and their job satisfaction as well as teachers' EI and their communication effectiveness were investigated.

Teachers fall into Holland's "Social Type." Social types prefer "activities that entail the manipulation of others to notify, instruct, develop, put right". (They keen to be useful and forgiving and they see themselves as being understanding (Holland, 1997). The main characteristics of this social type are "agreeable, unified, empathetic, friendly,

generous, useful, idealistic, kind, patient, effective, responsible, sociable, tactful, understanding, and warm” (p. 25), all of which are qualities associated with high emotional intelligence. It may mean that teachers with high emotional intelligence may have all or some of these traits. If, according to Holland’s theory, teachers holding these qualities are likely to be satisfied and succeed vocationally, then EI is likely to be predictive of teacher performance as well. However, more research is needed for confirming this fact.

#### *D. Teacher’s Self-efficacy*

Bandura (1994) defines “self-efficacy as peoples’ beliefs and attitudes about their abilities to produce intended levels of performance to exert more influence over events that affect their lives.” Similarly, he defines “teachers’ self-efficacy as the degree to which teachers believe they have the ability to affect students’ performance.” Thus, Bandura in his social cognitive theory emphasizes “more on people’s perceptions of their capabilities rather than real/actualized capabilities because people’s beliefs and perceptions greatly influence how their potential is realized and utilized.” Effective teachers believe that they can make a difference in student learning and their teaching demonstrates that belief (Gibbs, 2002). Teacher effectiveness is affected by their levels of self-efficacy, that is, the opinion teachers have about their teaching capabilities (Gibbs, 2002; Tschannen-Moran, et al., 1998).

(Ashton & Webb, 1986), the goals they specify” for learning tasks in their working context and the amount of effort and persistence they exhibit in doing the task (Bandura, 1995; Tschannen-Moran, et al., 1998). Also, it has been found that, compared to low self-efficacy teachers, teachers with high efficacy beliefs determine higher goals for themselves and their students, and try harder to achieve those goals and persist through obstacles (Henson, 2001).” In addition, they are more emotionally intelligent (Penrose, Perry & Ball, 2007), generate stronger student achievement (Goddard, Hoy & Woolfolk-Hoy, 2004; Ross, 1998; Tschannen-Moran, et al., 1998), use more effective instructional strategies in teaching mathematics (Swars, 2005), show extra-role behavior towards the team and the organization (Somech & Zahavy, 2000), tend to accept innovations more easily, and apply a more considerable variety of instructional strategies (Riggs & Enochs, 1990)”. Furthermore, efficacious teachers are confident that they can successfully deal with even the most difficult students if they exert extra effort; but teachers with lower self-efficacy feel a sense of helplessness and weakness when it comes to dealing with difficult and unmotivated students (Gibson & Dembo, 1984).

#### *E. Relationship between Emotional Intelligence and Self-efficacy*

Salovey and Mayer (1990) proposed “the concept of emotional intelligence as the ability of people to deal with their emotions.” They define EI as the ability of monitoring emotions, discriminating among them and using this information for leading thinking and action. This management of self-awareness is essential in regulating emotions. There is a strong connection between self-awareness and self-efficacy, as self-efficacy highlights self-awareness and self-regulation as factors influencing the development of self-efficacy beliefs (Bandura, 1997). Emotional intelligence and self-efficacy are assimilated whenever an individual interprets organizational realities by using self-awareness, regulation, and control for recognizing thoughts, feelings, and behaviors (Bandura, 1997). Emotional skills have recently received considerable research interest in the field of education and psychology and many studies pointed “to the facilitative and helpful role of self-efficacy beliefs in various academic and educational contexts” (Pajares, 1996; Schunk & Meece, 2005; Ghanizadeh & Moafian, 2011).

Previous research demonstrated “that emotional intelligence is associated with success in many areas, including effective teaching (Ghanizadeh & Moafian, 2010), student learning (Brackett & Mayer, 2003), and academic performance (Gil-Olarte, Palomera, & Brackett, 2006)”. Feelings can affect the cognitive processes of self-efficacy as “feelings left uncontrolled can interfere with the cognitive processing of information that can be important to task acting” (Douglas, Gundlach,., 2003, Martinko, p. 234). An individual with low emotional intelligence and self-efficacy will likely struggle in maintaining order in his/her daily tasks. Emotional intelligence’s effect on self-efficacy can also impact important workplace outcomes through causal reasoning processes and emotions (Gundlach, Martinko, & Douglas, 2003), and also influencing on a person’s ability to control his self-efficacy beliefs. Gundlach, Martinko, and Douglas (2003) summarized the connection of emotional intelligence and self-efficacy as follow: Research studies have explored the connection of emotional intelligence and self-efficacy among teachers. Chan (2007) and Mikolajczak and Luminet (2007) found that individuals who exhibited high emotional intelligence had high self-efficacy. Penrose, Perry, and Ball (2007), and Rastegar and Memarpour (2008) revealed a positive significant relationship between emotional intelligence and self-efficacy in teachers. Many other studies also found the same results in their investigations (Salami, 2007; Penrose, 2007; Gúrol, Gúher Ozercan, & Yalcin, 2009; Rastegar & Memarpour, 2009; Ghanizadeh & Moafian, 2009).

### III. METHODOLOGY

#### *A. Participants*

A group consisting 70 Iranian EFL teachers from high schools and universities in Zahedan and Mashhad cities participated in this study. The teachers were Ph.D., M.A. or B.A. holders in EFL. The age range varied from 21 to 62. Among the selected teachers about 63% were females and 37% males. The present study adopted a convenience sampling method in which “a certain group of people was [is] chosen for study because they were [are] available”

(Frankel & Wallen, 2003, p. 103). This sampling method was chosen for the purpose of having as many EFL teachers close to the researchers' living place as possible. As a result, the researchers gained access to in-service teachers in two cities, Zahedan and Mashhad. Finally, majority of the EFL teachers working in the high schools and universities in these two cities were requested to answer the questionnaires, regardless of their English teaching experience.

### B. Instrumentation

Several means of data sources were used to provide answers to the research questions:

#### 1. Emotional Intelligence Test

The Assessing Emotions Scale (AES) (appendix A) is based on Salovey and Mayer's (1990) original model of emotional intelligence. The original model is a self-assessed model and consists of an appraisal of emotion in self and others, expression of feeling, regulation of feeling in self and others, and utilization of feeling in solving problems. The AES (Schutte, Malouff, & Bhullar, 2007) is a thirty-three-item self-report inventory which focuses on typical emotional intelligence and attempts to assess characteristic or trait of emotional intelligence.

In this study, the subjects rated themselves on the items using a five-point Likert-type scale which could be completed in approximately five minutes. The responses included 1 (strongly disagree), 2 (somewhat disagree), 3 (neither agree nor disagree), 4 (somewhat agree), and 5 (strongly agree). Total scale scores were calculated by reverse coding items 5, 28, and 33 and then summing all items. The scores ranged from 33 to 165, with higher scores indicating emotional intelligence at a greater level. The Assessing Emotions Scale had a two-week test-retest reliability reported at .78 for total scale scores (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998). The information about teachers' years of teaching experience and their university degrees were also asked in this questionnaire.

#### 2. Teachers' Self-Efficacy Scale

The second instrument used in this survey was a Modified version (for the purpose of reducing them into a smaller set of derived components that retain the maximum information in the original set of variables) of Teacher sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) (appendix B). This modified version consisted of 12 items and three subscales: efficacy for engagement, efficacy for management, and efficacy for instructional strategies. The items adapted a five point Likert-type scale ranging from 1= nothing to 5= a great deal. The reliability for the 12-items scale was 0.90 (Tschannen-Moran & Woolfolk-Hoy, 2001).

### C. Procedure

To obtain measures of teachers' emotional intelligence and self-efficacy, the questionnaires of Emotional Intelligence Test, and Teachers' Self-Efficacy Scale were given to the teachers to fill out during their free time. Each participant was shortly introduced to the purpose of the research and was provided with some brief oral instruction on how to complete the appraisal forms. Having collected the data, the researcher set off on data analysis to answer the research questions as to whether EFL teachers' emotional intelligence can be related to their self-efficacy as well as demographic factors such as their university degrees and the years of teaching experience.

### D. Data Analysis

The data of current study were collected through research questionnaires administered on participants of this study. In data analysis, the researcher utilized the following statistics:

1. Pearson product-moment correlation coefficient was conducted for determining the relationship between teachers' emotional intelligence and their self-efficacy, as well as teachers' emotional intelligence
2. Pearson product-moment correlation coefficient was done for examining the relationship between teachers' emotional intelligence and their years of teaching;
3. Additionally a one-way ANOVA was run for finding the difference(s) between teachers' emotional intelligence with different university degrees. The first, second, and third research questions are correlative in nature. The first research question asked if there is a relationship between emotional intelligence and self-efficacy of teachers. Overall scores of emotional intelligence and self-efficacy were compared for finding this relationship. The Pearson  $r$  was tested for significance. For assessing the relationship between teachers' overall emotional intelligence and their years of teaching experience the researcher also calculated a Pearson product-moment correlation coefficient, and finally ran a one-way ANOVA for finding the difference(s) between teachers' EI with different university degrees (B.A., M.A., and Ph.D.).

## IV. DATA ANALYSIS AND DISCUSSION

### A. Findings of the Study

A quantitative design was employed using two instruments: The Assessing Emotions Scale (Schutte, Malouff, & Bhullar, 2007), Teachers' Self-Efficacy Scale (Tschannen-Moran, & Woolfolk-Hoy, 2001), Data analyses were performed using the Statistical Package for Social Sciences (SPSS) version 18.0.

The following research questions were included in the current study:

Q1: Is there any vital connection between Iranian EFL teachers' emotional intelligence and their self-efficacy?

Q2: Is there any vital connection between Iranian EFL teachers' emotional intelligence and their years of teaching?

Q3: Is there any vital difference(s) between Iranian EFL teachers' emotional intelligence and their university degrees?

1. Teachers' Emotional Intelligence

Response scores from the AES were entered into version 18.0 of SPSS. The AES has a possible total scaled score ranging from 33 to 165. Higher scaled scores indicate characteristic emotional intelligence at a greater level. A total scaled score was also developed from the responses of each participant. Table 4.1.1 reflects the total scaled score for all teachers ( $M = 122.97, SD = 15.26$ ) out of 165.

TABLE 4.1.1:  
MEAN AND SD IN TEACHERS' EMOTIONAL INTELLIGENCE LEVEL

Teachers	Mean	Std	Min	Max
Emotional Intelligence (Total)	122.97	15.26	77	154

2. Self-Efficacy Beliefs

The Teachers' Sense of Efficacy Scale is a twelve-item measure which was used to assess teachers' self-perception of their capability to affect students' performance (Tschannen-Moran, 2004). Three subscales were coded with four items, each including efficacy for management, efficacy for engagement and efficacy for instructional strategies. Table 4.1.2 indicates the level of self-efficacy competencies.

TABLE 4.1.2:  
LEVEL OF SELF-EFFICACY COMPETENCIES IN TEACHERS

	Mean	Std	Min	Max
Efficacy for Engagement	3.89	0.66	2.25	5
Efficacy for Management	3.89	0.74	2	5
Efficacy for Instructional Strategies	3.95	0.74	1.25	5

This table shows that for all three subscales of efficacy (engagement, management, and instructional strategies) the mean is above 3 and this means that the teachers appraised their self-efficacy in teaching English at the moderate level in the perspective purpose of Instructional Strategies, Classroom Management, Student Engagement and (Table 4.1.2). In other words, they believed that they could have some impact on the three measurements. The teachers addressed that they felt more certain for instructional techniques ( $M = 3.95$ ) than in any of alternate measurements. Meanwhile, it was found that the teachers felt sure at the same level in their efficacy for engagement and management ( $M=3.89$ ). It should also be noted that in examining the teachers' self-reported efficacy or confidence levels in teaching English, the present study did not report the general teacher adequacy level by gathering the three components.

3. First Research Question

Addressing each hypothesis, the relevant data are reported to support or reject it. The first research question was:

Q1: Is there any vital connection between Iranian EFL teachers' emotional intelligence and their self-efficacy?

This research question was converted into the following null hypothesis:

H01: There is no vital connection between Iranian EFL teachers' emotional intelligence and their self-efficacy.

A Pearson product-moment Correlation Coefficient was calculated to determine the relationship between Total Assessing Emotions Scale and total Teachers' Sense of Self-Efficacy. A positive correlation was found,  $r(68) = .67, p < .001$ , indicating a vital linear connection between the two variables. Higher scores on one scale seem to suggest a higher score on the other scale. Table 4.6 represents the obtained result.

TABLE 4.1.3:  
PEARSON PRODUCT-MOMENT CORRELATION BETWEEN TEACHERS' EMOTIONAL INTELLIGENCE AND THEIR SELF-EFFICACY

	Teachers' Self-Efficacy	N	Sig
Emotional Intelligence	0.67	70	<.001**

\*\*SIGNIFICANT AT THE LEVEL OF .05 AND .01(2-TAILED)

The data from the survey reflected that there is a positive correlation between emotional intelligence scores and self-efficacy scores. The relationship of both emotional intelligence and self-efficacy is reflected in the data. The results of calculating a correlation coefficient between emotional intelligence and each of the three self-efficacy competencies (efficacy for management, efficacy for engagement and efficacy for instructional strategies) indicated that there were positive relationships between EI and each of the three competencies, thus rejecting the first null hypothesis stating that there is no significant relationship between teachers' emotional intelligence and their self-efficacy.

4. Second Research Question

In second research question we have:

Q2: Is there any vital connection between Iranian EFL teachers' emotional intelligence and years of teaching?

To provide answers to the second research question, it was converted into the following null hypothesis:

H02: There is no vital connection between Iranian EFL teachers' emotional intelligence and their years of teaching experience.

According to teachers' demographic information, the data about their years of teaching experience are as shown in the table 4.1.4.

TABLE 4.1.4:  
FREQUENCY OF YEARS OF TEACHING EXPERIENCE

Years	Frequency	Percent	Cumulative Percent
1-6	25	35.7	35.7
7-12	20	26.6	64.3
13-18	10	14.3	78.6
19-24	8	11.4	90.0
25 and above	7	10.0	100.0
Total	70	100.0	

As presented in the above table, nearly 35% (25 persons) of the teachers were novice and had teaching experience between 1 to 6 years, about 26% were in the range of 7 to 12 years, 10 teachers (about 14%) had 13 to 18 years of experience as teachers, 11% (8 persons) 19 to 24 years of teaching experience and, finally, 10% (7 teachers) were experienced teachers and had an experience of 25 years and above. The results of calculating a correlation coefficient between teachers' EI and their years of teaching experience indicated that the two variables are positively correlated ( $r(68) = .32$ ). This means that there was a positive vital connection. Furthermore, through increasing the years of teaching and getting more experience, the teachers' emotional intelligence showed a higher scale, that is, higher emotional intelligence accompanies with having more years of teaching; thus, according to the achieved results, the second null hypothesis is also rejected. Table 4.1.4 represents these results.

TABLE4:  
PEARSON PRODUCT-MOMENT CORRELATION BETWEEN TEACHERS' EMOTIONAL INTELLIGENCE AND THEIR YEARS OF TEACHING EXPERIENCE

Teachers' Emotional Intelligence	Teachers' Years of Teaching Experience	N	Sig
	0.32	70	<.005**

### 5. Third Research Question

The last research question which was investigated in the present study is:

Q3: Is there any significant difference(s) between Iranian EFL teachers' emotional intelligence and their university degrees?

The third null hypothesis states that:

H03: There is no vital difference(s) between EFL teachers' emotional intelligence and their university degrees.

The analysis of demographic information of teachers as shown in table 4.12 indicates that among 70 respondents who filled the questionnaires, the highest degree attained by the participants included 34 (reported their highest degree to be bachelors' degree (48%)). Twenty-six teachers (37%) reported that a master's degree was their highest attained degree and 9 (12%) held a doctorate. One person did not answer this question (see Table 4.1.5.1).

TABLE 4.1.5.1:  
UNIVERSITY DEGREES OF TEACHERS

Education	Frequency	Percent	Valid Percent	Cumulative Percent
B.A.	34	48.6	49.3	49.3
M.A.	26	37.1	37.7	87.0
Ph.D.	9	12.9	13.0	
Total	69	98.6	100.0	
Missing	1	1.4		
Total	70	100.0		

To see whether there is any difference(s) between teachers' emotional intelligence and different university degrees, a one-way ANOVA was conducted. The results of the analysis indicated no significant difference between the emotional ability of teachers holding different university degrees. That is, teachers' emotional intelligence is not influenced by their university degrees. Results in this study provide evidence to support the last null hypothesis. Table 4.5.1.2 represents these results.

TABLE4.5.1.2:  
ONE-WAY ANOVA FOR TEACHERS' EMOTIONAL INTELLIGENCE AND THEIR UNIVERSITY DEGREES

source	SS	df	MS	F	Sig
Between Groups	1.06	2	0.53	2.80	0.068
Within Groups	12.59	66	0.19		
Total	13.65	68			

As it is seen, the significance level is .068 which is more than 0.05. This is not significant at  $p < .01$  and  $p < .05$  ( $F(2, 66) = 2.801$ ,  $p > .05$ ); therefore, there is no difference between teachers' emotional intelligence and their university degrees (B.A., M.A., and Ph.D.).

### B. Discussions

Three research questions were proposed in this study. The first research question investigated the relationship between teachers' emotional intelligence and their self-efficacy. Conducting a Pearson product-moment correlation coefficient, it was found that there is a positive significant relationship ( $r = .67$ ) between these two variables. It means

that higher score in teachers' emotional intelligence is correlated with higher total self-efficacy. The mean of emotional intelligence of teachers in this study ( $M=122.97$ ) provides the evidence that they may be on the verge of being highly emotionally intelligent and this means that they may be intelligent in perception of emotion, managing their own emotions, managing others' feelings, and utilization of feelings.

As Baundra (1997) believes emotional intelligence and self-efficacy merge as an individual interprets organizational realities by the ability to recognize thoughts, feelings, and behaviors through self-awareness, regulation, and control. Chan (2007) and Mikolajczak and Luminet (2007) found that individuals who exhibited high emotional intelligence had high self-efficacy. A stronger relationship could be achieved with more awareness and training teachers in preparation and mentoring programs. The teachers in the present study feel a moderate confidence in carrying out their teaching tasks. They believed they may have some influence on student engagement, class management, and applying instructional strategies. The degrees of the teachers' sense of efficacy here seems to indicate that there is a need to enhance the teachers' sense of efficacy in teaching English given the powerful impact of the teacher's efficacy beliefs on various aspects of teaching and learning (Tschannen-Moran, et al., 1998; Woolfolk-Hoy, et al., 2006). In this study, two other factors were also investigated in relation to teachers' emotional intelligence: their years of teaching experience and their university degrees.

The present study found a moderate positive connection between teachers' EI and their years of teaching ( $r=.32$ ). This connection indicated that those who were more experienced in teaching English tended to have stronger EI than those with a lower experience as English teachers. The results of this study support the work of previous researchers who found similar results (Penrose, Perry, & Ball, 2004; Mayer et al., 1999; Ghanizadeh & Moafian, 2010), but are not supported in Cobb's (2004), and Rastegar and Memarpour's (2009) studies. Through analyzing the difference(s) between teachers' EI and their university degrees, the data showed that there is not any difference between teachers' EI in terms of their university degrees. This means that having a higher university degree is not accompanied with a higher emotional intelligence. In other words, a teacher may have a B.A. degree but enjoy a higher emotional intelligence than instructors holding an M.A. or Ph.D.

## V. CONCLUSIONS

The aim of this study was to evaluate the importance of emotional intelligence and self-efficacy in teachers for having an effective teaching. Findings of the study indicated a significant relationship between teachers' EI and their self-efficacy, so that the results of the present study might help researchers and teacher educators focus more on enhancing pre-service teachers' emotional intelligence and sense of efficacy. In addition, according to Chan (2007), emotional intelligence and self-efficacy are traits which are developmental and can be learned, then, the training programs can be provided for teachers for the aim of developing their emotional intelligence and self-efficacy.

Moreover, the findings indicated that there was a significant relationship between teachers' EI with their years of teaching experience, namely more experienced teachers can benefit their low experienced colleagues with their emotional experiences. But no difference was found between teachers' EI in terms of different university degrees. As we see in this research results, there was a positive association in scope of EI and self-efficacy. This discovering gives us the above all else suggestions that upgrade and improvement of each of these builds may prompt the improvement and advancement of the other. Along these lines, there is a need to consider them as critical components amid educator instruction programs both in pre-service and in-service teacher preparation. Teachers' preparation programs should embed emotional intelligence and self-efficacy in their curriculum in an effort to develop the necessary practices to prepare their students to be effective individuals. Programs whose objective is to improve quality of teaching in schools should invest in improving emotional intelligence and self-efficacy. Last but not least, emotional intelligence and self-efficacy can be enhanced through preparation, induction, and mentoring programs.

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**Seyed Mohammad Reza Amirian** is an assistant professor of TEFL at Hakim Sabzevari University where he is currently teaching both undergraduate and post-graduate courses such as language testing, research methodology, language skills, applied linguistics, etc. He has published several articles in various journals including *Language Testing Journal* and presented in many national and international conferences. His research interests are language testing and assessment, assessing language skills, test fairness and DIF, and teacher education.



**Azam Behshad** holds an MA in Linguistics from Islamic Azad University of Tehran, Iran. She is currently a PhD candidate of TEFL at Hakim Sabzevari University, Sabzevar, Iran. Besides teaching a number of general courses at some institutes, she has already cooperated with the English departments of varying universities. Moreover, she has published several papers on different discussions of language studies in international journals.