

EMOTIONAL INTELLIGENCE AND SELF-EFFICACY BELIEFS  
AMONG SECONDARY EFL TEACHERS IN BANGLADESH:  
A PATH ANALYSIS

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A thesis submitted to the Brac Institute of Languages in partial fulfilment of the requirements for the  
degree of  
Master of Arts in TESOL

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Brac University  
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## **Declaration**

It is hereby declare that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**



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## Approval

The thesis titled “EMOTIONAL INTELLIGENCE AND SELF-EFFICACY BELIEFS AMONG SECONDARY EFL TEACHERS IN BANGLADESH: A PATH ANALYSIS” submitted by

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## **Ethics Statement**

I declare that the thesis titled “EMOTIONAL INTELLIGENCE AND SELF-EFFICACY BELIEFS AMONG SECONDARY EFL TEACHERS IN BANGLADESH: A PATH ANALYSIS” is submitted to the Brac Institute of Languages (BIL), Brac University, in partial fulfillment of the degree MA in TESOL. I want to add that no part of this dissertation copied or plagiarized from other published or unpublished work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place (s). I understand that the program conferred on me may be canceled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and contains materials copied, plagiarized, or borrowed without proper acknowledgment.

## **Abstract**

This study investigated into the correlation among age, gender and emotional intelligence as well the influence of Emotional intelligence on teachers' self-efficacy beliefs. The study followed quantitative method whereas secondary school teachers (N= 62) completed the self-reported trait emotional questionnaire (TEIQue) and teachers' self-efficacy beliefs short version questionnaire by Tschannen-Moran and Woolfolk-Hoy (2001). Findings showed that age correlates with emotional intelligence whereas gender does not have any correlation with Trait EI. The findings of regression analysis showed that emotional intelligence influences on self-efficacy beliefs and correlates with the scales as well. The path analysis revealed that age has direct influence on EI but indirect influence on self-efficacy beliefs in classroom management whereas EI has direct influence on self-efficacy beliefs in classroom management. These findings highlight on the multifaceted nature of Emotional intelligence and its pivotal role on EFL teachers' efficacy beliefs. Theoretical, conceptual and practical implications along with limitations of the study have been discussed accordingly.

**Keywords:** Trait Emotional Intelligence, self-efficacy, EFL teaching, influence.

## **Dedication**

This is to my father and mother, who had been by my side with all their support and inspiration over the years. Their constant faith in me had made me believe in myself and my abilities. This is a humble gesture from me to show my love and gratefulness for them.

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## Table of Contents

Abstract	2
Declaration	3
Approval	4
Ethics Statement	6
Acknowledgement	7
Table of Contents	8
Chapter One	10
→ 1.1 Background and Context	10
→ 1.2 Problem Statement	11
→ 1.3 Significance of Study	12
→ 1.4 Research Questions	12
→ 1.5 Null hypothesis	12
Chapter Two	13
→ 2.1 Theoretical construct of Emotional Intelligence	13
→ 2.2 Psychometric Constructs of Emotional Intelligence	14
→ 2.3 Emotional Intelligence in Language Learning and Teaching	14
→ 2.4 Emotional Intelligence, Gender and Age	16
→ 2.5 Self-efficacy Beliefs and its Operationalization	16
→ 2.6 Emotional Intelligence and Teachers' Self-efficacy Beliefs	20
Chapter Three	22
→ 3.1 The hypothesized Model and theoretical framework	21
→ 3.2 Participants	22
→ 3.3 Instruments	22
→ 3.4 Data Collection and Analysis Procedure	23



Chapter Four	25
→ 4.1 Descriptive Statistics	25
→ 4.2 Correlational Analysis	26
→ 4.3 Regression Analysis	27
→ 4.4 Path Analysis	28
Chapter Five	31
→ 5.1. Conclusion	34
→ 5.2 Implication	35
→ 5.3 Limitations	35
References	36
Appendix	42

## Chapter One

### Introduction

#### 1.1 Background and Context

Emotional intelligence is an emerging issue that has been receiving attention to highlights the ability to perceive, manage, and regulate emotions. According to World Economic Forum (2019), EI is one of the top 10 skills in the 21st century to excel in professions. Along with that, emotion covers a large proportion of teaching by suffusing classrooms with pleasure and building interpersonal relationships with students (Hargreaves, 2005). Teachers today face challenges to educate learners' from culturally, linguistically, racially and ethnically diverse backgrounds communities and the humanistic approach of teaching demands collaboration, empathy, cooperation among learners and teachers (Weissberg et al, 2015). Moreover, EFL teaching has been shifted from a traditional teacher-centred classroom to communicative, interactive approaches (Hamid & Baldauf, 2008). Therefore, Socio-Emotional learning (SEL) has been receiving attention in the EFL teaching paradigm to shift from a teacher-centred classroom to a student-centred classroom (Bandura, 1977). The concept of SEL is largely centred on the idea of Emotional Intelligence (EI) or Emotional Quotient (EQ) that theoretically and conceptually influence SEL (Wood, 2020). The idea of EI came from the psychologist Thorndike (1920) but, mainly, the idea received groundbreaking attention after Goleman (1995) had published his book reflecting on how EQ (Emotional Quotient) matters more than IQ (Intelligence quotient) in performance, learning and success. According to Goleman (1995), EI includes self-control on emotions; zeal, the ability to motivate oneself and others; resilience, social awareness and empathy. Another psychologist, Petrides (2001) defined EI as a set of personality traits that form one's perceptions or beliefs about his/her emotional world with self-reported question answers. Meanwhile, the focus on the ability-based model on EI has shifted into *trait-based* EI. Vygotsky (1978), p.83) claimed that acquiring a foreign language is a social process and studies need to investigate how positive emotions impact human cognition and social behaviour.

Emotional intelligence is influenced by self-efficacy beliefs which determine the stimuli and performance outcome (Bandura, 1977). Teachers' Self-efficacy beliefs are one's perceived sets of beliefs or confidence about his/her behaviour to perform in a situation (Bandura, 1977). Among the sources of self-efficacy that has been theorized by Bandura (1977), emotional arousal has mostly been conceptualized in this study which determines how good a person is at controlling his/her impulses, determines the effect on confidence and performance. If one is emotionally more stable, he can manage

stress and motivate towards a difficult situation as well as the surroundings. So, higher self-efficacy beliefs directly influence the emotional state and determine how much stress or motivation a person will preserve in a difficult situation and perform on the expected outcome (Bandura, 1977). Previous studies showed the positive correlation between EI and self-efficacy beliefs of teachers (Kocohlu, 2011; Chan, 2003; Ghanizadeh, 2009) among primary school teachers, pre-service university teachers and instructors in language institutions from different geographical backgrounds.

## **1.2 Problem Statement**

In the light of the theories and literature from previous studies, though EI bears importance in EFL teaching, the available literature is limited on secondary EFL teachers who mostly deal with adolescents and the adolescents are ‘critical for settling down the essential emotional habits that will govern lives’ (Goleman, 1995). According to Skinner (2008), school engagement contains with 3 kinds of multidimensional constructs: behavioral engagement, emotional engagement, cognitive engagement. But, the idea of teaching is completely centred on intellectuality, cognitive science and constructive approaches on its priority as if teachers are supposed to think and act but never feel. But teaching and learning, by default, are emotional in their characteristics (Hargreaves, 2001). Moreover, Adolescents’ engagement is considered particularly important during the secondary school years because their engagement corresponds to the developmental needs of early adolescents for competency, autonomy, and relatedness in school (Fredricks et al., 2004) and they are critical for settling down the essential emotional habits that will govern lives’ (Goleman, 1995). But, secondary school teachers are less emotionally connected with their students unlike elementary teachers are comparatively more connected than them (Hargreaves, 1999) and secondary school teachers do not necessarily focus on building interpersonal relationships with students and parents (Lasky, 2000). A study by Wang and Eccles (2011) found that in US secondary students’ sense of belonging declines from year 2007 to year 2011. With it, students’ educational aspirations also decrease. Therefore, the acute distance creates emotional misunderstanding between both parties that inhibit teaching and learning because ‘if we misunderstand how students are responding, we misunderstand how they learn’ (Hargreaves et al., 2001). But, there are very limited research on this particular group of teachers especially in Bangladesh. Therefore, this study aims at investigating EI and self-efficacy among secondary EFL teachers. Also, the purpose is to look into the demographic variables: age, gender in light of EI and self-efficacy that have been recommended by Ghanizadeh (2010); Biswas (2019); Valente et al (2020).

### **1.3 Significance of the Study**

Emotional Intelligence (EI) plays a central role in EFL teaching as emotions cover a large proportion of teaching (Hargreaves, 2005) suffusing classrooms with pleasure and building interpersonal relationships with students to make the classroom environment anxiety-free in favour of learning (Krashen, 1982, p.139). Though EI has gained attention in recent research, EI in EFL (English as a foreign language) has not yet received adequate attention (Kang, 2020). In Bangladesh, GTM has been replaced with CLT in secondary school books containing all four language skills: listening, speaking, reading, writing (Hamid & Baldauf, 2008). In a qualitative study, EFL teachers in Korea shared their burnout and job dissatisfaction due to facing difficulties in classroom management which caused emotional exhaustion and demotivation in language teaching. Especially, after introducing communication language teaching (CLT) in EFL teaching, EFL teachers go through more difficulties (Sakui, 2007). In Bangladesh teachers mostly face difficulties in listening and speaking skills in the classroom (Hamid & Baldauf, 2008). The findings claim that EI significantly predicts learners' overall language performance mostly on listening and speaking performance (Chen & Zhang, 2020). Instead of having the remarkable importance of EI in EFL, there remains a notable absence of literature in this area in Bangladesh. This study will add some new insights on secondary EFL teachers' emotional intelligence, their self-efficacy beliefs regarding classroom management, student engagement and instructional studies and shed light on how these can contribute to the CLT teaching arena in Bangladesh.

### **1.4 Research Questions**

1. Is there any correlation between age and Secondary EFL teachers' emotional intelligence?
2. Is there any correlation between gender and Secondary EFL teachers' Emotional Intelligence?
3. How does Emotional intelligence influence teachers' self-efficacy beliefs and their scales?

### **1.5 Null Hypothesis**

1. There is no correlation between Age and EI.
2. There is no correlation between gender and EI.
3. EI does not influence teachers' 'Self-Efficacy beliefs and its scales.

## Chapter Two

### Literature Review

#### 2.1 Theoretical construct of Emotional Intelligence

The concept of ‘emotional intelligence’ has been derived from ‘social intelligence’ which had been introduced by psychologist Thorndike (1920) and restated by Guilford (1967). According to Thorndike (1920), social intelligence is the ability to understand people, manage them and act wisely in accordance with that or ‘the ability to understand and manage men and women, boys and girls—to act wisely in human relations’ (p.231).

Later on, this term had been reintroduced and elaborated by Mayer, Salovey and DiPaolo in 1990 as an ability to recognize, regulate and utilize emotions. Though Salovey is the psychologist who reintroduced the term from ‘Social Intelligence’ to ‘Emotional Intelligence’, Goleman (1995) made EI phenomenal after publishing his book on ‘Emotional Intelligence: Why It Can Matter More Than IQ’ in 1995. He defined emotional intelligence as our ability to control and manage our impulses as well as having self-awareness, persistence. Therefore, Goleman constructed five domains of EI: self-awareness, self-regulation, Motivation, Empathy and Social Skills. Being emotionally intelligent, one can motivate oneself and others, build empathy and social relationships (Goleman, 1995).

Later on, Reuven Bar redefined the term ‘emotional-social intelligence’ and introduced the broader perspective of ‘Emotional Intelligence’ as a set of intrapersonal and interpersonal social and emotional competencies and skills that influence human behaviours (Bar-on, 1997). According to Bar-on (1997), emotional-social intelligence is an array of interrelated emotional and social competencies, skills and behaviours that determine how effectively we understand and express ourselves, understand others and relate, and adjust with daily demands, pressure and problems.

Emotional Intelligence has been defined by (Mayer et al. 2001) as five sets of skills: knowing one’s emotion, managing emotions, motivating oneself, recognizing emotions in others and handling relationships. In the ‘knowing one’s emotion’ domain, people usually possess the self-awareness to recognize their strengths and weaknesses and the ability to recognize their own feelings whereas ‘managing emotions’ is all about handling those feelings. People in the ‘motivating oneself domains tend to be self-motivated, creative and highly productive. In ‘recognizing emotions in others’ domain,

empathy is the root to build an interpersonal relationship in personal life and in caring professions such as teaching, sales and management. The fifth domain, according to Gardener, is 'Handling relationships' which determines the skill in managing emotions in others which is phenomenal in leadership and interpersonal effectiveness.

So, with the course of time, psychologists have defined emotional intelligence from a range of perspectives and constructed scales accordingly to analyze the attributes of EI in professional and personal life.

## **2.2 Psychometric Constructs of Emotional Intelligence**

EI can be considered either as an *ability* (AEI) or as a personality *trait* (TEI). The ability test measures the quantum or magnitude of psychological characteristics. On the other hand, personality tests measure the recurring behaviour pattern developed by Petrides (2009). There are distinctions between the instruments of emotional intelligence as an ability (AEI) and Trait emotional Intelligence (TEI). AEI is distinctive and assessed by maximal performance which is quite similar to the traditional cognitive test of intelligence (Mayer et al., 2008). On the other hand, TEI is a set of self-perceived beliefs or behaviours about oneself, partially determined by existing personality and get assessed by self-report questionnaire and rating scale of individuals (Petrides et al., 2007). A major critique of the claims of positive psychology is the limitations of cross-sectional research (Lazarus, 2003a). Lazarus urges to differentiate between fleeting emotions and more long-lasting personality traits which may run long (Lazarus, 2003b).

Cooper and Petrides (2010) defined trait EI as referring 'to a set of self-perceptions which is considered as the lower levels of personality hierarchy (Petrides et al., 2007, p.449)' consisting of four factors: well-being, self-control, sociability, and a global score (Petrides, 2009).

Dewale et al. (2008) noted in their study that students who achieved higher scores in TEIQue are more confident in using foreign languages. On the other hand, students who got lower scores are less confident and have anxiety in using a foreign language under different circumstances. Therefore, there is a positive correlation between Trait emotional intelligence, foreign language enjoyment and foreign language achievement (Li, 2019). And learners who scored higher are highly motivated in foreign language mastery and a higher TEIQue score is positively linked with positivity towards foreign language (Dewale et al., 2008) and foreign language enjoyment (Li, 2019). In a more recent study, Li and Xu (2019) have found that the score of TEIQue is correlated with the level of learners'

FLE (foreign language Enjoyment) and FLCA (foreign language classroom achievement. Considering all the findings, TEIQue has been adopted in this article.

### **2.3 Emotional Intelligence in Language Learning and Teaching**

Emotions cover a large proportion of teaching since emotions are the heart of teaching (Hargreaves, 2005). Though cognitive intelligence gets prioritized over emotional intelligence, it is emotional intelligence that destines our performance (Goleman, 1995). The report of the World Economic forum denoted EI as one of the top 10 skills in the 21st century to excel in professions and in teaching (Charlton, 2019) as well as in foreign language learning by boosting up positive emotions and minimizing negative emotions (Li & Xu, 2019). Positive attitudes towards foreign languages enhance learners' excitement by creating an anxiety-free environment and letting positive emotions flow in the classroom. In light of previous studies, students' behaviour, their involvement in the classroom, and academic performance depend on teachers' emotional intelligence skills (Wentzel, 2002; Zins et al., 2007) because emotional intelligence concurs with emotionally acceptable and relationally appropriate teaching classroom activities and tasks (Corcoran & Tormey, 2012). So, the less foreign language anxiety, the more language acquisition (Krashen, 1982, p.74). The study reveals that there is a significant influence of emotional intelligence on the tertiary level teachers' academic performance. The study suggests that high emotional intelligence leads to better performance at the workplace (Biswas et al., 2019). According to Bradberry, T. ( 2014), 'emotional intelligence is the strongest predictor of performance, explaining a full 58% of success in all types of jobs.

Goleman (1995) set optimism as a predictor of academic success. Success both in personal and professional life gets determined by EI and more than by IQ (p.176). The study by Ghanizadeh (2010), finds that there is a positive relationship between EFL teachers' EI and their success which indicates the higher the EQ, the more possibility to be successful in teaching. The result of regression analysis shows that taking EI into account about 15% of the success can be explained. Therefore, EI is one of the most crucial factors in determining success that can make all the difference and can be more powerful than IQ (Goleman, 1995).

Negative emotions among teachers result in burnout, stress, dissatisfaction and enhance classroom anxiety (King, 1998). According to Hargreaves (2001), good teaching is not all about knowing the subject matter well or being efficient or competent in the teaching as well as knowing techniques or strategies. Emotions cover a large proportion of teaching since emotions are the heart of

teaching. Good teachers suffuse their classroom with joy, pleasure and creativity by establishing relationships with students and set up the classroom environment in favour of learning.

In a study, Chen (2020) analyzed the findings that unlike L1 (German) learners had more positive and negative emotions towards their LX (Foreign language, English). At the same time, the level of boredom is three times higher in L1 than in LX and the level of enjoyment is higher in LX than in L1. Furthermore, comparing between L1 and LX, the anxiety level is significantly lower in L1 class than LX class, possibly because of higher proficiency in L1 than in LX. In such cases, Dewale and MacIntyre claim that the way positive and negative emotions are of the same spectrum, in the same way, enjoyment and anxiety are of the same spectrum (Dewaele & MacIntyre, 2014, 2016). That is why teachers need to be flexible and comfortable talking about feelings: both positive and negative. In such circumstances, teachers can minimize the level of anxiety by boosting up learners' positivity in the classroom. Teachers can also make a positive classroom environment to enhance the level of enjoyment of the learners in foreign language learning.

Perceiving the importance of Emotional understanding among grades 7 and 8, teachers are trying to create programs that strengthen the bonds between teachers and students which draw a positive conclusion (Hargreaves et al., 2001). Secondary Schools are getting more culturally diversified than before and students are transcending from a small village to a large community with diversity in sociocultural background. In such circumstances, social interaction is the core of communication, teaching and learning process (Vygotsky, 1978, p.24) which can facilitate EFL (English as a Foreign Language) too. It has also been claimed by Van Lier (2000), and Lantolf (2000) that language learning is a social activity and the paradigm of learning should be focused on the mental activity of the community of learners rather than on cognition.

Concluding on ZPD theory by Vygotsky (1978, p.90), students learn by social interaction and community-based learning which bridge the learning gap between learners and teachers. Therefore, on the preference of such community-based learning and teaching, the role of emotional intelligence is undeniable in respect to focus on the language acquisition process rather than on learning (Krashen, 1982, p.10). Perceiving the importance of EI, United States along with other countries in the world, SEL programs have been introduced by the authority to include emotional intelligence into language classrooms (Weare & Nind, 2011; Dusenbury et al., 2015; Weissberg & Cascarino, 2013).

## **2.4 Emotional Intelligence, Gender and Age**



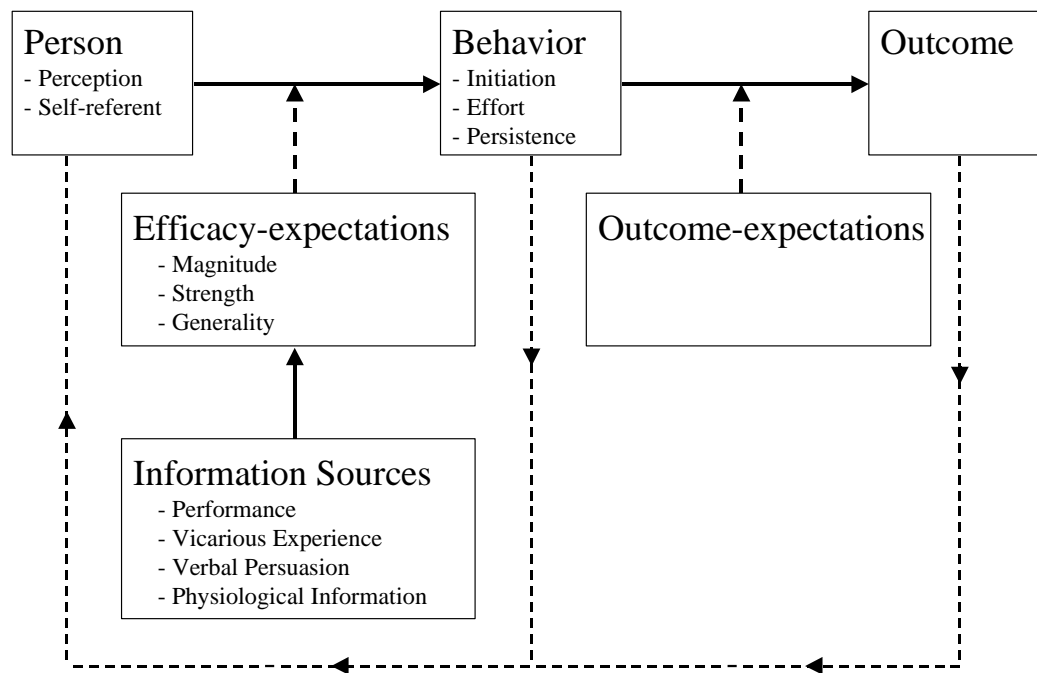
Learners' internal variables such as gender, age have a significant correlation with foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA). That the older learners possess more excitement towards foreign language learning than younger learners (Valente et al., 2020). EI increases with age (Bar-on, 1997) which is almost synonymous with EI (Jeste et al., 2010). Though EI increases in terms of self-awareness or consciousness, the personality–intelligence of relationships decreases (Baker, 2006). As people grow, they get better at adjusting their emotions and impulses with the situation, motivating themselves, improving their empathy and social awareness and at age 30 to 39 EI starts increasing (Goleman, 1998). Maddocks, J. (n.d.) shows that the age group 20 to 29 scored relatively higher in EI scales than teenagers aged from 16 to 19.

In language learning, female learners experience more enjoyment and more anxiety in comparison with male learners. Gender influences teaching performance as well that the female teacher possess higher EQ than male (Corcoran & Tormey, 2012). Having previous experience in learning a foreign language also plays a role in FLE and FLCA. The learners who have been learning English beforehand are more excited but less anxious (Dewaele et al., 2018). But very little research has been investigated into the relationship between age and gender simultaneously to see the correlation with Trait EI.

## **2.5 Theoretical constructs of Self-efficacy Beliefs and operationalization**

Self-efficacy is one's judgment or belief about his/her capabilities to perform in different situations or 'judgment of the likely consequence a behaviour will produce' (Bandura, 1986, p. 391). So self-efficacy is one's perceived set of beliefs or confidence about his/her capabilities to perform in a situation. Self-efficacy does not solely determine success but predicts performance better. In light of the self-efficacy theory by Bandura (1986), efficacy beliefs depend on two kinds of expectations: efficacy expectations or self-efficacy (personal mastery) and efficacy outcome (success). An efficacy expectation is stronger than efficacy outcome because efficacy expectation predicts performance better and outcome expectations highly depend on efficacy expectations or personal mastery (Bandura, 1977). These self-efficacy beliefs have several aspects or properties: strength, magnitude and generality that determines the outcome expectations. The magnitude of efficacy is judged by the tasks, strength is measured by the judgment of performance, generality is judged by the situation.

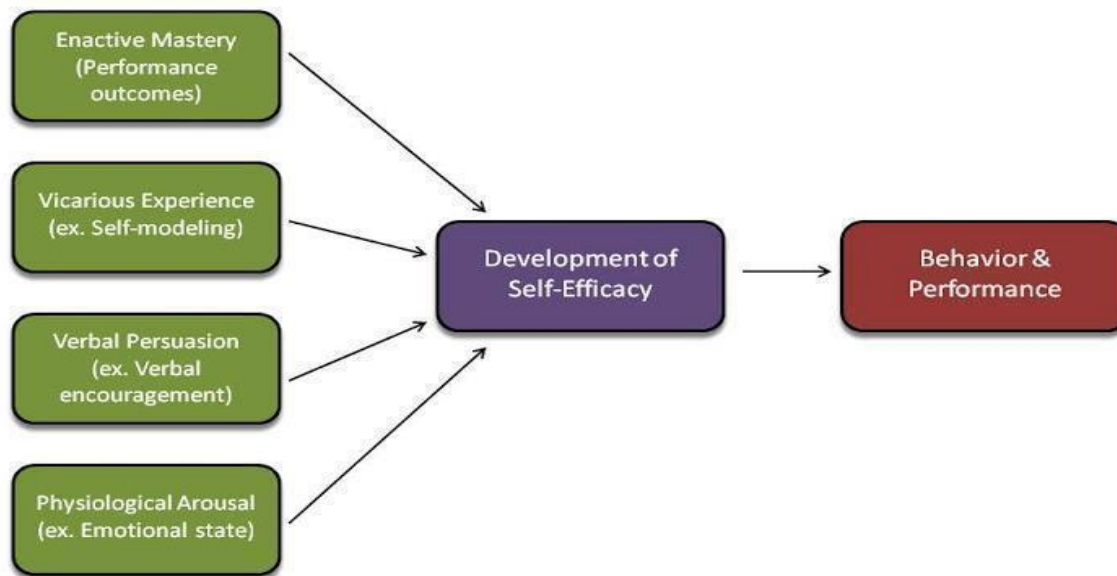
**Figure 1:** Self-efficacy model (Shortridge-Baggett & van der Bijl, 1996)



People do rarely take incentives or hardly produce desired results of their actions if they possess lower efficacy beliefs. Here, efficacy beliefs produce self-motivation to reach the sets of goals.

In Bandura's self-efficacy model, self-efficacy beliefs derive from four sources (Bandura, 1977, 1986).

## Sources of Self-Efficacy



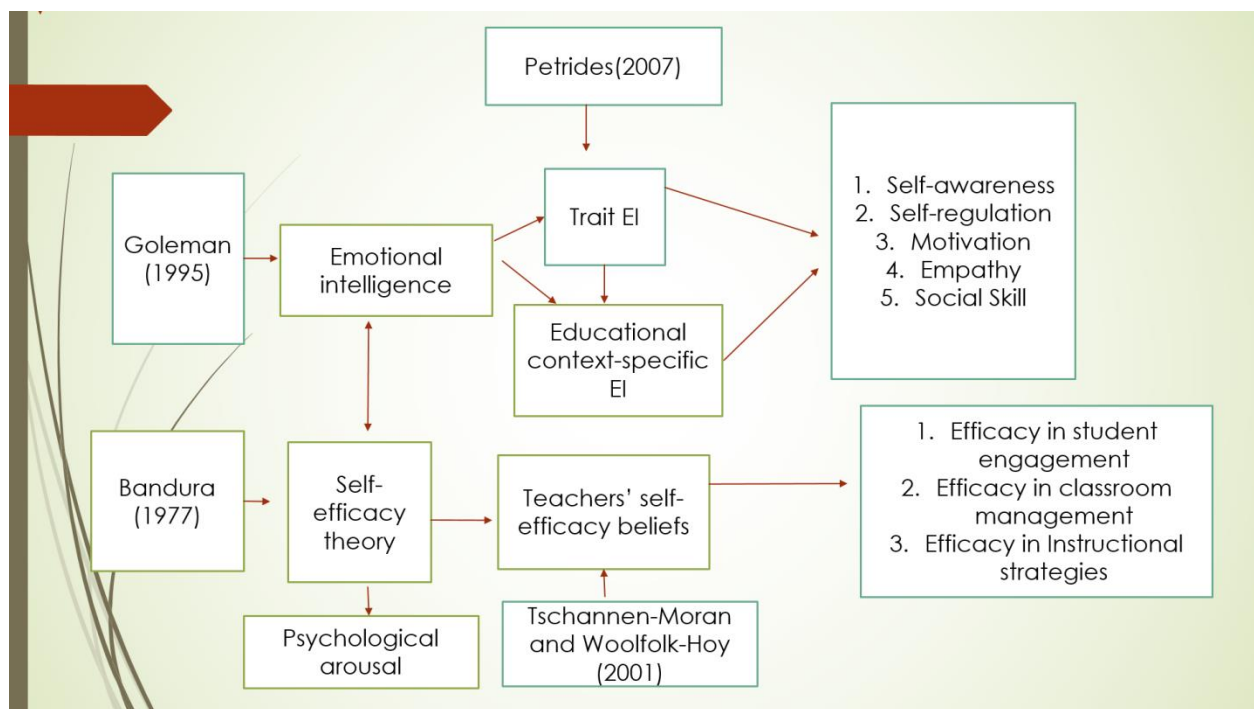
**Performance accomplishment:** In this diaspora, people practice over and over again to get self-mastery, experience and confidence in their outcome behaviour. The more mastery he achieves, the higher the self-efficacy beliefs are formed.

**Vicarious experience:** A person gets motivation from others and sets a role model to reach the degree of that kind of behaviour of the model.

**Verbal persuasion:** This includes the encouragement or positive feedback from the role model or from others to be persuaded on the mastery accomplishments. However, persuasion becomes more likely to encourage one from the role model than a stranger.

**Emotional arousal:** Emotionally how good one is at controlling his/her impulses, determine the effect on confidence and performance. If one is emotionally more stable, he/she can manage stress and motivate towards a difficult situation as well as the surroundings. Therefore, self-efficacy beliefs directly influence the emotional state of how much stress or motivation a person will possess in a difficult situation. If the person holds higher self-efficacy beliefs, he/she will be less distressed holding the confidence or motivation to overcome the difficult situation. On the other hand, if the person lacks efficacy beliefs, he/she will be more distressed in the

situation. People with high self-efficacy can manage the threats around them and make the environment less threatening for them and control disturbing thoughts and stress Bandura (1997<sup>b</sup>). Teaching is a stressful job and they struggle with controlling their emotional state, temper and behaviour to ensure effective language learning which results in Emotional labour (Kang, 2020). So, their efficacy beliefs can play an important role in overcoming emotionally stressful situations.



## **2.6 Emotional Intelligence and Teachers' Self-Efficacy Beliefs**

Previous studies investigated the relationship between EI capacities (perceive/understand emotions; express/classify emotions and manage/regulate emotions), teacher efficacy, and classroom management. The findings reveal that EI capacities have a statistically positive correlation with teachers' efficacy (Valente et al., 2020; Rastegar & Memarpour, 2009; Moafian, Ghanizadeh, 2009)). Self-management is a construct of self-efficacy beliefs by Tschannen-Moran and Woolfolk-Hoy (2001). It is the emotional literacy of a teacher that determines the classroom management of a teacher.

Though much research has been carried out on EI and on self-efficacy separately, little research carried out on finding out the correlation between these two in EFL contexts. Also, how the subscales of EI and self-efficacy correlate with each other (Moafian, Ghanizadeh, 2009)

Studies have been conducted on finding out the relationship between EI and self-efficacy among elementary EFL teachers, Pre-service university teachers and instructors from language institutions, little research has been conducted on secondary EFL teachers. The study by Chan (2003) investigated into the relationship between EI and self-efficacy among secondary EFL teachers in China but focused solely on measuring EI on the basis of ability. One might be unaware/unable of his/her ability to measure his/her ability based intelligence. Furthermore, the study did not investigate if any other variables (such as age, gender, teaching experience) can impact the EI and did not investigate the subscales of EI and self-efficacy to see the further relation.

Moreover, studies from other geographical locations revealed that highly emotionally intelligent teachers are better able to cope with the emotional demands of contemporary classrooms. (Day and Gu, 2009; Elias and Arnold, 2006). In Bangladesh, studies have been conducted on tertiary level teachers' and revealed a significant correlation between EI and performance level (Biswas et al., 2019). However, little research was carried out on secondary level EFL teachers in Bangladesh to identify the correlation between their EI and self-efficacy along with the impact of EI on their efficacy belief.

## Chapter Three

### **Study**

#### **3.1 The hypothesized Model and theoretical framework**

Path analysis was used to answer the research question. Primarily, a conceptual model was developed analyzing the literature and in light of the Emotional Intelligence (EI) theory by Goleman (1995) and self-efficacy theory by Bandura (1977). On the basis of previous literature and analyzing the data, in the first layer of the regression age is an exogenous variable whereas EI is an endogenous variable. In the second layer of the regression in path analysis, EI is an exogenous variable whereas self-efficacy is an endogenous variable in the model. As Goleman (1998) has stated that in terms of EI some credit goes to genetic components and some go to age and experience. Nurture plays a significant role in developing EI. Along with the claim of Goleman, studies show a significant positive correlation between age and EI (Goleman, 1998; Salovey & Mayer, 1990; Maddocks & Sparrows, 1998) that EI can be learned. Goleman (1998), defined this phenomenon with the old-fashioned word ‘maturity. The following study adopted trait EI which is a set of personalities that affect self-awareness, self-regulation, motivation, empathy and social skill. Social cognitive learning theory (SCLT) states that human thought processes are central to understanding personality and aroused by the emotional expression by others where motivation acts as positive reinforcement (Bandura, 1999<sup>a</sup>). Therefore, positive reinforcement may lead to social persuasion to strengthen one’s beliefs about his/her self-efficacy. So, self-efficacy gets influenced by physical and emotional states to judge one’s capabilities. By reducing negative emotional states, depression, anxiety a person’s self-efficacy beliefs flourish. All these include cognition, emotion, motivation and a choice process that is effective in managing the environment. The stronger the efficacy belief is, the better people are at handling the problems that cause stress and anxiety. Self-efficacy affects outcome success by shaping the environment in favour of their emotional state (Bandura, 1997<sup>b</sup>; Williams, 1992). According to Goleman (1998), people having self-regulation can master their emotions with the changing environment and are able to surround themselves with trust and fairness. Beliefs are mediated by teachers’ age and experience in teaching (Chester and Beaudin, 1996) whereas age and gender make significant differences in terms of EI (Harrod and Scheer, 2005).

### **3.2 Participants**

A total of 65 EFL (English as a foreign language) teachers (52 male and 13 female) were selected through simple random sampling from secondary Bangla medium schools under Dhaka division. Green (1991) suggested that the minimum sample size for any regression should be 50. Participants were from both government and non-government secondary high schools ranging in age between 26 to 59 years. Analyzing their background, the participants were all non-native speakers of English having teaching

experience ranging between 3 to 34 years (table-1).

**Research Ethics:** The ethical issues of the study have been considered by taking consent and keeping the anonymity of the participants while collecting the data as well as presenting the data.

### 3.3 Instruments

The instruments have been adopted from the study by Gkonou and Mercer (2019). The study was conveyed with a survey questionnaire consisting of three sections. The **first section** of the questionnaire aimed at collecting participants' demographic information: gender, age, teaching experience, level of education, and teaching experience. The **second section** was included with the short form of the Trait emotional intelligence questionnaire (TEIQue) by Petrides (2001) which was developed later by Gkonou and Mercer (2019) for EFL teachers. This section contains 40 self-reported statements regarding participants' emotional intelligence which is highly reliable in Cronbach's alpha. According to Cresswell (2012) & Taber, K. S. (2017), a coefficient of .93 is a high coefficient; .6 is an acceptable level for determining whether the scale has internal consistency. With a .72 reliability coefficient, the reliability is satisfactory for the scores. The participants of reliability checking were excluded from the final data analysis to sustain the authenticity.

The responses have been measured through a seven-point Likert scale starting from completely agree to completely disagree. However, the 40 self-reported items have been segmented under two settings: EI as an individual setting, EI from an educational context setting (appendix-1).

#### i) Category 1:

Trait Emotional Intelligence by Petrides and Furnham (2006): This category includes 20 self-reported statements under EFL contexts of teachers with 7 points Likert scale imitated from the study of Gkonou & Mercer (2019). The reliability score of the items is  $\alpha = 0.668$ . Theoretically, the items were composed under five scales: self-awareness, self-regulation, motivation, empathy and social skill.

#### ii) Category 2:

Educational-Context-specific Emotional Intelligence: This category contains 20 self-reported statements under 7 points Likert Scale with a high-reliability score ( $\alpha = 0.836$ ). The questionnaire has been adapted from Trait EI (Petrides & Furnham, 2006) in an educational setting imitated from the study by Gkonou & Mercer (2019). The items were composed under five scales: self-awareness, self-



regulation, motivation, empathy and social skill comprising 4 items in each scale

The **third section** of the study consisted of EFL teachers' self-efficacy beliefs/Teachers' sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk-Hoy (2001). For the present study, the short version of the questionnaire was used which is highly reliable in Cronbach's Alpha= 0.926. This self-reported Efficacy scale consists of three scales: Efficacy for Student Engagement, Efficacy for Classroom Management, and Efficacy for Instructional Strategies. Each of these three scales consisted of 4 components/items separately. The responses of the questionnaire consisted of 5 points Likert scale which started from 1= nothing, 2= very little, 3= some influence, 4= quite a bit, and finished with 5= a great deal. The selection of 1 by the participants means they can do 'nothing' of the self-reported items whereas the selection of the number 5 means the participant can do 'a great deal'.

The questionnaires: Trait EI, Educational context-specific EI and Self-efficacy beliefs have been translated into participants' native language or in Bangla through the back chain translation method. The translation and adaptation of English instruments to be used with populations speaking other languages is an important process to validate the instrument (Duffy, 2006) and for cross-cultural adaptation (Skrutkowski & Hilton, 2002). Some of the items had been adapted with the context of the EFL teachers by rephrasing those items. The items number 1, 2, 3, 4, 7, 9, 10 and 12 were rephrased with 'English classes or 'English' according to the context of EFL teachers in the classroom.

### **3.4 Data collection and analysis procedure**

Participants were approached in-person to ensure their consent for participating in the study and how the questionnaires should be completed. Since participants were not comfortable with the online data collection procedure, the survey was conducted in person. Problems and abnormality has not been revealed while managing and running out the test. However, some questionnaires were contained with missing data. Those questionnaires were removed from the final data analysis. Finally, the data from 62 questionnaires were finalized for analysis in SPSS software (version 21) for the study. At first, descriptive analysis was carried out to display the demographic information of teachers' gender, age, level of qualification, years of teaching experience. In the trait EI questionnaire, each scale (5) comprises 4 items where reverse coding was used for the components of negative wording (items 2, 5, 6, 10, 13, 20). In Educational context-specific EI the number of reverse coding

items were 1, 5, 10, and 19. The total score of trait emotional intelligence is 140. According to the TEIQue descriptors (Petrides et al., 2007), a high emotionality score means that the subjects think they are clear about their own feelings as well as others and can maintain relationships by considering others' perspectives as well.

To run path analysis, the Pearson product-moment correlation among variables were checked to get the association. The correlation was two-tailed hypothesis test to reject or accept the null hypothesis at 0.5% (0.05) p value. After analyzing the result of the correlation among the variables, correlations were analyzed to find out if age and gender have any correlation with EI and self-efficacy. Next through regression analysis, the conceptual model of path analysis had been framed. The regression analysis was run among the variables to see which variable between trait EI and Educational-context-specific EI, significantly influences self-efficacy. On the basis of the output, further correlation analysis was run to see the relationships among the scales of EI: self-awareness, self-regulation, motivation, empathy, social skill and self-efficacy beliefs: Efficacy for Student Engagement, efficacy for classroom management and efficacy for instructional studies. Furthermore, to examine the conceptual model on the basis of theories and literature review, path analysis was run following multiple linear regressions.

## Chapter Four

### Results

#### 4.1 Descriptive Statistics

**Table: 1** represents the central tendency and variation of the data. The table shows TEIQue Emotional Intelligence (EI) scores in two settings; trait EI and educational context-specific EI, as well as self-efficacy and age.

Table 1. Descriptive statistics for variables TEIQue, self-efficacy beliefs and age.

	Trait EI	Educational Context-specific EI	Teachers' self-efficacy beliefs	Age
N	62	62	62	62
Mean	103.35	110.02	87.08	42.90
SD	11.749	14.606	11.926	9.983
Min.	72	79	57	26
Max.	132	138	108	59

Table 2. Descriptive statistics for the scales of the variables; Trait EI, educational context-specific EI and teachers' self-efficacy beliefs.

Trait EI					
Scales of the variables	Number	Minimum	Maximum	Mean	SD
Self-Awareness	62	15	28	21.92	2.638
Self-regulation	62	9	27	18.89	4.122
Motivation	62	8	28	21.03	4.149

Empathy	62	9	28	20.24	3.999
Social skill	62	10	28	21.27	4.098
Educational context-specific EI					
Self-awareness	62	16	28	21.26	3.146
Self-regulation	62	11	28	21.15	4.319
Motivation	62	11	28	21.11	4.656
Empathy	62	11	28	23.55	3.771
Social skill	62	14	28	22.95	3.949
Teacher's Self-efficacy beliefs					
Efficacy for student engagement	62	19	36	29.13	4.190
Efficacy for classroom management	62	19	36	29.21	4.033
Efficacy for instructional strategies	62	18	36	28.74	4.742

In table-1, the maximum score of trait emotional intelligence is 132 ( $M= 103.35$ ,  $SD= 11.749$ ) whereas the minimum score is 72 out of 140. The maximum score of Educational context-specific EI is 138 ( $M=110.02$ ,  $SD=14.606$ ) which is higher than trait EI. However, the maximum score of the Teachers' Self-efficacy questionnaire ( $M= 87.08$ ,  $SD= 11.926$ ) is 108 whereas the minimum score is 57. The three scales of Efficacy belief: Efficacy for Student Engagement ( $M=29.13$ ), Efficacy for Classroom Management ( $M= 29.21$ ), Efficacy for Instructional Strategies ( $M=28.74$ ). Overall, the results showed a pattern with normality for the participants. Among the scales of EI, the highest mean score in of 'empathy' ( $M= 23. 55$ ) and the highest mean score scales from teachers' self-efficacy belief is 'Efficacy for Classroom Management ( $M=29.21$ ).

## 4.2 Correlational Analysis

To answer the first research question of regression analysis, the correlation analysis was run among variables; Gender, age, Trait EI, educational context-specific EI and teachers' self-efficacy beliefs.

Table: 2- Correlation between gender and emotional intelligence.

### Trait EI and gender difference

t-test for equality of means (Equal variances assumed)						
	N	Mean	Mean difference	t	df	p-value (2- tailed)
Male	51	103.24	-0.674	-0.171	60	0.865
female	11	103.91				

### Educational context-specific EI and gender difference

t-test for equality of means (Equal variances assumed)						
	N	Mean	Mean difference	t	df	p-value (2- tailed)
Male	51	109.84	-0.975	-0.199	60	0.843
female	11	110.82				

From the above table, we can see that the mean difference of Trait Emotional Intelligence for males and Trait emotional intelligence for females is -0.674, which is not significant at 0.05 level of significance as the p-value is 0.865. So, there is no significant difference between Trait EI and gender.

In consideration of Educational context-specific EI, we can see that the mean difference of educational-context specific emotional intelligence for males and for females is -0.975, which is not significant at 0.05 level of significance as the p-value is 0.843. So, there is no significant difference between educational context-specific EI and gender.

**Table: 3**

Variable	1	2	3	4	5	6	7
1. Age	1	0.141	0.276*	0.175	0.140	0.275*	0.081
2. Trait EI	0.141	1	0.699**	0.357**	0.363**	0.276*	0.343**
3. Educational context specific EI	0.276*	0.699**	1	0.578**	0.513**	0.510**	0.568**
4. Teachers' Self-efficacy beliefs	0.175	0.357**	0.578**	1	0.902**	0.905**	0.948**
5. Efficacy for student management	0.140	0.363**	0.513**	0.902**	1	0.699**	0.790**
6. Efficacy for classroom management	0.275*	0.276*	0.510**	0.905**	0.699**	1	0.809**
7. Efficacy for instructional management	0.081	0.343**	0.568**	0.948**	0.790**	0.809**	1

The table-3 shows the correlation between Self-efficacy and age is 0.175 which is not significant. However, the correlation between Educational context-specific EI and age is 0.276 which is significant at a 0.03 level of significance. The correlation between Trait EI and teacher's Self-efficacy is 0.357 which is a moderate positive correlation and it's significant at 0.05 level of significance. The correlation between educational context-specific emotional intelligence and teachers' Self-efficacy beliefs is 0.578 which is a moderate positive correlation and it's also significant at a 0.05 level of significance. This predicts the direction of trait EI and educational context-specific trait EI. If Trait EI changes at 0.35, self-efficacy will be changing in the same direction. Similarly, if educational context-specific EI changes at 0.578 level, self-efficacy will be changing in the same direction.

### 4.3 Regression Analysis

**Table- 4** demonstrates the result of the Regression Analysis

Predictor variables (Trait EI and educational-context-specific EI) were used to predict the criterion variable (teachers' self-efficacy beliefs). Hence, the data were analyzed through multiple regression analysis to predict if EI influences self-efficacy beliefs.

Predictor Variables	Beta	Std. Error	t	P-val
Constant	39.010	11.438	3.4 10	.001
Trait EI	-.094	.150	- .62 5	.534
Educational-context-specific EI	.525	.121	4.3 44	.000

Criterion variable: Teachers' self-efficacy

The regression table shows that the coefficient of trait EI is (Beta= -0.094) not significant because the p-value of the coefficient of trait EI is 0.534 which is not significant at a 0.05 level of significance. But, the coefficient of educational context-specific emotional intelligence (Beta= 0.525) is significant because the p-value of this coefficient is 0.000 which is significant at a 0.05 level of significance. So, the only significant variable in this regression is educational context-specific emotional intelligence. And, the coefficient (0.525) indicates if educational specific emotional intelligence increases one unit, then on average teacher's self-efficacy will be increasing 0.525 units. The coefficient of trait EI is -0.094 which means if emotional intelligence as an individual person increases one unit, then on average teacher's self-efficacy will decrease 0.094 units.

#### 4.4 Path Analysis

After investigating the correlation among variables and regression, the following conceptual model for SEM was designed for path analysis.

**Table-5**

1<sup>st</sup> layer regression:

Model	R	R Square
1	0.276 <sup>a</sup>	0.076

a. Predictors: (Constant), Age

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	92.662	7.992		11.594	.000
	Age	.404	.182	.276	2.228	.030

a. Dependent Variable: Emotional intelligence at the workplace

2<sup>nd</sup> layer regression:

Model	R	R Square
2	0.529 <sup>a</sup>	0.280

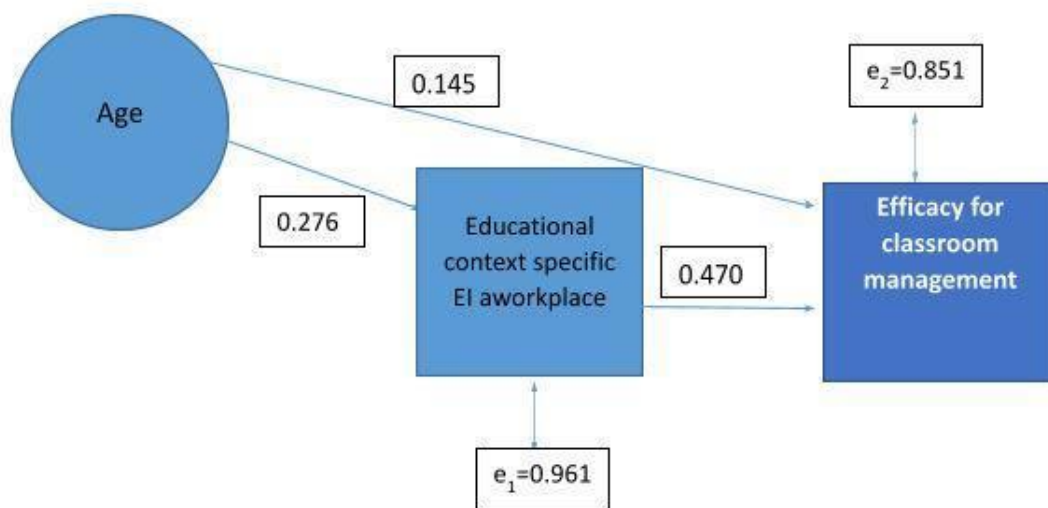
a. Predictors: (Constant), Emotional intelligence at the workplace, Age



Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	12.412	3.538		3.508	.001
	Age	.059	.046	.145	1.261	.212
	Emotional intelligence at workplace	.130	.032	.470	4.090	.000

a. Dependent Variable: Efficacy for Classroom Management

**The revised model for path analysis:**



After finding out the correlation among the variables, gender has been removed from the final model of path analysis as no correlation has been found. The revised model includes exogenous variables (age) and two endogenous variables (EI, self-efficacy beliefs in classroom management). There is no correlation found between Trait EI and age (0.141). But the correlation between age and educational-context-specific EI is significant ( $r = 0.276$ ), ( $p\text{-val} = 0.030$ ). Also, there is no correlation between age and self-efficacy beliefs but a significant correlation ( $r = 0.510$ ) ( $p\text{-value} = 0.000$ ) exists between age and self-efficacy beliefs in classroom management (0.275) as  $p\text{-value}$  is 0.031. So the self-efficacy was replaced with class management beliefs in the revised model.

Age accounted for 76% of the variance in Emotional intelligence ( $R^2 = 0.076$ ). Although the exogenous variable age has a direct effect on the endogenous variable (EI = 0.276), the effect of age on classroom management is not significant (0.145). However, the effects of EI on the classroom has a significant influence on classroom management (0.470) which accounted for 28% variation in classroom management beliefs. The error variance of educational context-specific EI ( $e_1 = 0.96$ ) which represents the unexplained variability and for Self-efficacy in classroom management is ( $e_2 = 0.85$ ). (table- 8) The degree of freedom is  $df < 0$ .

## Chapter Five

### 5.1 Conclusion

The purpose of this study was to investigate the EFL teachers' trait EI and educational context-specific EI to examine the effect on self-efficacy beliefs as well as among the scales of both the variables. In addition, the objective was to check the correlation and influence of demographic variables (age, gender) on those variables.

To begin with, the difference between the minimum and maximum scores of the variables suggest the distinction among participants in terms of emotional intelligence (Petrides, 2003). A person who achieves a high score on self-regulation generates a more positive mood than a person who scored lower. In the present study, the participants scored higher in Educational context-specific EI in comparison to trait EI which aligns with previous study findings (Gkonou & Mercer, 2019). One possible reason can be the nature of the teaching profession which is itself inherently an emotional and social profession. Those who choose a teaching profession are more likely to be socially oriented, especially bilingual teachers (Gehlbach, 2010). Another possible reason may be that multilingualism helps teachers to develop stronger social abilities (Fan et al., 2015) to gain higher scores in educational context-specific EI.

Analyzing the scores on the scales, the findings show that they scored the highest in self-awareness in terms of trait EI which indicate that participants are aware of their moods and what they are going through (Goleman, 1995). In terms of Educational context-specific EI, participants scored higher in Empathy and Social skill which indicate their ability to recognize other people's emotions as well as understand their perspectives and maintain interpersonal relationships at the workplace (Goleman, 1995).

Therefore, the scores in the trait EI, educational context-specific EI and self-efficacy show distinctiveness. Also, the variation in each component in the scales rationalizes the distinctive personality traits and efficacy beliefs among the participants.

The finding also shows that EI has a correlation with their self-efficacy beliefs among secondary EFL school teachers. This finding is similar to other studies that show a significant positive correlation between Emotional intelligence and self-efficacy beliefs among EFL teachers from language institutions (Moafian & Ghanizadeh, 2009) and among pre-service ESL teachers of a university (Kocoglu, 2011). Penrose et al. (2007) confirm that there is a moderate association between EI and

self-efficacy among EFL primary school teachers. Former studies confirmed the role of emotional intelligence in teaching and teachers' performance (Corcoran & Tormey, 2012), the relationship between EI and teachers' success (Ghanizadeh & Moafian, 2010). The findings of the current study extend the literature by investigating the association between teachers' EI and their self-efficacy beliefs among secondary EFL teachers.

EI differs in terms of the components/scales of EI though these components are substantially associated (Chan, 2003). The findings of the present study show that EI enhances the efficacy beliefs in classroom management that promote the learning process (Valente et al., 2020). The present study also confirms that there is a strong positive relationship between efficacy-beliefs and self-regulation (Ghonsooly et al., 2011). The previous study shows that interpersonal relationships and problem-solving are positive predictors of self-efficacy whereas self-awareness is a negative predictor (Moafian & Ghanizadeh, 2009). In another study (Kocoglu, 2011), a correlation has been found between the Interpersonal subscale ( including Empathy, Responsibility and Interpersonal Relationships) and the Efficacy for Student Engagement.

The investigation into the demographic variables (age, gender) confirms that age can influence EI. According to Goleman (1998), in terms of EI, some credit goes to age and experience. This can be defined by the term 'maturity' though learning plays an important role in developing EI. However, gender does not have any correlation with Emotional intelligence and self-efficacy beliefs which aligns with the previous study by Chan (2003) on secondary EFL teachers that gender does not make any difference in terms of EI and contradicts the findings of the study by Gkonou & Mercer (2019).

The further investigation of the study extends with the regression analysis. Interestingly, the result of the regression analysis reveals that Trait EI does not influence self-efficacy beliefs. But Emotional intelligence from an educational context-setting /Educational context-specific EI influences teachers' self-efficacy beliefs. The more one has self-regulation, self-awareness, motivation, empathy and social skill are in a professional context, the better or stronger their self-efficacy beliefs will be about their teaching skill.

Summing up all the variables and analysis of the study, a conceptual model was proposed in the study with Path analysis. The conceptual model of the path analysis shows that age has a direct influence on educational context-specific emotional intelligence. But, age has no effect on teachers' self-efficacy beliefs or on other scales except efficacy for classroom management. So, age has an

indirect effect on EFL teachers' efficacy beliefs on classroom management only. On the other hand, educational context-specific EI has a direct influence on self-efficacy beliefs in classroom management. This aligns with the previous findings that a positive correlation sustains between age and EI (Goleman, 1998b; Salovey & Mayer, 1990; Maddocks & Sparrows, 1998; Bar-on, 1997). 'EI increases with age' (Mayer et al., 2004, p.209) and older people are better at their emotional state than younger (Zhuo Chen & Ping Zhang, 2020) and Goleman (1998), defined this phenomenon with an old-fashioned word 'maturity. But, EI can be learned as nurture plays a significant role in developing EI. Unlike IQ, which changes at a very slow pace, EI develops to a great extent through learning from everyday experiences, proper handling of emotions and impulses as well as proper training (Goleman, 1998a).

To add more from the result of path analysis, Educational context-specific EI predicts the outcome of teachers' self-efficacy beliefs in classroom management which aligns with previous research findings that there is a positive correlation between Emotional capacities and classroom management/ discipline (Valente et al., 2020; Hen & Sharabi, 2014; Valente, 2019). EI can play a pivotal role in terms of classroom management because 'teachers' classroom management strategies are affected by their point of view on their teaching skill' and promote the learning process (Valente, 2020) by understanding own and others emotions and manage them (Goleman, 1995) which effect on the environment by letting stress down in the classroom (Bandura, 1997<sup>a</sup>).EI capacities (understanding one's own emotions and of others, categorize emotions and manage or regulate emotions) ensure the impact on teachers' efficacy (Valente et al., 2020; Iskandar et al., 2009) since EI plays role in enhancing teachers' motivation (Bandura, 1997<sup>b</sup> ). So to claim statistically, teachers who are good at perceiving emotions in others (positive or negative) are better at managing the emotions of students in the classroom and adjust the pace in accordance with that emotion in the classroom. For instance, teachers who possess one of the Emotional Intelligence skills (perceiving others emotions) can understand students' emotions as well. So if the student is sensitive, teachers will be aware of criticizing and arranging the class activities (group formation) ( Valente et al., 2020) to ensure that community learning is taking place with ZPD (Zone of Proximal Development) (Vygotsky, 1978, p.90). The qualitative findings of the study by Kang (2020) reveal that dealing positively with Emotional labour led them to improve the classroom atmosphere and helped them to be emotionally unaffected and engaging students that generated students' enthusiasm and motivation. Ultimately, the improved classroom lowered job dissatisfaction and their intention of leaving teaching.

Though with the course of time education has been reformed, emotional dimensions have received little attention in EFL teaching and are virtually absent from the literature. The idea of teaching is completely centred on intellectuality, cognitive science and constructive approaches on its priority as if teachers are supposed to think and act but never feel. But teaching and learning, by default, are emotional in their characteristics (Hargreaves, 2001). According to Goleman (1995),

emotional intelligence: abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distressed from swamping the ability to think; to empathize and to hope (p.71).

Therefore, by letting the positive emotions flow in the classroom, foreign language teachers will be able to enhance students' excitement in the classroom along with creating an anxiety-free environment (Dewaele et al., 2018) which will help the teachers to keep the affective filter low in foreign language classrooms. 'The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation.' (Krashen, 1982, p. 32). The findings of this study reject the hypothesis and concur with the theories of Emotional Intelligence by Goleman (1995) and Self-efficacy theory by Bandura (1986). By suffusing the positive attitude in establishing the interpersonal relationships create a positive warm climate in the classroom not only favours learning but also foster learners' cognitive and affective achievements, attitude towards the subject matter, creativity, motivation (Ghanizadeh, 2010) which confirms the self-efficacy theory by Bandura (1977).

## **5. 2 Implication**

In this study emotional intelligence has been considered as personality traits (Petrides, 2007) and the instrument has been adopted from two settings; individual trait EI and educational context-specific EI. The findings suggest that educational context specific EI is stronger predictor on teachers' self-efficacy beliefs. Teachers with high emotional intelligence possess better self-efficacy beliefs regarding their classroom management, instructional strategies and students' engagement since emotional intelligence directly influence on their self-efficacy beliefs. Age largely predicts on this emotional intelligence though in this study gender has not been found as a predictor. To add with, age correlates with self-efficacy beliefs in classroom management only. According to Goleman (1995), Emotional intelligence can be learned and enhanced through life experiences, teaching, training and practice. Unlike IQ, which is a fixed cognition process, EI is a set of personality traits that can change over the course of time. A person

with a high IQ may have lower emotional intelligence and a person with a higher level of emotional intelligence may have a lower IQ indeed. In addition, research into trait EI suggests that 'trait EI is amenable to change, and that this change may lead to concomitant improvements in some of its correlates' (Petrides, 2017). So, It should be taken into account by teachers' educators on the importance of emotional intelligence during teacher training (Bar-On 2000; Chan 2003, 2008; Tschannen-Moran and Woolfolk-Hoy 2001) which will help teachers to handle their own emotions and other and be sensitive to deal with students from a different cultural and socio-economic background in terms of managing class, student engagement and giving instructions effectively.

### **5.3 Limitations**

Unavoidably, this study has several limitations. First of all, the sampling error of the study inhibits generalizing the findings on more diverse EFL teachers in Bangladesh. The number of males and females was not proportionate in the samples to generalize if EI differs in terms of gender. But at the same time, this reveals the reality of secondary schools from a rural area in Bangladesh where women are the minority in EFL teaching. The instrument was self-reported items by the participants. In future studies, adding class observation, interviews might justify teachers' self-efficacy beliefs score in EFL teaching.

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## Appendix

### **Part-A**

Demographic information

### **Part-B**

❖ Emotional intelligence (Based on items in Petrides & Furnham, 2006)

*Instructions:* Please answer each statement below by choosing the number that best reflects your degree of agreement or disagreement with that statement. There are no right or wrong answers. There are seven possible responses to each statement ranging from

‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

#### a. Self-awareness

1. Expressing my emotions with words in my mother tongue is not a problem for me.
2. I am not always able to recognize what emotion I’m feeling.
3. I know what my strengths are.
4. I often think about my feelings.

#### b. Self-regulation

5. I usually find it difficult to control my emotions.
6. I tend to change my mind frequently.
7. On the whole, I can cope with change effectively.
8. Generally, I’m able to deal with stress

#### c. Motivation

9. On the whole, I’m a highly motivated person.
10. I generally don’t find life enjoyable.
11. I normally tend to be optimistic.
12. I tend to believe that things will work out fine in my life.

#### d. Empathy

13. I often find it difficult to see things from another person’s point of view.
14. In an argument, I am generally able to appreciate someone else’s perspective and understand their point of view.
15. I’m good at predicting how someone feels.
16. I am quick to spot when someone in a group is feeling awkward or uncomfortable

#### e. Social skill

17. I can work effectively with other people.
18. I’m usually able to influence the way other people feel.
19. I would describe myself as a good negotiator.
20. I find it difficult to get close to others.



- ❖ Emotional intelligence (in a school setting adapted from items in Petrides & Furnham, 2006)

### **i) Self-awareness**

1. I am not always able to recognise what emotion I'm feeling with respect to my job.
2. I know what my strengths are as a teacher.
3. I often think about my feelings about my job.
4. I am able to recognise when my emotions influence the decisions I make in the classroom.

### **ii) Self-regulation**

5. I usually find it difficult to control my emotions in the classroom.
6. On the whole, I'm able to deal with stress at work.
7. I am able to keep calm in the face of problems with colleagues.
8. I am able to monitor my own thinking and self-talk with respect to my job.

### **iii) Motivation**

9. On the whole, I'm a highly motivated teacher.
10. I normally find it difficult to keep myself motivated in my work.
11. On the whole, I'm pleased with my job.
12. I generally believe that things will work out fine in my teaching.

### **iv) Empathy**

13. If a colleague is complaining, I find it easy to see things from their point of view.
14. I'm normally able to "get into my learners' shoes" and experience their emotions.
15. When a learner does something that makes me angry, I try to think about why the learner may have behaved like that.
16. I quickly notice when someone in the class is feeling uncomfortable.

### **v) Social skill**

17. I can work effectively with colleagues.
18. I'm usually able to influence the way my learners feel.
19. I find friendships and relationships with colleagues difficult to manage.
20. I am able to develop a positive rapport with my groups of learners.

Tschannen-Moran and Woolfolk-Hoy (2001).  
Paraphrased- 1, 2, 3, 4, 6, 7, 9, 10, and 12

<b><u>Teachers Beliefs</u></b>  Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities.  Please indicate your opinion about each of the statements below. Your answers are confidential.		How much can you do?								
		Nothing	Very little	Some influence	Quite a bit	A great deal				
1	How much can you do to motivate students who show low interest in learning English?	1	2	3	4	5	6	7	8	9
2	How much can you do to make the English class enjoyable for all students?	1	2	3	4	5	6	7	8	9
3	How much can you do to get students to believe they can do well in the English Language?	1	2	3	4	5	6	7	8	9
4	How much can you do to make students appreciate the potential benefits associated with learning English?	1	2	3	4	5	6	7	8	9
5	How much can you do to maintain high attendance in your English class?	1	2	3	4	5	6	7	8	9
6	How much can you do to get students to turn in assignments or papers promptly?	1	2	3	4	5	6	7	8	9

7	How much can you do to calm down a student who is noisy or uncooperative in your English class?	1	2	3	4	5	6	7	8	9
8	How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7	8	9
9	How much can you use a variety of assessment strategies in your English class?	1	2	3	4	5	6	7	8	9
10	To what extent can you provide an alternative explanation or example when your students are confused?	1	2	3	4	5	6	7	8	9
11	To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
12	How well can you implement alternative instructional strategies when a certain strategy does not work?	1	2	3	4	5	6	7	8	9