

An Investigation into the Relationship between Iranian High school EFL Teachers' Emotional Intelligence and their Self-efficacy

By

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Abstract

One of the immense contributions of the field of psychology to EFL pedagogy has been the introduction of the constructs of emotional intelligence and self-efficacy as two focal socio-cognitive aspects of human characteristics. Despite the significance of the possible linkage between these two constructs, very few studies have been implemented focusing on Iranian EFL teachers. In this regard, the objective of the present study is to investigate the relationship between self-efficacy and emotional intelligence (EI) of Iranian EFL teachers in high school and to probe the influence of EFL teachers' age and gender on their EI and self-efficacy. For this purpose, 100 male and female Iranian EFL teachers teaching English as a foreign language in Birjand, Iran were selected on the availability sampling procedure and were required to fill in two questionnaires pertaining to self-efficacy, and emotional intelligence. Running SPSS programs as correlation and independent t-test, the study revealed that first; There was a strong positive correlation between the two variables (self-efficacy and emotional intelligence) of Iranian EFL teachers. Second, strong positive relationships between the self-efficacy of language teachers and their age was observed and also between their emotional intelligence and age. Third, the study showed that the difference between the two groups of male and female teachers is significant in terms of their self-efficacy and the male Iranian EFL teachers had higher degree of self-efficacy in comparison to their female counterparts.

Keywords: *Self-Efficacy; Emotional Intelligence; Iranian EFL Teachers; Correlation*