

The Investigation of Relationship between Emotional Intelligence and Teaching Styles among Iraqi EFL Teachers

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Abstract

This study set out to determine whether teachers' emotional intelligence predicted their teaching styles or not. Moreover, it aimed at investigating the relationship between emotional intelligence and the aspects of EFL teachers' teaching styles. The participants selected were 50 Iraqi EFL teachers from high schools in Kerkuk, Iraq. The study utilized the Emotional Intelligence Scale (EIS) and the Grasha's Teaching Styles Inventory (TSI) questionnaire as the tools for data collection. The results of the study disclosed that a significant and positive relationship exists between the emotional intelligence of Iraqi EFL teachers and the aspects of their teaching styles. Furthermore, emotional intelligence predicted 47.5% of expert style. The regression analysis yielded another outcome, wherein emotional intelligence emerged as a predictor for teaching styles such as "formal authority", "personal model", "facilitator", and "delegator". The findings imply that emotional intelligence plays a substantial role in influencing the teaching styles employed by the teachers. Consequently, the emotional intelligence can probably contribute to the enhancement of educational standards.

Keywords: Emotional intelligence, Teaching styles, EFL teaching, Iraqi EFL teachers

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1. Introduction

Using emotional intelligence (EI), besides having some advantages, can have some disadvantages too. Another topic to consider is education, as a critical issue in our lives which necessitates taking a strategic approach. In this strategic process, people must be involved: the people who should be able to take charge of becoming actual "shapers" (teachers or professors), as well as the people who should grow over time by being shaped in a setting where they feel like they belong (students). The interaction between students and professors is significant (Radu, 2014). On the other side of the coin, we face the main concern of educators (including teachers, professors, trainees, mentors, etc.), which is motivating the students. By increasing students' motivation, the use of emotional intelligence also begins to increase at both conceptual and pragmatic levels (Radu, 2014). In this regard, many parties must realize how students' emotional intelligence or EQ can help them learn more effectively and perform better in language learning (Goleman, 1995). According to the research studies, having emotional intelligence can help people succeed when they move from school to college and in workforce (Mohzan et al., 2013).

Some of the fundamental abilities in teaching profession include understanding what triggers emotions and being able to express one's own and others' feelings. For teachers to be able to create their emotional states as well as those of others, the capacity to use emotions is crucial. Teachers can increase motivation, dynamism, interest, and attentiveness in the classroom by feeling the correct emotions at right times. In managing other relationships with school administrators and parents, it is likewise crucial to manage emotions appropriately (Brackett & Katulak, 2013).

Regarding the preliminaries, the majority of the study to date focused on the practices, processes, and effects of student-centered learning and teaching methods. As a consequence, a smaller amount of research has investigated the motivators, facilitators, and constraints of the implementation of such methods (Nghiem-Phú & Nguyễn, 2020). So, this study makes an attempt to investigate the relationship between teaching styles and emotional intelligence among Iraqi EFL teachers.

Choosing the right teaching strategy is essential for English as a Foreign Language (EFL) instruction to be successful. To succeed, EFL teachers must master a range of teaching methods (Joyce & Weil, 1986). Choosing instructional strategies can be informed by the research on learning and teaching styles (Canfield, 1976). Joyce and Weil (1986) claim that learners exhibit varying responses to distinct teaching techniques and styles. Therefore, the identification of appropriate teaching methods and styles is crucial for the development learners' learning styles. Based on the given objectives, the following questions can be addressed:

- 1) Is there any significant relationship between emotional intelligence and teaching styles among Iraqi EFL teachers?
- 2) Based on EI, what are Iraqi EFL teachers' most important teaching styles?

2. Review of Literature

2.1. Emotional Intelligence (EI)

The concept of social intelligence marked the beginning of the field of EI. Thorndike, in 1920, viewed emotional intelligence (EI) through the prism of social intelligence, stating that social intelligence is the capacity for empathy and prudent behavior in interpersonal interactions (as cited in Goleman, 1998), but his ideas were not taken seriously until the later decades. Emotional thought was regarded as falling under the umbrella of intellect in 1948. No significant efforts were made in this area until the middle of the 1980s when Howard Gardner's writings gave a new life to Thorndike's perspective (Goleman, 1998). Eight different categories of intelligence were proposed by Gardner (1983), and one of them (i.e., personal intelligence) paved the way for the extensive development of EI. Finally, Mayer and Salovey developed their comprehensive model of EI and completely described it in 1990, building on Gardner's perspective and emphasis on individual variations (Bar-On, 1997).

The connection between emotions, reasoning, and academic success has been made clearer by the concept of emotional intelligence. According to some researchers (e.g., Hassan et al., 2015; McCown et al., 2007), teachers' EI competencies are very important for their ability to be effective educators. EI consists of three crucial emotional factors: (a) the

capacity to recognize and understand emotions; (b) the capacity to compare emotions and feelings; and (c) the capacity to regulate one's own emotions as well as those of others (Salovey et al., 2004). The original EI model developed by Goleman (1995) contains five domains: handling relationships, motivating oneself, motivating others, and knowing one's own emotions. Understanding one's emotions is one of several intrapersonal abilities people have and employ while controlling their emotions and actions. Managing emotions is another name for interpersonal skills, which people employ when interacting with others.

2.2. Teaching Styles

The concept of "teaching style" encompasses all of the approaches, activities, strategies, tactics, and methods that an educator uses when instructing a particular subject in a classroom. The personalities, material knowledge, classroom conduct, classroom monitoring, and even the teaching atmosphere of the teachers all influence how they instruct in the classroom. The teaching styles utilized in educational settings impact all previously listed events and activities. How the teaching is carried out in a classroom affects the learners' personalities, the setting in which they study, and the learning process itself (Cooper, 2001).

Teaching style is one of the most crucial topics debated in educational profession. According to Snow, Corno, and Jackson (1996) in the *Handbook of Educational Psychology* (p. 281, as cited in Dörnyei, 2005), no topic we have reviewed contains more voluminous, complex, and contentious literature than that of personal styles. Regarding teaching style, there are numerous theories, models, and definitions. It was described as "a ubiquitous style of approaching the learners that might be congruent with numerous techniques of instructor" (Fischer & Fischer, 1979, p. 246). According to Kaplan and Kies (1995), a teacher's "teaching style comprises of personal behavior and the medium utilized to convey or receive information from the learner" (p. 2). According to Grasha's point of view (2002), teaching style involves teachers' interactions with students continuously and consistently throughout the teaching-learning process. According to Jarvis (2004), a teacher's approach to instruction "includes the application of philosophy; it involves evidence of beliefs about, values about, and attitudes toward all the components of the teaching-learning interaction" (p. 40). So, a

teacher's approach, activity, and method repertoire throughout class is referred to as their teaching style (Cooper, 2001). The teaching style has been categorized in many ways.

2.3. Different Types of Teaching Styles

Grasha (1996) identified five fundamental teaching ideologies that are connected to different results for kids:

- ***Expert***

A teacher with an expert style seeks to maintain his status as an authority among pupils by delivering in-depth knowledge. Teachers still hold the job of specialist to deliver information to students. It aims to uphold his position as a source of authority among students by showcasing in-depth knowledge and encouraging learners to advance their skills (Iqbal et al., 2020). The teacher challenges students to increase knowledge sharing. The teacher gives the students the skills and knowledge they needed to deal with everyday problems.

- ***Formal Authority***

A teacher who uses the formal authority method of instruction frequently concentrates on the material and keeps a close eye on the students. The involvement needs and emotional factors of the student are not given priority in this teaching approach. This strategy is teacher-centered, meaning that the teacher is in charge of educating the students. They are respected by the pupils because of their expertise and commitment as instructors.

- ***Personal Model***

When a teacher adopts a personal model approach, learners are expected to emulate the instructor's behavior in the classroom by adopting similar attitudes and practices. In the "Personal Model cluster", teachers are viewed as role models. Students are urged to see their professors' behavior and then model that behavior to think and act practically. Students who experience this teaching approach excessively may feel inadequate due to stress and failure to achieve teachers' expectations or standards (Grasha, 1996, 2002).

- ***Facilitator***

A facilitator teacher places a strong emphasis on self-learning and self-discovery in the classroom. Students who are taught using a facilitator's method turn out to be independent and responsible adults.

▪ ***Delegator***

A delegator teacher fosters the students' confidence and increases their autonomy. He or she emphasizes the importance of working in teams. The primary goals of this style are peer-to-peer learning and collaboration. If teachers overuse this type of instruction, they run the risk of underestimating the student's aptitude for independent work. Students may feel anxious when assigned individual assignments (Grasha, 1994a, 1994b, 2000).

Additionally, how one modifies his/her teaching method depends on previous teaching and learning experiences, as well as one's educational and cultural upbringing (Faruji, 2012; Nouraey & Karimnia, 2016; Tavakoli & Karimnia, 2017). This classification in terms of student- and teacher-centered learning is summarized in Table 1.

Table 1

Classification of Grasha's Teaching Styles: Student-Centered vs. Teacher-Centered Styles (Kazemi & Soleimani, 2013, p.194)

“Teacher-Centered Styles”	“Student-Centered Styles”
“The Expert Style”	“The Facilitator Style”
“The Personal Model Style”	“The Delegator Style”
“The Formal Authority Style”	

2.4. Empirical Studies

A study by Shatalebi et al. (2012) also looked at the connection between emotional intelligence traits and learning styles. 320 B.A., M.A., and Ph.D. students participated in this study. According to the study's findings, just three of the 15 elements of emotional intelligence - intrapersonal connections, impulse control, and happiness - are compatible with the learning styles.

The relationship between emotional intelligence and teacher effectiveness was examined by Koçoğlu (2011). Ninety pre-service university teachers of English participated in the study. The findings showed that teachers valued efficiency in managing the class over having a good time. The teachers scored highest in helping skills and anxiety tolerance but lowest in emotional intelligence autonomy and self-reflection. The findings indicated a significant positive relationship between EI and teacher effectiveness.

A research study was conducted by Mousapour and Khorram (2015). This study aimed to determine the relationship between emotional intelligence and teaching styles among Iranian EFL teachers. Another purpose of the study was to identify the emotional intelligence components that could predict the teaching styles of Iranian EFL teachers. The study included a population of 90 Iranian EFL teachers from *Sistan-Baluchestan* province high schools and language institutes. The study utilized the Emotional Quotient Questionnaire by Bar-On and Grasha's Teaching Styles Inventory Questionnaire as research instruments. The findings revealed a strong positive correlation between Iranian EFL teachers' emotional intelligence and their teaching styles. Additionally, five components of emotional intelligence were found to predict the teachers' teaching styles. The investigator of the study explored these components and determined that four of them (interpersonal, intrapersonal, adaptability, and stress management) could act as predictors of teachers' teaching styles.

In a research study by Öznacar et al. (2017), the relationship between teaching styles and emotional intelligence of teachers was explored. The study was attended by 355 elementary school teachers, 177 male and 178 female, who were randomly selected from 18 schools in Konya in 2015. Both the Grasha-Reichmann Teaching Style Inventory and the Trait Emotional Intelligence Questionnaire - Short Form (TEIQue - SF) were employed as data collection tools. The study's findings showed a substantial positive link between teachers' emotional intelligence and their teaching styles across all subscales, including expert, formal authority, personal model, facilitator, and delegator. According to the findings, emotional intelligence is highly likely to aid teachers in raising the standard of education because it has a big impact on how they choose to educate.

Another study was conducted by Heidarnajad et al. (2017) with the main purpose of investigating EFL teachers' preferred teaching styles and the emotions that they experienced in their classes. Grasha's Teaching Style Inventory and Emotions Questionnaire for Teachers questionnaires were used to investigate teaching style preferences and teachers' emotions.

In a recent study, Habeb Al-Obaydi et al. (2022) investigated the emotional intelligence in EFL learning and teaching in Iraq and the Czech Republic. Despite the cultural differences between Iraq and the Czech Republic, English is considered as a foreign language in both countries.

3. Method

3.1. Design of the Study

The present investigation employed a correlational design of the QUAN nature, employing quantitative research methods to explore the connections between emotional intelligence and teaching styles among Iraqi EFL teachers. To measure these constructs, a specialized questionnaire was devised and implemented. Furthermore, this study adopted a survey approach to identify the most significant teaching styles practiced by Iraqi EFL teachers as influenced by their emotional intelligence.

3.2. Participants

A total number of 50 Iraqi EFL teachers participated in this study. The ages of EFL teachers were 20 and 40 years old and they were B.A. and M.A. holders. They were selected randomly from high schools in Kerkuk, Iraq.

Table 2

Demographic Information of the Participants

Age	Gender	Years of teaching English
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Participants	20-30 years	31-40 years		Male	Female	1-7 years	8-15 years	16+years
Iraqi EFL Teachers	31	19		31	19	28	17	5
Total	50			50			50	

Table 2 indicates the demographic information of the participants. 50 Iraqi EFL teachers were the total study sample. According to Table 3, 62 % of participants were male, and 38% of teachers were female. 62% of the participants were in the age range of 20-30 years old, and 38% of the teachers were in the range of 31-40 years old. 56% of them were in the range of 1-7 years of teaching English, 34% of teachers were in the range of 8-15 years of teaching English, and 10% of them were in the range of 16+ years of teaching English. The participants' gender, age, teaching experience, and the level that they taught were not examined in this study.

3.3. Instruments

To quantify the variables of the study, the following scales were utilized.

Teaching Styles Inventory (TSI)

The participants were presented with the Teaching Styles Inventory (TSI), which is a comprehensive questionnaire consisting of 40 multiple-choice questions. Each response was meticulously evaluated on a 5-point Likert scale, whereby the participants indicated their level of agreement or disagreement on a scale ranging from 1 (strongly agree) to 5 (strongly disagree). Every set of items about different teaching styles underwent careful analysis to determine the range of mean scores. Table 3 provides an overview of the dimensions associated with each teaching style within the TSI framework based on Grasha's concept. These mean scores were then categorized as either low, moderate, or high according to Grasha's guidelines established in 1996. Additionally, Table 4 presents the strength levels categorized as low, moderate, or high across all five teaching style categories while also including Grasha's TSI score norms for reference purposes

Table 3

Categorization of Various Teaching Style Inventory (TSI) Items by Grasha

Teaching Style	Items
“Expert”	“1, 6, 11, 16, 21, 26, 31, 36”
“Formal Authority”	“2, 7, 12, 17, 22, 27, 32, 37”
“Personal Model”	“3, 8, 13, 18, 23, 28, 33, 38”
“Facilitator”	“4, 9, 14, 19, 24, 29, 34, 39”
“Delegator”	“5, 10, 15, 20, 25, 30, 35, 40”

Table 4

Grasha's TSI Score Norms

Delegator	Facilitator	Personal model	Formal authority	Expert	Preference
1.0-2.6	1.0-3.7	1.0-4.3	1.0-4.0	1.0-3.2	Low
2.7-4.2	3.8-5.3	4.4-5.7	4.1-5.4	3.3-4.8	Moderate
4.3-7.0	5.4-7.0	5.8-7.0	5.5-7.0	4.9-7.0	High

Table 5

Reliability Statistics of TSI

N of Items	Cronbach's Alpha
40	0.914

Grasha's study concluded that this instrument displayed satisfactory levels of validity and reliability (see Table 5). The Cronbach's alpha test findings for the teaching styles variable demonstrate that the dependability value obtained is at a high level because the value is 0.91 which is higher than 0.7.

Emotional Intelligence Scale (EIS)

The Emotional Intelligence Scale (EIS) is taken from the work of Schutte et al. (1998) and serves as a tool to evaluate the emotional intelligence of teachers. It is a self-report instrument that comprises two sections. The first section pertains to demographic information, such as university, college, and stage of study. The second section consists of thirty-five items, rated on a seven-point Likert scale. Participants are required to indicate their level of agreement with each item, using a scale that ranges from strongly disagree (1) to strongly agree (7). Notably, three of these items (5, 28, and 33) are scored in reverse. The scale is rooted in the conceptual framework of emotional intelligence developed by Mayer and Salovey (1997). All responses ranged from strongly disagree to strongly agree, with higher scores indicating stronger agreement. These selected responses were summed and averaged to obtain this score.

Table 6

Reliability Statistics of EIQ

N of Items	Cronbach's Alpha
35	0.915

According to Table 6, Cronbach's alpha test for the teaching styles variable demonstrates that the dependability value obtained is at a high level because the value is 0.915 which is higher than 0.7.

3.4. Data Collection Procedures

To carry out this study, various instruments were meticulously prepared and employed. The researcher gained access to a total of 50 participants residing in Iraq. Once the samples had been carefully chosen, they were requested to complete the questionnaires over a period of one month. The emotional intelligence (EI) scale involved the implementation of 35 distinct items, utilizing a Likert scale consisting of seven points.

Additionally, Grasha's Teaching Styles Questionnaire was implemented which aimed at ascertaining the predominant EFL teaching style amongst the respondents. This questionnaire encompassed forty items measured by a Likert scale response format ranging from "strongly disagree" (1) to "strongly agree" (5). Subsequent calculations generated mean score ranges for each subset about the individual teaching styles; these averages were subsequently categorized as low, moderate, or high based on some predetermined standards established by Grasha in 1996. The data obtained from the surveys was inputted by the authors into a software known as Statistical Package for Social Sciences (SPSS) version 25. This was done to carry out both descriptive and inferential statistical analyses. Descriptive statistics were employed to provide a summary of various aspects of the variables, such as the number of participants, mean values, and standard deviations. Additionally, a Pearson-product Moment Correlation Coefficient and Multiple Regression were utilized to explore whether there existed any significant relationship between the emotional intelligence levels of Iraqi EFL teachers and their respective teaching styles.

4. Results

4.1. Descriptive Statistics

In the initial set of analyses, the relationship between EI and teaching styles among EFL Iraqi teachers was described. This study represented mean and standard deviation, including a frequency analysis of the descriptive data, gathered from the questionnaires. The aspects of teaching style and EI among Iraqi EFL teachers are shown in Table 8 along with their respective means and standard deviations and standard error. According to this table, the expert (M=3.91, SD=1.17), delegator (M=3.74, SD=1.19), and facilitator (M=3.89, SD=1.23) in Iraqi teaching style had a moderate level. The personal model (M=3.82, SD= 1.29) and formal authority (M=3.63, SD= 0.97) had a lower level than other aspects of teaching style among Iraqi EFL teachers. In general, the mean value of teaching styles was M=3.77, SD=1.05. The emotional intelligence among Iraqi EFL teachers had a Mean of 3.51 and Standard Deviation of 1.03.

Table 7

Descriptive Statistics of Aspects of Teaching Style and EI among Iraqi EFL Teachers

Variables	N	M	SD	SE
Expert	50	3.91	1.17	0.166
Personal model	50	3.82	1.29	0.183
Delegator	50	3.74	1.19	0.169
Facilitator	50	3.89	1.23	0.175
Formal authority	50	3.63	0.97	0.137
Teaching Style	50	3.77	1.05	0.148
Emotional Intelligence (EI)	50	3.51	1.03	0.146

4.2. Inferential Statistics

The Pearson-product Moment Correlation Coefficient and Multiple Regression have been utilized to investigate the relationship between teaching styles and EI and prioritize the dimensions of teaching styles among Iraqi EFL teachers based on their emotional intelligence.

Based on the data obtained in Table 8, the Pearson correlation between two variables in this study in the general sample was 0.63 and the significance level was 0.00 which was less than 0.05 ($r = 0.63$, $\rho = 0.00 < 0.05$). It can be concluded that there is a significant relationship between EFL teachers' EI and their expert style in the overall sample. Because the value of the correlation coefficient was positive; therefore, there was a direct relationship between EI and expert style among Iraqi EFL teachers.

Table 8

Pearson Correlation Test between EFL Teachers' EI and Expert Style

Test Statistics	Value
Pearson coefficient	0.634
significance	0.000

As shown in Table 9, there was a statistically significant relationship between EI and formal authority of Grasha's teaching style among Iraqi EFL teachers ($r=0.53$, $p=0.00<0.05$). Thus, it can be concluded that there is a significant relationship between EFL teachers' EI and their formal authority style. Because the value of the correlation coefficient was positive; therefore, there was a direct relationship between EI and formal authority style among Iraqi EFL teachers.

Table 9

Pearson Correlation Test between EFL Teachers' EI and Formal Authority Style

Test Statistics	Value
Pearson coefficient	0.530
significance	0.000

Based on the presented data in Table 10, a statistically significant correlation was observed between Emotional Intelligence (EI) and personal model of Grasha's teaching style

among Iraqi EFL teachers ($r=0.548$, $\rho=0.00<0.05$). This indicated a significant relationship between EI and personal model. Additionally, the positive value of the correlation coefficient suggested a direct relationship between EI and personal teaching style among Iraqi EFL teachers.

Table 10

Pearson Correlation Test between EFL Teachers' EI and Personal Model Style

Test Statistics	Value
Pearson coefficient	0.548
significance	0.000

Thus, it can be concluded that there was a significant correlation between EFL teachers' EI and their facilitator style across the entire sample ($r=0.53$, $\rho=0.00<0.05$). Due to the positive correlation coefficient value, a consistent relationship was observed between EI and facilitator style among Iraqi EFL teachers.

Table 11

Pearson Correlation Test between EFL Teachers' EI and Facilitator Style

Test Statistics	Value
Pearson coefficient	0.538
significance	0.000

According to Table12, there was a statistically significant relationship between EI and delegator of Grasha's teaching style among Iraqi EFL teachers ($r=0.481$, $\rho=0.00<0.05$). It can be concluded that there was a significant relationship between EFL teachers' EI and their delegator style. Because the value of the correlation coefficient was positive; therefore, there was a direct relationship between EI and delegator style among Iraqi EFL teachers.

Table 12

Pearson Correlation Test between EFL Teachers' EI and Delegator Style

Test Statistics	Value
Pearson coefficient	0.481
significance	0.000

To answer the second research question and examine the relationship between one continuous dependent variable and some independent variables or predictors, Multiple Regression was used in this study.

The results obtained from Table13 indicated that the regression coefficient which was calculated with a significance level of $\rho=0.00$ was equal to $r=0.63$. Since this significance level was smaller than the desired significance level $\alpha=0.05$, it can be concluded that there was enough evidence to reject the null hypothesis, as a result, the null hypothesis was rejected and the main hypothesis was confirmed. The constant variance of residuals was studied using a scatterplot of residuals in fitted regression. As shown in Figure 1, the points of expert style were located on or around the line which represents a normal distribution.

Table13

Multiple Regression Analysis with EI Predicting the “Expert” Teaching Style

Independent Variable	ANOVA			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	R ²	F	Sig.	Estimated coefficient(B)	Std. Error	Beta		
Constant	-	-	-	1.335	0.400	0.634	3.340	0.002
EI	0.475	32.22	0.000	0.556	0.098		5.676	0.000

Dependent variable: expert teaching style

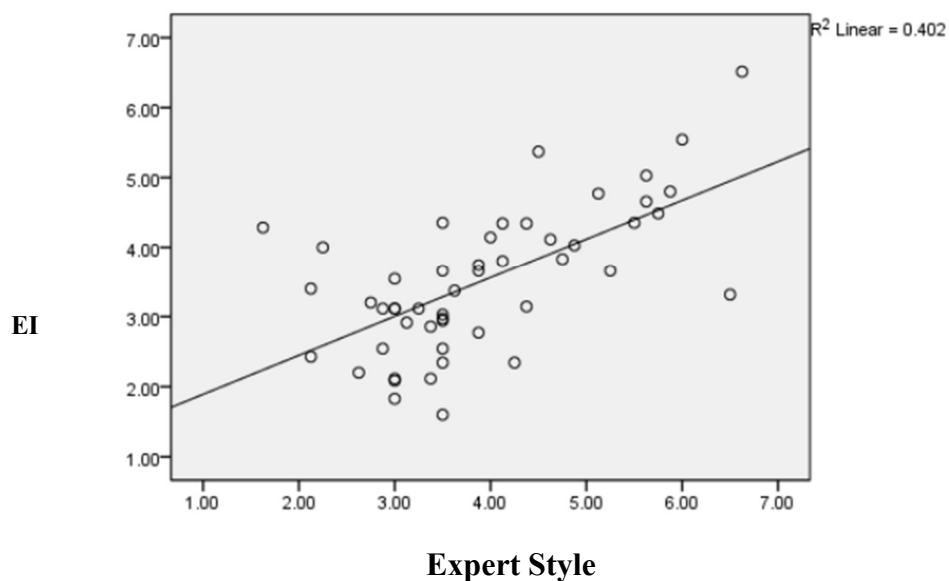


Figure1

Scatterplot of EI with Expert Style

Table 14 indicated that the regression coefficient which was calculated with a significance level of $p=0.00$ was equal to $R=0.53$. Since this significance level was smaller

than the desired significance level $\rho=0.05$, there was enough evidence to reject the null hypothesis. As shown in Figure 2, the points of formal authority style were located on or around the line which represents a normal distribution.

Table 14

Multiple Regression Analysis with EI Predicting the “Formal Authority” Teaching Style

Independent Variable	ANOVA			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	R ²	F	Sig.	Estimated	Std.	Beta		
				coefficient(B)	Error			
Constant	-	-		1.879	0.422	0.530	4.455	0.000
EI	0.281	18.75	0.000	0.499	0.115		4.331	0.000

Dependent variable: Formal Authority Style

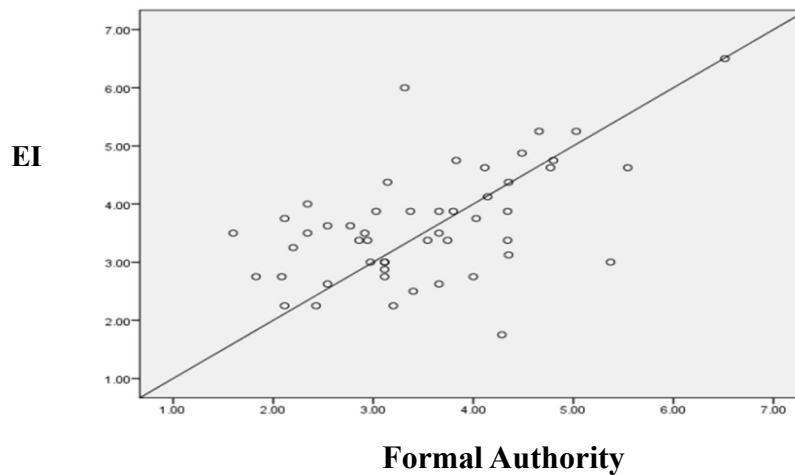


Figure 2

Scatterplot of EI with Formal Authority Style

Table 15 illustrates that the regression coefficient was computed at a significance level of $\rho = 0.00$, which is $r = 0.54$. Given that this significance level is less than the desired significance level of 0.05, there is substantial evidence to reject the null hypothesis. Consequently, the null hypothesis was rejected while the main hypothesis was confirmed. Figure 3 demonstrated that the data points for the personal model style were situated on or near the line representing a normal distribution.

Table 15

Multiple Regression Analysis with EI Predicting the “Personal Model” Teaching Style

Independent Variable	ANOVA			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	R ²	F	Sig.	Estimated	Std.	Beta		
				coefficient(B)	Error			
Constant	-	-		1.404	0.554	0.548	2.533	0.015
EI	0.300	20.60	0.000	0.688	0.152		4.539	0.000

Dependent variable: Personal Model Style

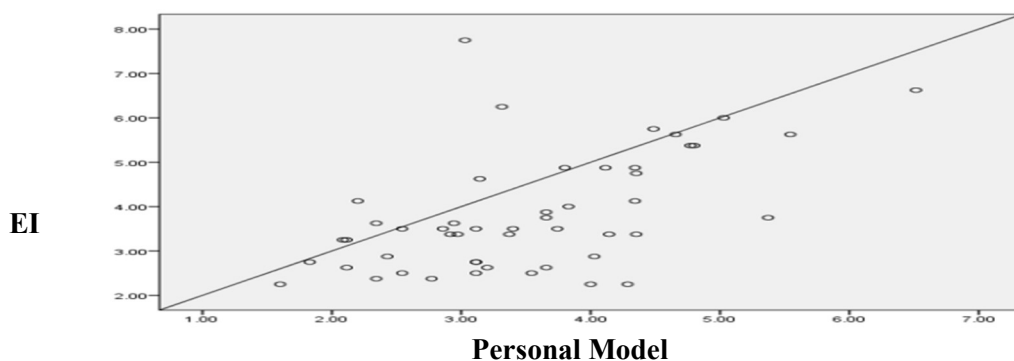


Figure 3

Scatterplot of EI with Personal Model Style

The results obtained from Table 16, indicated that the regression coefficient which was calculated with a significance level of $\rho=0.00$ was equal to $r=0.53$. Since this significance level was smaller than the desired significance level $\rho=0.05$, there was enough evidence to reject the null hypothesis. The constant variance of residuals was studied with using a scatterplot of residuals in fitted regression. As shown in Figure 4, the points of the facilitator style were located on or around the line which represents a normal distribution.

Table16

Multiple Regression Analysis with EI Predicting the “Facilitator” Teaching Style

Independent Variable	ANOVA			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	R ²	F	Sig.	Estimated	Std.	Beta		
				coefficient(B)	Error			
Constant	-	-	-	1.627	0.533	0.538	3.050	0.004
EI	0.289	19.54	0.000	0.645	0.146		4.421	0.000

Dependent variable: Facilitator Style

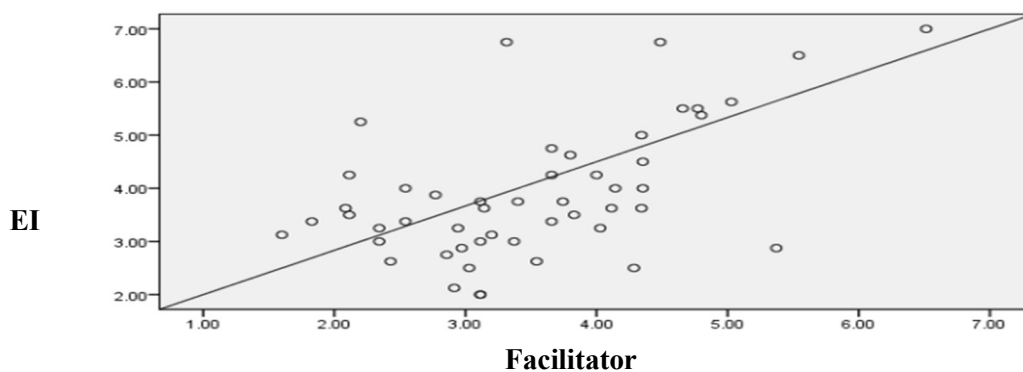


Figure 4

Scatterplot of EI with Facilitator Style

The results obtained from Table 17, indicated that the regression coefficient which was calculated with a significance level of $\rho=0.00$ was equal to $r=0.48$. Since this significance level was smaller than the desired significance level $\rho=0.05$, the null hypothesis was rejected. The constant variance of residuals was studied using a scatterplot of residuals in fitted regression. As shown in Figure 5, the points of delegator style were located on or around the line which represents a normal distribution.

Table 17

Multiple Regression Analysis with EI Predicting the “Delegator” Teaching Style

Independent Variable	ANOVA			Unstandardized Coefficients			Standardized Coefficients		t	Sig.
	R ²	F	Sig.		Estimated coefficient(B)	Std. Error	Beta			
Constant	-	-	-	-	1.776	0.537	0.481	3.329	0.002	
EI	0.231	14.42	0.000	0.000	0.557	0.147		3.798	0.000	

Dependent variable: Delegator Style

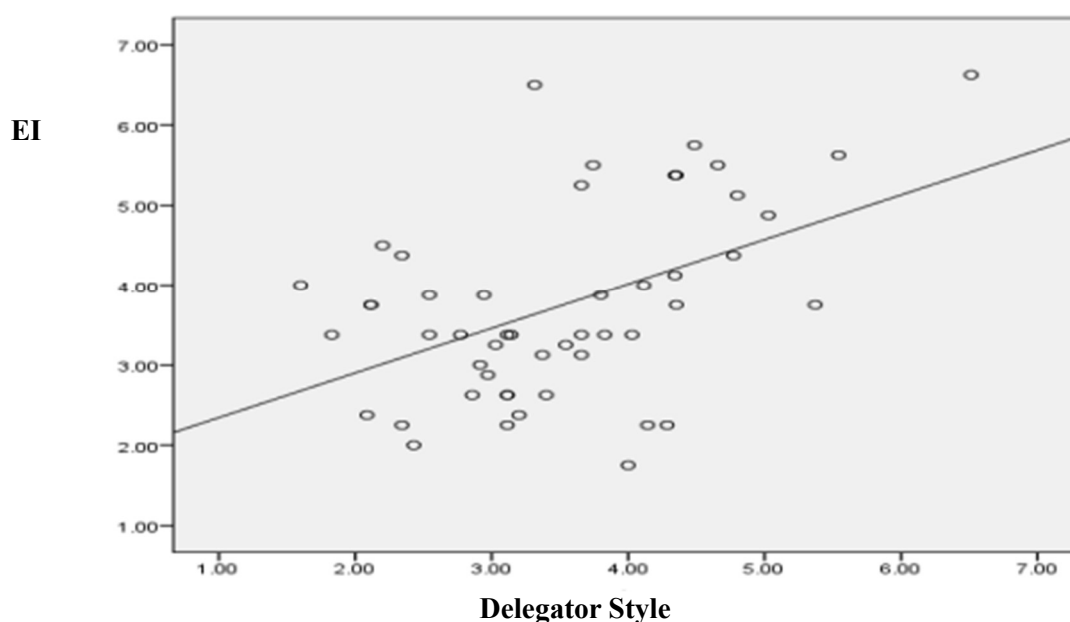


Figure 5

Scatterplot of EI with Delegator Style

5. Discussion

The findings of this study are supported by Akbari and Tavassoli (2011), Mousapour and Khorram (2015), and Öznacar et al. (2017) who also discovered a relationship between the teachers' emotional intelligence and their teaching styles. Goetz et al. (2013) and Heydarnejad et al. (2017) also corroborated the correlation between the EI of teachers and their teaching styles. Shatalebi et al. (2012) likewise documented similar findings, as they scrutinized the interconnection between emotional intelligence components and learning styles. Their analysis unearthed a correlation between specific components of emotional intelligence and various learning styles, as well as individual preferences.

Given the results obtained from the regression analysis, emotional intelligence predicted 47.5% of expert style. Teachers with an "expert" teaching style typically possess characteristics of traditional teachers. They are equipped with the essential knowledge and skills, and they work to communicate effectively in a controlled setting using precise information (Evin Gencel, 2013). From the results of the investigation, one could contend that teachers who possess an "expert" teaching style may require a heightened degree of

motivation, exertion, and skillfulness, potentially associated with dimensions of well-being and sensitivity within emotional intelligence. This discovery is corroborated by comparable investigations (Moafian & Ghanizadeh, 2009; Fabio & Palazzeschi, 2008), which ascertained that the teachers' emotional intelligence foretold their self-efficacy.

Hence, it can be contended that there exists a correlation between all these aspects of teaching style and emotional intelligence. A sub-dimension of emotional intelligence known as "well-being" focuses on the positive evaluation of oneself and satisfaction with one's life (Deniz et al., 2013), which may be associated with self-efficacy of teachers. Numerous studies have provided support for this discovery (Fabio & Palazzeschi, 2008; Moafian & Ghanizadeh, 2009; Vesely et al., 2013).

It was mentioned above that EI predicted "formal authority", "personal model", "facilitator", and "delegator" from 23% to 30%. According to Öznacar et al. (2017), the "sociability" dimension of EI predicts the "formal authority", "personal model", "facilitator" and "delegator" sub-scales of teaching styles. "Sociability" as another dimension of EI is related to the ability to impress and convince people, maintain healthy contact with them, and recognize their emotions (Deniz et al., 2013). Teachers who possess proficient communication abilities can enhance their teaching aptitude to an elevated degree using cultivating favorable social connections with their students. Scholarly research has demonstrated a strong correlation between teacher efficacy and student accomplishment and contentment (Şen & Erişen, 2002).

As can be seen clearly, teachers who have effective communication skills can improve their teaching skills up to higher levels through positive social relations they build with their students. Studies have shown that teacher efficacy is closely related to student achievement and gratification (Şen & Erişen, 2002). It has been discovered that there exists a noteworthy and constructive correlation between the emotional intelligence possessed by teachers and their aptitude for communication (Öznacar et al., 2017). This finding is further reinforced by several studies that have also uncovered a positive and substantial relationship between teachers' emotional intelligence and their proficiency in communication, as

demonstrated by Gürşimşek, Vural, and Demirsöz (2008) as well as Sigmar, Hynes, and Hill (2012).

Most teaching styles are associated with qualifications of teachers, including their level of creativity, job productivity, problem-solving abilities, and critical thinking skills, all of which can be considered as indicators of teaching proficiency. The literature presented a multitude of studies that have demonstrated a relationship between the emotional intelligence of teachers and their level of creativity and originality (Murphy & Janeke, 2009; Bender, 2006). Additionally, these studies have also revealed a connection between teachers' problem-solving skills (Güler, 2006) and their job performance (Yoke & Panatik, 2016).

6. Conclusion

EI plays a significant role in all aspects of teachers' lives. The development of emotional intelligence (EI) among teachers is of paramount importance as it promotes the establishment of harmonious and reliable relationships, enhances their understanding of others, and facilitates a more accurate interpretation of others' behaviors (Sharma et al., 2012). EI is essential to English language teaching. EI and success in teaching and learning English have a highly positive link, which can be used to explain this role (Zarezadeh, 2013). EI grants educators the capacity to manage their emotions, thereby fortifying their resilience in confronting the difficulties inherent in carrying out their professional duties (Puertas Molero et al., 2019). EI develops the level of teachers' work involvement and boosts their confidence in their personal and professional lives. However, the successful development of emotional skills requires motivation, effort, time, support, and sustained practice (Sharma et al., 2012).

Conflict of interest

The author(s) certify/certifies that they have no affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in the present research paper.

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