

The Effect of Emotional Intelligence and Self-Efficacy Awareness on EFL Teachers' Pedagogical Practices: A Qualitative Study in the Saudi EFL Context

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Abstract—The study aims to explore the EFL Saudi teachers' perceptions of awareness of emotional intelligence (EI) and self-efficacy. It aims to explore the EFL teachers' awareness of EI and self-efficacy that might influence their performances in EFL classrooms. Moreover, the study examines EI and self-efficacy strategies used by EFL teachers to aid them in their classrooms. The study uses a qualitative paradigm by collecting data using two tools: a workshop and follow-up semi-structured interviews. The data were collected at a Saudi university's English Language institute. The sample consisted of six Saudi EFL teachers. The findings reveal that teachers have positive perceptions of the awareness of EI and self-efficacy. In addition, teachers utilized their social surroundings in attempting to understand their students' needs to facilitate the learning process. Despite being unfamiliar with technical terms, teachers' responses were aligned with the cornerstones of EI and self-efficacy. Teachers emphasized the role of gaining knowledge through their experiences which thus helps them in their pedagogical practices. Based on the findings of the study, pedagogical implications and future research recommendations were suggested.

Index Terms—EFL teachers' performances, emotional intelligence, self-efficacy, situated learning theory, Saudi EFL context

I. INTRODUCTION

A. Emotional Intelligence and Self-Efficacy

EI has been drawing an increasing interest to its cornerstones, practices, and relationship to the educational system. It plays a significant role in a person's life as it is the ability to recognize one's emotions, understand those emotions and act upon them (Mayer et al., 2000). In doing so, a person can direct their own emotions and understanding those of others surrounding them to benefit their own emotional and intellectual advancement (Mayer & Salovey, 1997). By recognizing the role that EI plays, researchers have sought to understand its link and effects on bettering teachers, which in return can have a positive effect on their classrooms (Sung, 2015).

Self-efficacy is the belief that a person has about their ability to carry out any given task. This belief is influenced by many factors amongst which the affective one is EI (Bandura, 1995). A teacher's self-efficacy belief can influence his/her performance and thus the learning process. As the psychological and emotional status of a teacher can inform their self-efficacy in creating an active learning environment that results in achieving the objective of any class, researchers opted for the inclusion of self-efficacy training to improve teachers' self-efficacy beliefs (Wossenie, 2014; Ghanizadeh & Moafian, 2014).

Research on both constructs has been conducted to determine the relationship between them and to what extent one can inform the other as they are closely linked. Researchers have found a strong correlation between EI and self-efficacy, which consequently influences teachers' performances in classroom, how they manage their classes and how they choose their instructional approaches. The following section briefly reviews the theoretical framework that guides this research.

B. A Brief Review of the Theoretical Framework

This research is informed by Situated Learning Theory (SLT) as its underpinning go hand in hand with the factors affecting teachers' performances in this study, which are EI and self-efficacy. The socio-cultural aspect lies in the core of SLT, and it stipulates for learning to occur in and derived from the social context. Learners in this theory are viewed as active recipients of knowledge that can be concurred from their day-to-day situations whereas the context in SLT acts as a core element in the learning acquisition. SLT provides us with several constructs that instruct the learning process:

a) It is an active and self-directed process, which means learners need to be independent and active in the learning process; b) It is situational and derived from everyday situations; c) It is a social process that consists of different ways of thinking, problem-solving and interactions; and d) It is an emotional process and for it to take place, the learner must be aware of his or her emotions whether positive or negative (Stein, 1997; Mandl & Kopp, 2005).

EFL Teachers in this study are the learners as they utilize their classroom setting as a social context to acquire and deliver knowledge. Being in EFL classrooms, teachers can maximize their outcomes in their own context that helps them create an active learning environment. EFL teachers can derive knowledge from their students' emotional responses through using EI to better read and understand their learning needs that lead to their improved self-efficacy beliefs regarding their performances. Given the close link between EI and self-efficacy, teachers as active self-directed learners should be aware of their impact on the learning process.

In the next section, the rationale of the study is presented to demonstrate the reasoning behind this study.

C. *Rationale of the Study*

There is a growing body of research on EI and self-efficacy and their effects on different aspects of the learning and teaching processes, and some of it is critically reviewed in the subsequent chapter. In the Saudi context where this research is conducted, the focus of research on EI has been students and to the best of the researcher's knowledge, there has been inconclusive research on teachers' EI and self-efficacy awareness and their impact on teachers' performances, specifically in the language classroom. A comprehensive search of the literature revealed a few studies addressing teachers' EI and self-efficacy effect on their performances inside higher education language classrooms in the Saudi context. Therefore, this limitation provided the impetus for the present research.

EI and self-efficacy are eminent factors that predict teachers' effectiveness, performance, and work attitudes. Previous research highlights the positive effects of high levels of EI and self-efficacy that result in better performance and work attitudes, thus leading to teacher's effectiveness. However, those studies were limited to surveys and are in different contexts while this research aims to explore the awareness of EI and self-efficacy and its effect on EFL teachers' performances, specifically using a qualitative approach, and fills the gap in the Saudi EFL context. The significance of this research lies in its exploratory nature that sheds some light on the effect of EI and self-efficacy on EFL teachers' performances and its implications that include recommendations on how to foster and promote EI and self-efficacy to enhance and facilitate the teaching-learning processes in foreign language classrooms.

D. *Research Aims*

This study seeks to obtain data which will help to address the aforementioned research gaps. Hence, the main aims of this research are:

- To identify EFL teachers' perceptions of EI and self-efficacy.
- To establish the extent of the effect of EFL teachers' awareness of EI and self-efficacy on their performances.
- To outline EI and self-efficacy strategies that teachers use, and suggest pedagogical implications based on the findings.

E. *Significance of the Research*

The findings of this study may offer insights into teachers' stance towards EI and self-efficacy awareness and pinpoint the extent of the effect of said awareness of teachers' performances in the language classroom. As previous research has shown, the emotional aspect needs to be at the core of any reform directed at the educational level for both teachers and students to ensure a better learning environment (Hargreaves, 1998). Therefore, the findings of this study can serve in putting forward recommendations and pedagogical implications for EFL teachers, policymakers and reforms that foster EI and self-efficacy and result in better outcomes. Teachers voice their input and highlight the importance of understanding EI and self-efficacy and their effects to improve themselves by creating a conducive learning environment.

F. *Research Questions*

This research is guided by the following three research questions:

1. What are the EFL teachers' perception of emotional intelligence and self-efficacy awareness in relation to their pedagogical performance in EFL classrooms?
2. What is the effect of emotional intelligence and self-efficacy awareness on EFL teachers' performances?

II. LITERATURE REVIEW

Over the past couple of years, researchers have been highlighting the effect of EI on teachers as well as its relationship to self-efficacy. There has been a growing body of research on the two constructs and the extent of their effects. Researchers have found a strong correlation between EI and self-efficacy which consequently has an effect on teachers' pedagogical performances, how teachers manage their classroom teaching and how teachers choose their instructional approaches. This chapter reviews literature on EI, self-efficacy, and English language teachers' pedagogical performances. The chapter begins by introducing the theory that underpins this research and goes to define

EI and its components. It then explains self-efficacy and discusses related studies. Finally, it discusses the relationship between EI, self-efficacy, and teachers' performances in the language classroom.

A. *Emotional Intelligence*

EI has been defined by Mayer et al. (2000) as cited in Nikolaou (2002) as "an ability to recognize the meaning of emotions and their relationships, and to reason and problem-solve on the basis of them. EI is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those feelings, and manage them" (p. 267). It has also been defined in terms of the ability to succeed in the surrounding environment and stressful situations through non-cognitive abilities and skills (Bar-On, 1997). Accordingly, Mayer and Salovey (1997), as cited in Ebrahimi et al. (2018), proposed the 'ability model' that "EI is the ability to recognize emotions, to access and generate them in order to aid thought, to comprehend emotions and emotional knowledge, and to reflectively control them to advance emotional and intellectual growth" (p. 438).

On the other hand, Goleman (1995), as cited in Chen and Guo (2020), proposed the mixed model based on the model of Mayer and Salovey (1990), which provides a slightly different definition of EI: "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 84). Mayer and Salovey (1993) suggested that individuals with abilities to experience feelings clearly and regulating their effect confidently are more likely to be better able to control their moods and overcome failures. Emotional management is a vital component in certain information-processing mechanisms that enable problem-solving (Mayer & Salovey, 1993).

Sung (2015) reviewed five components of EI proposed by Bar-On (2004) which are: a) Intrapersonal EI which comprises self-awareness and self-actualization; b) Interpersonal EI related to interpersonal skills; c) Adaptability and problem-solving; d) Stress management; and e) General mood (Bar-On, 2004; as cited in Sung, 2015). Sung (2015) highlighted the importance of teaching EI and its impact on the quality of life in higher education in Asia. She elaborated on the diverse cultural aspects and how they differ from context to context. However, she stressed the relevance of EI in each context because the human brain functions in the same way to process emotional information. In the same vein, Joseph et al. (2019) synthesized a review of the literature on EI training in higher education and concluded that the courses offered on EI in universities are limited in scope and application. They pointed out inadequate empirical research on EI training in higher education and the consequent opportunities for scholars to fill this gap.

Similarly, Hargreaves (1998) recognized the role of the emotional aspects on teachers and consequently their teaching. He suggests that no educational reform would be successful unless emotions and their impact on the teaching/learning process are at its core. Moreover, integrating emotional aspects and dimensions in teaching is to be considered the norm and not the exception. He promoted a better understanding of emotions and how to manage them in educational contexts. The inclusion of emotional dimensions is a vital step in the improvement of the educational system.

Mayer and Salovey (1993) addressed the criticism on EI and concluded that it is an ability in its merit and is closely related to intellectual processing. Emotions are predictors of mood shifts which inform the categorization of daily life tasks based on importance. Correspondingly, those shifts inform cognitive and behavioral activities when dealing with different situations. EI has different operating mechanisms including "emotionality, emotion management and neurological substrates" and they stress the point of EI manifestation which encompasses "verbal fluency in emotional domains" and "information transmission" among other things (p. 440). Mayer and Salovey (1993) emphasize that thought flow when experiencing emotion could either hinder information processing or enable it which in turn could lead to openness to experiences or cut off experiences. Therefore, it is essential that individuals are aware of their emotional regulatory abilities to better understand their surroundings and their wellbeing (Mayer & Salovey, 1993). The following section focuses on research on the effect of EI on teachers.

B. *Research on the Effect of Emotional Intelligence on Teachers*

Joshith (2012) acknowledged the role emotions play in teachers' practices and daily tasks. Therefore, following Goleman's (1995) mixed model, the researcher carried out a study to investigate the role of an EI package created to improve student teachers' knowledge of their strengths and weaknesses in relation to EI competency. The researcher used an experimental paradigm consisting of a control group (25 participants) and an experimental group (25 participants) and pre- and post-tests. The results were positive and showed a significant increase in student-teachers' EI. After the EI package, student-teachers were more open and aware of their innate abilities to manage their emotions. The EI package was successful and could be used as a tool to enhance and promote EI in teachers.

Razavi (2014) explored EFL teachers' EI in relation to their personality traits. The researcher administered a questionnaire and analyzed data through SPSS. Based on the findings, the researcher recommended that teachers should be involved in training and professional development workshops that focus on EI skills. Similarly, Mousapour (2015) conducted a study to determine the relationship between teachers' EI and their teaching styles. The researcher recruited 90 participants who completed both the emotional quotient questionnaire and the teaching styles inventory questionnaire. The results demonstrated that there was a strong positive correlation between teachers' EI and their teaching styles, which means that teachers with higher levels of EI use better teaching styles.

C. *Self-Efficacy*

Self-efficacy has been defined as the belief that a person entertains regarding his/her ability to accomplish a certain goal, objective, or task (Bandura, 1993). According to Bandura (1995), four key factors affect one's personal beliefs regarding perceived self-efficacy: a) mastery of learning, which requires the mastering of the tools and processes to manage life's dynamic circumstances; b) a focus on victorious or successful experiences; c) social persuasion, which is a result of support from other people; and d) psychological and emotional status, which affects a person's attitude, mood and information processing (Bandura, 1995).

Moreover, Bandura (1995), as cited in Scribner (1998), hypothesized that efficacy embodies itself in "four processes of human functioning: cognitive, affective, motivational, and selection" (pp. 10–11). Teachers' perceived self-efficacy has a significant impact on the way they manage the creation of a positive and active learning environment (Bandura, 1993). Bandura (1977) elaborated on the definition of self-efficacy and claimed that it entails a duration of time, the exertion of efforts and perseverance in the face of obstacles, all of which are required to attain the desired goal. Self-efficacy has been found to change the way an individual thinks, feels and acts (Schwarzer, 2008).

Various studies have examined the effect of self-efficacy on EFL teacher's performances in language classrooms. For instance, Eslami and Fatahi (2008) investigated the impact of EFL teachers' sense of self-efficacy on their instructional strategies. The sample included 40 EFL nonnative teachers at different schools teaching different grades with a minimum of five years of experience. The data collection instruments used were a sense of self-efficacy and instructional strategies, either grammatically oriented or communicatively oriented questionnaires. Both descriptive and inferential statistics yielded the following results: teachers with a positive sense of self-efficacy beliefs tended to vary the use of instructional strategies and resorted to focusing on meaning and fluency rather than accuracy. The more efficacious teachers felt the increased likelihood of her usage of communicatively oriented instructional strategies.

D. *Relationship Between Emotional Intelligence and Self-Efficacy*

What follows is an account of research on the relationship between EI and self-efficacy to different aspects of teaching. A study by Moafin and Ghanizah (2009) investigated the relationship between EI and self-efficacy and revealed a strong correlation between teachers EI and their self-efficacy. The sample was relatively big and consisted of 89 female and male Iranian EFL teachers. The positive relationship between the two indicates that high levels of EI are linked to high levels of self-efficacy. Interpersonal relations and problem-solving were presented as having the highest correlation to teachers' self-efficacy.

Nikoopour et al. (2012) conducted similar research on a larger scale with a sample consisted of 336 female and male EFL teachers. The results supported previous research findings regarding the significant relationship between EI and self-efficacy. Moreover, teachers with more years of experience scored higher levels on both EI and self-efficacy tests. Sarkhosh and Rezaee (2014) reached a similar conclusion regarding the significant relationship between EI and self-efficacy. They administered the EI and self-efficacy surveys on 108 EFL Iranian university teachers. The results showed that three subscales of EI, flexibility, optimism, and interpersonal relationships, were positive predictors of self-efficacy.

Wossenie (2014) sought to identify a relationship between EI and self-efficacy of 43 EFL primary schoolteachers in Ethiopia. The data was collected through administering EI and self-efficacy questionnaires. The results showed lower than expected levels in both domains. However, there was a strong and significant correlation between the two variables. The research findings suggest the incorporation of EI and self-efficacy training in teacher education programs.

As shown above, EI and self-efficacy appear to be closely linked. In the subsequent paragraphs, the effect of EI and self-efficacy on different aspects of teaching and teachers are discussed. Penrose (2007) explored teachers' EI and self-efficacy and teacher effectiveness. The researcher collected data using an EI scale and self-efficacy scale from 135 teachers. The results showed that EI and self-efficacy are closely related. Furthermore, the researcher found that teachers who had high EI had a high sense of self-efficacy, which is related to achieving better outcomes.

Salami (2007) investigated EI and self-efficacy in relation to work attitudes. He collected data from 475 teachers through surveys. The data was analyzed through SPSS. The findings showed a significant relationship between the variables and work attitudes. Teachers who had higher EI and self-efficacy had a higher emotional commitment to their place of work, thus developing positive work attitudes.

E. *Factors Affecting Emotional Intelligence and Self-Efficacy*

Goleman (2006) identifies factors that are considered predictors and components of EI. He lists the following as the most prominent constructs: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness refers to the ability to identify one's emotions, strengths, weaknesses, skills, values, and their effects on others. Self-regulation means the ability to regulate one's abrupt emotions and impulses. Motivation is the inner drive to accomplish a goal or an objective. Empathy is the ability to be considerate of others' feelings and the effect of your decisions on them. Finally, social skills are skills that help a person manage their social relationships (Goleman, 2006).

Returning to the subject of self-efficacy and factors influencing it, Bandura (1995) highlights four main factors that affect one's self-efficacy beliefs which are: mastery of learning, successful experiences, social persuasion, and psychological and emotional status. Moreover, Bandura (1997) argues that once self-efficacy beliefs are established,

they cannot be changed. However, recent research focusing on self-efficacy has proved otherwise. There are other factors than the aforementioned factors that affect self-efficacy beliefs and change them either positively or negatively.

For instance, Tschannen-Moran and Hoy (2007) explored factors that affect novice and experienced teachers' self-efficacy beliefs. The assumption is that teachers' self-efficacy beliefs are closely related to the exerted efforts in teaching, objectives set to accomplish, their perseverance in the face of failure and their resilience when things go wrong. The researchers aimed to add to the empirical body of research on the factors predicting teachers' self-efficacy beliefs. The sample was 255 novice teachers with three or fewer years of teaching experience, and experienced teachers with four or more years of teaching. The researchers used questionnaires as a means for data collection. The results showed that novice teachers had lower levels of self-efficacy beliefs than experienced teachers which highlight the years of teaching experience as a factor affecting self-efficacy. Experienced teachers had higher levels in instructional strategies and classroom management, and it could be attributed to their years of experience as well. Demographics, such as gender and race were not significant factors that affected teachers' self-efficacy beliefs. The context was not a resilient factor; however, for novice teachers, the availability of teaching resources was a predictor of the conception of their self-efficacy beliefs. Finally, mastery of experiences was a predicting factor for both novice and experienced teachers.

III. RESEARCH DESIGN

This research follows a qualitative research design, specifically a case study design to explore the teachers' perceptions of EI and self-efficacy in the Saudi EFL context. Yin (200) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident" (p. 18). The case study is a broad method which may involve the use of several types of data gathered and analysed using different methodologies, which is why it is used in this research to explore and answer the proposed research questions (Creswell, 2012). Similarly, case studies showcase the detrimental role of "contextualization and holistic accounts of individual" (Duff, 2010, p. 52). Since this study focuses on the EFL teachers' perceptions of EI and self-efficacy in a Saudi higher education institution, the university context serves as a case study where a group of teachers are interviewed regarding the research phenomenon.

Owing to the exploratory nature of this research, two methods of data collection were adopted to get a better understanding and in-depth knowledge of the research constructs (Wahyuni, 2012). Therefore, a purposeful sampling was used to collect data as it allows the researcher to "intentionally select individuals to learn or understand the phenomena" (Creswell, 2012, p. 206). The target sample were Saudi EFL instructors with experience of teaching college level English. This research only focused on obtaining data from female participants due to gender segregation in Saudi universities. The data was thematically analyzed using NVivo software.

A. Context of the Study

According to the reviewed literature in the previous chapter, research body on EI and self-efficacy awareness effects in the Saudi University level context deemed inconclusive. Research in the context focused quantitatively on students' EI and how it affected them differently. Hence the focus of this study was the second important party in a classroom, the Saudi EFL teachers and how their awareness of both factors EI self-efficacy would affect their teaching practice. The participants of the study were female Saudi EFL teachers who have been working at the English Language Institute (ELI) of a Saudi Arabian university. All teachers have had 2+ years of experience teaching English to Saudi EFL students. The English program at the ELI has two tracks; arts and science, and all the participants have taught both the tracks. The program has four levels which range from A2 – B2 according to CEFR. All teachers have taught beginner levels and upper intermediate levels. In the following section, the research sample is discussed in detail.

B. Data Collection

This study has utilized two data collection tools to gather qualitative data. The first stage was based on an online workshop and the second stage involved semi-structured interviews with the participants.

(a). Online Workshops

The first data collection tool was an online workshop prepared to explore teachers' responses to certain scenarios, which were constructed based on Bar-On's (2004) EI model. The model consists of five components: a) Intrapersonal EI which comprises self-awareness and self-actualization; b) Interpersonal EI related to interpersonal skills; c) Adaptability and problem-solving; d) Stress management; and e) General mood (Bar-On, 2004). The scenarios for the online workshop were derived from situations (e.g., Describe a perfect day in your classroom which signifies a teacher's intrapersonal EI which comprises of self-awareness and self-actualization). The workshop was piloted on three English instructors to ensure its comprehensibility and efficacy. Teachers were sent Google forms to fill in general information about themselves and choose a preferred time to attend the workshop as it was presented on the course of two days. Each day three participants attended the online workshop via Zoom platform; hence it was easily accessible and proved to be a user-friendly platform. After introducing myself and welcoming the teachers', the session commenced with prompts related to the scenarios. Each teacher got her turn in reciting their reaction to the proposed

scenarios. Then, the teachers were asked the constructs of EI and self-efficacy and briefly introduced the two concepts. Finally, a date for the semi-structured interviews was set with the participants.

(b). *Semi-Structured Interviews*

I conducted semi-structured interviews with six participants after the online workshop. The participants were contacted a couple of days after the online workshop via emails to set dates for the interviews. The interview questions were derived from the reviewed literature and my personal observation of teaching practices in the Saudi EFL context. Apart from set questions, emergent questions were asked based on the participants' answers. Each interview was conducted via a Zoom call and lasted about 10-15 minutes. The participants were cooperative and open for a second interview if required.

B. *Data Analysis*

Qualitative data are known to yield rich, raw and rigorous descriptions, which need to be managed for the purpose of analysis. The first step to analyze data is good keeping and storage of collected data. In this research, as everything was conducted online, data were stored in an encrypted cloud to ensure the anonymity and personal information of the participants. All recorded workshop sessions and semi-structured interviews were transcribed manually on a word file to be thematically analyzed via NVivo. Data cleaning was a step taken to guarantee the confidentiality of the participants and to ensure that all information leading to their identification was discarded properly. Thematic analysis renders an inductive approach to data analysis in which themes and interpretations emerge from obtained data, rather than being pre-determined or pre-defined (Wayuni, 2012).

IV. RESULT DISCUSSION

The findings are presented following the theoretical framework and proposed research questions of this study.

Theme	Files	References
Emotional Intelligence	6	42
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Emotional Awareness	6	21
Teachers' performances	6	39
Teacher-student relationship	6	23

RQ1: What are the EFL teachers' perception of emotional intelligence and self-efficacy awareness in relation to their pedagogical performances? (Table 1)

TABLE 1
TEACHERS' PERCEPTIONS

Teachers' perceptions	
	Emotional awareness
	Emotional intelligence and self-efficacy
	Teaching is learning

An initial objective of this study was to explore the effects of EI and self-efficacy awareness of EFL teachers' performances in EFL classrooms. The first research question of this study sought to investigate the perceptions of teachers regarding EI and self-efficacy awareness. An interesting finding that could answer this question is how teachers' thought that EI could help them understand their students more which will consequently help them "*adjust their teaching methods or techniques*". As highlighted by SLT, teachers direct their learning to develop themselves through authentic settings in language classrooms. Teachers actively use their social settings in the form of EFL classroom to acquire new knowledge, improve on previous learning and mirror that through their teaching practices. By doing so, teachers could be leading the learning process to a better outcome that is in alignment with their learning goals for themselves and their students.

Furthermore, teachers emphasized that when they can spot the changes of facial expressions and change in mood, they are better equipped in dealing with such changes as they might help them change their way of teaching according to their students' emotions and mood. This is consistent with the theory of SLT that suggests how teachers process their students' responses and reactions in order to accommodate students in language classrooms. When teachers are aware and attentive in their classroom settings to their students' expressions and emotional responses, they are able to identify their students' needs based on their reaction and responses throughout the class. These findings are in correlation to Dev et al.'s (2016) findings which confirmed that teachers' EI and self-efficacy had a significant role on their performances in terms of understanding others' emotions, regulating one's emotions and adapting accordingly. As established by previous research (e.g., Eslami & Fatahi, 2008; Nikoopour et al., 2012; Sarkhosh & Rezaee, 2014; Mahasneesh, 2016), EI and self-efficacy are highly correlated which has been established in this study as well. Teachers have stated that when they are aware of their own emotions and have a better regulation of their own reactions, they are better able to

manage themselves in the language classroom and have more confident in carrying out the lesson to reach the desired outcomes. One teacher considered it *“the occurrence of learning”*. The findings suggest that teachers maintain a good learning pace of their own development. According to SLT, teachers progress through the social setting of their classrooms.

In addition, another important finding is that all teachers agreed that their students’ mental health and psychology are important aspects of EI and self-efficacy, as one teacher stated, *“their mental health is more important than any other thing”*, and another teacher declared *“mental support is everything”*. Which could indicate the importance of teachers’ regard to EI and self-efficacy awareness that may help them in the EFL classroom. Moreover, a teacher mentioned how EI helps her know her audience which helps her know the kind of students they are and how to assist them. Similarly, another teacher marked the importance of being confident as with trial-and-error teachers will be able to find out what works for their students. This might signify how teachers rely on their EI and self-efficacy awareness to adapt, change, and perform in the EFL classroom. Teachers are actively directing their learning in a way that both benefits them and their students in the authentic setting of the language classroom. This finding supports the findings of previous studies by Moafin and Ghanizah (2009) and Wossenie (2014) conducted in different contexts using quantitative methods which show that those higher levels of EI are highly linked to higher levels of self-efficacy.

One of data collection tool that was used to implicitly identify how teachers’ perceptions of EI and self-efficacy awareness was the workshop in which teachers as detailed in the methodology chapter were given hypothetical scenarios and what would their reactions be and their possible effects on carrying out the lesson. Teachers showed awareness of their reactions and how to balance what they do in order to improve themselves and the classroom environment. Teachers were aware of the possible effects of the general mood on themselves and in return on their students and their learning. Teachers, although some of them stated not knowing the technical terms, were actively trying to practice the underlying constructs of both EI and self-efficacy. Teachers based on the findings of this study perceived awareness of EI and self-efficacy positively.

To reiterate, teachers possibly hold high regards for the role EI and self-efficacy awareness in the EFL classroom and view it positively as it could result in knowing what best is for their students and their needs. These findings support SLT’s constructs of how teachers can direct their own learning through the social setting of a language classroom in a way that benefits their students’ progress. Putting both teachers’ and students’ emotions into account could help the learning environment which will consequently result in better teaching practices.

RQ2: What is the effect of emotional intelligence and self-efficacy awareness on EFL teachers’ performances? (Table 2)

TABLE 2
EFFECTS OF EI AND SELF-EFFICACY AWARENESS ON EFL TEACHERS’ PERFORMANCES

Effects of emotional intelligence and self-efficacy awareness on EFL teachers’ performances.	Teachers’ performances
	Teaching strategies
	Teaching is learning
	Student-teacher relationship

The second research question tackled the possible effects of EI and self-efficacy on teachers’ performances and to what extent it is. A finding of this study is that teachers use their EI skill to elicit knowledge from students and build on that knowledge to better serve the objective of the lesson. Moreover, teachers elaborated on differentiating methods of explaining items such as pictures, videos, miming, personalized exercises, humor, relating grammar to stories and if needed using L1 depending on their students’ reactions or facial expressions. This might indicate that teachers utilize EI and self-efficacy in aiding the learning process in the language classroom to enhance their performances. What the teachers do is the epitome of what SLT stands for which is obtaining knowledge, learning, and implementing acquired practices within the social context of the EFL classroom (Fox, 2007).

An interesting finding of this study is that teachers resort to their EI and self-efficacy skills when they teach lower achievers and repeaters. Trying to put the students’ interest at heart and maintaining a fostering learning environment as a teacher stated the *“Mental support is everything”*. Moreover, a teacher elaborated and mentioned that a teacher should be able to facilitate the students’ learning while managing how they feel:

If you think they have a lot of energy that day, you have to use this energy to facilitate their learning from that day. So, it depends on their feelings. What do they feel? And you can figure it out and you just have to change your way in teaching according to their emotions, moods in that day, I think.

Learning is informed by several constructs which activate the emotional process of knowing one’s feelings either positive or negative (Stein, 1997). Hence, it may be that teachers’ practices are dictated by their awareness of their own emotions and their students’ emotions which help them with the learning environment. Moreover, teachers’ performances are influenced by their teacher-student relationships which is why many teachers prefer to know their students and establish good rapport with them to improve the learning process.

Furthermore, the above finding incorporates what has been stated in the literature in a sense that teachers' utilization of EI and self-efficacy enhances their teaching and performances (e.g., Hargreaves, 1998; Joshith, 2012; Razavi, 2014; Dev et al., 2016; Asrar-ul-Haq et al., 2017; and Kaur et al., 2019). As a response to a scenario in which students were being disruptive, teachers mentioned resorting to different methods to attract the students' attention which highlights adaptability and problem-solving and is one of the EI components proposed by Bar-On (2004). These findings further support previous research related to the effects of EI and self-efficacy on teachers' performances.

Teachers have emphasized the importance of utilizing their EI in getting to know their students and understanding them and their backgrounds. Teachers think that being able to understand their studies helps them manage classrooms effectively. To that end, teachers are better able to personalize their classes and lessons to result in students' engagement and enthusiasm. Moreover, by doing so, teachers can establish a good rapport with their students and have a better teacher-student relationship. One teacher indicated that it is imperative for a teacher to show their students that they care about them as human beings to foster a healthy learning environment. It is not merely a transaction of passing information regardless of the student and who they are. Teachers stated that they put in effort as they know that separating the student from their social context is impossible. Therefore, they utilize getting to know their students in forming a better rapport with them which helps their teaching practices. In accordance with SLT, teachers are being self-directed learners who employ interactions to their benefit.

V. CONCLUSION

The findings of this study have shed light on the awareness of the relationship between EI and self-efficacy and their effect on teachers' pedagogical performance in the EFL classroom. The need for incorporating such skills could be seen beneficial to both teachers and learners in the language classroom. However, there were some limitations such as if there were other tools such as observations would have yielded a more comprehensive understanding of teachers' performances and their EI and self-efficacy awareness; hence, resulting in more credible and trustworthy data. The study was restricted to female teachers due to the sampling choice based on availability. It would have been interesting to investigate the male teachers' perceptions and awareness of EI and self-efficacy. Presumably, data from EFL male instructors could differ based on their own experiences resulting in broader findings.

Pedagogical Implications

There are several pedagogical implications based on the findings of the study. EFL teachers, if not provided by their respective place of work are to familiarize themselves with the set of skills that would aid them in teaching, such as EI and self-efficacy. Policymakers need to put forth a reform program that does not only focus on latest teaching strategies and topics of the sort but on the skills teachers need to improve the quality of their teaching and learning. Moreover, A natural progression of this work is to investigate the levels of EI and self-efficacy of EFL teachers and observe their classes. It is still unclear the levels of EI and self-efficacy teachers possess as this study focused on their awareness of the constructs. Furthermore, future research could focus on conducting a quasi-experimental study in which EFL teachers are provided with EI and self-efficacy training to measure their performances in a controlled and an experimental group. Considerably, more research work needs to be done in the Saudi EFL context to determine the extent of the effect of EI and self-efficacy on different aspects relating to the learning process such as experience, teaching method, classroom management and so on.

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