

## عنوان مقاله:

EFL Teachers' Emotional Intelligence, Emotional Support, and Their Classroom Leadership: A Structural Equation Modeling Approach

## محل انتشار:

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## خلاصه مقاله:

This study is aimed to investigate the relationship between teacher emotional intelligence, emotional support, and classroom leadership. To this end, three instruments consisting of emotional intelligence with three dimensions (appraisal and expression of emotion, the regulation of emotion, and the utilization of emotion), teacher emotional support scale with four dimensions (positive climate, negative climate, teacher sensitivity, and regards for student perspective), and teacher classroom leadership scale with seven dimensions (idealized influence, inspirational motivation, individual consideration, intellectual stimulation, contingent reward, active management, and passive management), were administered to 321 EFL Iranian teachers in Ilam, Iran. Bivariate correlation analysis indicated significant correlations among all three variables. Not only were all of the subscales correlated with their scales but also significant correlations were found among them and other scales and subscales of the study. Moreover, Structural Equation Modeling (SEM) approach was applied in order to confirm the hypothetical model. The following results obtained from SEM confirmed the hypothetical model ( $\chi^2=1/637$ , ( $p < .001$ ), PGFI =0.693(>0.50), and PNFI =0.785 (>0.50), IFI =0.981(>0.90), CFI=0.981 (>0.90), SRMR =0.031(<0.05), GFI=0.947(>0.90), and RMSEA =0.041 (< 0.05). The results showed that being aware of emotional skills and leadership behaviors, teachers and student teachers could better develop effective leadership skills in the class. The results of the present study .have valuable implications for EFL teachers and other practitioners in the field

## کلمات کلیدی:

,classroom leadership, emotional intelligence, emotional support, EFL teachers  
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