

## The Difference between Predictability of Iranian EFL Teachers' Emotional Intelligence and Sense of Plausibility with their Sense of Classroom Management

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### Abstract

As teachers are one of the vital elements in learners' success in second language (L2) learning process, research on them seems necessary in L2 educational settings. The purpose of this study was to investigate whether there is a statistically significant difference between predictability of Iranian EFL teachers' emotional quotient (EQ) and sense of plausibility with their sense of classroom management. To this end, a sample of 120 (60 female and 60 male) experienced EFL teachers were selected at different schools and language institutes in Qazvin, Iran. Then three standardized questionnaires were administered to all participants, including the attitudes and beliefs on classroom control (ABCC) Inventory, teachers' sense of plausibility to language teaching pedagogy, and emotional intelligence (EQ). Next, standard multiple regression analysis was utilized to probe the research question. The results revealed that EFL teachers' sense of plausibility was a more statistically significant predictor of teachers' sense of classroom management rather than their EQ. The findings of the present study have implications for L2 teacher education and teacher training programs.

**Keywords:** Emotional intelligence, Teachers' sense of classroom management, Teacher's sense of plausibility

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## **1. Introduction**

In all educational settings, teachers have the responsibility of guiding and educating students (George & Visvam, 2013). Accordingly, it seems several factors play a crucial role in achieving this objective. Classroom management as one of these factors with broad concepts and views includes many dimensions and parts and it is very effective not only for teachers, but also for students. Emmer and Stough (2001) believe that “this broad view of classroom management encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students, and effectively handling the discipline and adjustment of individual students” (p. 104). In recent years, classroom management has received a lot of attention in general education and specifically in L2 teaching (Evans, 2012; Macias, 2018). Also, different studies have investigated different variables related to teachers like their EQ (Ganizade & Moafian, 2009; Marashi & Zaferanchi, 2010) which is the ability to organize and manage emotions in one-self and others (Goleman, 1996). In addition, teacher’s sense of plausibility seems to play a key role in helping the process of learning and setting a suitable context for learning. Effective teachers attempt to apply learning principles which are in harmony with their framework of a set of beliefs and practices. Despite the rich findings from previous researches, however, little effort has been devoted to studying L2 teachers’ sense of classroom management behavior in conjunction with their EQ, as well as their sense of plausibility and this study had the propensity to fill the gap in literature. In fact, this study followed two objectives including to investigate the relationship between EFL teachers’ classroom management and their EQ and sense of plausibility in one hand and to find out any possible difference in predictability of teachers’ EQ and sense of plausibility with their classroom management.

## **2. Literature Review**

### **2.1. Teachers’ Sense of Classroom Management**

For many years, classroom management has been one of the most controversial topics in general education (Macias, 2018). It has been defined and discussed by many scholars and educators. For example, Scrivener (2012, p. 1) defines it as, “the way teachers manage students’ learning by organizing and controlling what happens in their classroom”. Also, Brophy (1996) refers to classroom management as “actions taken to create and maintain a learning environment conducive to successful instruction” (p. 5). For most educational settings, classroom management includes setting rules,

providing a reward, establishing opportunities for student input, commenting on behavior, and giving directions (Martin & Sass, 2010).

However, Emmer, Evertson, Clements and Worsham (1997) assert, “good classroom management depends on very careful planning of classroom organization, rules, procedures and instructions and it requires an active involvement of a teacher in maintaining students’ cooperation and compliance with necessary classroom rules and procedures” (p. 111). Accordingly, classroom management includes all those essential activities which are important to maintain an environment which generates necessary and positive conditions for teaching and learning (Berliner, 1988).

According to Eggen and Kauchak, (1997 as cited in Benyahoub & Benidir, 2013), two common goals of classroom management are “firstly, to create a learning environment which is conducive to learning. In other words, classroom management aims to create a comfortable atmosphere where learning proceeds without interruption and secondly, to develop students’ sense of responsibility and self-regulation in maintaining it” (p.8).

In recent years, classroom management has generated much concern and is among the most frequently addressed topics for EFL teachers. This is because “the role that the teachers play in classroom and the classroom management strategies they adopt have a strong potential to positively and effectively influence students achievement and learning” (DeLong & Winter, 1998 as cited in Aliakbari & Heidarzadi, 2015, p.2). Also, teachers’ beliefs and attitudes about classroom management, i.e. Sense of classroom management, seems to play a great role on their possible decisions in educational environment.

## **2.2. Emotional Intelligence (EQ)**

Emotional intelligence as a popularized topic in 1995 is defined as “as the ability to recognize and regulate emotions in ourselves and others” (Goleman, 1995, p. 12). Also, Salovey and Mayer (1990, p. 189), define it as “the ability to monitor one’s own and other’s feelings, to discriminate among them and to use this information to guide one’s thinking and actions”.

It is asserted that emotional intelligence has some benefits. First of all, when people try to develop their emotional intelligence they can become successful at what ability they do, and help others become more productive and successful. In other words, developing emotional intelligence is equal with getting the successful ability. Moreover, “the process and outcomes of emotional intelligence development also contain many elements known to

reduce stress for individuals and therefore organizations by moderating conflict, promoting understanding and relationships; and fostering stability, continuity, and harmony” (Serrat, 2009, p. 169).

Furthermore, emotional intelligence is assessed to analyze an overall capacity to deal with one’s immediate world as well as to develop to distinguish one’s strengths and weakness in individuals and in facilitation. When each person develops his or her emotional intelligence s/he can easily understand how to behave and communicate with others (Bar-On, 2006).

Spielberger (2004) categorizes EQ into three major models including, A) Goleman model, B) The Bar-on model, and C) The Salovey and Mayer model. All these models consider EQ with different component skills and factors. Study around EQ and different teacher related characteristics like classroom management (Meanwell & Kleiner, 2014), teacher’s professionalism (Lenka & Kant, 2012), and teacher’s effective teaching (Miyagamwala, 2015) illustrate the significant role of teachers’ EQ in instructional and educational setting.

### **2.3. Teacher’s Sense of Plausibility**

Teacher’s sense of plausibility is discussed by Prabhu (1990) and Kumaravadivelu (1994) in post method condition. Prabhu (1990) mentions “teachers’ sense of plausibility is their subjective understanding of the teaching they do. They need to operate with some personal conceptualization of how teaching leads to desired learning-with a notion of causation that has a measure of credibility of them” (p.172). Moreover, Maley (2016) assert teacher’s sense of plausibility happen when they explore a way “to develop professionally and personally by building a personal theory of teaching action based upon their own accumulated experiences - and reflection on them” (p.1). In other words, teacher’s sense of plausibility could be the conceptualization of how teaching leads to learning. As in post method condition, the teacher and the learners “act as co-explorers and the teacher functions as a practitioner based on his framework of growing set of beliefs and practices, his sense of plausibility can potentially influence the various instructional practices which are applied in the classroom” (Farjami, Davatgari Asl, Javidan, 2014, p.1).

On the other hand, it should be mentioned a teacher’s sense of plausibility does not deal with whether it mentions a good or a bad method but, whether it is active, alive or operational to create a sense of involvement for both the teachers and the students. In this dimension, a teacher’s sense of plausibility is an important aspect of teaching (Samaranayake, 2015).

Nowadays, the effective factors in maximal use of teachers' abilities based on their cognitive, affective, and behavioral dimensions of performance have been received a great attention by different scholars. For example, several researches have been conducted on the relationship between teachers' classroom management and learners' achievement and motivation (Mirzaee & Rahimi, 2017), teachers' personality traits (Andabai & Basua, 2013), and even their gender (Oktan & Kıvanç Çağanağa, 2015) have been studies.

With respect to the review of literature, the researchers of the present study were convinced the prediction of L2 teachers' sense of classroom management through their EQ and sense of plausibility has not been explored yet; hence the present investigation was undertaken to initially explore the relationship between Iranian EFL teachers' sense of classroom management and their EQ and sense of plausibility. Also, the researchers intended to investigate whether there is any difference in predictability of Iranian EFL teachers' EQ and sense of plausibility with their sense of classroom management.

To reiterate, the suggested research question in this study was following:

1. Is there any statically significant difference between predictability of Iranian EFL teachers' EQ and sense of plausibility with their sense of classroom management?

### 3. Method

#### 3.1. Participants

The sample of the study included 120 Iranian male and female EFL teachers at different institutes and schools in Qazvin, Iran. The participants were 60 females and 60 males. All the participants were all in-service teachers with different educational degrees and taught English at different levels of language proficiencies. The age of participants was between 25 and 50. The teachers were selected based on convenient sampling and their willingness to participate in the present study. Table 1 summarizes the demographic information about the participants.

Table1

*Participants of the Study*

Teachers	N	Level of teaching	Age range	Educational Degree
Female	60	Intermediate-Advanced	25-50	B.A.,M.A., Ph.D.
Male	60	Intermediate-Advanced	25-55	B.A.,M.A., Ph.D.

### 3.2. Instruments

In order to accomplish the purposes of this study, three standardized questionnaires were utilized by the researchers.

#### 3.2.1. *Bar-on Emotional Intelligence (EQ) Questionnaire*

The model of the Bar-On emotional quotient (2007) provided the conceptual foundation for items in the questionnaire. This questionnaire comprises 90 questions in five components and 15 sub-scales in a 5 point Likert-Type scale, whereas the respondents are required to have a self-assessment with regard to certain observable behaviors form of 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Strongly agree, and 5= I strongly agree (See Appendix A). The reported reliability of this questionnaire is 0.68 for female, 0.74 for male, and 0.93 for total. from Cronbach's alpha about females 68% and about males 74% and total persons 93%. The researchers allocated 45 minutes for completing it.

#### 3.2.2. *The Attitude and Beliefs on Classroom Control- Revised (ABCC-R)*

The ABCC Inventory developed by Martin, Yin, and Baldwin (1998) was used to measure EFL teachers' perceptions on classroom management. This questionnaire has 26 questions in three sub-components in a 4 point Likert scale from 1= describes me not at all, 2= describes me somewhat, 3= describes me usually, and 4= describes me very well (See Appendix B.). The reliability coefficient for this questionnaire is reported as 0.72. All participants had 25 minutes to complete this inventory.

#### 3.2.3. *Sense of Plausibility to Language Teaching Pedagogy (SPLTP)*

This questionnaire developed by Farjami et al. (2014) has 60 items in a five Likert-scale from 1= strongly disagree to 5= strongly agree (See Appendix C). This questionnaire considers the items and features a teacher must/ must not do in the class. Participants scoring above the mean are identified to have more sense of plausibility than those who scored below the mean. The reliability index of this questionnaire is reported as X and allotted time for answering this questionnaire was 45 minutes.

### 3.3. Procedure

Some steps were taken by the researchers to conduct this study. At first, the researchers contacted different schools and language institutions in Qazvin to get permission to administer all the instruments for the teachers who were volunteers to take part in this study. Accordingly, 120 EFL teachers accepted to take part in this study. Next, all three questionnaires

were translated into Persian and their translations were rechecked with two other Ph.D. holders in TEFL. All three translated versions of questionnaires were piloted for 40 EFL teachers with similar characteristics of the selected sample to ensure the reliability of these instruments. The reported reliability index for EQ, ABCC-R and SPLTP were 0.74, 0.82, and 0.78 respectively. Afterwards, all participants were asked to answer the questionnaires honestly. The process of data collection lasted for almost three months. Finally, the researcher analyzed the data by SPSS software version 22 through standard multiple regression statistical analysis to find the answer of the research question.

## 4. Results and Discussion

### 4.1. Results

Before answering the research questions of this study, it was needed to check a number of assumptions and perform some preliminary analyses. These analyses would determine the legitimacy of running the analyses along with the type of statistical techniques, i.e. parametric or non-parametric. To begin with, the assumptions of interval data and independence of participants (Tabachnick & Fidell, 2007) were already met as the present data were measured on an interval scale and the participants were independent of one another. In addition, it was needed to check the normality assumption of the distribution of variables (Tabachnick & Fidell, 2007). In order to check the normality of the distributions the Kolmogorov-Smirnov test was run. Table 2 shows the results.

Table 2  
*Tests of Normality*

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EQ	.057	120	.200*	.980	120	.065
sense of classroom management	.067	120	.200*	.988	120	.391
Sense of plausibility(TSP)	.141	120	.000	.936	120	.000

\*. *This is a lower bound of the true significance.*

a. *Lilliefors Significance Correction*

The  $p$  value for Iranian EFL teachers' sense of classroom management and EQ were more than 0.05, so the scores of these two variables are normal. But the assumption of normality for teachers' sense of plausibility was violated as  $p$  value was less than 0.05. So, the researchers employed a non-parametric test for investigating the relationship between

variables. Table 3 depicts the correlation between EFL teachers' sense of classroom management and their EQ and sense of plausibility.

According to the results of the analysis reported in Table 3, it was concluded that there was a positive and significant correlation between Iranian EFL teachers' sense of classroom management and their EQ,  $r = .442$ ,  $n = 120$ ,  $p < .05$ . In addition, it was concluded that there was a positive and significant correlation between Iranian EFL teachers' sense of classroom management and their sense of plausibility,  $r = .705$ ,  $n = 120$ ,  $p < .05$ .

Table3

*Correlation between Teachers' Sense of Classroom Management with EQ and Sense of Plausibility*

		TSP	EQ
Spearman's rho	Teachers' sense of classroom management	.705**	.442**
		Sig. (2-tailed)	.000
		N	120

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

According to the obtained results, the researcher employed standard multiple regression statistical analysis to find out the predictability of teachers' EQ and TSP with their sense of classroom management. Before utilizing multiple regressions, the assumption of sample size was checked. Tabachnick and Fidell (2007) proposed a formula for calculating sample size requirements, taking into account the number of independent variables:  $N > 50 + 8m$  ( $m =$  the number of independent variables). In this analysis, there were two independent/predictor variables, calling for a sample including more than 66 participants. Including 120 cases, the sample pool seemed to be large enough to meet this assumption. Table 4 presents the regression model summary including the R and R<sup>2</sup>.

Table 4  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 <sup>a</sup>	.500	.491	7.115

*a. Predictors: (Constant), emotional intelligence, teachers' sense of plausibility*

*b. Dependent Variable: teachers sense of classroom management*

As reported in Table 4,  $R$  came out to be 0.707 and  $R^2$  came out to be 0.500. This means that the model explains 50 percent of the variance in sense of classroom management (Cohen, Cohen, West, & Aiken, 2003).



Table 5 reports the results of ANOVA ( $F(2, 117) = 58.417, p = 0.000$ ), the results of which were considered significant. This means that the model can significantly predict EFL teachers' sense of classroom management.

Table 5  
*The Results of ANOVA<sup>a</sup> for Predicting Teachers' Sense of Classroom Management*

Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	5913.747	2	2956.874	58.417	.000
	Residual	5922.178	117	50.617		
	Total	11835.925	119			

a. Dependent Variable: Teachers sense of classroom management

b. Predictors: (Constant), emotional intelligence, Teachers' sense of plausibility

Table 5 demonstrates the Standardized Beta Coefficients which signify the degree to which each predictor variable contributes to the prediction of the predicted variable. The inspection of the Sig. values showed that both predictor variables make statistically significant unique contributions to the equation as their Sig. values are less than .05. Table 6 provides the results of coefficient statistical analysis of data.

Table 6  
*The Results of Coefficients<sup>a</sup> Statistical Analysis of Data*

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	63.122	12.791		4.935	.000	37.790	88.454
	Teachers' sense of plausibility	.223	.026	.594	8.472	.000	.171	.276
	Teachers' emotional intelligence	.128	.040	.225	3.212	.002	.207	.276

a. Dependent Variable: Total teachers sense of classroom management

The comparison of  $\beta$  values in Table 6 revealed that teachers' sense of plausibility has larger  $\beta$  coefficient ( $\beta = 0.594, t = 8.472, p = 0.000$ ) in comparison with teacher' EQ ( $\beta = 0.225, t = 3.212, p = 0.002$ ). This means that sense of plausibility makes the stronger statistically significant unique contribution to explaining teachers' sense of classroom management. Therefore, it was concluded that teachers' sense of plausibility could predict teachers' sense of classroom management more significantly. Moreover, EQ was ranked as the second predictor of teachers' classroom management.

## 4.2. Discussion

The researchers in this study inspected the possible difference in predictability of Iranian EFL teachers' EQ and sense of plausibility with their sense of classroom management. Although this study did not consider different factors related to teachers like their gender and years of experience, and all data were gathered by administrating three standard questionnaires from language institutions and schools in Qazvin province with limited number of participants, the relationship between Iranian EFL teachers' EQ and sense of classroom management, as well as teachers' sense of plausibility and classroom management was proved. Also, it was revealed teachers' sense of plausibility could be a better predictor of their sense of classroom management rather than their EQ.

One characteristic of post method condition is principled pragmatism which concentrates "on how classroom learning can be shaped and managed by teachers as result of informed teaching and critical appraisal" (Kumaravadivelu, 1994, p. 30). So, teachers with higher sense of plausibility seem to be more engaged in an ongoing and productive activity to manage their teaching and their sense of classroom management could be a part of it. In addition, Kumaravadivelu (2012) believes every language teacher should have three interrelated kinds of knowledge i.e. professional, procedural, and personal. His professional knowledge relates to knowledge about language teaching/learning; his procedural knowledge is, in effect, classroom management; and finally his personal knowledge is teacher's sense-making (Van Manen, 1977), or sense of plausibility (Prabhu, 1990), or conception of practice (Freeman, 1996). In other words, L2 teachers' knowledge of classroom management could be linked to his sense of plausibility. Also, as L2 teachers are required to have all three knowledge to be considered as a competent teacher, it seems teachers' sense of plausibility could be a better predictor of classroom management. In the same vein, in a study conducted by Farjami, et.al, (2014), the results indicated there was a close relationship between teachers' sense of plausibility and their performances. Hence, the success of teaching performance could be achieved by an effective classroom management (Daniel, 2014).

In addition, the finding of the present study is in line with NuriTok, et al., (2013) and Hamidi and Khatib (2016). Both mentioned researches concluded there is a significant relationship between teachers' emotional intelligence and their classroom management approaches. It could be due to the fact that emotionally intelligent people are capable to manage and control personal, social, and environmental change by coping with the immediate situation and solving problems of an interpersonal nature (Bar-On, 2006).

## 5. Conclusion and Implications

Despite the emphasis on teacher education in modern language pedagogy and the well accepted view that L2 teachers require different programs for empowering their teaching behavior in EFL classrooms, many aspects related to teachers have not been investigated yet. The present study aimed at investigating the relationship between teachers' sense of classroom management and their EQ and sense of plausibility. Also, the second driving force of the present research was to identify any possible difference in predictability of Iranian EFL teachers' EQ and sense of plausibility with their sense of classroom management. The results indicated a significant and positive relationship among these variables. Furthermore, it was revealed sense of plausibility could be a better predictor of sense of classroom management.

Considering the results of the present study, the importance of the findings lies both in their contribution to the literature, and in their prominent educational importance for teacher education programs in general, and L2 teachers in special. It increases teachers' awareness towards their procedural knowledge as well as personal knowledge in parallel with their professional competency as a L2 teacher in post-method era. Moreover, the results can help both practitioners and teacher education program designers to highlight the importance of teachers' EQ, sense of plausibility, and the important issue of classroom management in L2 settings to help the pre/in-service teachers understand and practice L2 teaching profession for its ultimate goal, i.e. English learners' success.

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## Appendix A

### EQ Questionnaire by: Bar-On (2007)

با سلام همکار گرامی لطفا به تمامی سوالات هوش هیجانی پاسخ دهید؛ در این پرسشنامه پاسخ صحیح و غلط وجود ندارد بلکه پاسخ شما به هر سوال باید نماینده اولین عکس العمل شما در برابر سوال باشد. امیدواریم با ارائه پاسخ های دقیق و صادقانه ما را در این راستا کمک نماید. از وقت و حوصله ای که اختصاص می دهید بسیار سپاسگزارم.

جنسیت: مرد زن

کاملا مخالفم	مخالفم	تاحدودی	موافقم	کاملا موافقم	
					۱ به نظر من برای غلبه بر مشکلات باید گام به گام پیش رفت.
					۲ لذت بردن از زندگی برایم مشکل است.
					۳ شغلی را ترجیح میدهم که حد الامکان من تصمیم گیرنده باشم.
					۴ میتوانم بدون تنش زیاد با مشکلات مقابله کنم.
					۵ میتوانم برای معنی دادن به زندگی، تا حد امکان تلاش کنم.
					۶ نسبت به هیجانانگیز آگاهم
					۷ سعی میکنم بدون خیالپردازی، واقعیت امور را در نظر بگیرم.
					۸ به راحتی با دیگران دوست میشوم.
					۹ معتقدم توانایی تسلط بر شرایط دشوار را دارم.
					10 بیشتر مواقع به خودم اطمینان دارم.
					11 کنترل خشم برایم مشکل است.
					12 شروع دوباره، برایم سخت است.
					13 کمک کردن به دیگران را دوست دارم.
					14 به خوبی میتوانم احساسات دیگران را درک کنم
					15 هنگامی که از دیگران خشمگین میشوم، نمیتوانم با آنها در این مورد صحبت کنم
					16 هنگام روبرویی با یک موقعیت دشوار، دوست دارم تا حد ممکن در مورد آن اطلاعات جمع آوری کنم.
					17 خندیدن برایم سخت است.
					18 هنگام کار کردن با دیگران، بیشتر پیرو افکار آنها هستم تا فکر خودم.
					19 میتوانم به خوبی فشارها را تحمل کنم.
					20 در چند سال گذشته کمتر کاری را به نتیجه رسانده ام.
					21 به سختی میتوانم احساسات عمیق را با دیگران در میان بگذارم.
					22 دیگران نمی فهمند که من چه فکری دارم.
					23 به خوبی با دیگران همراهی می کنم.
					24 به اغلب کارهایی که انجام میدهم خوشبین هستم.
					25 برای خودم احترام قائل هستم.
					26 عصبی بودنم مشکل ایجاد می کند.
					27 به سختی میتوانم فکر را در مورد مسائل تغییر دهم.
					28 کمک به دیگران، مرا کسل نمی کند، بخصوص اگر شایستگی آنرا داشته باشند

				دوستانم میتوانند مسائل خصوصی خودشان را با من در میان بگذارند.	۲۹
				میتوانم مخالفتم را با دیگران ابراز نمایم.	۳۰
				هنگام مواجه با یک مشکل، اولین کاری که انجام میدهم دست نگهداشتن و فکر کردن است.	۳۱
				فرد با نشاطی هستم.	۳۲
				ترجیح میدهم دیگران برایم تصمیم بگیرند	۳۳
				احساس میکنم کنترل اضطراب برایم مشکل است.	۳۴
				از کارهایی که انجام میدهم راضی نیستم.	۳۵
				به سختی میفهمم چه احساسی دارم.	۳۶
				تمایل دارم با آنچه در اطرافم میگذرد رو به رو نشوم و از برخورد با آنها طفره میروم.	۳۷
				روابط صمیمی با دوستانم برای هردو طرفمان اهمیت دارد.	۳۸
				حتی در موقعیتهای دشوار، معمولاً برای ادامه کار انگیزه دارم.	۳۹
				نمیتوانم خودم را اینطور که هستم بپذیرم.	۴۰
				دیگران به من میگویند هنگام بحث، آرامتر صحبت کنم.	۴۱
				به آسانی با شرایط جدید سازگار میشوم.	۴۲
				به کودک گمشده کمک میکنم، حتی اگر همان موقع جای دیگری کار داشته باشم	۴۳
				به اتفاقی که برای دیگران میافتد توجه دارم.	۴۴
				نه گفتن برایم مشکل است.	۴۵
				هنگام تلاش برای حل یک مشکل، راه حل های ممکن را در نظر میآورم، سپس بهترین را انتخاب میکنم.	۴۶
				از زندگی راضییم.	۴۷
				تصمیم گیری برایم مشکل است.	۴۸
				میدانم در شرایط دشوار، چگونه آرامشم را حفظ کنم.	۴۹
				هیچ چیز در من علاقه ایجاد نمیکند.	۵۰
				از احساسی که دارم آگاهم.	۵۱
				در تصورات و خیال پردازیهایم غرق میشوم.	۵۲
				با دیگران رابطه خوبی دارم.	۵۳
				معمولاً انتظار دارم مشکلات به خوبی ختم شوند، هر چند گاهی چنین نمیشود.	۵۴
				از اندام و ظاهر خود راضی هستم.	۵۵
				کم صبر هستم.	۵۶
				میتوانم عادات قبلی ام را تغییر دهم.	۵۷
				اگر لازم باشد باز برپا گذاشتن قانون از موقعیتی فرار کنم، اینکار را انجام میدهم.	۵۸
				نسبت به احساسات دیگران حساس هستم.	۵۹
				میتوانم به راحتی افکارم را به دیگران بگویم.	۶۰
				هنگام حل شدن، به سختی میتوانم در مورد انتخاب بهترین راه حل تصمیم گیری کنم.	۶۱
				اهل شوخی هستم.	۶۲



				در انجام کارها و امور مختلف به دیگران وابسته ام.	۶۳
				رویارویی با مسائل ناخوشایند برایم مشکل است.	۶۴
				حتی الامکان کارهایی را به عهده میگیرم که برایم لذت بخشند.	۶۵
				حتی هنگام آشنفتگی، از آن چه در من اتفاق می افتد آگاهم.	۶۶
				تمایل به مبالغه گویدارم.	۶۷
				به نظر دیگران من فردی اجتماعی هستم.	۶۸
				به تواناییهایم مقابل بهادشوارترین مسائلاطمینان دارم.	۶۹
				از شیوهنگرش و فکرمراضیهستم.	۷۰
				بدجوری خشمگین میشوم.	۷۱
				معمولاً تغییر ایجاد کردن در زندگی روزانه برایم سخت است.	۷۲
				قادر هستم احترام به دیگران را حفظ کنم.	۷۳
				دیدن رنج دیگران برایم سخت است.	۷۴
				به نظر دیگران من نمیتوانم احساسات و افکارم را بروز دهم.	۷۵
				هنگام روبه روشن شدن با شرایط دشوار، سعی میکنم در مورد راه حلهای ممکن فکر کنم.	۷۶
				افسرده هستم.	۷۷
				فکر میکنم به دیگران بیشتر احتیاج دارم، تا دیگران به من.	۷۸
				مضطرب هستم.	۷۹
				در مورد آنچه میخواهم در زندگی انجام دهم فکر مشخص و خوبی ندارم.	۸۰
				به سختی میتوانم از امور برداشت صحیحی داشته باشم.	۸۱
				به سختی میتوانم احساساتم را بیان کنم.	۸۲
				با دوستانم رابطه صمیمی برقرار میکنم	۸۳
				قبل از شروع کارهای جدید، معمولاً احساس میکنم شکست خواهم خورد.	۸۴
				هنگام بررسی نقاط ضعف و قوت، باز هم احساس خوبی در مورد خودم دارم.	۸۵
				هنگام عصبانیت زود از کوره درمی روم.	۸۶
				اگر مجبور به ترک وطن باشم، سازگاری برایم دشوار خواهد بود.	۸۷
				به نظرم پابندی یک شهروند به قانون مهم است.	۸۸
				از جریحه دار کردن احساسات دیگران خودداری میکنم.	۸۹
				مشکل میتوانم از حق خودم دفاع کنم.	۹۰

## Appendix B

### Attitudes and Beliefs on Classroom Control (ABCC) Inventory

Developed by Martin, Yin, and Baldwin (1998)

باسلام همکار گرامی پرسشنامه زیر به منظور ارتقای کیفیت معلمان در رشته آموزش زبان انگلیسی تهیه گردیده. امیدواریم بازائه پاسخ های دقیق و صادقانه مارا دراین راستا کمک نمایید. از وقت و حوصله ای که اختصاص می دهید بسیار سپاس گزارم .

جنسیت: مرد زن

شماره	۱. درمورد من کاملاً صدق می کند	۲. درمورد من گاهی صدق می کند	۳. درمورد من نسبتاً صدق می کند	۴. درمورد من اصلاً صدق نمی کند
۱				من اعتقاد دارم که معلم باید مسیر دانش آموزان را از یک فعالیت یادگیری به فعالیت دیگر هدایت نماید.
۲				من اعتقاد دارم معلم باید به طور مداوم رفتار یادگیری دانش آموزان را در کلاس نظارت کند.
۳				من اعتقاد دارم دانش آموزان باید فعالیت های روزمره خودشان را به منظور پیشرفت مسئولیت پذیری خلق نمایند.
۴				من اعتقاد دارم که دانش آموزان در مدرسه موفق خواهند شد اگر اجازه انتخاب برای دنبال کردن علاقه مندی هایشان به آنها بدهیم.
۵				من اعتقاد دارم معلم باید تصمیم بگیرد دانش آموزان چه موضوعات و فعالیت های را یاد بگیرند و تمرین کنند.
۶				در اولین هفته شروع کلاسها قوانین کلاسی را به دانش آموزان اطلاع خواهیم داد و آنها را از نادرتهای گرفتن جریمه قوانین آگاه خواهیم کرد
۷				معلم بهتر میداند که مطالب آموزشی را چگونه جهت بالا بردن میزان یادگیری دانش آموزان به کاربرد
۸				زمانیکه یک دانش آموز دانش آموز دیگری را اذیت می کند من سریعاً به او خواهم گفتم که ساکت باشد و این کار را تکرار نکنند
۹				من اعتقاد دارم قوانین کلاس مانع توانایی دانش آموز جهت پیشرفت ارزش های اخلاقی فردی میشود.
۱۰				هنگامیکه درمورد مهارتهای کتابخانه ای تدریس میکنم و دانش آموزی درمورد گزارش کاری که در حال تهیه است صحبت می کند به او گوشزد میکنم که مطالبم باید قبل از تمام شدن زمان کلاس خاتمه یابد.
۱۱				من اعتقاد دارم که معلم ها باید دانش آموز را ملزم به قبول و احترام گذاشتن به قوانین کند .
۱۲				زمانیکه از یک فعالیت یادگیری به فعالیت دیگری پیش می رویم به دانش آموزان اجازه خواهیم داد بر اساس سرعت یادگیری خودشان جلو بروند و پیشرفت کنند.
۱۳				اگر دانش آموزان فکر کنند قانونی در کلاس غیر منصفانه است من آن قانون را بایک قانونی که دانش آموزان فکر

				می کنند منصفانه است جایگزین می کنم.	
۱۴				من اعتقاد دارم که معلم باید فعالیت های روزمره دانش آموزان را سازمان دهی نماید و تحت نظارت قرار دهد.	
۱۵				من به دانش آموزان اجازه می دهم که بر روی هر صندلی که خودشان انتخاب می کنند بنشینند.	
۱۶				وقتی دانش آموزان شایسته رفتار می کنند من پاداشی مثل نمره یا وقتی برای استراحت به آنها می دهم.	
۱۷				من اعتقاد دارم دانش آموزان باید به جای تکیه به آنچه معلم به آنها می گوید خودشان کیفیت عملکردشان را قضاوت کنند.	
۱۸				من اعتقاد دارم دانش آموزان در کلاس موفق خواهند شد اگر به صحبت های بزرگترها که صلاح آنها را بهتر از همه می دانند گوش کنند.	
۱۹				من اعتقاد دارم که دانش آموزان باید موضوعات و تمرینات یادگیری را انتخاب کنند.	
۲۰				دراولین هفته های شروع کلاس من به دانش آموزان اجازه خواهم داد تعدادی از قوانین آشنا بشوند.	
۲۱				من اعتقاد دارم فراهم آوردن تمرین ها برای مهارت یاد گرفته شده در کلاس هدف تکلیف کلاسی است.	
۲۲				من اعتقاد دارم دانش آموزان برای کارگروهی نیاز به هدایت دارند.	
۲۳				دانش آموزان کلاس من در استفاده از موارد کمک آموزشی جهت یادگیری مطالب آزاد هستند.	
۲۴				من زمان دقیقی برای هر فعالیت یادگیری اختصاص می دهم و سعی می کنم طبق برنامه تعیین شده عمل کنم.	
۲۵				من اعتقاد دارم دوستی ادب و احترام به همکلاسی موضوعی است که دانش آموزان باید از همان شروع رابطه بایک دیگریاد بگیرند.	
۲۶				من اعتقاد دارم قوانین کلاسی به جهت اینکه رفتار و پیشرفت دانش آموزان را شکل می دهند از اهمیت زیادی برخوردارند.	

### Appendix C

#### Standard questionnaire about Teachers' Sense of Plausibility to Language Teaching Pedagogy developed by Farjami et al. (2014)

باسلام همکار گرامی پرسشنامه زیر به منظور ارتقای کیفیت معلمان در رشته آموزش زبان انگلیسی تهیه گردیده. امیدواریم بازائه پاسخ های دقیق و صادقانه مارا در این راستا کمک نمایید. از وقت و حوصله ای که اختصاص می دهید بسیار سپاسگزارم.

جنسیت: مرد زن

شماره	کامل موافقم	موافقم	نظری ندارم	مخالفم	کامل مخالفم
۱					
۲					
۳					
۴					
۵					
۶					
۷					
۸					
۹					
۱۰					
۱۱					
۱۲					
۱۳					
۱۴					
۱۵					
۱۶					
۱۷					
۱۸					
۱۹					
۲۰					
۲۱					
۲۲					
۲۳					
۲۴					
۲۵					

				در اداره کلاس ؛ معلم بایستی مدیر خوبی باشد.	۲۶
				با ادب و فروتن باشد.	۲۷
				معلم بایستی تکالیف دانش آموزان را به طور منظم کنترل کند.	۲۸
				معلم بایستی در ارائه مطالب درسی تداوم و ثبات نشان دهد.	۲۹
				معلم بایستی بروی فرایند یادگیری تامل یاباز اندیشی داشته باشد.	۳۰
				معلم بایستی در جهت تقویت کار خود گام بردار	۳۱
				معلم باید از دانش آموزان انتظارات بالا داشته باشد.	۳۲
				معلم بایستی یادگیری فردی را تشویق کند.	۳۳
				معلم بایستی دلسوز و مهربان باشد.	۳۴
				معلم بایستی یادگیری معنا دار را مدنظر را قرار بدهد.	۳۵
				معلم در کار و حرفه خود بایستی وقت شناس باشد.	۳۶
				معلم بایستی زمینه ای فراهم نماید تا دانش آموزان خطای یکدیگر را تصحیح نمایند.	۳۷
				معلم بایستی با اطلاعات روز در زمینه کار خود آشنا باشد.	۳۸
				معلم بایستی در حل مشکلات شخصی دانش آموزان به آنها کمک کند.	۳۹
				معلم بایستی به صورت سلیس و روان صحبت کند.	۴۰
				معلم بایستی دانش آموزان را در فعالیت های کلاسی درگیر سازد.	۴۱
				در تعیین اهداف آموزشی معلم بایستی نقش داشته باشد.	۴۲
				معلم بایستی دارای حس شوخ طبعی باشد.	۴۳
				معلم بایستی در کار خودش برنامه ریزی داشته باشد.	۴۴
				معلم بایستی دانش آموزان را در فعالیت کلاسی فعال سازد.	۴۵
				معلم بایستی به تفاوت های فردی دانش آموزان توجه کند.	۴۶
				معلم بایستی موضوعاتی را آموزش دهد که با دنیای واقعی سازگار باشد.	۴۷
				معلم بایستی قدرت تحمل و انعطاف پذیری داشته باشد.	۴۸
				معلم بایستی از ارزشیابی پایانی استفاده نماید.	۴۹
				معلم بایستی منابع و مطالب درسی را تهیه کند.	۵۰
				معلم بایستی به مبانی اخلاقی پایبند باشد.	۵۱
				معلم بایستی مطالب آموزشی را در محیط واقعی ارائه دهد.	۵۲
				معلم بایستی به متغیرهای عاطفی دانش آموزان توجه کند.	۵۳
				معلم بایستی با سایر همکاران همکاری و همیاری داشته باشد.	۵۴
				معلم بایستی اختیارات را به دانش آموزان دهد.	۵۵

					۵۶	معلم بایستی بر روی یادگیری (نه یادهی) تمرکز کند.
					۵۷	معلم بایستی ارزیاب کار خود باشد.
					۵۸	معلم بایستی برای آموزش دروس آمادگی کامل داشته باشد.
					۵۹	معلم بایستی زمینه ای فراهم کند تا دانش آموز خطای خود را خودش تصحیح کند.
					۶۰	معلم بایستی در جهت پیشرفت حرفه خود کوشا باشد.