

On the Correlation between Teachers' Emotional Intelligence and Learners' Motivation: The Case of Iranian EFL Learners

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Abstract

The aim of the current study was to investigate the possible correlation between teachers' emotional intelligence and EFL learners' motivation. To conduct the research, a sample of 240 EFL learners and 26 EFL teachers was selected. The instruments utilized in the current scrutiny were Bar-On's (1997) Emotional Intelligence Inventory and Gardner's (1985) Attitude Motivation Test Battery. The analysis of data was carried out through running correlation, multiple regressions and t-test analyses. Based on the gained upshots, the teachers' emotional intelligence was found to significantly correlate with EFL learners' motivation in the study sample. Proficiency level was also reported to play a considerable part vis-à-vis the relationship between the teachers' emotional intelligence and learners' motivation. Moreover, the five sub-scales of Bar-On's emotional intelligence inventory came to have a significant correlation with learners' motivation. Finally, a significant amount of correlation held between the twelve sub-scales of motivation and teachers' emotional intelligence.

Keywords: emotional intelligence, Iranian EFL teachers/learners, motivation

1. Introduction

Though the concept of Emotional Intelligence (EI) emerged in the 1970s and 80s, the popularization of this world-shattering theory was mainly materialized through attempts by its leading pioneers, Goleman and Bar-On, around mid-90s. Among the manifold psychological traits which have made their ways to and through the pedagogical arenas, emotional intelligence is thought to enjoy a more exalted status, and evidence for this claim comes from the eye-catching outburst and conspicuous augmentation in the extent of work being done in the recent years on diverse ramifications of emotional intelligence for educational, academic, occupational, and lifelong success.

Lying at the heart of emotional intelligence theory is the once-queer postulation that emotion and reason are two inseparable axes and guarantors of an individual's overall success in varied life domains. Ignorance of emotions having its roots in the ideology of early philosophers like Aristotle, and negative outlook held regarding the adverse role of affective factors in human development had brought about irrevocable harms, particularly in the realm of education. Indeed, the instigation of EI as an avant-garde psychological theory helped put an end to such deleterious and injurious views, and, by way of doing so, it aided pedagogy to enter a new unparalleled phase.

Another paramount, yet partially under-researched psychological trait, motivation has been recognized by Brown (2007, p. 168) as "undoubtedly the most frequently used catch-all term for explaining the success or failure of virtually any complex task." Ellis (1994) states that motivation "affects the extent to which individual learners persevere in learning the L2, the kinds of learning behaviors they employ and their actual achievement" (p. 36). Richards and Schmidt (2002, p. 343) describe motivation as "the driving force in any situation that leads to action." Noels (2001) maintains that "motivation is basically the extent of the effort of individual to achieve the goal of language learning because of a desire to do so and of favorable attitudes toward such language" (p.110). Csiz'er and Dörnyei (2005), on the other hand, define the term as

The desire to achieve one's ideal language self by reducing the discrepancy between one's actual and ideal

selves. As such, this motivation will be dependent on the learner's ability to develop a salient vision of the self as an agreeable, competent, and successful L2 user (p.30).

Being informed of the key role emotional intelligence is said to play with regard to general educational/academic achievement (Brewer & Burgess, 2005; Fernandes & Rego, 2004; Low & Nelson, 2004; Parker, Summerfeldt, Hogan & Majeski, 2001; Saville-Troike, 2006), and postulating that teachers' possession of a high level of emotional intelligence is liable to bring about an augmentation in their learners' motivation and crave for learning, the researchers in the current study strived to probe the issue through the implementation of a partially full-fledged experiment. Further incentive for performing the present scrutiny came from MacIntyre's (2002) claim holding that emotions "just might be the fundamental basis of motivation, one deserving far greater attention in the language learning domain" (p. 45). Thus, to put it more clearly, the researchers in the current study were after finding the would-be correlation between the teachers' emotional intelligence and Iranian EFL learners' motivation. In so doing, the learners' gender and levels of proficiency were also kept within control. To be able to come up with kosher expositions and justifications as to the study postulations, the following research questions were formulated:

RQ₁: Is there a significant correlation between Iranian EFL teachers' emotional intelligence and their learners' motivation?

RQ₂: Is there any significant difference between motivation level of elementary and pre-intermediate Iranian EFL learners?

RQ₃: Is there any significant relationship between Iranian EFL teachers' sub-scales of emotional intelligence and their learners' motivation?

RQ₄: Is there any significant relationship between Iranian EFL teachers' emotional intelligence and their learners' sub-scales of motivation?

2. Literature Review

2.1 Experimental Work on EI

Bar-on (1997) describes emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 14). His emotional intelligence model encompasses five broad areas of skills or competencies known as *intrapersonal*, *interpersonal*, *adaptability*, *stress management*, and *general mood*. Faced with the sizable body of work on myriad gains resulting from a high level of emotional intelligence, the researchers in the current study decided to simply go through the most recent investigations on the issue, as a comprehensive coverage of EI studies within the limited scope of this article looked quite daunting and unfeasible.

In a fairly recent probe into the would-be linkages between emotional intelligence and foreign language learning, Pishghadam (2009) embarked on a project with 508 (134 males and females 374) university students. The participants of this study were all sophomore EFL learners studying in four Iranian universities located in Tehran and Mashhad. Based on the findings of the study, the researcher concluded that emotional factors, especially intrapersonal competencies and stress management abilities, can be of considerable importance in Iranian context of learning.

In another recent comparative analysis of pre-service teachers' perceptions of self efficacy and emotional intelligence, carried out with 248 Turkish pre-service teachers (132 males, 116 females), Gürol, Özeran and Yalçın (2010) came up with no significant difference in the levels of EI and self efficacy among pre-service teachers in terms of their gender. Drawing on the upshots of the study, these researchers argued that both male and female pre-service teachers can be equally successful in teaching.

In a later study, Labbaf, Ansari and Masoudi (2011) strived to pinpoint the potential effect of emotional intelligence on different dimensions of learning organization. To conduct the study, these researchers randomly selected 86 respondents (education officials and Library assistants). Following the likert-type questionnaire analysis and resorting to the results of regression analysis, they concluded that "EI had significant positive impact on dimensions of Learning Organization, clarity of mission and vision, effective transfer of knowledge and teamwork and group problem solving" (p. 536).

In their hunt for the possible impact of emotional intelligence and self-efficacy beliefs on high school students' achievement, Yazici, Seyis and Altun (2011) used a sample of 407 participants (236 female and 171 male high

school learners). Successive to the analysis of data gained through emotional intelligence and self efficacy questionnaires, they found that gender, age and self efficacy act as the major predictors of learners' academic achievement. Their study further came up with the existence of an interaction effect between academic achievement and the learners' socio-economic status. Moreover, females' academic achievement was reported to be significantly higher than that of male participants.

In another recent probe into the viability of emotional intelligence enhancement, Alavinia (2012) strived to find the possible impact of schooling with a particular major on the learners' emotional enhancement. The participants of this study were 371 male and female Iranian academic EFL learners who studied in five different majors, and the main instrument utilized for data collection was Bar-On's EQ-i. Making use of two-way ANOVA, Post Hoc analysis (Scheffé test), as well as simple and repeated contrast tests, the researcher claimed that though a few areas of emotional intelligence were found to be affected by differences in learners' majors, none were influenced by differences in their grades of study.

Furthermore, in their probe into the viable relationship between emotional intelligence and self-efficacy of Iranian EFL university professors, Alavinia and Kurosh (2012) came up with a significant correlation between the participants' scores on emotional intelligence and self-efficacy. The participants of this study were some 50 EFL university professors from whom the data were tapped through the use of Bar-On's EQ-i questionnaire and Tschannen-Moran and Woolfolk Hoy's self-efficacy scale. The final upshots of this study further revealed that the participants' ages and their years of teaching experience were of no interaction effect regarding the correlation between the subjects' emotional intelligence and their self-efficacy.

Finally, in an attempt to come up with a lucid view as to the go-togetherness between EFL teachers' emotional intelligence and their burnout level, Alavinia and Ahmadzadeh (2012) used 75 high school EFL teachers who were then administered Bar-On's EQ-i and Maslach Burnout Inventory-Educators Survey. Subsequent to feeding the data into SPSS and running Pearson Product-Moment Correlations, regression analyses and independent-samples t-tests, these researchers found that a reverse correlation existed between the participants' EI and their burnout level, i.e. the more emotionally intelligent they were, the less they were found to suffer from burnout. Also, based on the findings of this study, "age and teaching experience were positively correlated with EI and reversely correlated with teacher burnout. Finally, significant differences among teachers' burnout (but not their EI) were found with respect to gender" (p. 37).

2.2 Experimental Work on Motivation

Motivation is identified as a fundamental aspect of learning (Brewer & Burgess, 2005). Saville-Troike (2006) maintained that, based on the research findings concerning the beneficial role of motivation in learning, there is sufficient ground for acknowledging the existence of "a consistently high correlation between reported strength of motivation and level of L2 achievement which make it seem quite likely that the connection is indeed significant" (p. 86). In what follows, a laconic account is provided of some of the most recent studies done with regard to varied facets of learners' motivation.

Vaezi (2008) was interested in exploring undergraduate Iranian EFL learners' integrative and instrumental motivation toward the process of language learning. To amass the data, a 25-item questionnaire was administered to the participants (non-English Iranian academic learners). In line with the gained results, it was revealed "that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated" (p. 54).

In an organized hunt for pinning down the "learning strategies and motivational factors predicting information literacy self-efficacy of e-learning students", Kiliç-Çakmak (2010) launched an investigation with 119 e-learners via the use of "Information Literacy Self-efficacy Scale and the Motivated Strategies for Learning Questionnaire." In tandem with the obtained results, the researcher claimed that "metacognitive, effort management, elaboration and critical thinking strategies, as well as control belief, predict different dimensions of information literacy self-efficacy" (p. 192).

In another recent probe into the bonds between the learners' degree of motivation and their achievement, Choosri and Intharaksa (2011) set about an investigation with 140 second-year vocational certificate students in electronics technology and building construction programs. Successive to questionnaire and interview analysis, the data were quantitatively analyzed through running descriptive statistics as well as t-test and correlation analysis. Based on the findings of their research, a significant correlation was reported to be at work between the learners' motivation and their English learning achievement. Moreover, instrumental motivation was found to play a more significant part in learners' achievement, compared to integrative motivation.

Finally, in an avant-garde investigation over "the effects of technological variables such as the Internet and satellite television programs, and social issues like migration and willingness for education at universities abroad on motivation for learning English as a foreign language among Iranian learners," Mehrpour and Vojdani (2012) worked with a sample of 238 Iranian EFL institute learners (107 females and 131 males) through the implementation of a questionnaire. The final analysis of data urged them to hold that "technological, sociological and scientific aspects created or intensified through the process of globalization influenced Iranian EFL learners' motivation to learn English and that the participants were mainly instrumentally motivated" (p. 43).

Though the notions of emotional intelligence and motivation and their diverse repercussions and implications for pedagogy have long won the attention of several educationalists and scholars, most of the researchers' studies, to date, seem to have attended to the implications of these two psychological traits in isolation and the potential bonds between emotional intelligence and motivation in the educational settings has received quite scant attention. Furthermore, very meager heed has been given to exploring the significance of teachers' possessing a high level of emotional intelligence and its would-be impact on learners. Thus, in view of the afore-said gaps in the literature, the current study is after finding the viable correlation between the teachers' level of emotional intelligence and EFL learners' degree of motivation. By way of doing so, the researchers hope to be able to open up new horizons in enlightening the true path for education and sensitizing educational stakeholders toward the key role of such affective factors in the process of learning.

3. Method

3.1 Participants

240 Iranian EFL female learners (both elementary and pre-intermediate) participated in this study. All of the participants were English language institute learners in Iran (Urmia). In terms of age variation, they were found to be between 14 and 20 years of age. With regard to proficiency, 41.70 % (100 learners) were at the pre-intermediate and 58.30 % (140 students) were at the elementary level. Additionally, within the teachers' sample (26 teachers) taking part in the current study, 42.30 % (11 instructors) were teaching at pre-intermediate and 56.70 % (15 instructors) were involved with the elementary level learners. The teachers were all females and their age ranged between 24 and 44 (see Table 1 & 2).

3.2 Instrumentation

To gauge the teachers' emotional intelligence level, the researchers made use of Bar-On's (1997) Emotional Quotient Inventory (EQ-i). Bar-On's EI test is a self report measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence. While the original version of the questionnaire encompasses 133 Likert-type items, the domestically standardized version of the test, which has been translated to Persian by Samouei (2003), has been reduced to 90 items, categorized in five higher-order scales and 15 subscales. Following the test designer's lead, participants of the study were required to provide their responses on a continuum ranging from 'strongly agree' to 'strongly disagree'.

Furthermore, to assess the participants' motivation, AMTB (Attitude Motivation Test Battery), developed by Gardner (1985), was used. The reliability of the scale was estimated at .92 through Cronbach's alpha measure of reliability. The exerted scale consisted of 104 items, and the learners were required to respond on a Likert-type scale ranging from one to five. The components of Gardner's AMTB questionnaire were *Interest in Foreign languages*, *Parental Encouragement*, *Motivational Intensity*, *English Class Anxiety*, *English Teacher Evaluation*, *Attitudes towards Learning English*, *Attitudes towards English-Speaking People*, *Integrative Orientation*, *Desire to Learn English*, *English Course Evaluation*, *English Use Anxiety*, and *Instrumental Orientation*.

3.3 Data Collection Procedure

Before distributing the questionnaires among the participants, they were told that their identities would be kept confidential and that no information revealing their identity would be used in the study. The questionnaires were distributed simultaneously to the subjects at the end of their class with the cooperation of their English teachers in the spring semester, 2012. They were given brief information about the purpose of the questionnaires, their scope, and their significance for EFL learning and teaching. The questionnaires were answered within 30 minutes by the participants. It took about ten days to collect the required data at the English Language Institute.

All the data were collected by one of the researchers in the current study from Jihad Daneshgahi English Language Institute. The researchers then checked the questionnaires to make sure there were no missing items and each subject had written down her name. Afterwards, teacher participants were asked to fill Bar-On's questionnaire; they were again reassured that their identities would be kept confidential and that no information revealing their identity would be used in the study. The questionnaires were answered by teachers in their homes not in the institute. After a matter of two days, the questionnaires were collected and checked by researchers to make sure there were no missing items and each subject had written down her name.

3.4 Data analysis

After collecting the completed questionnaires, all the data were coded and fed into the computer, and then analyzed through the Statistical Package for Social Sciences (SPSS, version 17.0). To be more specific, primarily, descriptive statistics such as frequencies, means, and standard deviations were computed to display the subjects' overall responses to the emotional intelligence and motivation items. Next, Pearson product moment correlation was run in order to determine the relationship between teachers' emotional intelligence and EFL learners' motivation. Further, to investigate the relationship between sub-scales of EQ and EFL learners' motivation as well as the correlation between teachers' emotional intelligence and learners' sub-scales of motivation, Pearson product moment correlation and regression analysis were exerted. Finally, independent samples t-test was utilized to explore the possible existence of significant differences between motivation level of elementary and pre-intermediate learners.

4. Results and Discussion

4.1 Findings Gained for the First Research Questions

RQ₁: *Is there a significant correlation between Iranian EFL teachers' emotional intelligence and their learners' motivation?*

To analyze the first research question, Pearson product-moment correlation Coefficient was applied. The results of correlation revealed that there is a positive significant correlation between Iranian EFL teachers' emotional intelligence and EFL learners' motivation at the level of .05 ($r = .32; p < .05$). Therefore, the first null hypothesis stating "there is no relationship between Iranian EFL teachers' emotional intelligence and their learners' motivation" was rejected (see Table 4).

4.2 Findings Gained for the Second Research Questions

RQ₂: *Is there any significant difference between motivation level of elementary and pre-intermediate Iranian EFL learners?*

To explore the second research question, independent samples t-test was run. Before embarking on t-test analysis, it is deemed indispensable to go through the descriptive statistics. Based on the results of descriptive statistics regarding motivation level of elementary and pre-intermediate learners (Table 5), the present study indicated that the mean scores of elementary learners and pre-intermediate learners had a significant difference and elementary learners were shown to be better than pre-intermediate learners in terms of motivation. According to Levene's test (Table 6), there was no equal variance, because the meaningful levels values in each of them are more than error level, ($p = .09; > .05$). The results of t-test (Table 6) also confirmed the significant difference between the motivation level of elementary and pre-intermediate learners ($p = .00; < .05$). Based on these findings, the second hypothesis stating that "there is no significant difference between motivation level of elementary and pre-intermediate Iranian EFL learners" was also rejected.

4.3 Findings Gained for the Third Research Questions

RQ₃: *Is there any significant relationship between Iranian EFL teachers' sub-scales of emotional intelligence and their learners' motivation?*

In order to answer this question, again use was made of Pearson product moment correlation. According to Table 7, the results of correlation analysis indicated that all the components of Bar-On's EQ-i had positive significant correlation with learners' motivation. The relevant results are as follows: (1) adaptability and motivation ($r = .03; p < .05$), (2) intrapersonal and motivation ($r = .19; p < .05$), (3) interpersonal and motivation ($r = .44; p < .05$), (4) general mood and motivation ($r = .26; p < .05$), (5) stress management and motivation ($r =$

.15; $p < .05$). According to the obtained results, the third hypothesis was rejected, as well. Table 8 displays the results of multiple regressions analysis run for investigating which components of emotional intelligence had more predictive power vis-à-vis EFL learners' motivation.

The amount of Durbin Watson ($1.5 > 1.61 < 2.5$) indicated that the existing correlation is significant. Drawing on the results of Table 8, it can be claimed that the model containing all components of EQ can predict 41% of the EFL learners' motivation. It means that about 41% of the variation in EFL university learners' motivation can be explained by taking the 5 scales of emotional intelligence into account. Furthermore, based on Durbin Watson test results regarding the predictive power of emotional intelligence scales for learners' motivation, the following results were gained: *adaptability* (.64%), *interpersonal* (.90%), *intrapersonal* (.10%), *stress management* (.11%), and *general mood* (.23%). Accordingly, among the five scales of emotional intelligence, interpersonal competency was found to have the highest correlation with learners' motivation (see table 9). In line with the findings for this research question, then, the third hypothesis stating "there is no relationship between Iranian EFL teachers' sub-scales of emotional intelligence and their learners' motivation" was rejected.

4.4 Findings Gained for the Fourth Research Questions

RQ₄: Is there any significant relationship between Iranian EFL teachers' emotional intelligence and their learners' sub-scales of motivation?

To investigate this research question, once more, the researchers applied Pearson correlation and found that all the components of Gardner's AMTB had positive significant correlations with teachers' emotional intelligence. The relevant results are as follow: *Interest in Foreign Languages* and *EI* ($r = .33$; $p < .05$), *Parental Encouragement* and *EI* ($r = .30$; $p < .05$), *Motivational Intensity* and *EI* ($r = .38$; $p < .05$), *English Class Anxiety* and *EI* ($r = -.23$; $p < .05$), *English Teacher Evaluation* and *EI* ($r = .35$; $p < .05$), *Attitudes towards Learning English* and *EI* ($r = .33$; $p < .05$), *Attitudes towards English-Speaking People* and *EI* ($r = .18$; $p < .05$), *Integrative Orientation* and *EI* ($r = .16$; $p < .05$), *Desire to Learn English* and *EI* ($r = .34$; $p < .05$), *English Course Evaluation* and emotional *EI* ($r = .28$; $p < .05$), *English Use Anxiety Evaluation* and *EI* ($r = -.38$; $p < .05$), *Instrumental Orientation* and *EI* ($r = .25$; $p < .05$). According to the obtained results, the fourth hypothesis was also rejected, and among the sub-scales of motivation, *Motivational Intensity* was found to have the highest correlation with teachers' emotional intelligence.

4.5 Discussion

The current study was mainly after probing the would-be correlation between Iranian EFL teachers' emotional intelligence and their learners' motivation. In this section, the results gained through data analysis are discussed and presented in a way that addresses the four research questions presented earlier.

Research Question 1: The results gained for the first research question substantiated the contention that there is a positive association between the two constructs of emotional intelligence in teachers and motivation of learners. This piece of finding is in line with those reported by Goleman (1998) and Lanser (2000) who underscored the relationship between emotional intelligence and motivation. Fahim and Pishghadam (2007) also found that there is a positive and significant relationship between the amount of emotional intelligence, skills and students' academic success. Since each of the constructs of EI and motivation has a positive influence on the other and has the capacity to be developed, the correlation between teachers' EI and learners' motivation would prove quite significant in bringing about educational amelioration.

Research Question 2: Data analysis for the second research question indicated that there was a significant difference between motivation level of learners in terms of their grades of study (elementary and pre-intermediate). Indeed, based on the findings, it was revealed that elementary students obtained higher scores than pre-intermediate learners on the scale of motivation. Though no direct support or counter-evidence for this result was encountered within the literature, the justification for this finding might be that elementary learners who have just started learning English are liable to naturally enjoy a higher level of motivation than those who have been exposed to English for a longer period of time.

Research Question 3: With regard to the third research question, the gained upshots depicted that there is a positive correlation between all the five scales of EQ and learners' motivation. The findings further revealed that teachers' *interpersonal* competency has the highest correlation with learners' motivation. These findings are in partial contrast to those reported by Pishghadam (2009) who found that emotional factors, especially *intrapersonal* competencies and *stress management* abilities, can be of great importance in Iranian context of learning. These findings are, however, partly in line with those of Fahim and Pishghadam (2007) who found a

significantly positive correlation between university students' academic achievement and several components of EI (*intrapersonal, stress management, and general mood competencies*).

Research Question 4: Concerning the fourth research question, the results revealed a positive correlation between all the twelve scales of motivation and teachers' emotional intelligence. The findings also represented that *motivational intensity* has the highest correlation with teachers' emotional intelligence. This piece of finding seems to be in partial compliance with the one reported by Wen (1997) and Chen, Warden and Chang (2005) who found that in the case of Chinese learners in a Chinese cultural setting, learners were more instrumentally motivated.

5. Conclusion

The current study strived to find the potential correlation between Iranian EFL teachers' emotional intelligence and their learners' motivation in a sample comprising 240 EFL learners and 26 EFL institute teachers. Altogether, the obtained results showed that there is a positive significant correlation between teachers' emotional intelligence and EFL learners' motivation in Iranian context, which, in turn, indicates that teachers' emotional intelligence plays a key role in making EFL learners' more motivated in the process of learning. It is important to note that prior researchers had approximately ignored the linkages between emotional intelligence and motivation and hence the current study was developed with the intention of filling in this research gap.

The findings obtained in the present investigation can have manifold implications for all the stakeholders in the educational arena, in particular the teachers and teacher trainers. An awareness of the salience of teachers' emotional intelligence and its role in motivating the learners can help sensitize the teacher trainers toward this paramount issue which will, in turn, result in gaining better educational outcomes. After all, the inclusion of some preparatory courses allotted to developing and upgrading such crucial psychological traits in novice teachers might be a possible beneficial recommendation which is thought to help invigorate the pedagogical endeavors.

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Table 1 Distribution of Learners Based on their Level

Level	Frequency	Percent
Elementary	140	58.30%
Pre-intermediate	100	41.70%
Total	240	100.0%

Table 2 Distribution of Teachers in Terms of Levels Taught

Level	Frequency	Percent
Elementary teachers	15	56.70%
Pre- intermediate teachers	11	42.30%
Total	26	100.0%

Table 3 Descriptive Statistics regarding Teachers' EQ and Learners' Motivation

		Motivation		emotional intelligence	
		Pre	Ele	Pre	Ele
N	Valid	100	140	11	15
	Missing	.00	.00	.00	.00
Mean		3.25	3.55	2.55	2.88
Median		3.23	3.63	2.64	3.06
Mode		2.36	2.65	2.72	3.23
Std. Deviation		.41	.48	.54	.45
Variance		.16	.23	.28	.18
Minimum		2.36	2.65	1.28	2.45
Maximum		4.14	4.31	3.50	3.66

Table 4 Correlation between Teachers' Emotional Intelligence and Learners' Motivation

		Emotional intelligence	Learners' Motivation
Emotional intelligence	Pearson Correlation	1	.32*
	Sig. (2-tailed)		.00
	N	26	26
Learners' Motivation	Pearson Correlation	.32*	1
	Sig. (2-tailed)	.00	
	N	26	26
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 5 Descriptive Statistics for Elementary and Pre-intermediate Learners' Motivation

Group Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre intermediate	100	3.25	0.41	0.065
Elementary	140	3.55	0.48	0.049

Table 6 T-Test for Elementary and Pre-intermediate Learners' Motivation

		Mean	Levene's Test	T	Df	p	Result
		F	P				
Pre intermediate	3.25	2.92	0.09	3.78	222.02	0.00	Reject the hypothesis
Elementary	3.55						

Table 7 Correlation between Teachers EQ Inventory Scales and Learners' Motivation

Correlations		
Pearson Correlation	Dependent Variable: Student Motivation	
	Intrapersonal	.19*
	Interpersonal	.44*
	Adaptability	.03*
	Stress management	.15*
	General mood	.26*

*Shows the existence of the significant relationship at the level of 0.05

Table 8 Fitting Multiple Regression Model

Mode	Method	R	R Square	Durbin-Watson	ANOVA Sig. (F)
Fitting Multiple regression	Enter	.64	.41	1.61	.00

Table 9 The Results of Regression Analysis for Teachers' EQ and Learners' Motivation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.95	.39		7.41	.00
	Intrapersonal	-.05	.17	-.10	-.31	.03
	Interpersonal	-.40	.12	-.90	-3.18	.00
	Adaptability	.42	.17	.64	2.41	.02
	Stress management	.06	.11	.11	.52	.04
	General mood	.10	.16	.23	.62	.05

a. Dependent Variable: Student Motivation

Table 10 Correlation between Teachers' Emotional intelligence and Learners' sub-scales of Motivation

Learners' sub-scales of motivation	Teachers' emotional intelligence		
	N	Sig.	Pearson Correlation
Interest in Foreign Languages	26	.00	.33
Parental Encouragement	26	.00	.30
Motivational Intensity	26	.00	.38
English class Anxiety	26	.01	-.23
English Teacher Evaluation	26	.00	.35
Attitudes towards Learning English	26	.00	.33
Attitudes towards English-Speaking People	26	.03	.18
Integrative Orientation	26	.03	.16
Desire to Learn English	26	.00	.34
English Course Evaluation	26	.01	.28
English Use Anxiety	26	.00	-.38
Instrumental Orientation	26	.02	.25

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