

# The Role of Teacher's Emotional Intelligence and Performance in Enhancing L2 Learner's Academic Achievement

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## Abstract

The idea of emotional intelligence (EI) has received considerable attention in educational environments due to its potential influence on students' academic performance. Recent research has explored the relationship between EI and academic outcomes. This important issue has been recently explored in L2 studies. However, given its importance in L2 studies and its role in a language learning context, it seems that there is no examination of the role of L2 teachers' EI and Performance in enhancing L2 learners' academic achievements. The chief idea of this study was to discover the relationship between L2 teachers' performances and L2 learners' academic achievement. To formulate this line of research, the researcher used a quantitative correlational study design, using multiple instruments, including the *Schutte Self-Report Emotional Intelligence Test*, and the *Characteristics of Successful Iranian EFL Teachers Questionnaire*. The findings revealed that the teachers' EI had a significant correlation with L2 learners' academic achievements; besides, the L2 teachers' performance can positively correlate with L2 learners' achievements. The study implies that enhancing L2 teachers' emotional intelligence and performance could be a strategic approach to improving L2 learners' academic achievements, suggesting that educational programs might benefit from incorporating EI development for teachers to foster better learning outcomes.

*Keywords:* Academic achievement; Emotional intelligence; L2 teachers; Performance

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## 1. Introduction

Teachers' emotional intelligence (EI) and presentation skills are crucial issues that affect the academic accomplishment of second language

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learners. Positive academic outcomes, such as motivation, engagement, and success in students, have been linked to teachers' interpersonal communication behaviors, such as clarity, care, reliability, and rapport (Xie & Derakhshan, 2021). Additionally, the emotional experiences of teachers, including stress, burnout, and coping strategies, have been linked to student outcomes, highlighting the importance of teacher well-being in fostering student achievement (Herman et al., 2017). Furthermore, the quality of teacher-student relationships and student engagement have been found to be longitudinally associated with academic success, emphasizing the significance of positive teacher-student interactions in educational settings (Quin, 2017).

In the context of L2 education, teachers' immediacy behaviors and organizational commitment have been identified as key factors influencing students' willingness to communicate and academic engagement (Hu, 2023). Research suggests that teachers' regulatory promise and cherishing pedagogy play crucial roles in enhancing L2 learners' academic achievement, underscoring the importance of teacher attitudes and approaches in language education (Ye et al., 2022). Moreover, learner character strengths and classroom emotions have been found to contribute to L2 resilience, with emotional intelligence playing a significant role in students' ability to manage stress and build self-confidence (Alrabai & Alamer, 2022). Teachers' interpersonal behaviors have been shown to mediate the association between EI and academic achievement, highlighting the interconnectedness of teacher-student dynamics and student success (Zhang, 2022).

EI has received considerable attention in education due to its potential influence on students' academic success. The concept of emotional intelligence involves recognizing, utilizing, understanding, and managing emotions to address issues and regulate behavior (Brackett et al., 2004). The definition of emotional intelligence, as advocated by supporters of the ability model, encompasses the ability to perceive, evaluate, and articulate various emotions: Having the capacity to both access and generate emotions that are conducive to learning is essential; the capacity to discern emotion and emotional insight; and the skill to control emotions to foster emotional and intellectual improvement.

The academic success of students greatly depends on the emotional intelligence and presentation skills of their teachers, as highlighted by MacCann et al. (2020). Research indicates that emotional intelligence is associated with academic performance, with students exhibiting higher emotional intelligence often achieving better grades and test scores (AbiSamra, 2000; Adeoye & Emeke, 2010; MacCann et al., 2020; Parker

et al., 2009). Moreover, studies have explored the influence of teachers' emotional intelligence on student achievement, highlighting the importance of emotional competencies in the teaching profession (Chamizo-Nieto et al., 2021). The contagious nature of emotions in language education has been explored, with studies indicating that teacher happiness and emotional support can positively influence student attitudes, engagement, and academic outcomes (Yu, 2022). Teachers' emotional intelligence not only affects student academic performance directly but also through mediating factors such as job satisfaction (Singh & Ryhal, 2021). While previous studies highlight the positive impact of EI on students' academic performance (Cantero et al., 2020; Costa & Faria, 2020; Halimi et al., 2021; MacCann et al., 2020), there is a lack of similar research investigating the impact of L2 teachers' EI and performance on L2 learners' academic achievement, particularly in the L2 environment. The absence of such research underscores the importance of conducting similar studies in this area. Hence, this study aims to fill the gap in research by thoroughly examining how teachers' emotional intelligence and presentation skills affect the academic performance of L2 learners, which has been largely neglected in previous studies.

## **2. Literature Review**

The academic success of second language (L2) learners is significantly influenced by the emotional intelligence and performance of their teachers. Research has shown that positive teacher interpersonal communication behaviors, such as establishing rapport, managing the emotional atmosphere, and teaching with passion, contribute to a conducive learning environment that enhances L2 learners' academic achievement (Xie & Derakhshan, 2021). Teachers' psychological factors, including mindfulness and dispositions, have been found to be closely related to L2 learners' learning outcomes and emotional factors, emphasizing the importance of teacher well-being in fostering student success (Song & He, 2021). Moreover, the link between teachers' EI and classroom emotions has been examined in the context of L2 learning, highlighting the impact of EI on students' anxiety levels and overall emotional experiences (Li & Xu, 2019).

In addition to emotional intelligence, teacher performance factors such as burnout and apprehension have been identified as significant predictors of learners' academic achievement in the L2 context (Wang, 2022). Studies have indicated a constructive link between teachers' interpersonal behaviors and L2 learners' academic achievements, underscoring the importance of positive teacher-learner relationships in enhancing student

success (Zhang, 2022). Furthermore, emotions have been shown to play a central role in influencing L2 learners' engagement, which in turn impacts their academic performance (Wang et al., 2023). The existing literature suggests strong associations between the emotions of both L2 learners and teachers, indicating the contagious nature of emotions in language education (Yu, 2022).

Moreover, the relationship between L2 learners' communication apprehension, self-efficacy, and emotional intelligence has been explored, providing insights into how these emotional variables interact and influence academic outcomes (Cong & Li, 2022). L2 learners with higher emotional intelligence have been found to exhibit greater resilience, enabling them to manage stress, gauge emotions, and build self-confidence more effectively (Alrabai & Alamer, 2022). Additionally, teachers' immediacy behaviors have been shown to significantly influence L2 students' willingness to communicate and academic engagement, highlighting the impact of teacher-student interactions on student outcomes (Hu, 2023). Positive communication behaviors and teacher support have been linked to increased L2 engagement among students, further accentuating the role of teachers in fostering student engagement and achievement (Shakki, 2022).

In their study, Curci et al. (2014) employed a multilevel approach to examine the relationship between teachers' emotional intelligence and students' achievement. The study found that teachers' emotional intelligence ability certainly impacts students' academic achievement by enhancing students' self-perceptions and self-esteem. Moreover, they suggest that Intervention programs targeting the emotional, motivational, and metacognitive aspects of learning could be beneficial.

Exploring the connection between teachers' emotional intelligence and academic performance, Singh and Ryhal (2021) incorporated job satisfaction as a mediating factor in their research. The researchers discovered a significant and positive association between teachers' emotional intelligence and their students' academic achievement, which accounted for 61% of the observed variance.

It has been previously stated that there has been a lack of attention given to the significant impact of teachers' performance on student achievement. The statement implies that there have been an inadequate number of researchers who have examined the possible outcomes of teachers' performance on student achievement (Aliakbari & Amoli, 2016; Lu, 2021; Ye et al., 2022). The evaluation carried out by Aliakbari and Amoli (2016) focused on exploring the relationship between teacher commitment and the achievement of students in their second language

(L2). The researchers ensured that 356 EFL students and teachers received accurate degrees of teacher commitment and L2 learners' achievement. The researchers conducted an assessment of the correlations between the scales and found that there was a clear and direct relationship between the commitment of teachers and the achievement of students in their second language (L2). In a separate inquiry, Lu (2021) conducted a study that focused on examining the impact of teacher commitment on the academic success of EFL students. To achieve this objective, a group of Chinese EFL students were tasked with filling out the questionnaires that were relevant to the subject matter. The research findings suggest that when teachers show commitment, it can have a positive influence on the academic achievements of EFL students. Furthermore, the study conducted by Ye et al (2022) sought to shed brightness on the relationship between teachers' organizational commitment, loving pedagogy, and the L2 achievement of EFL students. To achieve this objective, the researchers conducted a thorough review of theoretical and empirical literature. According to their report, the researchers found that teachers who demonstrate strong organizational commitment and implement a loving pedagogy approach can significantly impact the L2 achievement of EFL students. Furthermore, EFL students' L2 achievement was found to be influenced by both the level of commitment exhibited by teachers and the teaching methods they employed.

By examining the relevant literature, it becomes evident that the development and maintenance of a dynamic and creative school environment heavily rely on the teachers' performance and their emotional intelligence skills. It is crucial to actively engage in the emotional aspect of education since teaching, learning, and leading are all practices that involve emotions. By conducting this research, we aim to determine whether there exists a noteworthy correlation between teachers' emotional intelligence and performance, and the academic achievement of L2 learners. In an attempt to provide answers, this study purposes to direct the following research questions:

1. Is there a statistically significant relationship between L2 teachers' emotional intelligence and students' academic achievement?
2. Is there a statistically significant relationship between L2 teachers' performance and students' academic achievement?

### **3. Methodology**

#### ***3.1. Research Design***

A quantitative methodology was adopted for the current study, specifically within a correlational context. The purpose of choosing this

design was to analyze how the emotional intelligence and performance of L2 teachers contribute to the academic achievement of L2 learners. Fraenkel and Norman (2007) classify correlational discourse as descriptive research when its purpose is to portray relationships between variables. The study employed a correlation measure to evaluate the association between the independent variables and students' academic performance. Given its cost-effectiveness and ability to gather targeted information and responses, the questionnaire served as the only data collection tool in this quantitative study.

### **3.2. Participants**

The initial cohort of participants included 150 EFL teachers from Iran based on convenience sampling. The bulk of participants were the researchers' colleagues who graciously agreed to take part in the study. The teachers' profile can be described as follows: Their ages ranged from 23 to 54 years old, and they had 1 to 23 years of teaching experience. Among a group of 150 educators, 93 were women and 57 were men, each representing diverse socio-economic backgrounds. The individuals had all chosen to major in various disciplines within English, including English Literature, Teaching English as a Foreign Language, and English Translation. Among the teachers, 23 held PhD qualifications. 32 were PhD students. 56 had MA degrees and the rest had BA in English.

The second group of participants was contained of 150 Iranian EFL learners (learners of the aforementioned teachers). There were 123 females and 77 males whose ages varied from 14 to 58 and who came from different socio-economic backgrounds. Their language proficiency varied from elementary to advanced levels and their educational level varied from high school to PhD.

### **3.3. Instruments**

#### **3.3.1. Teacher's Emotional Intelligence Questionnaire**

Advanced by Schutte et al. (1998), the *Schutte Self-Report Emotional Intelligence Test* (SSREIT) is a 33-item self-reporting scale that is grounded in the emotional intelligence model introduced by Salovey and Mayer (1990). The Items are assessed on a Likert scale ranging from (1 = *does not describe me well*) to (5 = *describes me very well*). This test serves as a complete measure of EI and comprises the following subscales with satisfactory internal reliability: (a) appraisal and expression of emotions, 13 items ( $\alpha = .814$ ); e.g., (*I like to share my feelings with others*); (b) regulation of emotions, 10 items (*I have control over my emotions*) ( $\alpha =$

.760); and (c) utilization of emotions, 10 items (*When I am in a positive mood, solving problems is easy for me*) ( $\alpha = .774$ ).

### 3.3.2. Language Teachers' Performance Questionnaire

In order to assess the performance and usefulness of language teachers in teaching, the scholars utilized the *Characteristics of Successful Iranian EFL Teachers Questionnaire*, a survey developed by Moafian and Pishghadam (2009) with a high reliability (Cronbach's alpha = .94). The questionnaire was a Likert scale consisting of 47 items. The questionnaire measures the twelve following constructs *Teaching accountability, Interpersonal relationships, Attention to all, Examination, Commitment, Learning boosters, Creating a sense of competence, Teaching boosters, Physical and emotional acceptance, Empathy, Class attendance, and Dynamism* (Moafian & Pishghadam, 2009). In this study, the total reliability of the questionnaire, initially assessed via Cronbach's alpha, was 0.95.

### 3.4. Data Collection Procedures

The current study was conducted in Iran, between April and June 2024. The questionnaires were made available to the participants by uploading them as a Google form and then sending the participants the corresponding links via email. One important point to mention is that the study was conducted during the latter part of the semester. The first step involved sending out the link to the EFL teachers, which contained the EI questionnaire, and they were then instructed to provide their responses. The teachers were instructed to personally record their responses to each item on a Likert scale.

Following that, the researcher requested the teachers who were part of the study to provide the link for the survey on the Characteristics of Presentation EFL Teachers to their students, who then proceeded to submit their responses online. Prior to the commencement of the test items, the researchers made sure to explain the purpose of completing the survey and reassure the students about the confidentiality of their responses, thereby ensuring a reliable assessment. Only a small number of L2 learners experienced difficulties in grasping the items. Seeking clarification on the items, they reached out to the researcher via email, as her contact information was clearly stated at the beginning of the test.

Moreover, in order to assess the academic performance of L2 learners, their average scores throughout the course were specifically chosen as an indicator of their academic achievement.

### 3.5. Data Analysis

Once all the surveys were gathered, the collected data was meticulously organized and then passed into the *Statistical Package for the Social Sciences* (SPSS) for comprehensive statistical analysis. The research questions of this study were answered by conducting both descriptive and inferential statistics. The researchers utilized graphical analysis techniques to visually represent the demographic profile of the participants and the distribution of emotional intelligence within the group. In order to showcase the findings, the results are presented in the format of probabilities, means, and standard deviations. On the other hand, the researchers conducted inferential analysis using correlation coefficient to determine the degree of association between the variables. In order to effectively communicate the findings, all the obtained results are meticulously presented through the use of tables and charts. Descriptive statistics were employed to determine whether the distribution followed a normal pattern. The researchers utilized Pearson product-moment correlation analysis as a method to examine and understand the connection between the EI of L2 teachers and the academic achievement of L2 learners, as well as the relationship between the performance of L2 teachers and the academic achievement of L2 learners.

## 4. Results

Table 1 compresses the descriptive results of the three variables in this study: success and EQ questionnaires applied in this study:

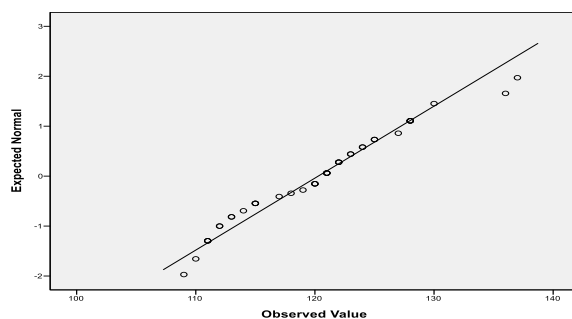
Table 1. Descriptive Statistics of Variables of the Current Study

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>EI</b>	150	45	153	110.41	32.567
<b>Performance</b>	150	53	235	160.71	48.954
<b>Achievement</b>	150	5	20	14.55	4.492
<b>Valid N (listwise)</b>	150				

Before any statistical analysis, the collected data underwent the required preliminary checks to pave the way for using the appropriate inferential statistics. In this regard, the collected EI of L2 teachers were checked through tests of normality and for outliers.

Figure 1. *Q-Q Plot of EI of L2 teachers*





According to Figure 1, the data looks approximately normal observationally. However, to make sure the data is normally distributed both Kolmogorov-Smirnov and Shapiro-Wilk tests were used as displayed in the following table.

Table 2. *Tests of Normality for EI of L2 Teachers*

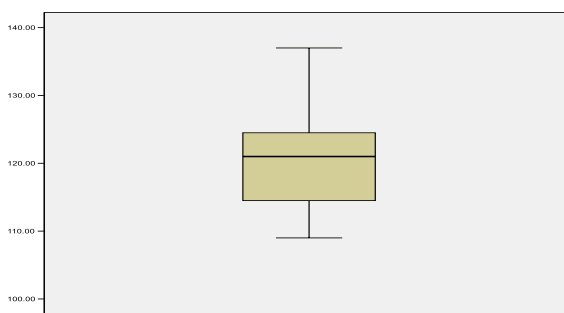
	<b>Kolmogorov-Smirnov<sup>a</sup></b>		<b>Shapiro-Wilk</b>			
	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
<b>EI of L2 teachers</b>	.101	150	.200*	.962	150	.196

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

a. Lilliefors Significance Correction

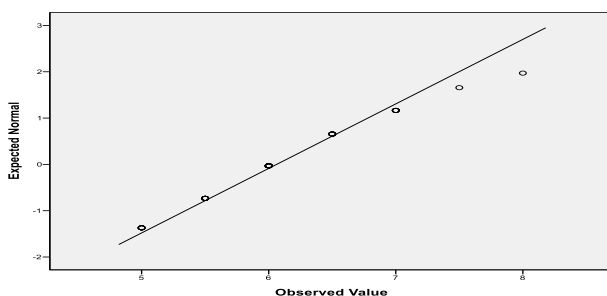
As Table 2 indicates, the significance values for both Kolmogorov-Smirnov and Shapiro-Wilk tests for normality are greater than 0.05. Therefore, the data is normally distributed. Moreover, the box plot in the following figure displays no significant outlier.

Figure 2. *Box plot for EI of L2 teachers*



Furthermore, the academic achievement of L2 learners were checked through tests of normality and for outliers.

Figure 3. *Q-Q Plot of academic achievement of L2 learners*



The data in Figure 3 looked observationally normal; moreover, the normality tests, namely Kolmogorov-Smirnov and Shapiro-Wilk tests confirmed the normal distribution of data.

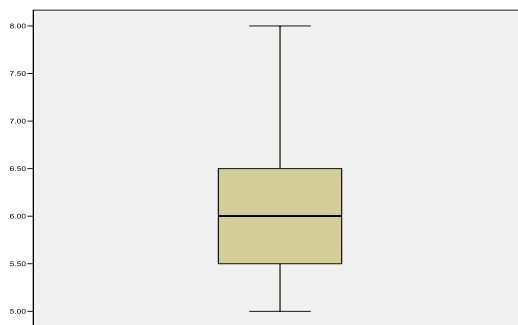
Table 3. *Tests of Normality for academic achievement of L2 learners*

	Kolmogorov-Smirnov <sup>a</sup>		Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
<b>academic achievement of L2 learners</b>	.210	150	.067	.926	150	.082

a. Lilliefors Significance Correction

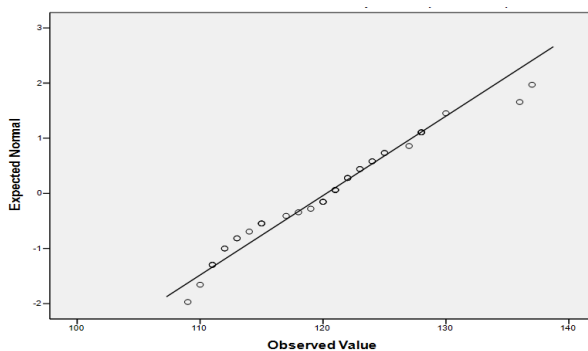
According to Table 3, the significance values for both Kolmogorov-Smirnov and Shapiro-Wilk tests for normality are greater than 0.05. Therefore, the data is normally distributed. In addition to normality, the data was checked for the existence of outliers. The box plot in the following figure displayed no significant outlier among the academic achievement of L2 learners.

Figure 4. *Box plot for academic achievement of L2 learners*



Additionally, the data of L2 teachers' performance were subject to normality and outlier tests. According to Figure 5, the data looks approximately normal observationally.

Figure 5. *Q-Q Plot of academic achievement of L2 learners*



However, to make sure the data is normally distributed both Kolmogorov-Smirnov and Shapiro-Wilk tests were used as displayed in the following table. As Table 4 indicates, the significance values for both Kolmogorov-Smirnov and Shapiro-Wilk tests for normality are greater than 0.05. Therefore, the data is normally distributed.

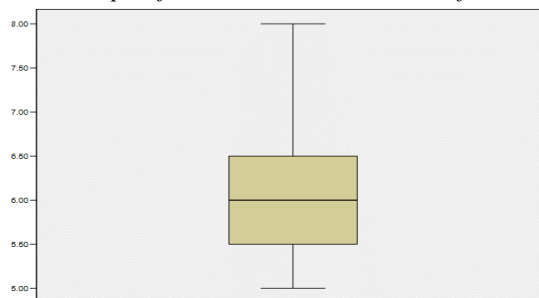
Table 4. *Tests of Normality for L2 teachers’ performance*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>L2 teachers’ performance</b>	.210	150	.078	.926	150	.912

a. Lilliefors Significance Correction

Moreover, the box plot in the following figure displays no significant outlier.

Figure 6. *Box plot for academic achievement of L2 learners*



The collected data, accordingly, underwent further meticulous statistical analysis whose details are presented as follows. Figure 7 and Figure 8 show that there is a positive correlation between teachers’ EI and L2 learners’ academic achievement and also between teachers’ performances and L2 learners’ academic achievements.

Figure 7. *Scatter Plot for the Relation Between L2 Teachers' Performance and Learners' L2 Achievements*

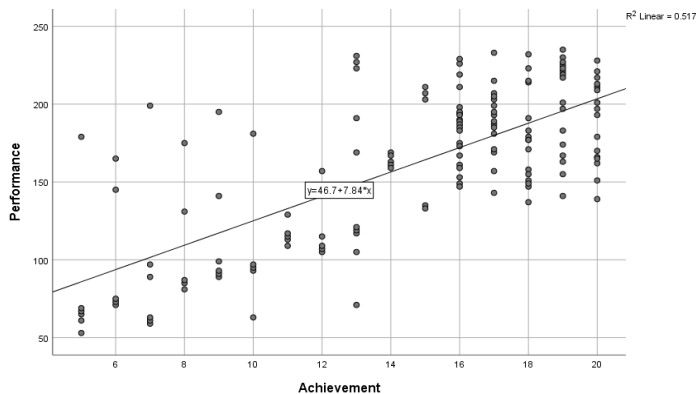
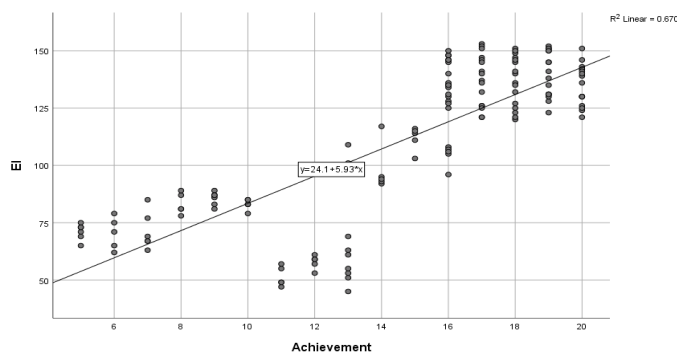


Figure 8. *Scatter Plot for the Relation Between L2 Teachers' Performance and Learners' L2 Achievements*



A Pearson product-moment correlation was applied to investigate the correlation between L2 teachers' EI and L2 learners' academic achievements. The preliminary analyses indicated that there was no violation of normality, linearity, and homoscedasticity. The results of the correlation exposed that there was a strong positive correlation between EFL teachers' L2 teachers' EI and L2 learners' academic achievements ( $r = 0.818$ ,  $n = 150$ ,  $p = 0.000$ ) with a large effect size of .66, indicating that the better the EIs of the L2 teachers in L2 classrooms, the higher the L2 learners' academic achievement can be. Table 5 shows the results.

Table 5. *The results of the correlation between L2 teachers' EI and L2 learners' academic achievements*

		<b>EI</b>	<b>Achievement</b>
<b>EI</b>	Pearson Correlation	1	.818**
	Sig. (2-tailed)		.000
	N	150	150
<b>Achievement</b>	Pearson Correlation	.818**	1
	Sig. (2-tailed)	.000	
	N	150	150

Moreover, to reply to the second research question, another correlation analysis was conducted. The correlation results revealed a robust positive correlation between EFL teachers' L2 teachers' performance and L2 learners' academic achievements ( $r = 0.719$ ,  $n = 150$ ,  $p = 0.000$ ) with a moderate effect size of .51. The correlation between the performance of L2 teachers in L2 classrooms and the academic achievement of L2 learners is such that the better the teachers' performance, the higher the learners' achievement can be. The results are displayed in Table 6.

Table 6. *The results of the correlation between L2 teachers' Performance and L2 learners' academic achievements*

		<b>Achievement</b>	<b>Performance</b>
<b>Achievement</b>	Pearson Correlation	1	.719**
	Sig. (2-tailed)		.000
	N	150	150
<b>Performance</b>	Pearson Correlation	.719**	1
	Sig. (2-tailed)	.000	
	N	150	150

## 5. Discussion

The main focus of this particular study was to examine the relationship between the EI and performance of Iranian EFL teachers, and how it impacts the academic achievement of L2 learners. The responses obtained from data analysis have been carefully abridged and offered in this section. The primary goal of this study is to address the two research questions that were originally posed.

*Research Question 1:* The primary aim of this study was to explore whether a connection could be established between the EI of L2 teachers and the academic achievement of L2 learners. The results indicated a positive relationship between L2 teachers' EI and L2 learners' academic achievement. That is to say, the more the teachers' EI, the more their L2 learners are successful in their academic path.

The conclusions drawn from this study are in line with prior research that highlights the beneficial effects of teachers' EI on the academic performance of students. Jaber et al (2024)'s study provides evidence that teachers' capacity to comprehend and regulate emotions, along with their ability to demonstrate empathy and engage in effective social interaction, have a substantial impact on the development of positive learning environments and the promotion of student engagement and achievement. Similarly, Guslyakova (2020) established a significant correlation between the emotional intelligence of L2 teachers and their students' academic success, emphasizing the importance of emotional connections in the learning process. These studies support the notion that higher levels of EI in teachers can lead to better academic outcomes for students.

However, not all research supports this positive relationship. The research conducted by Getahun Abera (2021) yielded results indicating that there is no significant association between EI and academic success in university students. These findings suggest that there are likely other factors that play a more crucial role in determining academic success. Additionally, Afshar et al. (2016) reported that while emotional intelligence was related to language learning strategy use, it was not a strong predictor of L2 achievement compared to other factors, such as cognitive intelligence and learning strategies. These contradictory findings highlight the complexity of the relationship between teachers' EI and L2 learners' academic performance, suggesting that more research is required to discover the various mediating factors and contextual variables that may influence this relationship.

*Research Question 2:* The main objective of this study was to examine whether there exists a correlation between the performance of L2 teachers and the academic achievement of L2 learners. The results of the study showed a clear and positive correlation between the performance of L2 teachers and the academic achievement of L2 learners. To clarify, when teachers perform well, it directly translates into the academic success of their L2 learners.

The findings of this study, which demonstrate a positive association between the proficiency of L2 instructors and the scholastic attainment of L2 students, are corroborated by numerous prior research. As an example, the study conducted by Mahmoodi et al. (2022) revealed a noteworthy relationship between teachers' self-efficacy and effective classroom management, emphasizing the role of teacher characteristics in students' L2 performance. In a similar vein, Karimi and Nikbakht (2019) provided evidence that the effectiveness of teachers, along with their institutional identity and motivational strategies, has a positive influence on students'

achievement in their second language. This suggests that competent teachers have the ability to enhance the academic success of their students. These findings strengthen the proposition that exemplary educators have a fundamental impact on improving the academic accomplishments of individuals learning a second language.

Nevertheless, conflicting evidence indicates that the correlation between teacher performance and student achievement may not be a straightforward matter. The study conducted by Cordero and Santos (2023) revealed a weak positive relationship between self-regulation and L2 learning, while no significant effects were found for language learning strategies and L2 anxiety on L2 learning. This suggests that although teacher performance holds significance, other variables can also have substantial influence on student outcomes. Furthermore, Hashemian and Soureshjani (2011) found a noteworthy correlation between motivation autonomy and academic performance, while no direct association was found between teacher performance and student achievement. The results imply that student-intrinsic factors may play a role in mediating the connection between teacher performance and academic achievement.

## **6. Conclusion**

The findings from this research highlight the concern of both L2 teachers' performance and EI in the academic success of L2 learners. This is further reinforced by the supporting evidence from previous research, as well as the contradictory evidence that exists. While it is evident that there exists a substantial-good correlation between the performance of teachers and the success of students, it is imperative to acknowledge that this relationship is multifaceted and can be affected by numerous factors, including the innate traits of the students and the specific circumstances they identify themselves in. A profound understanding of the complex interrelationship between various elements is necessary, as it directly correlates with the academic achievements of L2 learners.

Educational policies and teacher training programs could greatly benefit from considering the substantial implications of these findings. By placing equal emphasis on the development of performance skills and emotional intelligence in teachers, there is a potential for improved academic outcomes for students. In order to ensure that teachers are equipped with the necessary skills to create an optimal learning environment, it is recommended that teacher training programs include modules on emotional intelligence, classroom management, and motivational strategies. In addition, it is important for educational policies to prioritize ongoing professional development in order to ensure that

teachers continue to be effective and adapt to the evolving needs of their students.

It is important to note that, similar to any other study, this research has its own limitations. The findings of this study may not be widely applicable due to the limited sample size and the specific demographic characteristics of the participants. In addition to that, it is important to note that the study mainly relied on self-reported measures of teacher performance and emotional intelligence, which could potentially introduce bias into the results. In addition to its cross-sectional design, another limitation of the study is the difficulty in drawing any causal conclusions between teacher performance, emotional intelligence, and student achievement. In order to enlarge an understanding of the causal relationships and dynamics over time, it is recommended that future research incorporates longitudinal designs.

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**Conflicts of Interest:** The authors declare no conflict of interest.

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