

The Relationships Among Iranian EFL Teachers' Emotional Intelligence, Teaching for Creativity, and Work Engagement

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Abstract

This quantitative correlational study investigated the interplay between emotional intelligence, teaching for creativity, and work engagement among Iranian EFL educators. The research sample comprised 93 English language teachers recruited via convenience sampling from public high schools in a northern Iranian province. Data collection utilized three validated instruments: the Brief Emotional Intelligence Scale (Davies et al., 2010), the Teaching for Creativity Questionnaire (Rubenstein et al., 2013), and the Utrecht Work Engagement Scale (Schaufeli et al., 2002), all of which demonstrated excellent internal consistency. Data analysis, performed via SPSS Version 27, involved Pearson product-moment correlations and backward multiple regression. Findings revealed statistically significant positive associations between all variables: specifically, higher scores in emotional intelligence were linked to increased teaching for creativity and work engagement. Furthermore, regression models with work engagement as the outcome variable showed statistical significance, explaining 56.1% of the total variance, with both emotional intelligence and creative teaching practices emerging as significant predictors. Consequently, these findings suggest that incorporating emotional literacy and creativity-focused pedagogy into professional development initiatives may effectively enhance teacher engagement.

Keywords: Emotional Intelligence, Iranian EFL Teachers, Teacher Psychology, Teaching for Creativity, Work Engagement,

1 Introduction

Within the increasingly demanding landscape of English as a Foreign Language (EFL) education, scholars have prioritized the exploration of teachers' psychological and pedagogical attributes. Central to this inquiry are Emotional Intelligence (EI), Teaching for Creativity (TFC), and Work Engagement (WE), which are frequently studied for their influence on pedagogical quality and professional efficacy. Emotional Intelligence, conceptualized as the capacity to identify, interpret, and manage emotional states (Salovey & Mayer, 1990), is extensively documented as a key determinant of professional performance. Similarly, work engagement is defined by distinct components of vigor, dedication, and absorption (Schaufeli et al., 2002), with prior studies, such as Yang (2022), indicating that EFL instructors' emotional resources often correlate with their level of engagement, though causality remains unproven.

The Iranian EFL context presents unique situational stressors, such as substantial class sizes, intense workloads, and limited organizational support, which have been linked to teacher well-being and professional output (Akbari & Eghtesadi Roudi, 2020). Consequently, examining the psychological underpinnings of teaching in this environment is essential. While the intersections between teachers' psychological traits, creative instruction, and outcomes have been explored extensively (e.g., Bereczki & Kárpáti, 2018; Collie et al., 2011; Rubenstein et al., 2018), the relationship between EI and creativity remains debated due to inconsistent findings.

Furthermore, while some research in Iran has addressed teachers' EI in relation to creativity (Pirkhaefi & Rafieyan, 2012) or resilience and performance (Alavinia & Ahmadzadeh, 2012), there is a notable absence of comprehensive research simultaneously investigating the interplay between EI, TFC, and WE among secondary-school EFL teachers. It remains undetermined how these specific self-reported variables converge within the Iranian educational setting. This study, therefore, aims to bridge this gap by empirically examining these associations among secondary-school EFL educators in Iran.

2 Literature Review

2.1 Conceptual Model

The conceptual grounding of this investigation rests on an integrated cognitive–affective–motivational paradigm, framing Emotional Intelligence (EI) as an individual attribute potentially linked to educators' occupational functioning. In the theoretical framework formulated by Salovey and Mayer (1990), ability EI encompasses cognitive operations pertaining to perceiving, comprehending, utilizing, and regulating affective states. While ability-based models necessitate performance-driven assessments, the current study captured EI through the self-report Brief Emotional Intelligence Scale (BEIS-10). As such, EI is operationalized here as instructors' self-perceived, trait-oriented affective capabilities rather than objectively tested emotional processing. The BEIS-10 reflects educators' self-appraisals regarding their capacity to identify, interpret, handle, and deploy emotions. Importantly, these self-evaluations were correlated with self-reported Teaching for Creativity (TFC) and Work Engagement (WE) scores and should not be construed as observational indicators of actual affective ability or instructional behavior.

From a motivational standpoint, Fredrickson's (2001) broaden-and-build theory elucidates how positive emotional states expand momentary thought–action repertoires, thereby cultivating durable personal resources. Rather than positioning EI as an intrinsic element of positive affect or a direct driver of creative pedagogy, the present study links EI to this framework because teachers' perceived emotional management might foster adaptive affective experiences in instructional settings. Such emotional processes can subsequently align with heightened open-mindedness, cognitive adaptability, and engagement in innovative pedagogical approaches. Hence, EI is treated as a theoretically meaningful personal asset that may correlate with WE and TFC, without assuming a direct causal trajectory.

Taken together, these theoretical tenets substantiate the examination of EI, WE, and TFC as interrelated yet conceptually discrete constructs (Bakker & Demerouti, 2008; Salovey & Mayer, 1990; Schaufeli et al., 2002). Within this inquiry, EI represents self-appraised emotional competencies, WE reflects self-assessed levels of vigor, dedication, and absorption, and TFC captures self-reported

application of creativity-fostering practices. Although these constructs tap into overlapping facets of personal capacity, instructional involvement, and pedagogy, the framework assumes no causal or directional dependencies. Regressing WE onto TFC and EI served strictly as an analytical strategy to detect statistical associations; it does not indicate that TFC or EI temporally precedes, produces, or determines shifts in work engagement.

2.2 The Concept of Emotional Intelligence

In this research, emotional intelligence denotes self-perceived, trait-based affective competencies namely, teachers' subjective evaluations of their ability to perceive, comprehend, modulate, and channel emotions within educational environments (Gkonou, 2021; Petrides et al., 2007). This definition corresponds to the self-report format of the BEIS-10. Differentiating trait EI from ability-based models is essential, as the emphasis here lies on perceived capabilities rather than performance metrics. Extant scholarship indicates that these perceived emotional resources may assist educators in navigating affective challenges in instructional settings (Greenier et al., 2021).

In pedagogical contexts, self-reported EI constitutes an essential psychological dimension tied to professional well-being. Empirical inquiries have linked heightened teacher EI to elevated work engagement alongside reduced occupational burnout and emotional exhaustion (Geraci et al., 2023). Within language education, perceived emotional competencies correlate with greater self-efficacy in instructional delivery and behavior management (Wang & Wang, 2022). These attributes are particularly vital in EFL classrooms, where communication barriers, language anxiety, and pedagogical interactions generate high emotional demands. Teachers possessing robust affective resources appear better positioned to provide flexible and emotionally secure learning environments (Gkonou, 2021). Nevertheless, given the self-report and correlational nature of available data, these relationships represent associative patterns rather than causal linkages.

While prior research has extensively documented the links between self-reported EI, occupational well-being, and work engagement, its association with Teaching for Creativity remains less explored, especially among Iranian EFL educators. Furthermore, concurrent investigations evaluating EI, TFC, and WE within a unified analytical framework remain scarce (Greenier et al., 2021). From a non-causal perspective, perceived emotional competence may statistically converge with creative pedagogical orientations and work engagement, potentially reflecting how educators navigate instructional ambiguity, calculated pedagogical risks, and the emotional demands of innovative teaching.

2.3 The Nature of Creativity and Teaching for Creativity

Educational creativity generally entails generating pedagogical ideas, actions, or solutions that are simultaneously novel and contextually appropriate (Cropley, 2018). In foreign language instruction, this involves providing learners with opportunities to experiment, co-construct meaning, and communicate beyond fixed scripts. In this study, Teaching for Creativity is delimited by the operational scope of its assessment tool. Rather than evaluating classroom execution through direct observation, the scale captures instructors' self-reported beliefs, perceived creative self-efficacy, awareness of institutional backing, and attitudes toward learner creative potential. Consequently, higher TFC scores reflect stronger self-reported endorsement of, or perceived capability and support for, creativity-oriented teaching rather than verified classroom delivery. While such self-perceptions

often align with teaching that fosters learner autonomy, divergent problem-solving, and cognitive risk-taking (Chan & Yuen, 2014; Cropley, 2018), this measure does not independently verify the frequency or instructional quality of these practices.

Scholars emphasize a clear distinction between a teacher's personal creativity and their teaching for creativity. Whereas personal creativity denotes an educator's intrinsic capacity to generate novel ideas, TFC relates to pedagogical beliefs, self-efficacy, and orientations toward nurturing creativity in students. Consequently, evidence concerning personal creativity cannot be generalized to the enactment of creative teaching. Existing literature links instructional creativity to pedagogical beliefs, teaching autonomy, and organizational climate (Bereczki & Kárpáti, 2018; Li et al., 2023; Rubenstein et al., 2018; Zhong et al., 2024).

Accordingly, TFC is conceptualized here as a multidimensional, self-reported construct reflecting attitudes and beliefs regarding creativity-supportive instruction. Correlational evidence may show that self-reported EI aligns with TFC, reflecting instructors' perceived comfort with instructional ambiguity and openness to novel pedagogical methods; however, this association does not imply that EI generates or determines creative teaching practices.

In EFL settings, creativity-fostering pedagogy requires balancing communicative objectives, learner anxiety, creative dialogue, and examination mandates. Contextual variations must also be recognized: Chan and Yuen (2014) investigated teacher beliefs in Hong Kong, showing that while pedagogical conceptions support open-ended tasks, standardized assessment constraints restrict creative implementation. In Iran, Aliakbari and Kalantari (2021) examined the institutional dynamics influencing language pedagogy. However, neither study directly quantified the EI–TFC association among Iranian EFL instructors, highlighting the need for context-specific evidence regarding how affective self-perceptions relate to creativity-oriented beliefs under local institutional conditions.

2.4 The Notion of Work Engagement

Work engagement represents an active, fulfilling work-related state characterized by vigor, dedication, and absorption (Schaufeli et al., 2002, 2009). Vigor captures energy reserves and mental resilience during professional tasks; dedication reflects high involvement, enthusiasm, and a sense of purpose; and absorption describes deep immersion in one's responsibilities (Schaufeli et al., 2002). Within educational domains, engagement serves as a benchmark for professional well-being and instructional quality (Nanto & Özkan, 2020; Perera et al., 2018).

Given that teaching involves multifaceted cognitive, emotional, and relational demands (Dewaele et al., 2023; Pugach, 2023), work engagement is regularly juxtaposed with burnout; the former embodies energy, commitment, and vitality, whereas the latter manifests as detachment and exhaustion (González-Romá et al., 2006; Maslach & Leiter, 2017). Prior evidence confirms that engaged educators exhibit heightened persistence, job satisfaction, and instructional commitment (Timms & Brough, 2013).

Under the Job Demands–Resources (JD–R) model, professional engagement thrives when sufficient personal and contextual resources counteract demanding job conditions (Bakker & Demerouti, 2008; Hakanen et al., 2005). Personal assets such as emotional competence, resilience, and self-efficacy are linked to enhanced motivation and mitigated professional strain (Crawford et al., 2010; Halbesleben, 2010; Nahrgang et al., 2011; Simbula et al., 2011; Xanthopoulou et al., 2009).

Within this paradigm, emotional intelligence functions as a personal asset facilitating adaptive affective regulation, coping mechanisms, and sustained work engagement (Bakker & Demerouti, 2008; Carmona-Halty et al., 2021; Mérida-López et al., 2019). The proposed connection between EI and TFC represents a conceptual hypothesis in this study rather than an established empirical certainty. Theoretically, an instructor's capacity to interpret and regulate affective dynamics may underpin their beliefs and efficacy in cultivating classroom creativity. Prior literature has predominantly targeted isolated facets such as emotional readiness or institutional barriers rather than directly assessing the EI–TFC link among Iranian EFL practitioners (Bereczki & Kárpáti, 2018; Chan & Yuen, 2014; Li et al., 2023; Zhong et al., 2024). Consequently, the present inquiry investigates whether teachers' self-reported emotional intelligence statistically relates to their self-assessed creative teaching orientations.

2.5 Empirical Evidence in the Iranian EFL Context

Secondary public-school EFL educators in Iran confront notable structural constraints, including intensive teaching schedules, administrative burdens, and rigid curriculum frameworks, which can affect their well-being and pedagogical efficacy. Empirical investigations in Iran demonstrate that teachers' emotional intelligence correlates with psychological resilience, instructional confidence, and stress management (Alavinia & Ahmadzadeh, 2012). However, most domestic and international investigations have analyzed teacher EI in isolation, leaving its concurrent relationship with both TFC and work engagement largely unexamined in the Iranian secondary EFL sector.

More broadly, educational research indicates that creative teaching behaviors are shaped by personal and environmental determinants, including pedagogical beliefs, instructional autonomy, and school support (Bereczki & Kárpáti, 2018; Collie et al., 2011; Rubenstein et al., 2018). In Iran, findings suggest that creativity-supportive instruction is often constrained by high-stakes, exam-focused curricula and limited pedagogical leeway (Aliakbari & Kalantari, 2021). Furthermore, empirical work connecting emotional intelligence to creativity remains scarce; while Pirkhaefi and Rafieyan (2012) identified links between teacher EI, mental health, and pupil creativity among primary school instructors in Behshahr, this research avenue has not been sufficiently expanded within the EFL sector.

Similarly, investigations into teacher work engagement underscore the value of institutional support, collaborative environments, and balanced job demands for sustaining motivation (Raina & Khatri, 2015). Nevertheless, empirical work simultaneously modeling Emotional Intelligence, Teaching for Creativity, and Work Engagement among Iranian secondary EFL teachers remains limited. Assessing how emotional resources correspond to creative pedagogy and professional engagement can therefore provide a more comprehensive perspective on teacher functioning within this educational milieu.

3 Research Questions

In light of the reviewed literature and the identified research gap, the present study addressed the following research questions:

1. Is there a significant relationship between Iranian EFL teachers' emotional intelligence and teaching for creativity?

2. Is there a significant relationship between Iranian EFL teachers' emotional intelligence and work engagement?
3. Is there a significant relationship between Iranian EFL teachers' teaching for creativity and work engagement?
4. Can work engagement be statistically predicted by emotional intelligence and teaching for creativity?

4 Method

4.1 Research Design

This empirical inquiry employed a quantitative, non-experimental correlational framework to investigate the statistical linkages among teachers' emotional intelligence, teaching for creativity, and work engagement. This design was selected because the primary research objectives centered on assessing associations among these self-reported constructs and evaluating the predictive capacity of emotional intelligence and creative teaching practices regarding work engagement. In the absence of experimental manipulation or controlled interventions, the analysis was designed strictly to capture statistical correlations and predictive patterns rather than direct causal inferences (Ary et al., 2010; Fraenkel et al., 2019).

4.2 Participants

The target sample was drawn from public secondary schools located in multiple urban districts of a northern Iranian province; the specific regional identity is kept confidential to protect institutional and participant anonymity. From an initial pool of 105 invited EFL educators, 93 returned fully answered questionnaires, yielding an effective response rate of 88.57%. The final cohort of 93 instructors included 41 male and 52 female teachers aged between 24 and 40 years ($M=35$). Participants held academic degrees (B.A., M.A., or Ph.D.) in English Literature, Applied Linguistics/ELT, or English Translation. Their pedagogical tenure ranged from 1 to 15 years, structured into three primary brackets (1–5 years, 6–10 years, and 11–15 years) as outlined in Table 1.

Recruitment was conducted using a convenience sampling strategy determined by participant availability and willingness to cooperate. While practical, this non-probability sampling method carries inherent potential for selection bias and may restrict broader population generalizability (Etikan et al., 2016). In terms of linguistic background, 58 respondents identified Persian as their native language, whereas 35 reported Turkmen. A sensitivity power analysis for a two-predictor multiple regression indicated that the 93-participant sample provided adequate statistical power ($1-\beta = .80$ at $\alpha = .05$) to detect a minimum effect size of $f^2 = .11$, equivalent to approximately $R^2 = .10$.

Table 1

Demographic Characteristics of Iranian High School EFL Teachers

Variable	Category	Number	Percentage
Gender	Male	41	44.1
	Female	52	55.9
Age	24–29 years	9	9.7

Variable	Category	Number	Percentage
Teaching experience	30–34 years	27	29.0
	35–40 years	57	61.3
	1–5 years	24	25.8
	6–10 years	31	33.3
	11–15 years	38	40.9
Academic degree	B.A.	39	41.9
	M.A.	49	52.7
	Ph.D.	5	5.4
Field of study	English Literature	21	22.6
	English Language Teaching	51	54.8
	English Translation	21	22.6
	Persian	58	62.4
First language	Turkmen	35	37.6
Total		93	100.0

4.3 Instrumentations

4.3.1 Emotional Intelligence Questionnaire

Educators' self-perceived affective competence was assessed via the Brief Emotional Intelligence Scale (BEIS-10; Davies et al., 2010; detailed in Appendix 1), a 10-item self-report measure developed from Salovey and Mayer's (1990) theoretical framework. The instrument measures five distinct subdimensions, each comprising two items: self-emotion appraisal (Items 1–2), other-emotion appraisal (Items 3–4), self-emotion regulation (Items 5–6), other-emotion regulation (Items 7–8), and emotion utilization (Items 9–10).

Given that the target sample comprised practicing EFL educators with advanced English proficiency, the scale was administered in its original English version without Persian translation or local adaptation. Items were scored on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Individual item ratings were aggregated to calculate an overarching composite score (range: 10–50), where higher values reflect greater perceived emotional intelligence. In line with the research questions, only this global composite score was incorporated into the primary statistical evaluations.

Content and face validity within the Iranian EFL context were confirmed through qualitative evaluations by a panel of three applied linguistics and ELT experts (a practicing teacher, an instructional supervisor, and a university professor). The panel assessed lexical accessibility, theoretical congruence, and contextual clarity, reaching full consensus after minor wording refinements. The internal consistency of the BEIS-10 total scale in the main sample ($N = 93$) was robust ($\alpha = .91$).

4.3.2 Teaching for Creativity Questionnaire

Teachers' orientations toward promoting classroom creativity were measured using the Teaching for Creativity (TFC) Questionnaire (Rubenstein et al., 2013). The administered version comprised 38 items (numbered 1 through 38; see Appendix 2), ensuring alignment across the reported score ranges, theoretical structure, and statistical assessments.

The survey evaluates four conceptual dimensions: Teacher Self-Efficacy (Items 1, 4, 5, 8, 9, 12, 16, 19, 22, 26, 29, and 37), Environmental Encouragement (Items 2, 6, 13, 17, 24, and 30), Societal Value (Items 7, 10, 14, 18, 20, 25, 27, 31, 33, and 35), and Student Potential (Items 3, 11, 15, 21, 23, 28, 32, 34, 36, and 38). Although these subscales delineate the theoretical architecture of the tool, the total composite TFC score was utilized in the primary regression analyses to address the central research questions.

The survey was presented in a validated Persian-adapted format using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Specific adaptations were made to Items 2, 6, 13, 17, and 30 to reflect the administrative structure of the local educational authority rather than a traditional “school district.” Seven items were reverse-scored prior to composite aggregation (Items 6, 11, 15, 17, 24, 32, and 37), representing negative creative orientations or low perceived problem-solving efficacy, using the linear transformation formula $X_{rev} = 6 - X$.

Summed overall scores ranged from 38 to 190, with elevated scores denoting stronger endorsement of creative instructional strategies. Potential ranges for individual subscales were 12–60 for Teacher Self-Efficacy, 6–30 for Environmental Encouragement, and 10–50 for both Societal Value and Student Potential. Translation accuracy and semantic equivalence were verified through back-translation and expert evaluation by three language specialists. Following pilot testing, the final Persian version exhibited excellent internal consistency in the primary study sample ($N = 93$; $\alpha = .92$).

4.3.3 Work Engagement Questionnaire

Educators' professional engagement was captured using the 17-item Utrecht Work Engagement Scale (UWES-17; Schaufeli et al., 2002; see Appendix 3), which spans three dimensions: Vigor (6 items: 1, 4, 8, 12, 15, and 17), Dedication (5 items: 2, 5, 7, 10, and 13), and Absorption (6 items: 3, 6, 9, 11, 14, and 16). Reflecting participants' advanced language proficiency, the scale was administered in its original English version (Faskhodi & Siyyari, 2018). Responses were recorded on a 7-point frequency scale from 0 (never) to 6 (always).

Content and face validity were reviewed and corroborated by three university faculty members in Applied Linguistics. Following the guidelines of Schaufeli and Bakker (2004), a unidimensional composite score (range: 0–102) was generated by summing all items due to high inter-scale collinearity. In the current sample ($N = 93$), the overall scale showed high internal reliability ($\alpha = .91$), with subscale reliabilities remaining satisfactory: Vigor ($\alpha = .84$), Dedication ($\alpha = .86$), and Absorption ($\alpha = .82$).

4.4 Data Collection Procedure

Participant recruitment was carried out through the official provincial high school educators' channel on the Shad educational platform, reaching approximately 105 EFL instructors. A total of 93 completed survey protocols were successfully retrieved, reflecting an effective participation rate of

88.57%. Data gathering spanned four weeks between October 12 and November 9, 2025. Mandatory field settings in the digital platform ensured that only complete submissions were recorded, thereby preventing missing data points. The 12 teachers involved in the initial pilot trial were excluded from the final analytical dataset ($N = 93$).

The survey was administered in a single 10-to-15-minute sitting, maintaining a uniform item sequence across all respondents. Ethical clearance was formally granted by the institutional research ethics committee of the Department of English. School administrative permissions were secured, participation was entirely voluntary, and participants recorded electronic informed consent on the initial survey page, which underscored confidentiality protocols and the right to withdraw without consequence.

4.5 Data Analysis

Statistical computations were conducted utilizing IBM SPSS Statistics (Version 27). Descriptive parameters including frequency distributions, percentages, means, standard deviations, and observed score ranges were generated for demographic characteristics and primary research constructs. Bivariate relationships among emotional intelligence, creative teaching orientations, and work engagement were evaluated via Pearson product–moment correlation coefficients.

Subsequently, a backward stepwise multiple linear regression was estimated to evaluate the degree to which emotional intelligence and teaching for creativity predicted work engagement. Work engagement functioned as the criterion variable, while emotional intelligence and teaching for creativity were entered as concurrent initial predictors. The backward elimination strategy was implemented to evaluate the full theoretical framework and systematically prune non-contributory factors, strictly modeling predictive associations without asserting causal relationships.

Before executing the regression, underlying statistical assumptions were verified. Diagnostic screening confirmed linearity (via bivariate scatterplots), normality of residuals (via normal P–P plots), homoscedasticity (via standardized residual plots against standardized predicted values), and error independence (via the Durbin–Watson statistic). Outlier diagnostics were evaluated using Cook's distance and standardized residual distributions, while multicollinearity was monitored through tolerance metrics and Variance Inflation Factors (VIF). No severe violations of regression assumptions were identified. Negative items on the TFC questionnaire were recoded prior to score computation, and internal reliability coefficients were computed across all scales for the final sample.

5 Results

5.1 Descriptive Statistics

Descriptive analyses were executed to outline the distributional properties and baseline tendencies of the measured constructs. As displayed in Table 2, all variables demonstrated substantial dispersion across their respective measurement scales, confirming adequate variability across the dataset. Indices of univariate skewness and kurtosis remained well within the conventional threshold of ± 2.0 , demonstrating that the score distributions did not depart markedly from normality and thereby confirming the viability of parametric analytical techniques.

Table 2*Descriptive Statistics and Distributional Indices for Study Variables (N = 93)*

Variable	Theoretical Range	Observed Range	M	SD	Skewness	Kurtosis
Emotional Intelligence	10–50	18–49	37.82	10.83	0.54	0.21
Teaching for Creativity	38–190	65–178	138.45	47.11	0.38	0.85
Work Engagement	0–102	28–98	62.19	19.00	0.12	0.64

Note. M = Mean; SD = Standard Deviation.

5.2 Cronbach's Alpha Reliability Indices

The internal consistency reliability of the assessment tools was evaluated using Cronbach's alpha (α) coefficients alongside corresponding 95% confidence intervals (CIs). The analyses demonstrated high reliability across all three instruments: Work Engagement (17 items; $\alpha = .914$, 95% CI [.88,.94]), Teaching for Creativity (38 items; $\alpha = .921$, 95% CI [.90,.94]), and Teachers' Emotional Intelligence (10 items; $\alpha = .910$, 95% CI [.87,.93]). While these coefficients confirm strong internal consistency across the items, such values denote high inter-item relatedness rather than direct proof of construct validity. Hence, these reliability metrics should be considered alongside the content validity established through panel evaluation and prior empirical validations.

5.3 Exploring the First Research Question

To investigate the first research question, a Pearson product–moment correlation was estimated between Iranian EFL instructors' emotional intelligence and their teaching for creativity (Table 3). With a total sample size of $N = 93$, the degrees of freedom ($df = N-2$) equaled 91. In accordance with established effect size criteria (Field, 2024) wherein values of .10, .30, and .50 or greater designate weak, moderate, and large effects, respectively the computation indicated a statistically significant and robust positive correlation between teaching for creativity and emotional intelligence, $r(91) = .722$, $p < .001$. This indicates that elevated emotional intelligence scores were strongly paired with higher ratings on creative teaching practices among the sampled educators.

Table 3*Pearson Correlation between Teaching for Creativity and Emotional Intelligence*

		Emotional Intelligence
Teaching for Creativity	Pearson Correlation	.722**
	Sig. (2-tailed)	$p < .001$
	N	93

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

5.4 Exploring Second Research Question

The second research question evaluated the bivariate association between emotional intelligence and work engagement among Iranian EFL instructors. Pearson correlational analysis (Table 4) yielded a statistically significant, large positive association between emotional intelligence

and work engagement, $r(91) = .686$, $p < .001$. This outcome confirms that higher self-reported emotional competencies were strongly tied to increased professional engagement.

Table 4

Pearson Correlation between Emotional Intelligence and Work Engagement

		Emotional Intelligence
Work Engagement	Pearson Correlation	.686**
	Sig. (2-tailed)	$p < .001$
	N	93

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

5.5 Exploring Third Research Question

The third research question examined the statistical relationship connecting teaching for creativity with work engagement. The Pearson correlation test (Table 5) revealed a statistically significant, strong positive link between teaching for creativity and work engagement, $r(91) = .703$, $p < .001$. Thus, educators who reported greater engagement in creativity-oriented teaching also reported higher levels of overall professional engagement.

Table 5

Pearson Correlation between Teaching for Creativity and Work Engagement

		Teaching for Creativity
Work Engagement	Pearson Correlation	.703**
	Sig. (2-tailed)	$p < .001$
	N	93

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

5.6 Exploring Fourth Research Question

To evaluate the fourth research question, a backward multiple linear regression was estimated to ascertain the extent to which instructors' emotional intelligence and creative pedagogical practices account for variance in work engagement. In this predictive model, work engagement served as the criterion variable, while emotional intelligence and teaching for creativity were entered simultaneously as initial explanatory factors. Under the backward elimination protocol, the relative statistical contribution of each predictor was assessed against standard retention criteria; because both constructs demonstrated significant predictive utility, neither was excluded, resulting in the retention of the full bivariate predictor model. Given the non-experimental, cross-sectional design of this inquiry, these findings substantiate statistical associations and predictive capacity rather than direct causal mechanisms.

As detailed in Table 6, the combined predictors accounted for 56.1% of the total variance observed in work engagement ($R = .749$, $R^2 = .561$). This coefficient reflects the proportion of shared variance explained by the regression equation and must not be construed as indicative of a cause-and-effect relationship.

Table 6

Model Summary for Predicting Work Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
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1	.749a	.561	.551	12.722	1.885
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a. Predictors: (Constant), Emotional Intelligence, Teaching for Creativity

Prior to interpreting the final model parameters, the foundational assumptions of multiple linear regression were methodically evaluated. Residual independence was substantiated using the Durbin–Watson test ($DW = 1.885$), which fell comfortably within the recommended 1.50–2.50 baseline (Field, 2024, p. 428), indicating an absence of serial autocorrelation. The absence of nested or hierarchical clustering within the sampling framework further corroborated the assumption of independent observations. Bivariate plots pairing standardized residuals with standardized predicted values exhibited random dispersion without discernible patterns, confirming both linearity and homoscedasticity. Conformance of error terms to approximate normality was verified via normal P–P probability plots. Additionally, screening for disproportionately influential data points via Cook’s distance revealed maximum metrics well below the conservative 1.00 threshold (maximum $D = .084$), confirming that the parameter estimates were not compromised by extreme outliers.

The analysis of variance (ANOVA) metrics for the estimated regression equation are detailed in Table 7. The overarching predictive model attained statistical significance, $F(2,90) = 57.542$, $p < .001$. Together, the two predictor variables accounted for 56.1% of the variance in teachers’ work engagement ($R^2 = .561$; adjusted $R^2 = .551$), demonstrating substantial explanatory power and a robust goodness-of-fit.

Table 7

ANOVAa Test of Significance of Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	18627.034	2	9313.517	57.542	$p < .001$
Residual	14567.095	90	161.857		
Total	33194.129	92			

a. Dependent Variable: Work Engagement

b. Predictors: (Constant), Emotional Intelligence, Teaching for Creativity

Parameter estimates, including unstandardized coefficients (B), standard errors (SE), standardized coefficients (β), t -ratios, probability values, and collinearity metrics for the regression model, are summarized in Table 8. The results indicated that teaching for creativity functioned as a statistically significant positive predictor of work engagement ($B = .175$, $SE = .041$, $\beta = .434$, $t = 4.301$, $p < .001$). In a similar vein, educators’ emotional intelligence exerted a significant positive predictive effect on work engagement ($B = .654$, $SE = .177$, $\beta = .373$, $t = 3.699$, $p < .001$). Both explanatory constructs provided unique and meaningful contributions to the variance explained in the criterion measure. Furthermore, multicollinearity diagnostics revealed no problematic intercorrelations

among the predictor variables, with tolerance values remaining at .479 and Variance Inflation Factors (VIF) at 2.087 across both predictors, thereby satisfying established psychometric and statistical thresholds.

Table 8

Regression Coefficients^a for Work Engagement

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	13.229	4.516		2.930	.004		
Teaching for Creativity	.175	.041	.434	4.301	.000	.479	2.087
Emotional Intelligence	.654	.177	.373	3.699	.000	.479	2.087

Dependent Variable: Work Engagement

6 Discussion

Evaluating the first research question demonstrated a pronounced bivariate correlation between educators' emotional intelligence (EI) and their teaching for creativity (TFC), $r(91) = .722$, $p < .001$. This substantial alignment indicates that higher self-assessed emotional competencies correspond with greater self-reported integration of creativity-fostering practices in instructional settings. Conceptually, this linkage can be situated within Fredrickson's (2001) broaden-and-build paradigm, which posits that experiencing positive affective states broadens transient cognitive-behavioral repertoires, thereby fostering cognitive flexibility and inventive exploration. While this theoretical framework offers a plausible explanation for the observed association between affective competence and creativity-supportive pedagogical approaches as indexed by the survey, the non-experimental design precludes establishing causal directionality.

A robust positive correlation likewise characterized the relationship connecting teachers' emotional intelligence with their work engagement, $r(91) = .686$, $p < .001$. This finding suggests that instructors endowed with elevated affective resources report heightened vigor, dedication, and absorption in their professional roles. Functionally, emotionally adept practitioners may be better equipped to mitigate occupational distress, cultivate constructive interpersonal dynamics, and preserve motivational stamina amidst demanding school environments. Accordingly, these results align with empirical literature documenting the beneficial role of teacher EI in relation to positive job-related outcomes (e.g., Mérida-López et al., 2019, 2023), while extending such evidence to the Iranian English as a Foreign Language (EFL) landscape.

Within secondary education in Iran, where teachers frequently navigate centralized curricular mandates and institutional resource constraints, personal emotional assets may serve as a psychological buffer supporting sustained workplace engagement. Nevertheless, this interpretation remains conceptual rather than empirically substantiated by the present correlational evidence. A core design limitation lies in the cross-sectional correlational architecture, which prevents establishing whether emotional capacities precede professional engagement, whether highly committed educators

cultivate enhanced emotional regulation competencies across their career trajectory, or whether shared environmental antecedents (e.g., institutional climate or administrative backing) account for the observed covariation.

Regarding the third research question, the analysis identified a robust positive association between teaching for creativity and work engagement, $r(91) = .703$, $p < .001$, linking instructional execution with occupational motivation. Facilitating creative classroom environments typically necessitates rigorous instructional preparation, adaptive problem-solving, and continuous responsiveness to student initiatives; consequently, educators characterized by elevated occupational dedication and enthusiasm may be more predisposed to endorse creative teaching behaviors. This perspective corroborates prior scholarship demonstrating that engaged teachers exhibit greater pedagogical investment, persistence, and classroom vitality (Perera et al., 2018; Timms & Brough, 2013). Even so, the current dataset cannot delineate whether enhanced work engagement drives the adoption of creativity-oriented instruction, whether creative teaching fosters greater engagement, or whether both dimensions stem from an unmeasured latent factor.

A notable strength of the current investigation is the simultaneous examination of all three constructs within an integrated model, directly addressing a fragmentation in previous Iranian inquiries where these variables were predominantly evaluated in isolation (Pirkhaefi & Rafieyan, 2012). Furthermore, prevailing contextual parameters such as high-stakes, exam-dominated pedagogical norms and material shortages may have influenced the empirical patterns identified (Aliakbari & Kalantari, 2021). Grounding the statistical outcomes within these institutional realities contextualizes the lived professional experiences of Iranian secondary EFL educators.

Although the correlational framework precludes causal deductions, the empirical outcomes confirm extensive structural overlap among teachers' emotional, creative, and motivational attributes. Multiple regression analysis further established that emotional intelligence and teaching for creativity jointly explained 56.1% of the variance observed in work engagement ($R^2 = .561$), with both predictor variables providing significant and comparable unique contributions to the final predictive model.

7 Conclusive Implications and Suggestions for Further Studies

The present study documented substantial empirical linkages among emotional intelligence, creative pedagogical orientations, and work engagement within a sample of Iranian high school EFL instructors. These observed patterns can help inform pre-service training frameworks and continuing professional development initiatives tailored to teacher well-being and creative instructional methodologies. For instance, teacher education modules might explore integrating affective-literacy exercises within language teaching pedagogy. It must be emphasized, however, that the efficacy of such programmatic additions was not directly tested in this study; hence, they represent conceptual avenues for educational exploration rather than empirically verified interventions. In parallel, educational administrators and curriculum designers may consider fostering institutional environments that support teachers' psychological well-being alongside instructional creativity.

Several methodological constraints qualify the conclusions drawn from this inquiry. First, drawing participants exclusively from public high schools within a single northern Iranian province via convenience sampling constrains the external validity and generalizability of the findings across wider regional or national contexts. Second, all constructs were captured concurrently via mono-

method self-report surveys, a protocol susceptible to common-method bias that could potentially inflate inter-construct correlations. Third, because specific school affiliations and clustering metrics were not captured in the analytical model, potential nested dependencies at the institutional level could not be controlled. Fourth, extraneous demographic and contextual variables (e.g., chronological age, gender, career tenure, and school-level infrastructure) were not integrated as statistical covariates. Fifth, creative instructional practices were evaluated strictly through self-reported perceptions rather than direct classroom behavioral observations or external supervisory ratings. Finally, the cross-sectional nature of the data restricts inference regarding temporal precedence or cause-and-effect trajectories.

To address these limitations, subsequent investigations should evaluate the psychometric properties, factor structure, and reliability of the Persian-adapted Teaching for Creativity instrument across broader and more diversified cohorts of educators. Future research programs would also benefit from combining self-report scales with systematic observational protocols, complemented by administrator evaluations or student feedback on instructional creativity. Employing multi-wave longitudinal designs could disentangle the temporal sequencing connecting emotional intelligence, creative teaching, and professional engagement, while randomized experimental trials could explicitly ascertain whether interventions centered on emotional literacy or creative instructional training stimulate measurable gains in teacher engagement. Methodologically, adopting multilevel linear modeling would allow researchers to control for institutional-level clustering and school-climate influences. Finally, mixed-methods paradigms integrating qualitative semi-structured interviews with systematic classroom observations would yield a more nuanced, holistic understanding of how teachers' affective reserves and pedagogical creativity interact with occupational engagement across disparate cultural, geographical, and educational contexts.

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Authors' Contributions

All authors have conducted the study, collected data, analyzed and interpreted the data, and written up the manuscript.

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Conflict of Interests

The authors declare that there is no conflict of interest.

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Appendices

Appendix 1: Emotional Intelligence Questionnaire by Davies et al. (2010)

Please read each statement carefully and indicate the extent to which you agree or disagree with each item regarding how you typically feel, think, and act in your daily life.

Response Scale:

Responses are recorded on a 5-point Likert-type scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral / Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

Dimension 1: Appraisal of Own Emotions

1. I know why my emotions change.

2. I easily recognize my emotions as I experience them.

Dimension 2: Appraisal of Others' Emotions

3. I can tell how people are feeling by listening to the tone of their voice.

4. By looking at people's facial expressions, I can recognize the emotions they are experiencing.

Dimension 3: Regulation of Own Emotions

5. I seek out activities that make me happy.

6. I have control over my emotions.

Dimension 4: Regulation of Others' Emotions

7. I arrange events that others enjoy.

8. I help other people feel better when they are down.

Dimension 5: Utilization of Emotions

9. When I am in a positive mood, I am able to come up with new ideas.

10. I use good moods to help myself keep trying when I face obstacles.

Scoring Instructions:

Item Directionality: All 10 items are positively keyed (there are no reverse-scored items).

Subscale Scoring: Scores for each two-item dimension are obtained by summing the ratings of the respective item pairs (score range: 2–10 per dimension).

Total Score: An overall Emotional Intelligence score is calculated by summing all 10 items (score range: 10–50). Higher scores indicate greater levels of perceived emotional intelligence.

Appendix 2: Teaching for Creativity Questionnaire by Rubenstein et al. (2013)

همکار گرامی،

لطفاً هر یک از عبارت‌های زیر را با دقت بخوانید و میزان موافقت یا مخالفت خود را بر اساس تجارب واقعی، عملکرد آموزشی و باورهای حرفه‌ای‌تان در تدریس مشخص فرمایید. در این پرسشنامه پاسخ درست یا غلط وجود ندارد؛ لطفاً صادقانه‌ترین پاسخ را که بازتاب‌دهنده دیدگاه شماست انتخاب کنید. برای هر عبارت تنها یک گزینه را علامت بزنید.

مقیاس پاسخ‌دهی (طیف ۵ درجه‌ای لیکرت):

۱ = کاملاً مخالفم

۲ = مخالفم

۳ = نظری ندارم / خنثی

۴ = موافقم

۵ = کاملاً موافقم

گویه‌های پرسشنامه (۳۸ گویه به تفکیک خرده‌مقیاس‌ها):

خرده‌مقیاس ۱: خودکارآمدی معلم (Teacher Self-Efficacy)

۱. من توانایی آن را دارم که به دانش‌آموزان کمک کنم تا در تفکر خود انعطاف‌پذیرتر شوند.
 ۴. من توانایی تقویت قابلیت دانش‌آموزانم را برای پذیرش خطرهای تحصیلی هدفمند و معنادار دارم.
 ۵. من توانایی پرورش مهارت حل مسئله به صورت خلاقانه را در کلاس درس دارم.
 ۸. آموزش تفکر خلاق یکی از نقاط قوت من در تدریس است.
 ۹. من توانایی افزایش مهارت دانش‌آموزانم را در خلق راه‌حل‌های منحصر به فرد دارم.
 ۱۲. من توانایی ایجاد فضای کلاسی پویا و پذیرا برای تخیل و ایده‌پردازی دانش‌آموزان را دارم.
 ۱۶. من توانایی ارتقا و ترویج تفکر انعطاف‌پذیر را در دانش‌آموزانم دارم.
 ۱۹. من توانایی آن را دارم که به دانش‌آموزانم کمک کنم جهان را از دیدگاه‌های نوین و متفاوت ببینند.
 ۲۲. من می‌توانم به دانش‌آموزانم بیاموزم که میان ایده‌های به ظاهر نامرتبط، پیوند و ارتباط برقرار کنند.
 ۲۶. من توانایی افزایش فراوانی و تنوع ایده‌ها و افکار اصیل دانش‌آموزانم را دارم.
 ۲۹. من می‌توانم به دانش‌آموزان کمک کنم تا ایده‌های منحصر به فرد خود را بسط و گسترش دهند.
 ۳۷. آموزش مهارت‌های حل مسئله به صورت خلاقانه، از نقاط قوت من در تدریس محسوب نمی‌شود. (نمره‌گذاری معکوس)
- ### خرده‌مقیاس ۲: تشویق و حمایت محیطی (Environmental Encouragement)
۲. اداره آموزش و پرورش منطقه محل خدمت من، دوره‌های توانمندسازی و توسعه حرفه‌ای با محوریت پرورش تفکر خلاق در کلاس درس ارائه می‌دهد.
 ۶. پرورش تفکر خلاق در دانش‌آموزان، در اولویت‌های برنامه‌ای مدرسه محل خدمت من قرار ندارد. (نمره‌گذاری معکوس)
 ۱۳. کادر مدیریت مدرسه، مرا به پرورش و تشویق تفکر نوآورانه در دانش‌آموزان ترغیب می‌کنند.
 ۱۷. فضای کنونی مدرسه من، معلمان را به پرورش تفکر مستقل در دانش‌آموزان تشویق نمی‌کند. (نمره‌گذاری معکوس)
 ۲۴. محیط کنونی مدرسه من، ارزش و اولویت چندانی برای شکوفایی خلاقیت دانش‌آموزان قائل نیست. (نمره‌گذاری معکوس)
 ۳۰. ارتقای نوآوری و خلاقیت دانش‌آموزان، یکی از اولویت‌های اصلی در مدرسه محل خدمت من است.

خرده‌مقیاس ۳: ارزش اجتماعی خلاقیت (Societal Value)

۷. هنگامی که افراد با شیوه‌های منحصربه‌فرد به حل مسائل می‌پردازند، به گسترش دانش بشر از جهان کمک می‌کنند.
۱۰. ایده‌ها و تفکرات ابتکاری برای پیشرفت و تعالی در هر رشته و حوزه مطالعاتی ضروری هستند.
۱۴. من معتقدم تفکر خلاق، حیاتی‌ترین و مهم‌ترین مهارتی است که دانش‌آموزان باید فراگیرند.
۱۸. بدون خلق ایده‌های نوین و خلاقانه، جامعه از مسیر توسعه و پیشرفت باز خواهد ماند.
۲۰. خلاقیت و نوآوری می‌تواند نجات‌بخش جان انسان‌ها در شرایط بحرانی باشد.
۲۵. چنانچه افراد خلاق بیشتری در جامعه حضور داشتند، مسائل و معضلات بیشتری برطرف می‌شدند.
۲۷. برای رقم زدن دگرگونی‌ها و تغییرات مثبت در جامعه، باید ایده‌های تازه و بدیع تولید شوند.
۳۱. جامعه ما به‌طور جدی نیازمند افراد خلاق و نوآور است.
۳۳. ایده‌های خلاق و نوآورانه نیروی محرکه اصلی برای پیشرفت جامعه هستند.
۳۵. مسائل پیچیده و دیرینه را می‌توان از طریق ایده‌ها و رویکردهای نوین حل‌وفصل کرد.

خرده‌مقیاس ۴: پتانسیل و ظرفیت دانش‌آموز (Student Potential)

۳. تمامی دانش‌آموزان پتانسیل و توانایی خلق ایده‌های نو و اصیل را دارند.
۱۱. خلاقیت استعدادی خاص است که تنها تعداد اندکی از دانش‌آموزان از آن برخوردارند. (نمره‌گذاری معکوس)
۱۵. دانش‌آموزان یا به‌صورت ذاتی خلاق هستند یا اساساً فاقد خلاقیت‌اند (حد وسطی وجود ندارد). (نمره‌گذاری معکوس)
۲۱. تمام دانش‌آموزان می‌توانند مهارت‌های خود را در زمینه حل مسئله به‌صورت خلاقانه تقویت کرده و رشد دهند.
۲۳. من تا کنون به دانش‌آموزان بسیاری کمک کرده‌ام تا به افرادی خلاق‌تر تبدیل شوند.
۲۸. تمامی دانش‌آموزان توانایی آن را دارند که در بحث‌های کلاسی، دیدگاه‌ها و افکار نوآورانه ارائه دهند.
۳۲. در میان دانش‌آموزان، تنها شمار بسیار محدودی دارای خلاقیت هستند. (نمره‌گذاری معکوس)
۳۴. همه دانش‌آموزان قابلیت یادگیری و ساخت اثری نوآورانه را دارا هستند.
۳۶. تمام دانش‌آموزان می‌توانند بیاموزند که در زمینه فعالیت خود به اندازه افرادی همچون انیشتین یا پیکاسو خلاق باشند.
۳۸. همه دانش‌آموزان این پتانسیل را دارند که با ایده‌های خلاقانه خود تغییرات مثبتی در جهان پدید آورند.

راهنمای نمره‌گذاری و تحلیل:

۱. نمره‌گذاری معکوس (Reverse Scoring):

قبل از محاسبه نمره کل و میانگین‌ها، نمرات ۷ گویه زیر که دارای بار معنایی منفی یا نشان‌دهنده عدم قوت ادراک شده هستند، بر اساس فرمول $X_{rev} = 6 - X$ برعکس نمره‌گذاری می‌شوند:

گویه‌ها: ۶، ۱۱، ۱۵، ۱۷، ۲۴، ۳۲ و ۳۷.

جدول تبدیل نمره:

- | | |
|-----------------------|---|
| نمره ۱ تبدیل به | ۵ |
| نمره ۲ تبدیل به | ۴ |
| نمره ۳ بدون تغییر (۳) | |
| نمره ۴ تبدیل به | ۲ |
| نمره ۵ تبدیل به | ۱ |

۲. محاسبه نمره کل (Total Score):

پس از اعمال نمره‌گذاری معکوس، نمرات تمامی ۳۸ گویه با یکدیگر جمع می‌شوند. دامنه نمره کل بین ۳۸ تا ۱۹۰ خواهد بود. نمرات بالاتر بیانگر جهت‌گیری و ادراک قوی‌تر معلم نسبت به پرورش خلاقیت در فرایند تدریس است.

۳. نمرات خرده‌مقیاس‌ها (تفکیک ابعاد):

خودکارآمدی معلم: ۱۲ گویه (دامنه نمره: ۱۲ تا ۶۰)

تشویق و حمایت محیطی: ۶ گویه (دامنه نمره: ۶ تا ۳۰)

ارزش اجتماعی خلاقیت: ۱۰ گویه (دامنه نمره: ۱۰ تا ۵۰)

پتانسیل و ظرفیت دانش‌آموز: ۱۰ گویه (دامنه نمره: ۱۰ تا ۵۰)

Appendix 3: Work Engagement Questionnaire by Schaufeli et al. (2006)

Instructions:

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, check the box for '0' (Never). If you have had this feeling, indicate how often you feel it by selecting the number (from 1 to 6) that best describes how frequently you experience it.

Response Scale:

0 = Never, 1 = Almost never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always

No.	Subscale	Item Statement	0	1	2	3	4	5	6
1	Vigor	At my work, I feel bursting with energy.	☐	☐	☐	☐	☐	☐	☐
2	Dedication	I find the work that I do full of meaning and purpose.	☐	☐	☐	☐	☐	☐	☐
3	Absorption	Time flies when I am working.	☐	☐	☐	☐	☐	☐	☐
4	Vigor	At my job, I feel strong and vigorous.	☐	☐	☐	☐	☐	☐	☐
5	Dedication	I am enthusiastic about my job.	☐	☐	☐	☐	☐	☐	☐
6	Absorption	When I am working, I forget everything else around me.	☐	☐	☐	☐	☐	☐	☐
7	Dedication	My job inspires me.	☐	☐	☐	☐	☐	☐	☐
8	Vigor	When I get up in the morning, I feel like going to work.	☐	☐	☐	☐	☐	☐	☐
9	Absorption	I feel happy when I am working intensely.	☐	☐	☐	☐	☐	☐	☐
10	Dedication	I am proud of the work that I do.	☐	☐	☐	☐	☐	☐	☐
11	Absorption	I am immersed in my work.	☐	☐	☐	☐	☐	☐	☐
12	Vigor	I can continue working for very long periods at a time.	☐	☐	☐	☐	☐	☐	☐
13	Dedication	To me, my job is challenging.	☐	☐	☐	☐	☐	☐	☐
14	Absorption	I get carried away when I am working.	☐	☐	☐	☐	☐	☐	☐
15	Vigor	At my job, I am very resilient, mentally.	☐	☐	☐	☐	☐	☐	☐
16	Absorption	It is difficult to detach myself from my job.	☐	☐	☐	☐	☐	☐	☐
17	Vigor	At my work, I always persevere, even when things do not go well.	☐	☐	☐	☐	☐	☐	☐

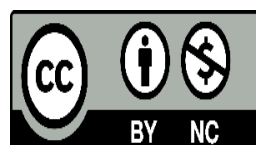
Scoring and Dimension Breakdown:

Vigor (6 items): Items 1, 4, 8, 12, 15, 17 (Score range: 0–36)

Dedication (5 items): Items 2, 5, 7, 10, 13 (Score range: 0–30)

Absorption (6 items): Items 3, 6, 9, 11, 14, 16 (Score range: 0–36)

Total Work Engagement Score: Sum of all 17 items (Score range: 0–102). None of the items are reverse-scored.



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