

The Relationship among EFL Learners' Creativity, Emotional Intelligence and Self-Efficacy

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Abstract : The thrust of the current study was to investigate the relationship among EFL learners' creativity (CR), emotional intelligence (EI), and self-efficacy (SE). To this end, a group of 120 male and female learners, between the ages of 19 and 35 studying BA in English Translation and MA in Teaching English at Islamic Azad University, Central Tehran were selected using convenient sampling and were given three questionnaires: Bar-On's EQ-I questionnaire by Bar-On (1997), the General Self-Efficacy Scale questionnaire (SGSES) by Sherer et al. (1982), and a questionnaire of creativity (CR) by O'Neil, Abedi, and Spielberger (1992). Analysis of the results through Pearson Moment Correlation Coefficient showed that there was not a significant relationship between students' CR and EI, and EI and SE. In addition, CR and SE were correlated significantly but negatively. Multiple regressions revealed that CR could significantly predict SE. Regarding the findings of the study, the obtained results may help EFL teachers, teacher trainers, materials developers, and educational policy makers to possess a broader perspective and heightened degree knowledge toward the TEFL practice and to take practical steps toward the attainments of the desired objectives of the profession.

Keywords : creativity, emotional intelligence, self-efficacy, learning

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