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**The Effect of Emotional Intelligence on In-Class Leader Teaching and In-Class Effective Communication Skills: A Structural Equation Modeling Study<sup>1</sup>**

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**ABSTRACT**

The purpose of this study is to test the theoretical framework formed as that the emotional intelligence of secondary school teachers influence in-class leader teaching and in-class effective communication skills and in-class leader teaching influence in-class effective communication skills in the scope of a structural equation model. The study was prepared in a relational design based on the idea that there is a cause-effect relationship between the three basic variables. The research sample was chosen with simple random sampling consisted of 350 teachers working in the middle schools in Kırşehir a city of Turkey. Research data were collected with "Schutte Emotional Intelligence Scale", "In-Class Effective Communication Skills Perception Scale" and "In-Class Leader Teaching Skills Perception Scale". In the study, Path analysis was preferred to test the theoretical model of structural equation modeling, to investigate the appropriate models and to combine the measurement error in both latent and observed variables. As a result of the validation of the model, it was found that the emotional intelligence perception of the teachers positively influenced positively the in-class leader teaching skills and in-class effective communication skills in the classroom and the perceptions of in-class leader teaching influenced positively their in-class effective communication skills. When the teachers' in-class leader teaching skills of emotional intelligence are used as a mediator variable, it was concluded that the effect on the perception levels of in-class effective communication skills increased.

**Key Words:** Structural equation modeling, emotional intelligence, in-class leader teaching, in-class effective communication, teacher skills.

## **1. Introduction**

### **1.1. Emotional Intelligence**

Emotions are described in Latin as the spirit that drives people (Cooper & Sawaf, 2000). According to Atabek (2000), emotions are a great source of power, just like intellect. But it is not enough to have just these power supplies (Cooper & Sawaf, 2000). It is necessary to use emotions correctly, in other words, to manage emotions.

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Today, it is important not only how intelligent people are or how much they are successful in managing themselves and others, it is also important that how successful they are in managing themselves and others. The concept of emotional intelligence, which is about the ability to manage oneself and others, has preceded intellectual intelligence (Sartorius, 1999; Goleman, 2000).

Mayer and Salovey (1990) combined the definition of emotional intelligence under five headings: awareness of emotions, coping with emotions, self-motivation, maintaining relationships and noticing the feelings of others. Based on the definitions, it can be said that emotional intelligence is the ability of people to understand their own feelings and to analyze the emotions of other people. We can describe individuals who use their emotional intelligence as successful, healthy and happy individuals because they can realize their emotions and the feelings of the people around them and make necessary, healthy moves depending on this awareness (Göçet, 2006). Emotional intelligence is also effective in the healthy management of professional relationship at every stage of life (Mayer et al., 2000b). Research shows that emotional intelligence can be developed and learned at any age (Mayer, Caruso & Salovey, 2000a). From this point of view, it is possible to say that emotional intelligence can be developed in teachers.

### **1.2. In-Class Leader Teaching**

Rapid change has placed many new roles on the shoulders of teachers. For reform to yield effective results in schools, these new roles need to be demonstrated and teachers need to participate as leaders in schools (Mayo, 2002). Among the different and significant teacher roles that have come to the forefront in the studies conducted on school development and change, the role of the "leader" can be regarded as being more decisive in the development of schools than other roles (Harris & Muijs, 2005). Dozier (2007) emphasizes that the development of schools is possible when teachers take on leadership roles and Gabriel (2005) suggests that teachers' playing leadership roles is an important factor in an effective transformation process. "Teacher leadership" or "leader teaching" is a leadership approach that presents creative ideas during transformation and developmental processes, impacts the environment and is affected by it in return (Ateş & Durmaz, 2016; Dağ & Göktürk, 2014). Can (2006) defines teacher leadership as "the ability to organize class activities by developing and sharing an educational vision and to assume and develop roles at functional levels". When the leader teaching role is considered as a factor that has an effect on the school, school management, teachers, students and parents, it is possible to define the skills of this role under two headings: "in-class" and "out-of-class" skills. It has been emphasized that teacher leadership has two dimensions, leading into and out of the classroom (Can, 2009; Katzenmeyer & Moller, 2013). In that sense, Katzenmeyer and Moller (2013) begin their definition of teacher leadership with the role of leadership in the classroom. Murphy (2005) emphasized that teacher leadership is classroom-based. Beycioğlu (2015) on the other hand stated that the leadership of teachers within a classroom fundamentally means the efforts they make for themselves and for students.

### **1.3. Teachers' In-Class Effective Communication Skills**

The word "communication" is derived from the Latin word "communis" (Inceoglu, 2004), which refers to partnership, socialization, coexistence, joint participation. Turkish Language Association (TDK) (2018) defines communication as "transferring feelings, thoughts or information to others through any means that might come to mind, transmission, correspondence". According to Cüceloğlu (2016),

communication means an exchange of meaning; on the other hand, Lasswell (2007) stated that communication is an action that is shaped around the questions of "Who, which channel and impact, whom, what it says?"

Today, one of the most important skills expected from teachers is being able to have an effective communication with all the people they interact with, especially with their colleagues, school administrators, students and students' families. The effective communication of teachers is a significant factor in terms of the development of relations among shareholders, the development of schools, and for the enhancement of the quality of education. It can be argued that the solution to many problems in the context of education depends on the success of teachers in communication. It can be said that a teacher who is successful in-class communication is the most important factor in establishing good relations within the classroom, a productive learning-teaching environment, and achieving a high level of learning outcomes and positive behaviors. When the studies which reveal that student success is directly related to the in-class communication skills of the teacher are taken into the consideration (Davies & Igbal, 1997; Pektaş, 1989; Weis, Combleth, Zeeichner & Appie, 1990), it is also possible to state that the demonstration of the effective in-class communication skills of the teacher will improve student achievement.

The fact that the teacher has effective communication skills enables classrooms to be transformed into efficient learning-teaching environments. In the classrooms where the communication between the teachers and the students is effective, students display positive attitudes and behaviors towards learning, their friends and teachers and this positive attitude and behavior lead to the achievement of the classroom management goals (Jones & Jones, 2001).

The teacher who wants to be an effective communicator in the classroom should have particular communication skills. Baker and Shaw (1987) and Gibson and Mitchell (1995) classify communication skills as sensitivity to verbal and non-verbal messages, effective listening and effective response. Nelson and Jones (2002) state that communication skills include verbal, voice-based, physical, tactile, motion-inclusive messages and various combinations of these messages. Sarpkaya (2012) describes communication skills as "effective" and indicates that these skills consisted of the skills of "effective speaking, empathy, effective listening and body language".

In the accessible literature, no research can be found that examines the effect of emotional intelligence on in-class leader teaching and in-class effective communication skills. It is important to examine the effect of emotional intelligence on in-class leader teaching and in-class effective communication skills of teachers that are thought to be two important variables affecting quality in education and teaching. The purpose of this study is to test the theoretical framework formed as that the emotional intelligence of secondary school teachers influence in-class leader teaching and in-class effective communication skills and in-class leader teaching influence in-class effective communication skills in the scope of a structural equation model. In accordance with this purpose, the problem statement of the research has been designated as "Does emotional intelligence have a statistically significant effect on in-class leader teaching skills and in-class effective communication skills?"

## 2. Method

### 2.1. Design of the Study

The purpose of this study is to reveal relationship between teachers' emotional intelligence perceptions, in-class leader teaching skills perceptions and in-class effective communication skills perceptions. The research in this context is a correlational research method. Correlational research method offers an opportunity to explain the relationships between variables and to predict the results (Fraenkel, Wallen & Hyun, 2012). In order to investigate predictive relations within the framework of the correlational research model, it was aimed to establish a structural equation model consisting of latent and observed variables.

Structural equation models can be examined in two parts as measurement model and structural model. Measurement models are identified to determine the relationship between the unobserved and observed variables. The measurement model is a confirmatory factor model. In the measurement models, the relationship between the observed variable and the latent variable is shown by the factor loads. Each unobserved variable is measured by various observed variables. The structural model is used to define the relationships between the unobserved variables and to explain the factor loads (Schumacher & Lomax, 2004). In the initial stages of structural equation modeling, the model determination process is examined to determine if latent variables are well measured. A structural equation model is then determined to show how these latent variables are related to each other. Finally, the direction of the relationships between latent variables is determined in the determined structural equation models. The Structural equation model hypothesized can be tested to determine how much it is supported by the sample variance-covariance data. At this stage, some questions including "Are latent variable related to each other, or not? Can a latent variable predict another one? Is there another latent variable that will help to better predict a latent variable?" can be answered (Schumacher & Lomax, 2004). The modeling system of structural relationships between a number of observed variables is generally known as path analysis. This system is also known as simultaneous equations model in econometrics (Kaplan, 2009). The relationships that are assumed to be between variables are illustrated visually by means of the road diagram. The road diagram contains all the information related to the system equations (Simsek, 2007).

The structural model in this study is shown in Figure 1 and The structural model of the measurement model is shown in Figure 2.

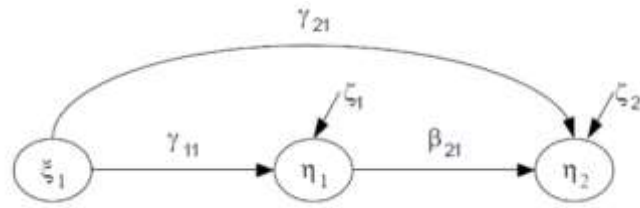


Figure 1: Structural Equation Modeling

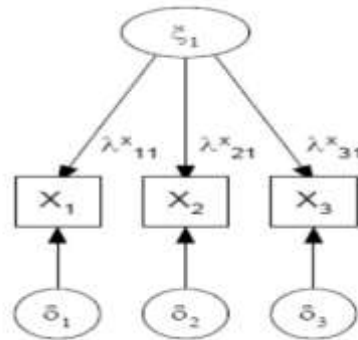


Figure 2: Measurement Model

The graphical representation of the structural equation modeling based on the research hypotheses is given in Figure 3.

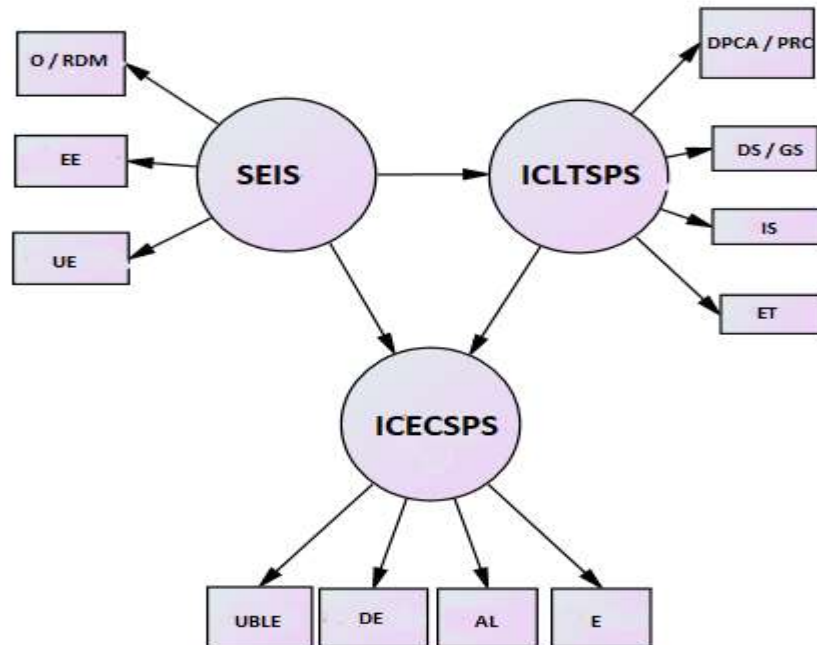


Figure 3: Graphical representation of the structural equation model for some variables of teachers

## 2.2. Population and Sample

The research population is composed of 655 teachers working in secondary schools in Kırşehir (a city in Turkey) in 2017-2018 Academic Year. The sample of the study consisted of 350 middle school teachers who were determined with simple random sampling method among the middle school teachers working in the central district of Kırşehir. In simple random sampling, all units have an equal chance of selection. In the application, all units are listed and random units are selected from the list. If the population is not too large and complicated, the evaluation procedure and sampling error can be easily calculated. On the other hand, a complete list of the population is needed. Units can be scattered and in this case it becomes difficult to implement. To reach individuals chosen for sample, longer time and more manpower can be required (Kılıç, 2013).

Demographic information about teachers is given in Table 1.

Table 1: *Demographic Information of Teachers*

	n	%
<b>Female</b>	173	49,4
<b>Male</b>	177	50,6
<b>Total</b>	350	100,0

## 2.3. Data Collection Tools

*Schutte Emotional Intelligence Scale*: It is a 33-item scale based on a model of emotional intelligence of Salovey and Mayer (1990). Schutte et al. (1998) considered the scale as one-dimensional. The internal consistency coefficient of the scale was .90. In another study, the reliability of the scale was found as .82 (Chan, 2006). Schutte Emotional Intelligence Scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) was re-arranged as 41 items by Austin, Saklofske, Huang and McKenney (2004) (Tatar, Tok & Saltukoglu, 2011). The scale which was re-arranged to determine the emotional intelligence levels of the prospective teachers was adapted to Turkish by Tatar et al. (2011). The Cronbach Alpha internal consistency coefficient of the scale was found to be .82 after it was adapted to Turkish. The expressions in the 5-point Likert scale vary between "1 = Strongly disagree" and "5 = Strongly agree". The compliance index values of the measurement model established with Schutte Emotional Intelligence Scale scores of teachers are shown in Table 2.

Table 2: The compliance index values of the measurement model established with Schutte Emotional Intelligence Scale

Compliance Index	Structural Equation Modeling	Good Compliance	Acceptable Compliance	Evaluation
$\chi^2/ (df)$	2115,43/(769)= 2,5	$0 \leq \chi^2 \leq 3$	$3 < \chi^2 \leq 5$	Good Compliance
RMSEA	0.071	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,08$	Acceptable Compliance
TLI/NNFI	0.96	$0,97 \leq TLI \leq 1,00$	$0,95 \leq TLI < 0,97$	Acceptable Compliance
CFI	0.97	$0,97 \leq CFI \leq 1,00$	$0,95 \leq CFI < 0,97$	Good Compliance
NFI	0.93	$0,95 \leq NFI \leq 1,00$	$0,90 \leq NFI < 0,95$	Acceptable Compliance
AGFI	0,87	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI < 0,90$	Acceptable Compliance
GFI	0,92	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI < 0,95$	Acceptable Compliance

When Table 2 and Compliance index values of the second level 3 factor measurement model, which is established on the teachers' emotional intelligence levels are examined,  $\chi^2/ (df)$  was calculated as 2.75 and because this value is smaller than 3, it is seen that is Good Compliance index (Byrne, 2013). When the RMSEA compliance index is considered, it has an acceptable compliance index with a value of 0.071. When the TLI / NNFI, NFI, AGFI and GFI values were examined, it is seen that it has an acceptable compliance index and when CFI value examined, it is seen that has a good compliance index (Schermelleh-Engel, Moosbrugger & Müller, 2003). According to the data gathered from the teachers, it is seen that the compliance index values of the measurement model established for the Emotional Intelligence Scale are verified.

*In-Class Leader Teaching Skills Perception Scale:* It was developed by Gülbahar (2018) in order to determine the perceptions of the teachers about In-Class Leader Teaching Skills Perception. In order to determine the validity of the In-Class Leader Teaching Skills Perception Scale, explanatory and confirmatory factor analyzes were used. with explanatory factor analysis; a scale was developed: there are four factors with eigenvalue which is greater than 1.0, 53.63% of the total variance, factor loadings ranging from 53 to 77, item total correlation values ranging from 55 to 71 and it is significant in the level of 0.05. After the factor analysis, it was determined that the scale can be explained in 4 factor analysis of 38 items. These factors were interpreted and named as "Creating Positive Class Atmosphere / Promoting Relations in Class" "Developing Students / Guiding Students", "Influencing Students" and "Effective Teaching". With confirmatory factor analysis, it was found that a structure including 4 factors and 38 item was confirmed and the compliance index values were acceptable. When the fit index values are examined, it is seen that structure of the scale including 4 factors and 38 items of the "In-Class Leader Teaching Skills Perception Scale" was developed. Cronbach Alpha internal consistency coefficient of the scale consisting of 4 factors and 38 items was calculated in order to determine whether the "In-Class Leader Teaching Skills Perception Scale" was reliable. The reliability coefficient of the factor of the scale of "Developing Positive Class Atmosphere / Promoting Relations in Class" was found to be as .92, "Developing Students / Guiding Students" was found to be as .91, the scale of "Influencing Students" was found to be as .91, the scale of "Effective Teaching" was



found to be as .89 and overall reliability of the scale were found to be 0.97. Therefore, reliability was found to be high in the "Effective Teaching", while reliability of other sub-factors and overall of the scale was too high. The compliance index values for the measurement model which was established with values of In-Class Leader Teaching Skills Perception Scale are shown in Table 3.

Table 3: *The compliance index values of the measurement model established with In-Class Leader Teaching Skills Perception Scale*

Compliance Index	Structural Equation Modeling	Good Compliance	Acceptable Compliance	Evaluation
$\chi^2/ (df)$	2209,53/(633)= 3,9	$0 \leq \chi^2 \leq 3$	$3 < \chi^2 \leq 5$	Acceptable Compliance
RMSEA	0.078	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,08$	Acceptable Compliance
TLI/NNFI	0.96	$0,97 \leq TLI \leq 1,00$	$0,95 \leq TLI < 0,97$	Acceptable Compliance
CFI	0.95	$0,97 \leq CFI \leq 1,00$	$0,95 \leq CFI < 0,97$	Acceptable Compliance
NFI	0.91	$0,95 \leq NFI \leq 1,00$	$0,90 \leq NFI < 0,95$	Acceptable Compliance
AGFI	0,86	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI < 0,90$	Acceptable Compliance
GFI	0,91	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI < 0,95$	Acceptable Compliance

When Table 3 and Compliance index values of the second level 4 factor measurement model, which is established on In-Class Leader Teaching Skills Perception are examined,  $\chi^2/ (df)$  was calculated as 3.49 and because this value is smaller than 5, it is seen that is Acceptable Compliance index (Byrne, 2013). When the RMSEA compliance index is considered, it has an acceptable compliance index with a value of 0.078. When the TLI / NNFI, NFI, AGFI and GFI values were examined, it is seen that it has an acceptable compliance index (Schermelleh-Engel, Moosbrugger & Müller, 2003). According to the data gathered from the teachers, it is seen that the compliance index values of the measurement model established for the In-Class Leader Teaching Skills Perception Scale are verified.

*In-Class Effective Communication Skills Perception Scale:* The scale was developed by Gülbahar and Aksungur (2018) to determine teachers' in-class effective communication skills perceptions. In order to determine the validity of the In-Class Effective Communication Skills Perception Scale, explanatory and confirmatory factor analyzes were used. After the factor analysis, the scale was explained in 4 factor analysis of 23 items. These factors were interpreted and named as "eloquence", "active listening", "developing empathy" and "using body language effectively". With confirmatory factor analysis, it was found that the 4-factor 23-item structure was confirmed and the Compliance index values were acceptable. When the fit index values are examined, it is seen that structure of the scale including 4 factors and 38 items of the " In-Class Effective Communication Skills Perception Scale" was developed. Cronbach Alpha internal consistency coefficient of the scale consisting of 4 factors and 38 items was calculated in order to determine whether the "In-Class Effective Communication Skills Perception Scale" was reliable. The reliability coefficient of the factor of the scale of "eloquence" was found to be as .87, " active listening" was found to be as .85, the scale of "developing empathy" was found to be as .82, the scale of "using body language effectively" was found to be as .80 and overall



reliability of the scale were found to be 0.91. The compliance index values for the measurement model which was established with values of In-Class Effective Communication Skills Perception Scale are shown in Table 4.

Table 4: *The compliance index values of In-Class Effective Communication Skills Perception Scale*

Compliance Index	Structural Equation Modeling	Good Compliance	Acceptable Compliance	Evaluation
$\chi^2/ (df)$	2346,58/(768) = 3,06	$0 \leq \chi^2 \leq 3$	$3 < \chi^2 \leq 5$	Acceptable Compliance
RMSEA	0.074	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,08$	Acceptable Compliance
TLI/NNFI	0.95	$0,97 \leq TLI \leq 1,00$	$0,95 \leq TLI < 0,97$	Acceptable Compliance
CFI	0.96	$0,97 \leq CFI \leq 1,00$	$0,95 \leq CFI < 0,97$	Acceptable Compliance
NFI	0.94	$0,95 \leq NFI \leq 1,00$	$0,90 \leq NFI < 0,95$	Acceptable Compliance
AGFI	0,88	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI < 0,90$	Acceptable Compliance
GFI	0,92	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI < 0,95$	Acceptable Compliance

When Table 4 and Compliance index values of the second level 4 factor measurement model, which is established on In-Class Leader Teaching Skills Perception are examined,  $\chi^2/ (df)$  was calculated as 3.06 and because this value is smaller than 5, it is seen that is Acceptable Compliance index (Byrne, 2013). When the RMSEA compliance index is considered, it has an acceptable compliance index with a value of 0.074 (Schermelleh-Engel, Moosbrugger & Müller, 2003). When the TLI / NNFI, NFI, AGFI and GFI values were examined, it is seen that it has an acceptable compliance index. According to the data gathered from the teachers, it is seen that the compliance index values of the measurement model established for the In-Class Effective Communication Skills Perception Scale are verified.

## 2.4. Data Analysis

The data collected in accordance with the purpose of the study were included in the SPSS-21 statistical program. The data of the box plot related to the data was examined and the extreme values were examined. After examining the missing data, the mahalanobis distances of the data distribution were investigated. No inappropriate data were found. The data collected from 350 participants were analyzed by using structural equation modeling by using AMOS-21 package program. Within the scope of the research, the criteria determined by Schermelleh-Engel, Moosbrugger and Müller (2003) and Byrne (2013) were taken into consideration in order to evaluate the goodness of fit indices of the structural and structural models obtained as a result of structural equation modeling.

### 3. Findings and Interpretation

Structural equation modeling of relationship between teachers' emotional intelligence scale, in-class leader teaching skills perception scale and in-class effective communication skills perception scale are seen in Figure 4.

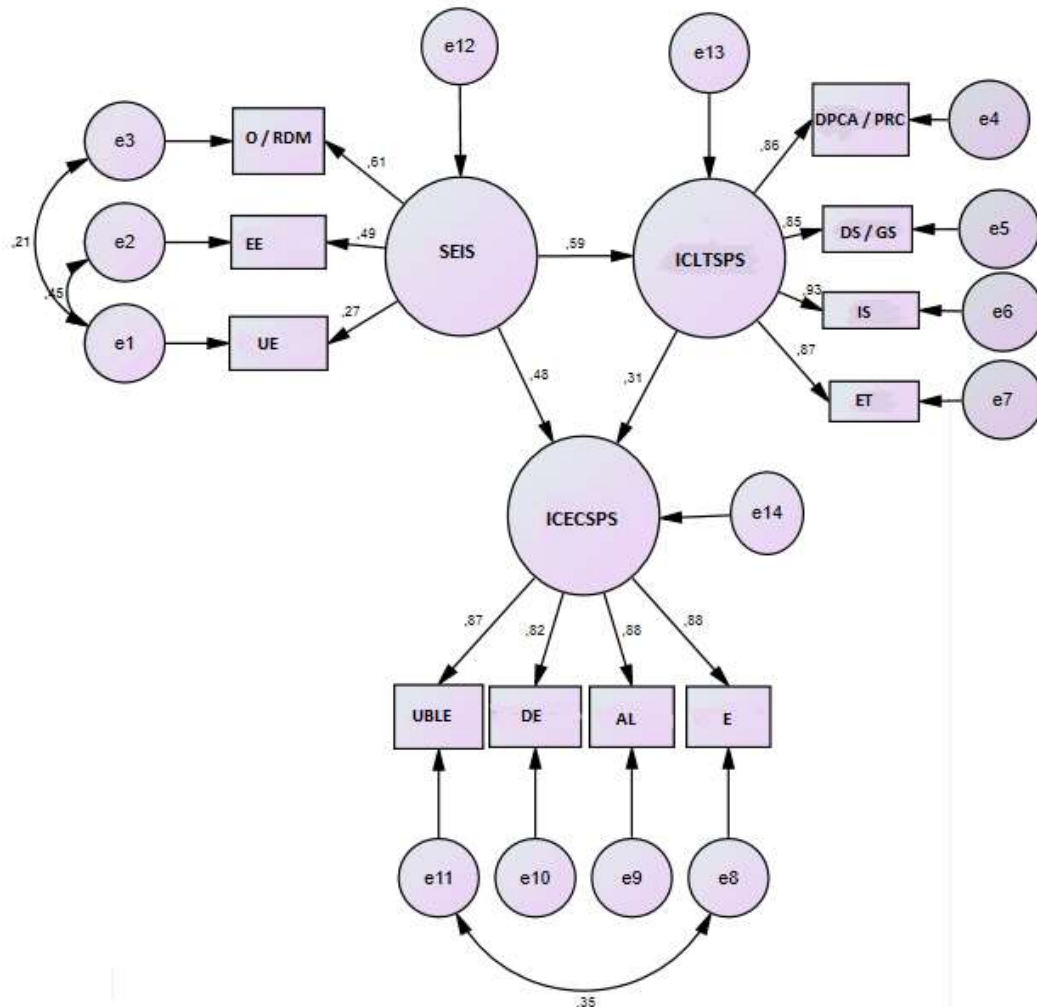


Figure 4: Structural Equation Modeling of relationship between Teachers' Emotional Intelligence, In-Class Leader Teaching Skills Perception Scale and In-Class Effective Communication Skills Perception Scale

Compliance index values regarding structural equation modeling of relationship between teachers' emotional intelligence scale, in-class leader teaching skills perception scale and in-class effective communication skills perception scale are seen in Table 5.

Table 5: Compliance Index Values Regarding Structural Equation Modeling

Compliance Index	Structural Equation Modeling	Good Compliance	Acceptable Compliance	Evaluation
$\chi^2/ (df)$	117,18/(38)= 3,08	$0 \leq \chi^2 \leq 3$	$3 < \chi^2 \leq 5$	Acceptable Compliance
RMSEA	0.077	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,08$	Acceptable Compliance
TLI/NNFI	0.96	$0,97 \leq TLI \leq 1,00$	$0,95 \leq TLI < 0,97$	Acceptable Compliance
CFI	0.97	$0,97 \leq CFI \leq 1,00$	$0,95 \leq CFI < 0,97$	Good Compliance
NFI	0.96	$0,95 \leq NFI \leq 1,00$	$0,90 \leq NFI < 0,95$	Good Compliance
AGFI	0,89	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI < 0,90$	Acceptable Compliance
GFI	0,94	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI < 0,95$	Acceptable Compliance

When Table 5 and Compliance index values are examined,  $\chi^2/ (df)$  was calculated as 3.08 and because this value is smaller than 5, it is seen that is Acceptable Compliance index (Byrne, 2013). When the RMSEA compliance index is considered, it has an acceptable compliance index with a value of 0.077. When the TLI / NNFI, NFI, AGFI and GFI values were examined, it is seen that it has a Good Compliance index (Schermelleh-Engel, Moosbrugger & Müller, 2003). According to the data gathered from the teachers, it is seen that the compliance index values of the measurement model established are verified. The findings regarding the established structural equation model are shown in Table 6. Pathways related to variables in the structural equation modeling of relationship between teachers' emotional intelligence, in-class leader teaching skills perception scale and in-class effective communication skills perception scale.

Table 6: Pathways for Structural Equation Modeling

Variables	In-Class Effective Communication Skills Perception Scale		
	Direct Effect	Indirect Effect	Total Effect
Schutte Emotional Intelligence Scale	0,478	0,18 5	0,66 3
In-Class Leader Teaching Skills Perception Scale	0,311	0,00 0	0,31 1

When Table 6 is examined, the direct impact of teachers' emotional intelligence levels on in class effective communication skills perception was calculated as 0,478. The indirect effect of the teachers' emotional intelligence levels on In-Class Effective Communication Skills Perception Scale, that is to say, when the In-Class Leader Teaching Skills Perceptions are used as mediators variable, the effect is calculated as .185. The total effect of the teachers' emotional intelligence levels on the perception levels of In-Class Effective Communication Skills Perceptions was calculated as 0.663 when In-Class Leader Teaching Skills Perceptions are used as mediators variable. The direct effect of the teachers' perception of In-Class Leader Teaching Skills Perception on In-Class Effective Communication Skills Perception

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Scale was calculated as 0.311 and the total effect was also calculated as 0.311 because there is no mediators variable.

#### 4. Discussion, Conclusion and Recommendations

The purpose of this study is to test the theoretical framework formed as that the emotional intelligence of secondary school teachers influence in-class leader teaching and in-class effective communication skills and in-class leader teaching influence in-class effective communication skills in the scope of a structural equation model.

As a result of the validation of the model, it was found that the emotional intelligence perception of the teachers positively influenced positively the in-class leader teaching skills and in-class effective communication skills in the classroom and the perceptions of in-class leader teaching influenced positively their in-class effective communication skills. When the teachers' in-class leader teaching skills of emotional intelligence is used as a mediator variable, it was concluded that the effect on the perception levels of in-class effective communication skills increased. In this study, a linear model has been formed considering that emotional intelligence influence in-class effective communication skills and additionally, in-class leader teaching skills and in-class leader teaching skills influence in-class effective communication skills. In the study, in order to test the theoretical model of the structural equation model, to investigate the appropriate models, to provide the combining of measurement error in both latent and observed variables, Path analysis was used and high goodness of fit values were reached. It is determined that the model formed as a result of these fit indices is Good Compliance model.

When the relationships between the variables in the model were examined, significant correlations were found between emotional intelligence and in-class leader teaching skills and in-class effective communication skills, and between in-class leader teaching skills and in-class effective communication skills. The strongest direct impact in the model was observed among the variables of emotional intelligence and in-class effective communication skills. It was also found that there was a high level of relationship between the in-class leader teaching skills and in-class effective communication skills.

Based on these results, it can be said that as the level of emotional intelligence increases, the level of in-class leader teaching skills and in-class effective communication skills will increase as well as the level of in-class effective communication skills will increase as the level of in-class leader teaching skills increases. When the results are evaluated within the classroom environment, the following connection can be made. Teachers who want to establish good relationships with their students and to influence and point their way should know both themselves and their students. The teacher's awareness of his own emotions and their ability to control them means that he/she knows himself/herself well, and if a teacher understand his/her students' emotions, point their way, it means that this teacher knows them well. In the light of these statements, it can be said that the reason for being competent in terms of emotional intelligence will help teachers to communicate effectively with their students and improve their relations with them. This finding is consistent with the theoretical and empirical research findings in the literature. (Johnson & Indvik, 1999; Salovey & Shuyter, 1997; Acar, 2002; Weymes, 2003; Herbst, Maree & Sibanda, 2006; Doğan & Demiral, 2007; Erdoğan, 2008; Gürbüz & Yüksel, 2008; Geçikli, 2012; Taşlıyan, Hırbak & Harbalıoğlu, 2014; Gülbahar & Sıvacı, 2018a; Gülbahar & Sıvacı, 2018b).

The reason for the high level of relationship between the variables used in the study may be the collection of data on similar education such as school in the researches about education. For this study, collecting data from similar groups (schools) and becoming unit of analysis as teacher rather than schools constitute the limitations of the study.

In order to be a good teacher, it is necessary to have a high level of communication skills in order to be able to communicate with the students. A high level of perception is necessary to achieve this skill. Therefore, the high level of perception of competence related to a behavior requires high success for that skill or action (Schunk & Gunn, 1986). As a result, it is possible to say that the teachers having a high level of perception about effective communication skills in the classroom will have a qualified education in the classroom, to establish good relations between students and teachers, and to be the determinant of students' positive behaviors.

Within the scope of the study, the variable having the highest relationship with emotional intelligence was found as in-class effective communication skills. In this context, it can be said that if teachers' perceptions of emotional intelligence increases, in-class effective communication skills perception will increase as well. When the literature is examined, a limited number of studies have been identified in relation to the relationship between emotional intelligence and in-class effective communication skills. In the research of Gülbahar and Sivacı (2018), it was found that there was a positive and moderately significant relationship between secondary school teachers' perceptions of emotional intelligence and in-class effective communication skills. Pınarcık, Tuesday and Altındaş (2016) found that emotional intelligence levels of pre-school teacher candidates were not effective in predicting communication skills. In a study conducted on university students, a significant relationship was found between emotional intelligence and communication skills (Taşlıyan, Hırbak & Harbalıoğlu, 2014). According to the research findings, emotional intelligence has an effect on teachers' in-class leader teaching skills. It can be said that as the perception of emotional intelligence increases, teachers' in-class leader teaching skills perceptions will increase. When the literature is examined a limited number of studies have been identified in relation to the relationship between emotional intelligence and in-class leader teaching skills perceptions. In Gülbahar's (2018) study, it was found that there was a positive and moderate correlation between the perception of secondary school teachers' perceptions of emotional intelligence and the in-class leader teaching skills perceptions.

#### **4.1. Recommendations**

- Based on the finding that teachers' perception of emotional intelligence affect their in-class leader teaching and in-class effective communication skills perception, trainings, social and cultural activities for teachers and pre-service teachers to develop their emotional intelligence can be realized.
- Based on the finding that teachers' perception of in-class leader teaching skills perceptions affect their in-class effective communication skills trainings, social and cultural activities for teachers and pre-service teachers to develop their in-class leader teaching skills can be realized.

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