

Research paper

Understanding the Links between Emotional Intelligence, Empathy, and Authentic Personality in English Language Teachers: Employing Structural Equation Modeling

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Abstract

Emotions and personality traits are central factors within educational settings, significantly affecting the interactions' quality and the establishment of effective relationships between teachers and students. Among the several emotional factors, emotional intelligence and empathy are particularly prominent. Moreover, teachers' personality role in the instructional process has gained considerable attention, with authenticity as a key personality dimension that is connected to optimal performance. This study was an attempt to develop a model exploring the relationships among emotional intelligence, empathy, and authentic personality. Employing a cross-sectional correlational design, the study data were collected from 198 participants. Structural equation modeling analysis indicated that both emotional intelligence and empathy serve as positive and significant predictors of authentic personality. Furthermore, a moderate correlation was observed between teacher empathy and emotional intelligence. Accordingly, the initial proposed conceptual model of the study was supported by the empirical findings.

Keywords: English Teachers, Personality, Authentic Personality, Emotional Intelligence, Empathy, Structural Equation Modeling

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Introduction

Historically, the fields of second language acquisition, TESOL, and applied linguistics are dominated by the focus on the cognitive aspects, whereas the psychological and the emotional knowledge have received little attention or even been neglected (Wu & Kabilan, 2025). In the same vein, Wang et al., (2021) point out that “emotion is a term that has been in the shadow “(p.1). This has led to a neglect of its importance in the process of teaching and learning (Warner, 2022; Yu, 2022).

Most of the studies on successful teachers and teaching conclude that apart from professional skills, language proficiency, and experience, there are other personal and psychological qualities (Li, 2022) such as emotions which play a pivotal role in handling interpersonal relationships (Diez & Guamán Luna, 2025). The concept of Emotional Intelligence (EI), which is “the ability to monitor one’s own and others’ feelings and emotions” (Mayer & Salovey, 2008, p.189), has become an issue of great importance in the study of emotions and the process of monitoring it. Teaching another language requires a certain climate in the classroom and a high degree of emotional relationship with the learners (Hashemian, 2019). Reaching students’ emotions and feelings requires empathy, which is the ability to imagine oneself in someone else's position, to see the world through their eyes (Resnik & Dewaele, 2023; Richards, 2022).

Empathy is a defining feature of good teachers, which can characterize teachers and learners in achieving the preferred academic record (Kumar, 2018). It contributes to the development of educators’ capacity to react, act, or respond to students (Santana-Monagas et al., 2025). As a construct of emotional EI (Cherniss, 2000), empathy can lead to “mirroring and affective matching behaviors” (Yalcin & DiPaola, 2018) and a relationship between emotional intelligence and

empathy has been reflected by several scholars (Antonopoulou, 2024; Pirrone et al., 2022; Sánchez & Gaeta, 2023; Tadayon et al., 2023; Wang et al., 2024; Xiang et al., 2022).

Besides emotional factors such as emotional intelligence and empathy, the personality of the teacher and its role in the process of teaching is highlighted in numerous studies (Akbarzade Farkhani, 2021; Bardach, et al., 2022; Manke et al., 2025; Sobirjonovich, 2025). However, in the area of authenticity, which is defined in teaching as being reflective of oneself (Jacobs et al., 2022; Plust et al., 2022) the argument is still indistinct. Authenticity of personality is associated with” reduced defensiveness, improved coping, better self-concept, better social role functioning and pursuit of goals” (Sutton, 2018, p.118). Keller & Becker (2020) highlights that educators need to demonstrate authentic feeling qualities to have optimal performance. Authentic personality is viewed as closely linked to the behavior and expressions implemented through conscious awareness of states and emotions (Duignan & McGrath, 2021; Tohme & Joseph, 2025); thus, there seems to be a relationship between emotions and authentic personality.

Thus, in educating and teaching where handling relationships is crucial, empathy can have a substantial role. Besides, emotional intelligence is introduced as having a key role in individuals’ performance and career prospects (Khassawneh et al.,2022) as organizational behavior can rely heavily on emotions and their role in intelligent thinking (Fiori & Vesely-Maillefer, 2018). It is also maintained that emotional intelligence has a more important role than IQ (Intelligence Quotient) (Kanesan, & Fauzan, 2019). As for the relationship between emotional intelligence, which includes empathy as a key component, and authentic personality, Duignan & McGrath (2021) conceptualize and theorize authentic personality based on Rogers' humanistic psychology. Rogers (1961) describes authenticity as a trait that requires a person to openly receive, interpret, and act based on their emotional reactions and inner states.

While these three are integrated in the process of teaching in developing relationships, there seems to be a lack of research in finding the interrelations through empirical data. Thus, this study sought to find out the interrelationships of these variables among Iraqi English teachers to find the possible predictors of emotional intelligence.

Emotional Intelligence and Empathy

According to Goleman (1995), emotional intelligence refers to individuals' ability to define and control their own and other emotions and feelings. In the same vein, Mayer and Salovey (2008) stressed that emotional intelligence is considered as individuals' potential to monitor their emotions and other feelings in order to make a distinction among them and utilize such understanding to direct his/her cognition and emotion (Biçer, et al., 2022; Bodrogi, et al., 2022). Emotional intelligence is examined to analyze the general ability to behave and communicate with others. Thus, developing emotional intelligence leads to individuals' communicative competence (Han, & Haider, 2022; Kakarla, 2025).

According to Mayer and Salovey (2008), emotions include complex reaction systems where multiple parts of psychological systems such as cognition, physiological, and motivation factors are present. In the past decades, emotions and intelligence were considered as contrasting sides in relation to the fact that emotions were assumed to have no place in thinking (Antonopoulou, 2024). As stated by Mayer and Salovey (2008), this assumption is not true. It is important to recognize that the two aspects are highly related and could indicate a strong realization of individuals' behavior and social interactions (Khan, et al., 2025). Goleman (1998) states that empathy is believed to be a construct of emotional intelligence.

As far as the relationship between EI and other personality variables is concerned, empathy can be considered as one of the personality traits directly related to EI. As stated by Rosado et al (2022), empathy is the keen attention to others' feelings and emotional status both physically and emotionally. In other words, empathy is a unique individual's trait to recognize others by immersing oneself, cognitive entering, empathizing, and putting oneself into their mindset and psychic experiencing. Different scholars relate empathy to the feeling of understanding others as a human characteristic, which is also observed in individuals with high emotional intelligence (Antonopoulou, 2024; Bratton, 2015; Batson, 2009; Manke et al., 2025; Tadayon et al., 2023).

Empathy might be relevant to the attempts to enhance permanently the quality of education and academic achievements. As stated by Tadayon et al. (2023), since empathy is sharing excitement and sorrow with the individuals who have such emotions, the teaching process in communities is not possible without empathy. Therefore, empathy as a sense of otherness is in close nexus with emotional intelligence. Such a link becomes evident when the teachers are considered as the pivotal agent in teaching and learning contexts. This assumption is proposed by Wang et al. (2022) who believe that an ideal teacher is the one who can be empathetic. By empathy capability, Wang et al. (2022) refer to the teachers' competence of genuinely regarding the emotions, rights, feelings and success of the learners, in all teaching tasks, as a first priority. Empathy is closely related to emotional perception as it describes the appreciation of others' feelings and the emotional experiences of one without getting involved in it (Surma-Aho & Hölttä-Otto, 2022). Empathy has been discussed as a dimension of emotional intelligence (Antonopoulou, 2024; Sánchez & Gaeta, 2023; Wang et al., 2024) and high emotional intelligence also is believed to determine a higher level of empathy.

In terms of the teachers' empathy, its complexity and internal structure should be taken into consideration (Aldrup et al., 2022). The emotions and feelings of an empathetic teacher meet and correspond to the emotions and feelings of empathized learning in a mutually empathic understanding. It indicates a complex mixture of various perceptions and emotions. Furthermore, some scholars, such as Chavira Trujillo et al. (2022) and Thompson et al. (2022), argue that two basic elements of empathy include the cognitive and affective aspects. The cognitive aspect refers to the understanding of the learners' perceptions and views, and the ability to take their views.

In contrast, the affective aspect is the teacher's accurate emotional experience and reaction to the learner's psychological level. Aldrup et al., (2022) argue that teacher empathy is the ability to show feelings of concern for the learners' views. Teacher empathetic interaction and effect will lead to learners' experiencing greater recognition and acceptance. This will lead to an increase in the positive perceptions of learners toward themselves and toward learning, as well as the learning context (Aldrup et al., 2022; Zhang, 2022). Moreover, Keyser et al. (2022) maintains that empathy and belonging enhance learners' motivation to learn and affect the learning positively. Accordingly, the relationship between emotional intelligence and empathy should be considered in language learning since both emotional and personality traits of teachers and learners are involved.

Emotional Intelligence and Authentic Personality

As Kernis and Goldman (2005) maintain, the concept of 'authenticity' is rooted in the concerns of Greek philosophers who emphasized the importance of understanding ourselves to live following our true roles. The idea has been shaped through essentialist and existentialist philosophies. From an essentialist perspective, authenticity is viewed as a drive of self-discovery,

which involves recognizing and acting in alignment with one's essential self or essence (Rumianowska, 2020; Pope, 2024).

In contrast, the existentialist approach takes into account self-creation, selecting how to survive and live and being responsible for one's selection (Kapusta, 2024; Torres, 2023). For instance, Heidegger (as cited in Guignon, 2002) assumes that authentic individuals are supposed to commit to making their own lives, being focused, coherent, and fully engaged. However, living authentically includes making deliberate selections to be true to oneself and be responsible for one's behaviors. According to Sheldon, et al. (1997), these philosophical tenets regard much of the psychological studies related to authenticity and psychological conceptions of authenticity into two major approaches. The trait approach assumes that traits reflect the true selves, so that consistency of personality characteristics is a way to examine authenticity (Shahzad et al., 2021). In contrast, more organismic or existentially informed methods hold that authenticity is a process of coherence or congruence and can be measured as the extent to which a person acts in a way that is considered personally expressive or self-determined. This latter method indicates greater continuity with philosophical recognition of authenticity (Sutton, 2018).

For several reasons, the consistency approach to authenticity is problematic. As stated by Sheldon et al (1997), being honest to oneself does not show a self-concept that is fixed and unchangeable across various roles. Studies on the relationship of the personality traits with authenticity within various social roles have revealed that individuals can experience authenticity independently of personality consistency (Monacis et al., 2021; Shahzad et al., 2021; Zawadzki & Adamczyk, 2021). Moreover, (Li & Li, 2022; Liu & Kirdsiri, 2023) stressed the effect of cultural aspects on definitions of authenticity.

Rather than viewing personality as a fixed trait, the coherence approach suggests that the authentic self is better understood as a 'self-narrative' (Leuenberger, 2021). Such narrative can be flexible and even inconsistent, yet it plays crucial roles, including establishing overarching goals and standards that facilitate effective social communications. According to Wojciechowski (2024), a self-narrative can be regarded as a way of creating continuity and coherence across seemingly inconsistent acts. Based on Rogers' (1961) humanistic model, authenticity is expressed by the concept of congruence and highlights being aware of one's feelings to live and share them where proper. In the same vein, Deci and Ryan's (1980) self-determination theory (SDT) assumes that authenticity consists of being autonomously motivated rather than compelled to action. In this coherence approach, authenticity is defined as the degree to which one feels true to self (Bailey et al., 2020; Nunes et al., 2021).

Social psychological studies have claimed that the extent to which individuals feel their personality changes between roles is relevant to their levels of well-being, with less role change being relevant with higher well-being (Anglim et al., 2020; Bojanowska & Urbańska, 2021). According to Sheldon et al. (1997), individuals who reported more shift between roles considered themselves as less authentic. Greater emotions of authenticity were negatively related with anxiety, stress, and depression (Borawski, 2021; Pan et al., 2023) and positively relevant with self-esteem (Wood et al., 2008), and this partly mediated the relationship between role change and well-being (Borawski, 2021; Wang & Li, 2018).

Concreting the relationship between emotional intelligence and authentic personality, it is assumed that both can be associated with the psychological status of the individuals (Kamboj & Garg, 2021). Besides, emotional factors such as emotional intelligence and empathy, the personality of the teacher and its role in the process of teaching have been investigated and

highlighted; it has been reported that those who behave emotionally stable have a feeling of being more authentic (Fleeson & Wilt, 2010; Landa & English, 2022). In addition, teachers' authenticity will provide them with a kind of confidence which is critical in educational contexts, particularly in making decisions and in understanding the students (Chadha, 2022). Moreover, authenticity of personality is assumed to be correlated with decreased defensiveness (Chew & Ang, 2023), enhanced coping, better self-concept, better social role functioning and pursuit of future purposes (Sedikides & Schlegel, 2024). Thus, as mentioned by Colomeischi (2015), teachers' authentic feeling qualities will lead to their optimal performance and will trigger their emotional intelligence.

Authentic Personality and Empathy

Scholars such as Pan et al. (2023), and Zawadzki and Adamczyk (2021) paid special attention to the ways an authentic personality is formed and organized in individuals. It has been argued that the problems in forming an authentic personality can be the problem of empathy. Thus, it can be assumed that empathy is related to and is important in establishing authenticity in individuals. Discussing it as a process of personality formation and as a principle of individuation, Stein (2005) stressed the dire need to consider the person in practice, to understand their authentic individuality, even though there are restrictions to this understanding.

As far as the relationship between authenticity and empathy is concerned, it has been noted by Firman and Gila (2002) that "empathy is immensely important in this journey because the act of being authentic involves the right connection to the other person's reality" (p.92). An authentic person is also viewed as whole where all feelings as well as empathy must be merged. Moreover, it is maintained that being empathetic, a person can not only tolerate differences but will also find an authentic desire to see the reality through another person's eyes. Authenticity in this sense thus

means the quality of having emotional presence or receptiveness (Svrakic & Divac-Jovanovic, 2019).

Methodology

The present correlational study employed a cross-sectional design. Pearson correlation was used for finding relationships of variables. To test the proposed model, structural equation modelling (SEM) was employed which is a statistical procedure in which latent variables are used and they can be identified using observed variables (Khajavy & Ghonsooly, 2016). It increases “the explanatory power of correlational data” (Fassinger, 1987, p.1). Moreover, the analysis was chosen to determine the degree to which the model is consistent with the data.

Participants and Setting

The sample of the study consisted of 198 (106 males and 92 females) Iraqi teachers of English. The kind of sampling used in this study was convenience sampling. In this type of sampling, especially for web surveys, the participants may browse and find the links and the decisions are left up to them for participation (Fricker, 2008). The sample size for the present study was according to the guidelines provided for the requirements for Structural equation Modelling analysis by Kline (2015).

Instrumentation

The short version of the emotional intelligence scale used in this study was developed by Palmer et al. (2009). It includes 14 items based on a five-point Likert scale. The short form has 2 items for each of the seven subscales as follows: Emotional Self-Awareness, Emotional

Expression, Emotional Awareness of Others, Emotional Reasoning, Emotional Self-Management, Emotional Management of Others, and Emotional Self-Control. It has received a reliability index of 0.87 and an acceptable validity (Palmer, et al., 2009).

The next scale used in this study was the authenticity scale that was developed by Wood, et al. (2008), which measures dispositional authenticity. It includes three constructs of self-alienation, accepting external influence, and authentic living. Wood, et al. (2008) have reported a reliability index of 0.86, which is acceptable and also reported that the scale has validity.

The teacher empathy scale employed in this study was developed by Bouton (2014). An alpha of .85 is reported for this questionnaire. The developer also reported the acceptable validity of the questionnaire. The 21 items of the scale related to the factors including cognitive, affective, and behavioural. The scale was on a 5-point Likert scale.

The Proposed Model of the Study

Proposing a model for the analysis in SEM must be based on the theoretical knowledge or data from empirical studies or both (Byrne, 2010). Accordingly, for the present study the relationships are initially modelled based on previous studies and literature. The following figure illustrates the proposed model of relationships among the three latent variables of the study.

Empathy is described as an element of emotional intelligence (Antonopoulou, 2024). It is closely related to emotional perception as it describes the appreciation of others' feelings as well as the emotional experiences of one without getting involved in it (Chavira Trujillo et al., 2022). The relationship between emotional intelligence and empathy is also supported by (Castelino & Mendonca, 2024). On the other hand, it has been reported that those whose behaviors are emotionally stable, have a feeling of being more authentic (Bojanowska & Urbańska, 2021). In

the same vein Mazurek (2021) highlights the interplay that exists between empathy and authenticity. Thus, it can be concluded that empathy as a determining factor for emotional intelligence can also lead to an authentic personality. Thus, a bidirectional path is drawn between empathy and emotional intelligence while a unidirectional path is drawn from empathy and emotional intelligence to authentic personality.

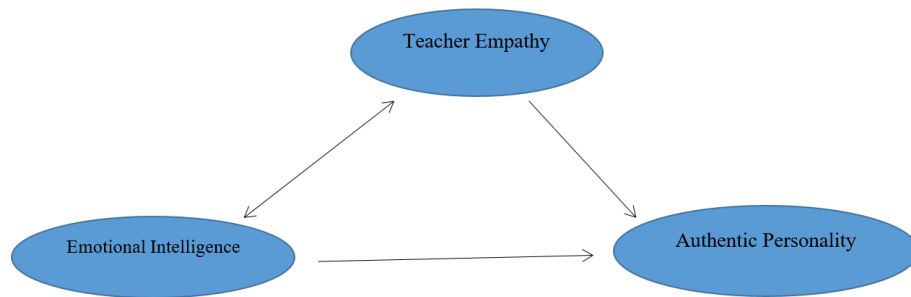


Figure 1 The proposed model

Data Analysis

Pearson correlation analysis was conducted to find the relationships among variables. Table 1 indicates the results of the correlations among authentic personality, teacher empathy, and emotional intelligence.

Table 1

Correlations among Authentic Personality, Teacher Empathy, and Emotional intelligence

		Authentic Personality	Emotional intelligence	Empathy
Authentic Personality	Pearson Correlation	1		
Emotional Intelligence	Pearson Correlation	.21**	1	
Empathy	Pearson Correlation	.47**	.19*	1
	N	198	198	198

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

* . Correlation is significant at the 0.05 level (2-tailed).

Based on Table 1, there is a moderate positive significant relationship between Authentic Personality and Empathy ($r=.47, p<.05$). Moreover, Authentic Personality is positively and significantly correlated with Emotional intelligence ($r=.21, p<.05$). Results showed that there is a weak positive significant correlation between Emotional intelligence and Empathy ($r=.19, p<.05$).

To find the interrelationships among these variables, Structural Equation Modeling (SEM) was used. SEM is a family of statistical methods designed to test a conceptual or theoretical model (Kaplan, 2007). Some common SEM methods include confirmatory factor analysis, path analysis, and latent growth modeling. The term "structural equation model" most commonly refers to a combination of two things: a "measurement model" that defines latent variables using one or more observed variables, and a "structural regression model" that links latent variables together. The parts of a structural equation model are linked to one another using a system of simultaneous regression equations (Kline, 2011).

To examine the structural relations, the proposed model (Figure1) was tested using Amos 24 statistical package. A number of fit indices were examined to evaluate the model fit: the chi-square magnitude which should not be significant, Chi-square/*df* ratio which should be lower than 2 or 3, the good fit index (GFI), and the comparative fit index (CFI) with the cut value greater than .90, and the Root Mean Square Error of Approximation (RMSEA) of about .06 or .07 (Schreiber, et al., 2006).

To check the strengths of the causal relationships among the components, the standardized estimates were examined. Figure 2 shows the model of the interrelationships among authentic personality, teacher empathy, and emotional intelligence.

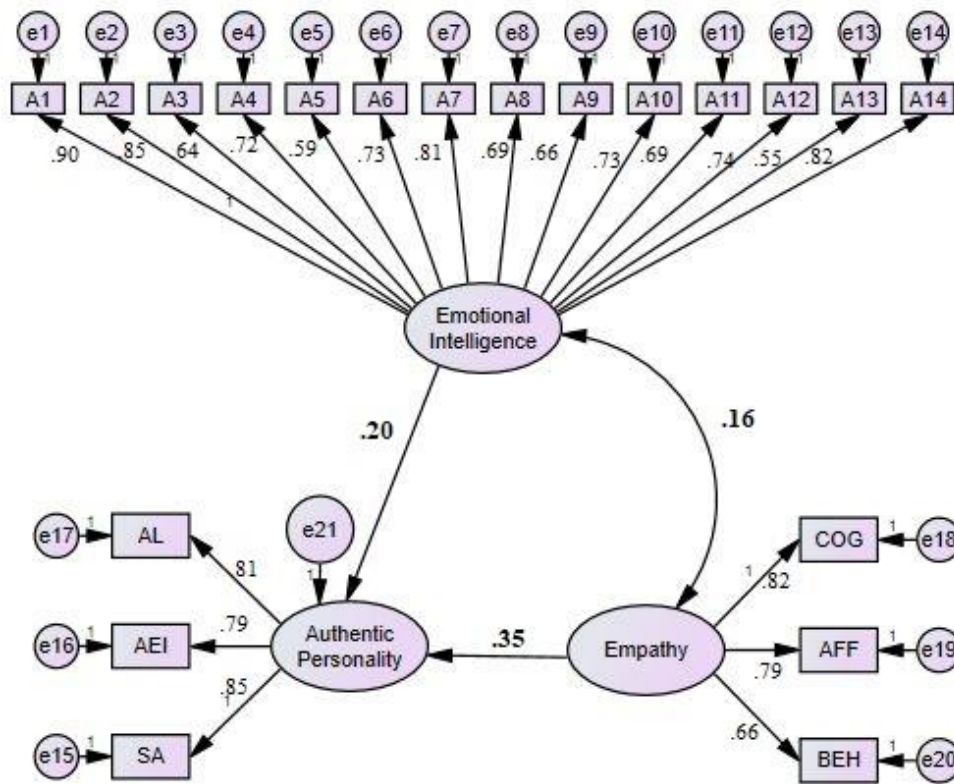


Figure 2 the model of the interrelationships among authentic personality, teacher empathy, and emotional intelligence

As indicated in Figure 2, an estimate is displayed on each path. This standardized estimate is the standardized coefficient or beta coefficients (β) resulting from an analysis carried out on independent variables that have been standardized. It explains the predictive power of the independent variable and the effect size. The closer the magnitude to 1.0, the higher the correlation and the greater the predictive power of the variable is.

Results of SEM revealed that both emotional intelligence ($\beta = .20, P < .05$) and empathy ($\beta = .35, P < .05$) are positive significant predictors of authentic personality. In addition, there is a weak correlation between teacher empathy and emotional intelligence ($\beta = .16, P < .05$). Table 2 shows the goodness of fit indices.

Table 2
Goodness of Fit Indices

	X2/df	GFI	CFI	RMSEA
Acceptable fit	<3	>.90	>.90	<.08
Model	2.66	.98	.91	.07

As demonstrated in Table 2, the chi-square/df ratio (2.66), RMSEA (.07), GFI (.98) and CFI (.91), all the fit indices lie within the acceptable fit thresholds. Hence, it can be concluded that the proposed model had an acceptable fit with the empirical data.

Discussion of the Findings

As regarded the relationship between Authentic Personality and Empathy, the analysis of the data confirmed a weak but positive and significant relationship between the two ($r=.47, p<.05$). SEM analysis also showed that empathy ($\beta =.35, P<.05$) is a positive significant predictor of authentic personality. These findings are in line with discussions of Fleeson and Wilt (2010) who state that the more emotionally stable people tend to be more authentic. Similarly, Sandmeyer (2016) refers to such a relationship and interplay between empathy and authenticity. In the same way, paying attention to the formation of an authentic personality, Júnio and Barreira (2018) and Kapusta (2025) maintain that empathy is not only related to but also establishes authenticity in people.

Considering the relationship between Authentic Personality and emotional intelligence, a positive and significant correlation was found ($r=.21, p<.05$). SEM analysis also relieved that emotional intelligence ($\beta =.20, P<.05$) is a predictor of authentic personality. It is also discussed by Roger (1961) that authenticity as a trait is closely dependent on the emotions and feelings of a person. Likewise, Keller & Becker (2020) define authenticity as taking effect from not only

thoughts but also emotions. In the same vein, Han et al. (2022) emphasizes that the qualities of a teacher's feelings can be a leading factor for activating their emotional intelligence. Other researchers such as Tohme and Joseph (2025) and Mazurek (2021) also highlight the relationship between Authentic Personality and emotional intelligence.

The findings related to the relationship between Emotional intelligence and Empathy also confirm a weak positive significant correlation ($r=.19, p<.05$). Additionally, SEM analysis shows that there is a weak correlation ($\beta =.16, P<.05$) between teacher empathy and emotional intelligence. Empathy itself is defined as a constructing element of emotional intelligence (Di Lorenzo Rosaria, Giulia, & Paola, 2019). Khassawneh et al. (2022) also highlight the presence of a relationship between emotional intelligence and empathy. Goleman's (1998; 1995) theory also introduces empathy as an important element of emotional intelligence. According to Biçer et al. (2022), empathy includes the strong attention to the other individuals' feelings and emotional status emotionally. The findings are also in line with Bratto (2015), Batson (2009), Li et al (2021), Castelino and Mendonca (2024) who also stress that individuals with higher emotional intelligence tend to be more empathic. In the same vein, Di Lorenzo Rosaria, et al (2019) confirm that high emotional intelligence can determine a higher level of empathy.

Skill and knowledge will not suffice to create an effective teaching situation (Diez & Guamán Luna, 2025). Given that emotions play a crucial role in teaching contexts, particularly where interpersonal relationships are significant, teachers with high emotional intelligence will have higher empathy and authenticity. This can provide the appropriate climate and environment which is required for language learners as teachers with a high emotional intelligence will not only understand their own feelings and those of their students, they will also be able to include the

emotional support and side in establishing effective relationships with their students (Aldrup et al., 2022).

Conclusion

Emotional intelligence is believed to have empathy as one of its components (Antonopoulou, 2024). Moreover, according to the authentic personality theory, being authentic as an important factor is dependent on a person's emotional intelligence (Tohme & Joseph, 2025). Being authentic can help the person to act appropriately in relation to 'internal states, emotions, and thoughts' (Bodrogi et al., 2022) which is again a focal factor for classroom management and for building suitable relationships with students.

The findings of the present study indicate that there is a weak positive significant relationship between Iraqi EFL teachers' Authentic Personality and Empathy. Findings of Structural equation Modelling also confirmed this. Castelino & Mendonca (2024) also mentions the existence of such a relationship. Akbarzade Farkhani (2021) maintain that if a person has problems in shaping an authentic personality, the same problems will appear in her/his empathy. Authenticity is also defined as the quality of having emotional presence or receptiveness (Kapusta, 2025; Svrakic & Divac-Jovanovic, 2019).

Based on the findings of statistical analysis and SEM it was also concluded that Authentic Personality is positively and significantly correlated with Emotional intelligence. In the same vein, Bojanowska & Urbańska (2021) state that the emotionally stable individuals are more authentic. Colomeischi (2015) also refers to such a relationship and maintains that teachers' authentic feeling qualities can be a leading factor in triggering emotional intelligence (Wang, 2023).

Finally, based on the analysis of the data, it was also concluded that there is a weak positive significant correlation between Emotional intelligence and Empathy. According to Chavira Trujillo et al. (2022) empathy is an individual's inclination for an emotional state which comes from the person's emotional state as well as taking another person's emotional state and feelings. Other scholars (Aldrup et al., 2022; Sánchez & Gaeta, 2023) also connect empathy to feeling others as a human characteristic that is similarly observed in individuals who have a high emotional intelligence. This suggests that enhancing emotional intelligence could be a valuable strategy for educators seeking to improve their teaching practices and student engagement.

The study contributes to language educators' and researchers' understanding of the interplay between emotional intelligence, empathy, and authentic personality in educational settings. It emphasizes the necessity for educators to promote these qualities to enhance their effectiveness in the classroom context to establish positive relationships with students. Future research can explore interventions to find the effects of developing emotional intelligence and authenticity among language educators.

The present study included some limitations. Firstly, the data was collected based on the participation of English teachers in Iraq which limited the generalizability of the findings for a global context. Secondly, the number of female and male participants in the study also limited the generalization of the findings to one gender. The study employed a quantitative method while the concepts of empathy and personality can also be studied employing qualitative methods. The researcher employed questionnaires for collecting data while data may be collected through other instruments or data collection techniques.

**The authors did not preregister the research with or without an analysis plan in an independent, institutional registry.
Data will not be shared as this is a part of a thesis.**

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