

**REPUBLIC OF TURKEY**  
**ÇAĞ UNIVERSITY**  
**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**TURKISH EFL TEACHERS' KNOWLEDGE, PERCEPTIONS AND  
PRACTICES REGARDING SOCIAL AND EMOTIONAL LEARNING IN  
ELEMENTARY, SECONDARY AND HIGH SCHOOL CONTEXTS**

**THESIS BY**  
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**MASTER THESIS**

**MERSİN / SEPTEMBER 2022**

**APPROVAL**  
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**ÇAĞ UNIVERSITY**  
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We **certify** that thesis under the title of “Turkish EFL Teachers’ Knowledge, Perceptions and Practices Regarding Social and Emotional Learning in Elementary, Secondary and High school Contexts” which was prepared by our student Değer DALDAL with number 2020008013 is satisfactory **consensus** for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

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## DEDICATION

*To my beloved parents and sister,*

## ETHICS DECLARATION

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Thesis Title: Turkish EFL Teachers' Knowledge, Perceptions and Practices

Regarding Social and Emotional Learning in Elementary, Secondary and High School Contexts

I hereby declare that;

I prepared this master thesis in accordance with Çađ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethic rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original.

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13 / 09 / 2022

Deđer DALDAL

## ACKNOWLEDGEMENTS

This has been the most incredible journey of my life and there are some people whom I would like to thank for assisting me in getting through this demanding period.

First and foremost, I would like to express my deepest gratitude to my supervisor, Dr. Seden Tuyan a thousand times for guiding and directing my path through this arduous journey and pushing me toward excellence in my writing. I feel so fortunate, privileged and honored to work with such a dedicated academician and I could not have imagined having a better supervisor. She showed a great deal of patience and a firm determination and commitment to help me push forward and succeed throughout every stage of my research project. Responding to my questions almost instantaneously and providing immediate feedback has led me to wonder if she ever sleeps. I could never have successfully accomplished this research without her deep knowledge, experience, positivity, whole-hearted support, unceasing encouragement, enlightening guidance and invaluable constructive feedback. During this educational journey, I have learned a lot from her about what is to be a real and ideal educator and I hope that one day, I can manage to provide full encouragement, incentives and support to others the way she has done for me.

I would like to extend my utmost appreciation to my jury members Dr. Senem Zaimoğlu and Dr. Deniz Elçin whose useful comments and recommendations have also contributed considerably to the improvement of this study in innumerable ways and saved me from many errors. Their expertise, professional insights and invaluable feedback have not only given shape to the final version of my thesis but also greatly assisted me to enrich my knowledge, widen my perspective and expand my thinking in regard to my research topic. This research study was undoubtedly a consequence of their collaborative effort and I am very grateful to have gained the opportunity to learn a lot from such brilliant experts.

Furthermore, I would like to use this opportunity to express my sincere gratitude to Asst.Prof.Dr. Kürşat Arslan. I am deeply indebted to him for not turning me down during the hardest time of my research journey. Despite his intense work schedule, he agreed without hesitation to give his time generously in order to provide me the support that I needed by sharing his valuable expert knowledge on MANOVA and guiding me in conducting an accurate and perfect analysis. Words can not express my gratitude to him for his unconditional and endless support and invaluable detailed feedback. I feel so

fortunate and privileged to have crossed paths with a great educator like Asst.Prof.Dr. Kürşat Arslan who possesses a number of wonderful qualities such as kindness, a strong work ethic, passion for teaching, a respectful attitude and extensive knowledge of his field. The past couple of months would have been much more difficult without his deep and generous support. I will be forever immensely grateful for the gentle guidance and mentorship that he provided to me whenever I needed. I will always follow his path and I hope one day I can become an instructor who does his job perfectly like him.

I must also not forget to thank all the school administrators who granted me access to their schools to get in touch with the EFL teachers in order to gather data for my research project. However, it is the school teachers that deserve my deepest gratitude. I am so thankful to them for being so generous with their time by agreeing to be involved in this study with a high willingness and interest despite their incredibly busy schedule programs in order to share their valuable thoughts, views and insights and reflect on their experiences within their language classrooms. I had a great pleasure of collaborating with these teachers during my data collection process and I can never forget the invaluable contributions they made to my research project with the knowledge that they have so eloquently imparted to me.

And beyond the academic world, I would like to give my special and heartfelt thanks to my parents who have always guided me towards my goals and dreams and who have always believed that I can conquer anything that I set my mind to. They all witnessed each part of this journey and I would not have accomplished it without them. First of all, I would like to express my deepest appreciation to my mother for instilling in me some great lifelong skills such as working hard, embracing the unknown, self-confidence, accountability, determination, being organised, time management, taking on challenges, overcoming the obstacles and coping with failure, all of which have greatly contributed to my success during this educational journey. Secondly, I owe special heartfelt gratitude to my father who willingly sacrificed all his time and sleep for travelling long distances with me to different boroughs of Izmir during my data collection process which lasted four months. His contribution to this project as my fellow traveller made walking this arduous path much more enjoyable and endurable. I have already started to look forward to the next journey we will take together. And thirdly, I would like to extend my sincere thanks to my sister who has always stood by my side whenever I go through tough times. The things she has done for me are far too extensive to write here. My sister has been constant source of inspiration throughout this educational journey. I could not have

undertaken this challenging experience without her endless support and encouragement. If it had not been for her encouragement and support, I could not have dared to apply for the program two years ago and would probably be still waiting until I feel ready to take action to be enrolled on the program. Undoubtedly, her mentorship and friendship have made such a huge and lasting impact on my life. To sum up, I am so blessed to have them all in my life and words can not express the love and gratitude I have to them. I will be eternally grateful for all each of them has done to contribute to my success not only during this journey but also in life. Their presence makes me stronger and without them and their endless love and affection, constant support and unremitting faith, I would not be where I am today and this endeavor truly would not have been possible.

Finally, I would feel a little remiss if I did not acknowledge my cat, Şanslı. Every day, Şanslı dutifully woke me up early in the morning by laying on my chest in order that I could begin my day and he slept by my feet throughout the entire day, patiently waiting for me to stop working for my thesis.

**ABSTRACT****TURKISH EFL TEACHERS' KNOWLEDGE, PERCEPTIONS AND PRACTICES REGARDING SOCIAL AND EMOTIONAL LEARNING IN ELEMENTARY, SECONDARY AND HIGH SCHOOL CONTEXTS****Değer DALDAL****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****September 2022, 190 pages**

The current study seeks to provide a comprehensive picture of Turkish EFL teachers' perceptions regarding their understanding, experiences and practices in relation to social and emotional learning in three separate contexts including elementary, secondary and high school. This research study mainly adopted a mixed methods research design making use of a quantitative approach integrated with a qualitative research. In total, the research sample constituted 238 Turkish EFL teachers. The study was based on two different data collection sources including a teacher survey and a semi-structured interview guide. Our data analysis process was conducted in three distinct phases. The preliminary stage focused on the analysis of quantitative data which was conducted through descriptive statistical analyses using SPSS. The second stage involved the inferential statistical analysis in which a one-way multivariate analysis of variance (MANOVA) was performed. The third stage was centered around the analysis of qualitative data. Upon a comprehensive examination of descriptive findings, teachers' perceptions of their comfort level with teaching SEL were found to be at a moderate level. teachers' perceptions of their commitment to teaching and learning about SEL at a high level and teachers' perceptions of administrative support for SEL at a moderate level. According to MANOVA findings, with the exception of the age groups, statistically significant differences were observed in teachers' perception of SEL among all the other independent variables. Lastly, the key qualitative findings were reported under three different categories which were determined within the responses of the



sample group, namely teachers' perceptions on the importance of SEL, factors hindering the implementation of SEL and teachers' recommendations on how to best serve students' social and emotional needs.

**Key words:** Social and Emotional Learning (SEL), Social and Emotional Competence (SEC), Turkish EFL teachers, primary school, secondary school, high school

## ÖZET

# İLKOKUL, ORTAOKUL VE LİSE BAĞLAMLARINDA TÜRK İNGİLİZCE ÖĞRETMENLERİNİN SOSYAL VE DUYGUSAL ÖĞRENMEYE İLİŞKİN BİLGİ, ALGI VE UYGULAMALARI

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**Eylül 2022, 190 sayfa**

Bu çalışma, Türk İngilizce öğretmenlerinin sosyal ve duygusal öğrenmeye ilişkin anlayışları, deneyimleri ve uygulamaları hakkındaki algılarının ilkökul, ortaokul ve lise olmak üzere üç ayrı bağlamda kapsamlı bir resmini sunmayı amaçlamaktadır. Bu araştırma çalışması esas olarak nitel araştırma ile bütünleştirilmiş nicel bir yaklaşımdan yararlanan karma yöntem araştırma desenini benimsemiştir. Toplamda, araştırma örneklemini 238 Türk İngilizce öğretmeni oluşturmuştur. Ayrıca çalışma, öğretmen anketi ve yarı yapılandırılmış görüşme kılavuzu olmak üzere iki farklı veri toplama kaynağına dayanmaktadır. Veri analiz sürecimiz üç farklı aşamada gerçekleştirilmiştir. İlk aşama, SPSS kullanılarak betimsel istatistiksel analiz yoluyla gerçekleştirilen nicel verilerin analizine odaklanmıştır. İkinci aşama, tek yönlü çok değişkenli varyans analizinin (MANOVA) gerçekleştirildiği çıkarımsal istatistiksel analizi kapsamaktadır. Üçüncü aşama, içerik analizi yöntemi kullanılarak gerçekleştirilen nitel verilerin analizine odaklanmıştır. Tanımlayıcı bulguların kapsamlı incelemesi sonucunda, öğretmenlerin sosyal ve duygusal öğretimi ile ilgili rahatlık düzeylerine ilişkin algılarının orta düzeyde, sosyal ve duygusal ile ilgili öğretme ve öğrenmeye bağlılıklarına ilişkin algılarının yüksek düzeyde ve sosyal-duygusal öğrenmeye yönelik idari destek hakkındaki algılarının orta düzeyde olduğu görülmüştür. MANOVA bulgularına göre, yaş grupları dışında, diğer tüm bağımsız değişkenler arasında öğretmenlerin sosyal-duygusal öğrenme algılarında istatistiksel olarak anlamlı farklılıklar gözlemlenmiştir. Son olarak, temel nitel bulgular, örneklem grubunun yanıtları göz önüne alınarak

belirlenen üç farklı kategori altında raporlanmıştır. Bunlar öğretmenlerin sosyal-duygusal öğrenmenin önemine ilişkin algıları, sosyal-duygusal öğrenmenin uygulanmasını önleyen faktörler ve öğrencilerin sosyal-duygusal ihtiyaçları açısından en iyi nasıl hizmet verileceğine ilişkin öğretmenlerin önerileridir.

**Anahtar Kelimeler:** Sosyal ve Duygusal Öğrenme, Sosyal ve Duygusal Yetkinlik, İngilizceyi yabancı dil olarak öğreten Türk öğretmenleri, ilkokul, ortaokul, lise

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## ABBREVIATIONS

<b>CASEL</b>	: Collaborative for Academic, Social and Emotional Learning
<b>EFL</b>	: English as a Foreign Language
<b>SEL</b>	: Social Emotional Learning
<b>SPSS</b>	: Statistical Package for Social Sciences

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## CHAPTER 1

### 1. INTRODUCTION

#### 1.1. General Background of the Study

For years, the academic achievement of students was recognized as the main priority among educators and instructors, especially in classrooms which were mostly based on traditional methods (Brackett, Reyes, Rivers, Elbertson & Salovey, 2011; Aygün, 2017; Ağırkan, 2021). However, with the significant changes and developments which have occurred in the field of education in recent years, additional needs have emerged in order for learners to achieve their full potential (Buchanan, Gueldner, Tran & Merrell, 2009). It has become not enough for instructors to equip their learners with excellent education only through necessary knowledge related to their field (Goleman, 2003, as cited in Işık, 2019). In order to integrate well-being individuals into society and find them a role in the community, an emerging demand has grown to take into consideration not only learners' academic needs but also their personal growth and development (Ağırkan, 2021). Thus, educators have now realized that their role in the classroom should go beyond academics.

Even the standards for language teaching and learning in the 21st century are redesigned in accordance with social and emotional learning principles in order to mirror these changes and now, most of the focus of attention is shifted towards fostering the essential social and emotional learning skills in learners including self-awareness, social awareness, relationship skills, self-management and responsible-decision making skills, all of which make a great contribution to the healthy development of learners (Durlak et al., 2011; Cristóvão et al., 2017, as cited in Rakap, Balıkçı, Kalkan & Aydın, 2018). Taking all these skills into account, teachers have started to make some adjustments and improvements in their teaching styles and strategies and they have arranged their teaching, teaching materials and activities in such a way that they can provide a learning environment in which they can serve learners' critical social and emotional needs in order for them to make use of the educational opportunities, maintain a healthy life and assure success in the rest of their lives (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Joseph & Strain, 2003, Beelmann & Lösel, 2006, Zins & Elias, 2007, as cited in Küçüközdemir, 2019).

## 1.2. Statement of the Problem

Just as the 21st century has brought some radical changes in foreign language teaching throughout the world, so foreign language education in Turkey has undergone a renovation. However, some research studies note that despite the increasing recognition of the significance of SEL, the main way of teaching English in some schools has not changed much to serve students' needs (Najafi, 2006; Küçüközdemir, 2019). Some English classes in Turkey are still based on traditional and teacher-centered way of instruction according to some research studies (Soylu, 2008; Kızıldağ, 2009; Dilek, 2010; Gökdemir, 2010; Kartal, 2012; Batdı, 2013; Kartal, 2014; Barış, 2017; Bozkurt, 2019; Kil, 2019). In spite of the evidence revealing an association between social and emotional wellbeing and positive student learning outcomes, social and emotional learning skills are ignored or pushed into the background in such classrooms most of the time and the focus of attention is directed solely towards academic achievement and performance (Türnüklü, 2004, Kabakçı & Korkut, 2008, Kabakçı & Korkut-Owen, 2010, as cited in Aygün, 2017; Işık, 2019; Ağırkan, 2021).

There might be many reasons why social and emotional learning is not integrated into such traditional classrooms. After a lot of thinking with regards to the reasons lying behind this issue, willingly or unwillingly, our attention is directed towards the crucial question of whether teachers in Turkey are familiar with the concept of SEL or not and at this point, this requires us to conduct an extensive literature search in order to reach research studies which aimed to explore Turkish teachers' perceptions on social and emotional learning. When we attempt to examine research studies conducted in Turkey in relation to this topic, one worth-reading research study carried out by Aygün and Taşkın (2017) achieves to grab our attention as it brings greater insight into how Turkish teachers perceive social and emotional learning. However, when we examine the results closely, we do not reach satisfactory outcomes regarding this subject topic. According to Aygün and Taşkın (2017), despite the fact that most teachers have heard of social and emotional learning before in their lives, they fail to provide a detailed explanation of this concept. Considering the results derived from this research study, it seems apparent that most of the teachers' knowledge of social and emotional learning is limited, which might, in turn, result in a lack of social and emotional care for learners. Furthermore, Aygün and Taşkın (2017) point out that there has been a program being implemented in Turkey, namely the Emotional and Social Development Program which was promulgated and put

into practice by the Board of Education in 2012 to be implemented in primary and secondary schools in an attempt to strengthen social and emotional learning skills of students. However, their results demonstrate that there has not been sufficient attempt and effort to raise awareness among teachers regarding this program (Aygün & Taşkın, 2017).

When we want to broaden our search in order to reach more references or studies apart from Aygün and Taşkın's work, we encounter various studies examining teachers' perceptions of social and emotional learning closely. However, much of the literature constitutes studies of foreign origin (Buchanan, Gueldner, Tran & Merrell, 2009; Bracket, Reyes, Rivers, Elbertson and Salovey, 2011; Ee and Cheng, 2013; Hollingsworth and Winter, 2013; Madueke, 2014; Youngblood, 2015; Martinez, 2016; Reynolds, 2016; Dolzhenko, 2017; Fischer, 2017; Holmes, 2017; Allison, 2018; Borner, 2018; Humphries, Williams & May, 2018; Calkins, 2019; Dyson, Howley & Shen, 2019; Loinaz, 2019; Pelton, 2019; Forrester, 2020; Louis, 2020; Wenling & Sidhu, 2020; Ziernwald, 2021). On the other hand, for years, there have been some research studies investigating social and emotional learning in Turkey but in other contexts. (Kabakçı, 2006; Najafi, 2006; Baydan, 2010; Merter, 2013; Çelik, 2014; Sharif, 2015; Uğur, 2015; İşeri, 2016; Aygün, 2017; Gürkan, 2018; Işık, 2019; Urhan, 2019; Uslu, 2019; Berk, 2020; Melikoğlu, 2020; Mutlu, 2020; Şimşek, 2020; Ağırkan, 2021; Sevin, 2021). Involving a wide range of students, from pre-school to university, a growing body of research in Turkish literature mostly tended to lay emphasis on student outcomes investigating their social and emotional learning competencies from various dimensions. However, when we put a special emphasis on teachers' views on social and emotional learning in the Turkish EFL context considering how much they know about it, the literature seems not to be in a good position to offer us sufficient research studies. It is noteworthy to mention that this is not the first study that accentuates this research gap in the literature. The issue with regards to the ongoing shortage of research which aims to examine teachers' understanding of SEL is addressed in an abundant number of previous studies as well (Buchanan, Gueldner, Tran & Merrell, 2009; Madueke, 2014; Kabakçı & Korkut, 2010, Totan & Kabakçı, 2010, Samur, 2011, as cited in Aygün & Taşkın, 2017; Forrester, 2020; WenLing & Sidhu, 2020). This research gap on Turkish teachers' perceptions of social and emotional learning might serve as one of the reasons for teachers' unawareness of social and emotional learning and for their limited knowledge of how to incorporate it into their current teaching practices.

### 1.3. Purpose of the Study and Research Questions

Considering the fact that this type of research on social and emotional learning has not been carried out extensively in the field of language teaching and learning in Turkey, it is of great necessity to accumulate more data and knowledge in order to deepen our understanding of the perceptions of Turkish EFL teachers in our country on this subject. Undoubtedly, more investigation and observation are required in this field in order to achieve a more satisfactory outcome and acquire a better understanding of how familiar foreign language teachers in Turkey are with social and emotional learning as well as how much importance and value is placed on social and emotional learning in language classrooms. Therefore, the current study seeks to fill this gap by providing a comprehensive picture of Turkish EFL teachers' perceptions regarding their understanding, experiences and practices related to social and emotional learning in three separate contexts including elementary, secondary and high school. In order to shed some light on the issue of the lack of research study on Turkish EFL teachers' views on social and emotional learning and in order to achieve the aim of the study, the following research questions will provide the basis for the conduct of our research:

- 1) What are the perceptions of foreign language teachers in Turkey concerning social and emotional learning?
- 2) Are there any statistically significant differences in Turkish EFL teachers' perceptions of social and emotional learning based upon their demographic characteristics including;
  - a. gender,
  - b. age,
  - c. educational level,
  - d. field of training,
  - e. their current employment status,
  - f. the type of school they are working in,
  - g. the grade level they are teaching to,
  - h. years of teaching experience
- 3) What do Turkish EFL teachers think about the place of social-emotional education in their current teaching practices?

#### **1.4. Significance of the Study**

This current study can be deemed to be significant in some ways. To start with, this research study is built upon teachers' opinions about a relatively new topic introduced into the field of education, namely Social and Emotional Learning. Therefore, this study is conducted with the hope of acquiring some insights into how much EFL teachers are familiar with social and emotional learning as well as with the intention of expanding our understanding of to what extent they integrate social and emotional learning into their language classrooms. The findings obtained through a close examination of teachers' perceptions can be utilized as a way to reveal the embedded shortcomings in the area of social and emotional learning, thereby, helping to determine the areas of strength as well as the areas where more support and effort is needed in order to empower teachers' competencies in the field of social and emotional learning. With this goal in mind, this study might be a good start to guide the Ministry of Education and district and school leaders in grasping an extended and in-depth understanding of teachers' experiences and perceptions of SEL, thus helping to contribute to their decisions about whether further training programs and professional development activities are required for teachers or not.

Furthermore, it is hoped that this research study will hold the key to raising awareness of unsatisfactory conditions which might serve as an obstacle to implementing social and emotional learning strategies in the classrooms. With the elucidation of challenges proposed by teachers, this study might hopefully provide assistance and guidance for producing some constructive and satisfactory resolutions in order to cope with or minimize the undesirable factors hindering the implementation of social and emotional learning.

In addition to enlightening problems leading to a disregard for social and emotional learning, this research study is carried out with the expectation of offering new alternatives to language teaching and learning for teachers who are in search of new ways to improve their teaching style. Hoping that teachers involved in this study will provide a source of inspiration with their positive and encouraging responses, this research might boost enthusiasm among the teachers outside the project for paying more attention to their students' social and emotional needs rather than fulfilling academic purposes only. For instance, after reading this thesis, teachers who have never experienced incorporating social and emotional learning into their curriculum and teaching practices might be

encouraged to develop some effective strategies and creative lesson plans designed to promote and foster SEL competences among language learners. In this respect, it is intended that this research study will expand teachers' understanding of the significance of social and emotional learning, which will in turn lead them to make necessary adjustments in their current teaching practices. In this way, this research study is expected to make a significant contribution to the efforts aimed at making notable improvements in terms of the quality of foreign language education in Turkey and it is expected to bring in a new perspective on language teaching and learning as it might shape the way students learn the language.

What is more, considering that there is not much established knowledge in the area of teachers' perceptions and beliefs regarding social and emotional learning and program implementation within their school systems, it is hoped that this research study will have the potential to provide an important step in making a contribution to literature and field of language education to some extent as it might add to the knowledge gap and attempt to fill in some pieces of information missing in the literature. Besides broadening the limited research in this area, it is hoped that the findings of our current study will lay a strong foundation for further investigation, thereby helping to serve as a guiding reference as well as providing a source of inspiration for future researchers to further extend their research in a different direction to come up with various conclusions and to shed some more light on teachers' perceptions of social and emotional learning from different and multiple dimensions, which will also contribute to the decrease in the knowledge gap in our field and literature. In this way, this research study is expected to lead to new studies and pave the way for future researchers to move forward and make a difference in the field of research.

Last but not the least, the data accumulated from both the quantitative and qualitative phase is hoped to have equal value and significance in achieving the research objective, hence, enabling the researcher to gather a vast amount of credible and fruitful information and enrich the outcomes. In other words, it is expected that both the statistical analysis of the obtained numerical data and the data consisting largely of words gathered through interviews will allow for an in-depth analysis of teachers' perspectives.



### **1.5. The Concept of Social and Emotional Learning**

Considering all the needs and demands that our new era has brought to our life, a new term has emerged in education recently, namely social and emotional learning which is increasingly recognized as critical and crucial to the healthy development of learners. In fact, social and emotional learning is not something new. As Berk (2020) states in his work, although the history of social and emotional learning dates back to ancient times, the modern definition of SEL has come into existence recently. In line with this, Smetana (2020) notes that even though social-emotional competence has been a universal concept that has always existed historically, it has achieved unprecedented popularity and mainstream acceptance in recent years and now it has become a new educational buzzword with an interest continuing to expand far beyond the borders.

As the concept of social and emotional learning has received much attention and gained prominence more than ever before, various definitions have been proposed by researchers who have taken an interest in studying it. For instance, CASEL (2017) explains the term SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (as cited in Borner, 2018, p. 8). Moreover, Brackett and Rivers (2014) define SEL as “the process of integrating thinking, feeling, and behaving in order to become aware of the self and of others, make responsible decisions, and manage one’s own behaviors and those of others” (p. 4). A similar definition is provided by Brackett, Reyes, Rivers, Elbertson and Salovey (2011) who regard SEL as “a process for developing the skills and competencies related to recognizing and managing emotions, developing care and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively” (p. 1). On the other hand, social and emotional learning is described in Jones’s work (2017) as “the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship” (as cited in Dyson, Howley & Shen, 2019, p. 68). Similar to aforementioned studies, Najafi (2006) describes SEL as “the process by which parents and educators teach children the non-academic knowledge and skills that they will need to be successful, productive, and caring individuals throughout their lives” (p. 2). In a similar vein, through the lens of Elias et al.

(1997), social and emotional learning is viewed as “the ability to understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development” (as cited in Fischer, 2017, p. 2). On the other hand, an alternative definition is brought to the fore by Schonert-Reichl et al (2008) who regarded SEL as “ ‘the missing piece’ because it represents a part of education that is inextricably linked to school success, but has not been explicitly stated or given much attention until recently” (as cited in Dolzhenko, 2017, p. 21). As can be seen, SEL is defined in a variety of ways by researchers who have attempted to conduct an investigation on social and emotional learning (Sibrian, 2020). Although there is no general agreement on a standardized definition of SEL, all these definitions seem to refer to a common underlying concept of SEL emphasizing a wide range of student strengths, assets and competences beyond academic achievement, thus accentuating the critical role of social and emotional learning on children’s personal growth and development. According to Sibrian (2020), even though the findings of previous research gives some directions for educators and school policy makers, social and emotional learning still remains as one area that requires further investigation which would be a valuable contribution to a firmer establishment of practices and definitions, thus providing an illuminating insight into this concept.

## **1.6. Social-Emotional Competencies**

In order to broadly explain SEL, Collaborative for Academic, Social, and Emotional Learning (CASEL), which is an organization established with the goal of helping students and educators to accomplish favourable outcomes in every field of their life, brings five core competency areas into focus, all of which have a profound impact on students’ lives. (Payton et al., 2000, as cited in Fischer, 2017). According to CASEL, these five core competencies include self-awareness, self-management, social awareness, relationship skills and responsible-decision making (Bridgeland et al., 2016, Yoder, 2017, as cited in Seery, 2019). These five competencies can easily be taught at different developmental stages of life from early childhood through adulthood (Schonert-Reichl et al., 2015, as cited in Allison, 2018). There is surely a good deal of accumulating evidence demonstrating that these skills not only build better mental health, physical health and strong relationships but also minimize problem behaviours and serious

disciplinary actions (Brackett et al., 2011; Ee & Cheng, 2013; Madueke, 2014; Zins, Bloodworth, Weissberg and Walberg, 2004, as cited in Aygün & Taşkın, 2017; Dolzhenko, 2017; Taylor & Larson, 1999, as cited in Fischer, 2017; Allison, 2018; Yoder, 2014, Bridgeland et al., 2016, as cited in Seery, 2019). Figure 1 provides a summary of the five SEL categories identified by CASEL.



**Figure 1**

*SEL Competencies Wheel (Pitsco Education, 2019)*

### **1.6.1. Self-Awareness**

Self-awareness is considered as the leading competency of social and emotional learning that students need to build. In prior research, self awareness is characterized as the ability to accurately identify, recognize and gain a deep understanding of one's own emotions, feelings and thoughts (Collie, Shapka, Perry & Martin, 2015; Allison, 2018). As Borner (2018) states in his work, people who have developed high self-awareness and an accurate self-perception of themselves tend to easily cope with various negative emotions that they experience in various contexts and situations at various times due to certain undesirable and unexpected conditions. To further clarify this assertion,

Dolzhenko (2017) makes the point that whether an emotion is positive or negative is determined by the way how people act upon these emotions. In other words, how they act upon a particular emotion determines the consequences they will face. Moreover, self-awareness involves the ability to make an accurate assessment of one's personal strengths and limitations (Brackett and Rivers, 2014; Ziernwald, 2021). According to Haynes (2021), being aware of one's individual strengths allows students to gain more self-confidence. Louis (2020) further notes that recognizing one's strengths is critical for the development of students' social and emotional skills because as they notice their strengths, they also identify their shortcomings and thereby, they tend to achieve the capability to find constructive ways to strengthen their weaknesses and improve their deficiencies related to the areas they find themselves insufficient. In this way, they learn to develop a positive attitude towards their limitations and they learn how to transform these weaknesses into strengths by using certain strategies they have developed (Fischer, 2017). Acknowledging that it is normal and natural to be wrong or not to understand something will make a great contribution to students' personal development, thus boosting their self confidence (Holmes, 2017). According to Dolzhenko (2017), students can not accomplish their goals without knowing their strengths and limitations. As can be seen, prior research suggests that self- awareness is the most significant skill that should be taught to students both in the classroom and outside the classroom as it helps them to identify their emotions, develop an accurate self-perception, understand their strengths and shortcomings, build a strong self-confidence and improve and increase their self-efficacy (Dolzhenko, 2017; Fischer, 2017; Holmes, 2017; Allison, 2018; Borner, 2018; Forrester, 2020; Louis, 2020)

### **1.6.2. Self-Management**

Self-management is regarded as another vital skill that should be taught to students through effective social and emotional education. Self-management is described as the ability to control, manage and regulate one's own behaviours, feelings and emotions (Brackett and Rivers, 2014; Eklund et al., 2018, as cited in Ziernwald, 2021). Borner (2018) highlights the fact that self-management and self-awareness are linked to each other. In order for students to manage their emotions, they should know what their emotions are (Fischer, 2017). To illustrate, in order for someone to cope with low-mood, sadness or anxiety, he or she must first know to recognize and identify these emotions

and think about how they might influence his or her behaviour. According to Forrester (2020), people with strong self-management skills tend to easily distinguish positive feelings and behaviours from negative ones as they can assess their own behaviour and think about the consequences they might face as well as about the emotions they might experience as a consequence of particular behaviours which they exhibit and thus, they learn to take control of the way they act and easily can find ways to get rid of any negative feeling or emotion such as emotional distress, fear or anxiety as well as handle any kind of stressful problem that they encounter related to their academic or social life. Furthermore, Collie, Shapka, Perry & Martin (2015) put emphasis on the fact that people with high self-management skills are more likely to develop stronger adaptability skills as they can find it easy to control their discomfort and adjust themselves to new conditions and environments when they experience sudden and unexpected changes. In other words, people who have reached their full potential in terms of their self-management skills tend to cope with any alteration that occurs around themselves in their environment (Haynes, 2021). Thus, as Holmes (2017) suggests, it is important for educators to teach their students effective management strategies in order that they can have the courage to face any undesirable situation and transform them into a positive one.

### **1.6.3. Social Awareness**

The third skill that students develop through social and emotional education is social awareness. Social awareness is viewed as the ability to understand others' emotions and feelings (Zins and Elias, 2007, Denham and Brown, 2010, as cited in Ziernwald, 2021). In order to provide further clarification, Holmes (2017) accentuates the fact that a person with high social-awareness tends to understand how others are feeling in uncomfortable and undesirable situations and put themselves in their places, which, in turn, contributes to their acquisition of the skill of empathizing with others who have particular feelings and emotions. In other words, they can understand, recognize and share others' feelings and emotions as if they were their own. Thus, while having interactions in social situations, they can easily develop a feeling of pity, sympathy and understanding for those who are suffering, even for those who have different backgrounds and cultures (Borner, 2018). Dolzhenko (2017) further points out that those who achieve their full potential in terms of their social awareness tend to become aware of the fact that every person is an individual and unique. As also stated by Denham and Brown (2010), they

can easily recognize the differences and diversities in gender, beliefs, values, race and culture among individuals, thus learning to respect people with different background (as cited in Ziernwald, 2021). This, in turn, makes them become more open minded as they start to see the world with a positive vision rather than letting prejudiced thoughts run through all their minds; that is to say, people with high social awareness do not limit themselves to a particular point of view and they tend to make an evaluation of the situations from alternative perspectives or points of views (Collie, Shapka, Perry & Martin, 2015). According to Allison (2018), understanding the points of view and perspectives of other people affects their social relations and interactions in a positive way. For instance, as students learn to understand their peers' points of view, emotions and feelings, they avoid being involved in disruptive classroom behaviours as much as possible and undoubtedly, this, in turn, creates an environment where learners focus all their attention on their learning as well as positive classroom behaviours (Holmes, 2017). As can be understood, past research demonstrates that social awareness is one of the most important skills that should be taught to students so that they can learn to exhibit appropriate classroom behaviour, recognize others' emotions and feelings and feel empathy for people who are different from them. (Dolzhenko, 2017; Fischer, 2017; Holmes, 2017; Allison, 2018; Forrester, 2020; Louis, 2020; Haynes, 2021)

#### **1.6.4. Relationship Skills**

The fourth skill which is crucial to students' social and emotional development is relationship skills. Relationship skills are characterized as the ability to engage oneself socially, initiate interactions with others easily and build positive and healthy friendships, thus leading to the development of interpersonal communication skills in an effective and efficient way (Collie, Shapka, Perry & Martin, 2015; Louis, 2020). In addition to this, relationship skills involves the ability to cooperate and collaborate with others in order to accomplish common goals such as completing a task or assignment or working on a project (Dolzhenko, 2017). According to Haynes (2021), acquiring cooperative skills brings along the development of additional skills. For instance, as students acquire the habit of working in harmony and peace with their peers through cooperation and collaboration, they also unconsciously improve their problem-solving skills as they need to develop effective and productive strategies in order to resolve conflicts or challenges that arise during their cooperative group work (Allison, 2018). In other words, those who

have developed strong cooperative skills tend to discuss a problem or a situation calmly with others, brainstorm mutually satisfactory solutions and find some common points in order to handle disagreements and negotiate with each other (Borner, 2018). Another important point brought up by previous research is that a person who has developed a strong social awareness is more prone to gain a deep understanding of the social norms for their behaviours (Allison, 2018). In other words, a person who has acquired a high level of relationship skills tends to refuse to accept inappropriate social pressure (Dolzhenko, 2017). As they establish interactions with other people, they discover which behaviours are appropriate and which of them are inappropriate. Hence, they avoid being engaged in social behaviours which are considered as unsafe, inappropriate, unethical and unwanted in the community or society and they learn to behave in accordance with what a society has defined as good, right and appropriate (Haynes, 2021).

### **1.6.5. Responsible Decision-Making**

The fifth critical life skill that students develop through an effective social and emotional education is responsible decision-making. Responsible decision-making is conceived as the ability to make a choice about one's personal behaviour and social interactions in a variety of settings (Louis, 2020). People with high responsible decision-making skills tend to recognize what the ethical standards are, which behavioral norms are appropriate or inappropriate, which behaviours are risky and how they should behave in accordance with these social norms (Collie, Shapka, Perry & Martin, 2015). Once they notice all these things, they learn to make responsible decisions for their own actions. Hence, they learn to think critically about the consequences of various actions and to make a realistic judgement about them, for example, about what positive or negative consequences might occur as a result of some particular actions (Borner, 2018). In brief, a person with a strong responsible decision-making skill tend to learn how to make critical decisions and how to take responsibility for their own actions and decisions.

## **1.7. The Importance of Social and Emotional Learning in Different School Contexts**

### **1.7.1. Overview**

The widespread emergence of research in the field of social and emotional learning has given us a good sense of how important this concept is. The significance of social

and emotional learning can be explained in a broad sense. First of all, multiple research studies are conducted on this subject topic, offering consistent evidence that SEL can equip young people and adults from diverse backgrounds with the tools and skills that they need to improve themselves personally (Ee & Cheng, 2013; Fischer, 2017; Reichl, 2017; Humphries, Williams & May, 2018; Louis, 2020; Haynes, 2021). Thus, it is worth noting here that SEL gives rise to various opportunities for children as it provides a solid foundation for lifelong learning skills, all of which positively influence the way they think, feel and behave as well as have a profound impact on their wellbeing in terms of many aspects, thus enabling them to grow into healthy and fulfilled adults (Aygün and Taşkın, 2017; Dolzhenko, 2017; Allison, 2018; Borner, 2018; Seery, 2019; Sibrian, 2020). A large number of studies prove that those who build strong social and emotional skills can deal with daily challenges and obstacles and establish the kind of behaviour required to pursue their goals not only within the school but also beyond (Brackett, Reyes, Rivers, Elbertson & Salovey, 2011; Madueke, 2014; Reynolds, 2016; Desimoni, 2017; Sullivan, 2019; Forrester, 2020).

In addition to fostering vital skills in students that lead to long-term success in modern life, additional research has found that social and emotional learning plays a pivotal role in bolstering academic productivity and performance, cultivating a positive attitude in students towards their school and constructing a safe and supportive learning environment (Buchanan, Gueldner, Tran & Merrell, 2009; Youngblood, 2015; Martinez, 2016). According to Shultz et al (2010), the incorporation of social and emotional learning into school culture is essential for effective education of every student regardless of their grade level (as cited in Sullivan, 2019). When students feel valued and appreciated in the classroom, it is more likely that they will come to class each day with great enthusiasm, thus increasing their attendance and maximizing their level of motivation, which will, in turn, not only lead them to perform better academically and concentrate on their studies more easily but also guide them in setting personal goals to create a life full of meaning in all aspects (Elias et al., 1997, Taylor & Larson, 1999, as cited in Fischer, 2017; Weissberg et al., 2015, as cited in Borner, 2018). This notion endorsed by an ample amount of evidence can also be illustrated in the definition of SEL proposed by Elias (2006) who regarded it as the “ ‘missing piece’ because it represents a part of education that links academic knowledge with a specific set of skills important to success in schools, families, communities, workplaces, and life in general.” (as cited in Borner, 2018, p. 38). To further clarify, SEL can be identified as the process through



which all young people and adults acquire some crucial life skills and positive habits that they will need in every facet of their life, from their educational journey to their social and professional life (Allison, 2018).

### **1.7.2. The Importance of SEL in Primary School Context**

Prior research studies which were conducted with the aim of making an investigation on social and emotional learning in the school context have confirmed its positive effects across all grade levels. To begin with, primary school years can be regarded as the foremost period in every person's educational life as this is the first step to socializing with people other than parents and relatives as well as acquiring new skills and knowledge which shape personalities and set the stage for later educational and lifelong success (Durlak, Weissberg, Schellinger, Dymnicki, & Taylor, 2011; Waltz, 2013, Cristóvão, Candeias, & Verdasca, 2017, Yucesoy-Ozkan, 2017, as cited in Rakap, Balıkçı, Kalkan & Aydın, 2018). An abundant number of studies have demonstrated that children do not have a natural tendency to develop their SEL skills (Kostelnik, et al., 2006, as cited in Price, 2013). Thus, they can not learn to apply the critical skills to real-life situations alone, but in cooperation with teachers who provide guidances (Rutledge et al., 2015, as cited in Borner, 2018). In other words, children can improve their SEL skills by receiving external support and frequently practising through the interactions they get involved with nurturing adults like parents or teachers and competent peers (Shonkoff & Phillips, 2000, as cited in Rakap, Balıkçı, Kalkan & Aydın, 2018). According to Raver (2013) and Zinsser (2017), the earlier the child is exposed to an effective social and emotional education, the more fruitful the outcomes are (as cited in Fischer, 2017). This idea is also confirmed by many other researchers such as DeNisco (2014, as cited in Fischer, 2017) and Forrester (2020) who suggested that students who are exposed to SEL programs at a very early age are more likely to reach their full potential in every facet of their lives as opposed to those who are deprived of a SEL program over the course of their primary school years. A considerable number of studies have proved that children with poor SEL competencies are more likely to exhibit disruptive and inappropriate behaviour when they make the transition into adulthood. (Blacher, Crnic, & Edelbrock, 2002, Webster-Stratton & Reid, 2004, Dunlap et al., 2006, Baker, Hemmeter, Snyder, Fox, & Algina, 2016, Luo, Snyder, Clark, & Hong, 2017, Hemmeter & Conroy, 2018, as cited in Rakap, Balıkçı, Kalkan & Aydın, 2018). Thus,

these children are under high risk of failure during their school years, alcohol or drug addiction, behavioural and adjustment problems and there is a high possibility that they feel overwhelmed by the emotional and physical changes that they experience during their teenage years (Greenberg & Kusche, 2006, Walker, et al., 2009, as cited in Rakap, Balıkçı, Kalkan & Aydın, 2018; Haynes, 2021). On the other hand, the implementation of SEL in children's initial stages of development might give primary school teachers the opportunity to identify any false behaviour occurring among young learners and to attempt to correct it without delay, thus guiding their behaviour in positive and effective ways. It should be noted that it is during their early years when experiences lay the foundation for diverse crucial life skills and behaviours which will carry children into adulthood as well as make a contribution to their later achievements both within the school and beyond (Rakap, Balıkçı, Kalkan & Aydın, 2018). In other words, these early education experiences play a very critical role in how students will perform in their later school years (Lantieri and Nambiar, 2012, as cited in Borner, 2018). It is worth highlighting that their early experiences in the school climate will build blocks of a child's future as well as their character, independence and true self as they suffer the first consequences and experience the first stages of different kinds of emotions (Calkins, 2019). Considering all these critical points about the early years in children's lives, it is necessary to give children a good start in life as much as possible in order that they can enter the workforce with a high sense of efficacy, establish healthy relationships and develop a good mental health in the following years (Sibrian, 2020). According to Williams & Lerner et al. (2019), "to focus only on the education of children is to ignore the science of early development and to deny the importance of early experiences." (as cited in Sibrian, 2020, p. 1). Thus, in this regard, it is important for primary school teachers to devote most of their time, effort and expertise so as to provide their students with the care they deserve and prioritize their students' social and emotional needs and demands over any other thing in order that young students can enter their later school years confidently and feel well-prepared to tackle any challenge which lies before them in the other stages of their lives (Elias et al., 1997, Taylor & Larson, 1999, Zins & Elias, 2007, DeNisco, 2015, as cited in Fischer, 2017).

### **1.7.3. The Importance of SEL in Secondary School Context**

It should be noted that social and emotional learning is not only for primary school students. Starting secondary school can also be considered as an important milestone in children's lives as it paves the way for a passage into adolescence (Family Lives, 2022). Most importantly, it is the first time for students to be exposed to some notable big changes like learning new ways of doing things, taking more accountability for their own learning, sticking to a more complex timetable, learning a wide range of subjects, dealing with a heavier workload, more complicated lessons and homework assignments, working with diverse teachers with different teaching styles in different classrooms, establishing new friendships, coping with different transport arrangements and being forced to adjust themselves to a new and different school campus (Raising Children, 2021). All these changes can be challenging for students as they will have to leave all things familiar behind and move into the unknown (Weissberg, 2005, as cited in Buchanan, Gueldner, Tran & Merrell, 2009). Hence, as they struggle with the transition to secondary school, it is natural for children to feel anxious, stressed and worried as well as have mixed feelings and emotions (Parent Club, 2022). On the other hand, the incorporation of social and emotional education into secondary schools may help to abate the worries children experience due to the transition from elementary to secondary school, thus equipping them with the necessary skills required to handle any change occurring around them in their environments. Through effective social and emotional education, students might easily learn to calm themselves down by embracing differences and changes as well as controlling and regulating their fearful emotions and feelings (Eryilmaz, 2014, as cited in Seery, 2019). In other words, if students are allowed sufficient time and opportunity to further practice their social and emotional learning skills in the secondary school context, they can acquire the habit of transforming their negative feelings and thoughts into positive ones by thinking about the situation in a different way, thus enabling them to approach any issue with a more positive mindset. To give an example, they can remember the good days in their elementary school years and instead of feeling anxious and unhappy about their new school environment, they can decide to see it as a great adventure as they will have new friends, new teachers, explore new opportunities and have the chance to get involved in new extracurricular school activities such as learning a musical instrument, trying a new sport or joining a drama class (Raising Children, 2021). To sum up, by learning to view a situation from a more positive perspective

through an effective social and emotional education, they can control and manage their own feelings healthily and turn anxiety into excitement (Allison, 2018)

#### **1.7.4. The Importance of SEL in High School Context**

Securing the social and emotional wellbeing of high school students has even become more of a priority to school principals and educators with the growing awareness of the fact that students need more than academic preparation. Above all, it should be noted that high school education denotes the adolescence years (Ağırkan, 2021). Teenagers in today's world enter high school buildings having a full range of opportunities and new experiences. However, not all of these experiences can be regarded as positive (Louis, 2020). Growing up is a hard process, especially for those who are experiencing their adolescent years (Clark & Hunley, 2007, as cited in Louis, 2020). Everyone who has gone through this process agrees that these years have been some of the most awkward and difficult years of their lives as they begin to transition into adulthood (Öztürk & Uluşahin, 2008, Kulaksızoğlu, 2009, as cited in Ağırkan, 2021). During these years, teenagers go through a lot of changes which may cause them to suffer from emotional pains, thus being left with the feeling that they have nothing worth in their lives (Greenberg, Domitrovich & Bumbarger, 2001, as cited in Buchanan, Gueldner, Tran & Merrell, 2009). Problems that teenagers face can take so many forms. As a teen, high school students might suffer countless troubles including physical, family, and social problems of adolescence (Lynch, 2016, as cited in Louis, 2020). For instance, they might be forced to tackle behavioural and emotional disorders, school failure, poverty, violence, aggression, parental pressure, the betrayal of a friend, bullying, alcohol or drug addiction, an unexpected break-up, hormonal changes, negative perceptions of themselves and inability to regulate their feelings and emotions, with much of this disorder stemming from their poor social and emotional skills (Santrock, 2009, as cited in Ağırkan, 2021). They might often feel uncertain and confused about what they are experiencing both mentally and physically and thus, they might need a great deal of external help and support in order to find ways to cope with their problems. Furthermore, it is an undeniable fact that high school is full of stress and pressure as students are supposed to take a rigorous course load (Louis, 2020). Hence, considering all these issues, it is of great need to integrate social and emotional education into high school settings where students are more likely to experience enormous challenges both in terms of their personal growth

and development as well as their future goals (Davis, Solberg, De Baca, and Gore, 2014, as cited in Borner, 2018). Undoubtedly, the implementation of social and emotional learning strategies in a high school context might lower the occurrence of high-risk behaviours and benefit high school students in many aspects (Goleman, 2010, as cited in Haynes, 2021). By incorporating SEL into classrooms, teachers can help high school students to work through challenging situations and make notable improvements in their lives by empowering them with crucial life skills such as building strong relationship skills, managing their stress, feelings and emotions, all of which are required not only for a successful transition to college but also to any other setting in which they will find themselves after their graduation from high school (Elias et al., 1997, Taylor & Larson, 1999, Smith & Low, 2013, as cited in Fischer, 2017). All in all, the integration of social and emotional learning into the curriculum can be considered as a crucial step for high school students' personal development like the other developmental and educational stages (Borner, 2018; Louis, 2020; Ađırkan, 2021).

### **1.8. The Role of Schools in Providing Educational Opportunities For SEL**

In the field of education, it has traditionally been assumed that students need to leave their emotions and feelings behind if they really want to achieve success (Brackett, Reyes, Rivers, Elbertson & Salovey, 2011; Borner, 2018; Humphries, Williams & May, 2018; Pelton, 2019; Sibrian, 2020). Thus, issues in relation to social and emotional learning are considered completely separated from academics and anything that does not directly relate to students' academic outcomes should be dealt with outside the classroom (Zins and Elias, 2006, as cited in Borner, 2018; Sibrian, 2020). Parallel to this, Işık (2019) puts emphasis on the fact that in the past, the main aim was mostly to help learners reach only their academic potential. However, with the wide acceptance of the concept of 'social and emotional learning' as well as with the increasing evidence of the robust link between mental wellbeing and academic productivity, there has been a greater value and emphasis placed on the healthy development of students among educators and school policy makers more than ever before in order to improve the quality of education and student learning (Najafi, 2006; Fischer, 2017). A further explanation is observed in Tom's work (2012) in which it is strongly highlighted that "Educators are increasingly recognizing that student success in life requires more than simply passing standardized tests and acquiring academic knowledge" (p. 1). In order to clarify this significant point,

Urhan (2019) notes that “in the century we live, it is realized that getting A+ from a language test does not show success” (p. 1). In their study, Weissberg, Durlak, Domitrovich and Gullota (2015) make a critical point asserting that “Whereas, schools were originally formed to teach the basics, reading and writing, they have now become a place of children with, not only academic needs, but also, social, emotional, and mental health needs that are not always supported by school and district leaders” (as cited in Borner, 2018, p. 1). A similar argument is put forward by Elksnin & Elksnin (2003) who define schools in today’s world not only as a place where learners are provided with the academic support necessary to become successful but also as a place where they are encouraged to acquire the skills necessary to expand their knowledge, to take responsibility for their own actions, to feel socially confident, to take control of their behaviour and emotions and to make a healthy decision (as cited in Reynolds, 2016). In an attempt to confirm all the allegations put forward by researchers, Plato accentuates the fact that students who have not developed their social and emotional competences can not achieve their full potential even if they undergo effective education programs aiming at improving their academic performance (as cited in Berk, 2020). A similar argument is put forward by Lopes and Salovey (2004) who pointed out that “when attention and resources are focused exclusively on academics without considering the social changes and expectations students are confronted with, the educational process can be negative for many students” (as cited in Buchanan, Gueldner, Tran & Merrell, 2009, p. 188). To illustrate and summarize all these arguments, Aristotle gives a wonderful example by saying “Educating the mind without educating the heart is no education at all” (as cited in Uşaklı, p. 28). Taking all these research studies into consideration, it is becoming apparent in today’s society that both academic and student wellbeing have come to serve as two crucial indicators for determining student success due to new demands that emerged in our era and requirements set forth by educational institutions (Reynolds, 2016).

A vast amount of research is increasingly indicating that schools function as a significant part of the communities and an integral part of students’ lives (Durlak et al., 2011; Schonert-Reichl, Hanson-Peterson, & Hymel, 2015, as cited in Allison, 2018). It is worth noting here that school is the place where students are generally first exposed to people of a diverse range of backgrounds; that is to say, in school settings, there is a high likelihood of being surrounded by so many people from all walks of life (Borner, 2018; Sibrian, 2020). Thus, in this regard, it would not be wrong to say that the role of the

school is very important because students are not born knowing how to establish healthy and strong relationship with others. Although social and emotional outcomes might seem intuitive, such kinds of skills need to be developed through experience, observation and direct guidance (Catalano et al., 2004). It should be kept in mind that students need additional support and specific skill training and practice to ensure that they can make use of the educational opportunities to reach their individual potentials in social and emotional aspects. Also, it should be noted that every child can not have an equal opportunity to reinforce such skills at home or in other public settings. Such non-cognitive outcomes can be accomplished mostly in school settings by taking on responsibilities that go far beyond teaching academic knowledge such as bringing real- life experiences into classrooms and fostering schoolwide activities and policies that promote a conducive, caring, productive and supportive school climate and culture which will ensure the wellbeing of students both socially and emotionally (Elias et al., 1997, Taylor & Larson, 1999, Zins & Elias, 2007, as cited in Fischer, 2017). A growing body of literature has also provided evidence for the fact that embedding SEL instruction within the existing educational curriculum and content areas such as social studies or English makes a real difference in learning environment and contributes more strongly to a positive outcome for students (Jennings & Greenberg, 2009; Frydenberg, Martin, & Collie, 2017, as cited in Goegan, Wagner & Daniels, 2017). Therefore, considering all these aspects, it is an undeniable fact that schools play a crucial role in contributing to a more positive learning community and providing additional opportunities for students to reinforce various critical SEL skills alongside productive academic outcomes (Catalano et al., 2004; Price, 2013). As stated by Elias, White and Stepney (2014), “it would be difficult to imagine any classroom or school that could be engaging and productive in the absence of students’ possession of the five competencies” (as cited in Borner, 2018, p. 30).

### **1.9. Related Studies About Social and Emotional Learning**

This part outlines what other researchers found in their studies, mostly laying a particular emphasis on the foreign language teachers’ perceptions of social and emotional learning. As previously mentioned, there have been many research studies which conducted an investigation on this topic worldwide. However, the number of studies aiming at investigating the beliefs and views of teachers in the Turkish context is limited

in comparison to other aspects of social and emotional learning. Therefore, a major part of the existing literature included in this section has been centered around the outcomes found in studies of foreign origin.

In 2017, Aygün and Taşkın conducted a qualitative research study which sought to explore Turkish EFL primary school teachers' perceptions of social and emotional learning and social and emotional programs in Turkey through semi-structured interviews. In order to accumulate in-depth and comprehensive information, the researchers involved 14 teachers working in different districts with a wide range of experiences. The results of the study indicated that despite the fact that most of the teachers who participated in this study had heard about social and emotional learning before, they could not provide a comprehensive account of what this concept means. Additionally, in their study, Aygün and Taşkın (2017) stressed that most teachers did not receive any training on social and emotional learning during their pre-service education and a vast majority of teachers were unaware of the Emotional and Social Development Program which has been implemented in Turkey since 2012.

In a similar study carried out by Ee and Cheng (2013), teachers' perceptions of social and emotional learning were examined in the Singaporean context through both a quantitative phase in which a teacher questionnaire was administered to 76 teachers and a qualitative phase in which 19 teachers were interviewed personally. The results of this study concluded that most teachers have acquired awareness of the benefits of social and emotional learning. When teachers were asked to express their opinions on the reasons why they considered social and emotional learning as significant for students, the most common responses given by the majority of participants were found to be related to its high contribution to the students' development of decision-making skills, social awareness and self-regulation. With regards to factors hindering the implementation of SEL in the classrooms, the findings indicated that the majority of teachers complained about having a limited amount of time to apply SEL in their classrooms as they were required to strictly follow their syllabus. Apart from the issue in relation to time, participants also felt that they could not acquire the adequate qualifications required to link the lesson content to the issues associated with social and emotional learning. According to the findings obtained, another common challenge experienced by teachers was related to the unavailability of appropriate resources and materials, which was a huge hindrance to the effective implementation of social and emotional learning in their classrooms.



Another study that attempted to acquire a comprehensive insight into the perceptions of teachers was carried out by Holmes in 2017. In his study, Holmes (2017) sought to explore teachers' beliefs and attitudes regarding the implementation of educational innovations with a high emphasis on social and emotional learning and new teacher mentor (NTM) programs. In order to achieve his aim, Holmes (2017) utilized a multiple case study approach making use of semi-structured interviews accompanied by focus groups. The study involved nine educators in total, five of whom were working in primary urban schools and four of whom were teaching at secondary urban schools located in the Southeastern region of the United States. According to the findings Holmes (2017) reached, teachers included in this study considered themselves as accountable for obtaining new information and applying educational programs in their classrooms. In his study, Holmes (2017) also revealed some findings which indicated the high effectiveness of implementation of SEL programs in various facets of students' lives, from an explicit increase in their academic productivity to the development and acquisition of essential life skills needed to be able to build strong and healthy relationships with their peers and establish communities within the classroom in which they could cooperate and collaborate with each other. Furthermore, according to the findings, the majority of the participants included in this study saw progressive changes in their students' behaviours such as understanding and thinking about the needs of others, getting along well with their friends, sharing ideas with others, exchanging information, listening actively to others, helping others and resolving conflicts. In addition to benefits of SEL programs, the participants involved in the study of Holmes (2017) referenced some critical challenges which posed an obstacle to the effective implementation of these programs including minimum length of time, their inability to adapt to changes in their workplace, inadequate training on SEL, lack of parental support and engagement and outside occurrences which are brought inside by students and which can not be controlled by teachers such as poverty, crime, or community conflicts

In 2018, Allison worked on a study to examine Yukon teachers' perceptions on social and emotional learning from a different aspect. In his study, Allison (2018) sought to provide a deeper insight into teachers' personal views in regard to the use of social and emotional learning programs in the classroom as well as their confidence in administering these programs and the feasibility of them. In order to accomplish his goal, Allison (2018) employed a mixed-methods research design accumulating both quantitative and qualitative data with a total of 96 teachers instructing at different levels, ranging from

kindergarten to high school. Promisingly, the results of the study indicated that the vast majority of participants had heard the concept social and emotional learning before in their lives. Moreover, the findings revealed that the majority of participants laid emphasis on the significant role of social and emotional learning in many aspects including increase in academic achievement, improvement of mental wellbeing, and providing relief from distress and anxiety. However, despite these promising results, only 17.7% of the participants were found to express their content with their level of knowledge and competency as a teacher to successfully apply SEL programs in their language classrooms. Likewise, a very low percentage of the participants reported having acquired sufficient confidence in their implementation of SEL programs. When asked to provide some clarification for the common challenges emerging out of their control in the qualitative phase of the study, various issues were brought to the fore as hindering factors in SEL implementation process by the participants recruited for the study such as lack of class time, intense curriculum, insufficient proper resources, lack of adequate professional training, extensive workload and uninvolved parenting.

In a similar study conducted by Fischer (2017), it was intended to make an assessment of teachers' knowledge and their use of social and emotional learning strategies as well as aiming to reveal their beliefs regarding the significant role of social and emotional learning on the educational development of their students through the utilization of quantitative survey research. The sample population is comprised of licensed educators working in various schools in the Cook Country area. In general, the findings implied that the majority of the participants included in this study recognize the necessity of the implementation of social and emotional learning when educating their students and they regarded social and emotional learning as highly significant for the growth and development of their students in many areas. For instance, according to the findings, they strongly held the belief that the integration of social and emotional learning into the classroom increases academic achievement, creates a better school environment and contributes to the improvement of some essential competences of students. Similar to some of the aforementioned studies, Fischer (2017) concluded that despite their awareness of the significance of SEL implementation, the participants included in his study reported not having been able to build the necessary skills and knowledge required to implement social and emotional learning strategies in their classrooms in an effective and efficient way.

Rakap, Balıkçı, Kalkan and Aydın (2018) conducted a descriptive study with the purpose of making an extensive investigation on preschool teachers' use of strategies to support the development of young children's social and emotional skills. The study involved a total of 103 teachers who were serving children in their formative years, especially children aged from 3 to 5 years old. Descriptive findings of the study revealed that preschool teachers were not provided adequate support in order to achieve the required qualifications through training and professional development to address the challenging behaviours of problematic children. It was also found that in spite of their incompetency, they relied on their own efforts to create a classroom environment where they could instill social and emotional competencies in young children through the implementation of a few practices. Furthermore, Rakap, Balıkçı, Kalkan and Aydın (2018) observed that preschool teachers' overall use of strategies to foster social and emotional learning skills in their students did not lead to any robustly significant difference across classroom types and levels. Lastly, preschool teachers' use of strategies was found to be strongly negatively correlated with the number of children in the classrooms.

In 2009, Buchanan, Gueldnar, Tran and Merrell (2009) carried out a survey study with a total of 263 elementary and middle school teachers with the intention of conducting a comprehensive examination of their knowledge, perceptions and practices with respect to social and emotional learning in the classroom. The findings concluded that a vast majority of teachers placed a high value on the incorporation of social and emotional education into classrooms for diverse reasons such as its contribution to promoting academic performance and achievement, encouraging positive and notable changes in student behaviours and preparing students for life. Besides, they strongly held the belief that schools should take the necessary steps to do whatever is needed for the integration of SEL and they supported the view that it would be beneficial for them to receive training and support from a variety of professionals. Despite their strong belief in the importance of SEL in many areas of students' life as well as their great eagerness to get involved in a training program provided by experts, a high number of teachers expressed displeasure with their current knowledge and ability to make social and emotional education a part of their curriculum. Like in various past studies existing in literature, many factors leading to the disregard for SEL were addressed. Among the most prominent of these identified barriers was lack of proper resources to purchase materials,

lack of funding, the limited amount of class time, large class size, lack of training and heavy academic workload.

In a similar study carried out by Forrester (2020), the focus was devoted to an extensive inquiry into teachers' perceptions and understanding of social and emotional learning in an elementary suburban public school through the utilization of a qualitative interview approach. In his study, Forrester (2020) concluded that all the participants endorsed the notion that the incorporation of social and emotional education into the classroom would play a supportive role in guiding students towards positive fulfillment in many aspects, ranging from better academic outcomes to healthy personality development. Some of the critical issues observed in previous studies were also brought to the discussion by participants as a reference to challenges leading to impediment of SEL implementation such as lack of sufficient formal training and inadequate teacher preparation programs in the field of social and emotional learning and time constraints. Despite these identified challenges, participants involved in the study of Forrester (2020) were observed to express a high willingness to undergo effective ongoing training programs in order to improve their deficiencies.

In 2018, Humphries, Williams & May conducted a study performing a qualitative approach with the purpose of acquiring deep insights into how classroom-based social and emotional programs are perceived by a total of 15 early childhood teachers for young urban-dwelling children as well as revealing the critical challenges faced by them over the course of implementation of these programs. Even though the majority of teachers under investigation lacked the qualifications required for implementing SEL programs on account of their inexperience and inadequate training, they reported placing a high value on the use of these programs in the classroom in order to create a supportive learning environment in terms of students' social and emotional needs and demands. Besides, all the participants expressed having personal and professional accountability to a large extent to support students' social and emotional development. In addition to this, participants expressed a high enthusiasm to receive external help and support from experts for the purpose of enhancing their skills to incorporate SEL strategies into their curriculum. On the other hand, similar to the aforementioned studies, some common experienced barriers were also mentioned by participants in focus. These included a limited amount of time, insufficient parental support, inadequate proper resources and materials and inflexibility and inappropriacy of the curriculum, all of which served as

main factors that restricted their attempts to take initiatives to adjust their current teaching practices in compliance with the requirements of SEL programs and standards.

Another research study attempting to conduct a comprehensive investigation on teachers' understanding and practice of social and emotional education belongs to Loinaz (2019). However, this study differed from those previously mentioned in that Loinaz (2019) sought to investigate the differences among teachers working in four different European countries including Greece, Spain, Sweden and the United Kingdom with a particular emphasis laid on how they differed in terms of their beliefs regarding the purpose of SEL as well as how they treated social and emotional education within the pedagogical practice in their own contexts. In order to accomplish his aim, Loinaz (2019) employed a sequential quantitative-qualitative design involving 750 teachers in the survey which was conducted in the initial quantitative stage and involving 22 teachers in the semi-structured interviews which were held as part of the qualitative phase. All the teachers from four countries strongly adhered to the view that socializing students' emotions was one of the responsibilities teachers should take as part of their profession. The findings of the study concluded that teacher education in this field was unavailable to a large majority of the teachers in focus. According to these teachers, issues in relation to social and emotional learning were addressed implicitly in existing classes rather than being offered as a separate course. Moreover, teachers were found to be more likely to rely on their own efforts to introduce social and emotional education into their classes rather than receive administrative support. They reported being discontent with the attention given to SEL in general. Participants also highlighted that they were forced to tackle some issues arising out of their control such as lack of class time, insufficient resources and materials and less importance placed on social and emotional education over the course of teacher training or professional development and lack of devotion to SEL on account of educational policy or heavy emphasis on academic attainment by the school administration.

Similar to the aforementioned studies, Ziernwald (2021) carried out a study based upon a convergent parallel mixed methods research design with the goal of bringing greater insights into teachers' familiarity, beliefs, training and perceived school culture concerning social and emotional learning. The study involved administering an online survey to 88 secondary school teachers working in different countries and conducting in-depth interviews with 14 teachers. Many critical aspects which hindered an effective SEL implementation were identified in the study. Ziernwald (2021) obtained findings which

concluded that teachers' professional skills, experience and knowledge were not sufficient enough to effectively deliver instructions on SEL. Besides, teachers reported a low level of comfort and confidence in their ability to implement social and emotional learning strategies in their classrooms. When defining SEL, the majority of teachers expressed uncertainty in their knowledge and familiarity. In addition to their personal issues, they also reported being exposed to some common challenges arising beyond their control, especially school-based problems such as lack of proper resources, instruction materials, specific courses or activities, lack of conducive school environment for SEL implementation, the exclusion of issues related to SEL from the school curriculum, an intense focus on cognitive outcomes, insufficient administrative support for training or professional development activities, restricted teaching hours and absence of counsellors in their schools. On the other hand, despite all these unsatisfactory conditions brought into focus throughout the entire study, both quantitative and qualitative data revealed teachers' high interest in receiving professional training in the field of social and emotional learning.

## CHAPTER 2

### 2. METHODOLOGY

#### 2.1. Introduction

This study serves as an inquiry into teachers' perceptions on different aspects of social and emotional learning as well as an exploration of the linkage between their views and demographic characteristics. Hence, in line with the research aim and questions, the methodology part of the research study portrays the technical steps involved in conducting the research through detailed information including the research design, participants and setting, instrumentation, procedure and data analysis processes.

#### 2.2. Research Design

Considering that one type of research will not be enough to fulfill the purpose of the study and address the research questions, this research study mainly adopted a mixed methods research design making use of a quantitative approach integrated with a qualitative research. Johnson and Onwuegbuzie (2004) define mixed methods research as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study" (as cited in Madueke, 2014, p. 9). Madueke (2014) strongly supports the view that this type of research allows the researcher to gather a vast number of various views and make stronger inferences than would have been done by either type separately. In consideration of this view, mixed methods research was considered as the most appropriate research design for this study so as to better provide answers to the research questions and to gather richer and more comprehensive data than either type would do alone. As for the type of major mixed methods design, the research study utilized an explanatory sequential design involving an initial quantitative data collection phase with 238 teachers participating in a questionnaire followed by a qualitative data collection phase with 22 teachers participating in semi-structured interviews.

Apart from this, this study served as a reflection of the characteristics of descriptive research design to a large extent as it sought to accurately examine and determine a group of teachers' level of knowledge on social and emotional learning and to report the results the way they are without having any influence or control over the variables under

investigation over the course of the research. Furthermore, this descriptive research was carried out using a survey research method as this study intended to conduct a survey among teachers as the initial stage in order to investigate the background of the research problem and acquire some basic knowledge needed to be able to expand on the research topic in more detail later on in the qualitative phase of the study. This study is also somewhat inferential as it attempts to determine if there is a significant difference in teachers' perceptions of social and emotional learning based on their demographic characteristics.

## **2.3. Participants and Setting**

### **2.3. 1. General Profile of the Participants**

The investigation was conducted in Izmir, a metropolitan city in western Turkey situated along the Aegean coast. A total of 105 schools from different boroughs of Izmir were included in the research. The sample of the study was selected from the native speakers of Turkish who were actively teaching at primary, secondary or high school as an English foreign language teacher. There was no special criteria or requirement that the participants were expected to satisfy other than being an English Language teacher in order to be a part of the sample. For instance, the participants involved in this study were not restricted to a certain number of years of experience, certain educational background or level of knowledge. Also, the study did not require that participants be within a certain age group.

In total, the research sample constituted 238 Turkish EFL teachers, 67 (28.1%) of whom were primary school teachers, 68 (28.5%) of whom were secondary school teachers and the remaining 103 (43.2%) were teaching at a high level. All these participants had a great willingness to make a contribution to this study by taking part in the survey with their true insights and beliefs. Working with instructors teaching at different grade levels was considered to be the best choice for this study in order to achieve fruitful and meaningful results. Also, it would pave the way for a more detailed exploration of differences among educators working in elementary, secondary and high school, thus providing valuable insights into how teachers' perceptions, beliefs and practices regarding SEL vary in different school contexts. This variety would also allow the researcher to obtain as much insight from as many angles as possible during the



survey. The demographic information of the teachers who make up the study group of the research is depicted in Table 1 below:

**Table 1**

*Demographic Characteristics of the Participants*

Independent Variables	Sub-Groups	N	%
Gender	Male	30	12.6
	Female	208	87.4
Age	20 to 29	13	5.5
	30 to 39	90	37.8
	40 to 49	100	42
	50 and over	35	14.7
Level of Education	Bachelor's Degree	205	86.1
	Master Degree	33	13.9
Field of Training	English Language Teaching	142	59.7
	Faculty of Letters	96	40.3
Employment Status	Permanently Employed	198	83.2
	Temporarily Employed	40	16.8
Type of School	State School	188	79
	Private School	50	21
Grade Level	Elementary School	67	28.1
	Secondary School	68	28.5
	High School	103	43.2
Years of Experiences	1 to 10	35	14.7
	11 to 20	104	43.7
	More than 20 years	99	41.6

An extensive analysis indicated that the background of the participants was diverse, including teachers of different genders, ages, levels of education, field of training, employment status, types of schools, grade level and various years of teaching experience. Initially, checking the participants' gender, the research population consisted of 30 (12,6%) male teachers and 208 (87.4%) female teachers. As can be seen from Table 1, female participants largely outnumber the male ones. This huge gap might be related to the fact that teaching as a profession has achieved more popularity among women in the last few years (Alam, 2014). Besides this, participants' ages differed significantly ranging from 20 to over 50. An examination of the age of the respondents indicated that 13 (5.5%) of the sample fell into the range of 20-29, 90 (37.8%) of the teachers participating in the study ranged in age from 30 to 39, 100 (42%) of the teachers varied

between the ages of 40 and 49 years and 35 (14.7%) of the teachers were found to be 50 or over. Therefore, it is apparent from Table 1 that the participants who were in the range of 40-49 made up the majority of the respondents. With respect to the highest degree or level of education they have completed, 33 teachers (13.9%) reported having attained a Master's Degree whereas the remaining 205 (86.1%) participants reported holding only a bachelor's degree. It is also noteworthy to mention that none of the teachers involved in this study fell into the category of doctoral degree holders, thereby this information was decided to be removed from the demographic table. When the teachers were analyzed according to their field of training, 142 (59.7%) of them were found to have received training in the department of English Language Teaching whereas 96 (40,3%) of the participants were found to have earned a bachelor's degree either in American Culture and Literature or in English Language and Literature. Furthermore, when the distribution of the groups according to their employment status is examined, it is seen that 198 (83.2%) of the participants were working in permanent positions while 40 (16.8%) of them were working in temporary positions. As for the school type, teachers working in state schools accounted for 79% (188) of the total sample population. On the other hand, 50 (21%) of the teachers reported teaching at private schools. With respect to the grade level they were instructing, 67 (28.2%) of the participants were teaching at elementary school, 68 (28.6%) of them were currently giving lessons to secondary school students and 103 (43.3%) of the participants were working with high school students. Lastly, this study involved teachers with a wide range of experiences, with a research population varying widely between 1 year and over 20 years. 35 (14.7%) respondents reported having 1 to 10 years of teaching experience, 104 (43.7%) reported having 11 to 20 years of teaching experience and 99 (41.6%) reported working for more than 20 years.

### **2.3.2. Participant Selection Process for Quantitative Part of the Study**

The selection of the teachers for the quantitative phase of the study was done on a non-random basis. As the type of nonprobability sampling, convenience sampling was utilized to determine the sample of participants, starting from the ones easiest to contact until the number required for the study is reached. There are some reasons why convenience sampling was considered as the only possible option for this research study. First of all, the city where the study took place consisted of a large population of English language teachers and it was practically impossible to gather samples from the entire

community. Therefore, the sample of the study was selected based on geographical proximity meaning that teachers who were most accessible to the researcher were given priority in order to be taken as a sample for this study. The schools chosen for the research were also considered to be convenient and appropriate as a research environment in terms of data collection and accessibility during school hours. Another important reason for the adoption of convenience sampling was that this research can be seen as a comprehensive study of social and emotional learning as it does not only seek to administer a survey in order to evaluate the extent to which teachers are aware of the concept social and emotional learning but also intends to conduct semi-structured interviews in order to acquire a more in-depth grasp of their perceptions and attitudes towards social and emotional learning by giving a voice to them. During the study, the researcher encountered some situations and conditions in which time was a constraint due to the comprehensiveness of the research. Undoubtedly, the use of convenient sampling allowed for efficient use of time which is of the essence to conducting an effective study, thus enabling the researcher to concentrate his mind on analyzing the data rather than wasting too much time travelling great distances to select the participants and moving around too much to obtain data. Also, convenience sampling does not include too many complicated rules to follow in order to acquire an understanding of the data, address critical issues, and gather elements for the sample when compared with the other sampling methods. Therefore, through convenience sampling, it was quick and easy to accumulate data and obtain results and some valuable insights into the research topic could easily be gained in a shorter period of time. To conclude, all the participants involved in this study fulfilled all certain requirements in order to be representative of convenience sampling such as great eagerness to participate in this study, geographical proximity, availability and easy accessibility at the time of the research.

### **2.3. 3. Participant Selection Process for Qualitative Part of the Study**

In response to the call for participation in the qualitative phase of the study, 66 of the survey respondents expressed their voluntarism and gave their informed consent. However, according to our requirements regarding the identification of the interview participants, only a sample of 22 teachers was decided to be recruited from the obtained voluntary sampling population. Therefore, the sample for the qualitative part of the study was determined through the utilization of proportional stratified random sampling.

Initially, the entire sample population consisting of only voluntary teachers (66 teachers) was partitioned into three smaller subgroups known as strata according to the grade level they were teaching to. These subgroups included elementary school teachers, secondary school teachers and high school teachers. Next, the ratio of voluntary instructors in the population was calculated taking each grade level into consideration. The following step involved using the lottery method in which each member of the voluntary sample population was assigned a random and unique number and the numbers were drawn from the box at random to select the samples from each stratum in proportion to the population. The ratios calculated in the previous stage were taken as a basis when determining the sample size for each stratum to be involved in the personal interviews. In other words, the size of each stratum was determined in a way that would be proportional to its size in the whole voluntary sample population. As a consequence of all the steps followed during the participant selection process for the qualitative part, the sample who would be interviewed personally was comprised of 5 primary school teachers, 7 secondary school teachers and 10 high school teachers.

## **2.4. Data Collection Instruments**

The study was based on two different data collection sources to address the research problem and questions. These instruments included a 5-point Likert scale (Appendix C) and a semi-structured interview guide (Appendix D).

### **2.4.1. Teacher Survey**

Initially, the quantitative data was gathered through the administration of a teacher survey which was differentiated into three separate parts. In order to provide an introduction to the survey, the first part was a personal information sheet prepared by the researcher, constituting some demographic questions as a warm-up developed with the aim of preparing the participants for the upcoming main survey section as well as building up a general profile of the participants by gathering objective information about them, such as gender, age, educational level, field of training, employment status, the type of school they were working at, the grade level they were teaching to and their years of teaching experience. This part consisted of 8 questions, all of which had multiple options and asked the respondents to select one option as an answer. The seventh question in this part differed from other questions in that it offered an alternative to respondents

to select as many responses as necessary considering their current situation. Moreover, for the respondents whose needs were not satisfied by any of the listed predetermined response options and for those who volunteered an option not on the list, this part also offered them an option of selecting an ‘other’ response for some questions, thus allowing them to personalize their own answers.

The second part which was also prepared by the researcher constituted a set of 6 short answer questions in the multiple choice format seeking to accurately measure the participants’ previous and current level of knowledge and understanding of social and emotional learning as well as their familiarity with this concept before moving onto the core questions. Also, for the participants who wanted to express their uncertainty, the “Not sure” option was included for all the questions except the last one as it required them to provide an absolute response.

With the intention of serving as a starting point for a deep exploration into the research problem in focus, the third part included a questionnaire which was conducted in the form of a Likert scale. Developed by Brackett, Reyes, Rivers, Elbertson and Salovey (2011), this Likert-style questionnaire constituted 12 items asking respondents to make a choice from a set of pre-defined response options based on their preferences. Addressing some important aspects pertaining to teachers’ comfort with delivering instructions on SEL, commitment to teaching and learning about SEL and their perceptions of schoolwide support for SEL, all the items listed in this questionnaire were designed to obtain a general overview of teachers’ personal interpretation, beliefs and understanding of social and emotional learning as well as exploring their competencies and experiences with SEL implementation superficially, thus allowing the researcher to acquire the required information needed to carry out a further qualitative inquiry. What is more, each item included in this Likert-style questionnaire contained five different response options ranging from ‘strongly agree’ to ‘strongly disagree’ (“1= Strongly Disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly Agree.”). For the participants who favoured neither the supporting nor opposing viewpoint of the subject matter addressed in the item, this questionnaire also offered teachers an option, namely ‘neutral’.

Apart from all these three crucial parts, the teacher survey also included a brief introduction in which the respondents were provided with a full explanation at the top of the survey form informing them of every detail in relation to the purpose and content of

the study along with reassuring them by explaining for what purpose the data obtained would be used so that there was no question left in their mind or there was no point they could miss regarding how they were supposed to complete the survey. The teacher survey also included information about confidentiality in line with data protection legislation along with the estimated amount of time that the survey would take to complete all the questions. In addition, the teacher survey contained a specific question for the participants asking whether they would like to discuss their opinions further by participating in a face-to-face interview which would be conducted as part of the qualitative phase at a later time following the completion of surveys and those who confirmed their approval for participation in the second phase of the study were requested to provide their email address or phone number through which they could be contacted in order to arrange an appropriate date and time for the interview. Furthermore, taking into account the fact that there could be participants lacking basic knowledge or basic information and being unfamiliar with the term social and emotional learning, the participants were provided with a definition of social and emotional learning in the instructions in order to avoid any ambiguity, misunderstanding and unclarity as well as ensuring that it was not open to different interpretations.

In order to maintain the reliability and validity of the questionnaire, Brackett, Reyes, Rivers, Elbertson and Salovey (2011) underwent certain stages in their questionnaire development process including preliminary testing, factor analysis and expert opinion. Initially, the reliability of the questionnaire was established by conducting a preliminary test on a sample of test participants not included in the actual sample population in order to determine any problem beforehand that would be experienced by the target study population. Following this, factor analysis was conducted using Cronbach alpha in order to check the internal consistency reliability of questions loading and determine the average correlation between them. The questionnaire was revised based on the information obtained from factor analysis and Cronbach alpha. The items which were proven to have met the analysis criteria were retained and the items which were identified as having the weakest correlation with the others were discarded in order to improve the reliability of the questionnaire and increase the value of Cronbach's Alpha. After the item analysis process was completed, the questionnaire took its final form resulting in three reliable sub-scales labeled as comfort, commitment and schoolwide support, found with a Cronbach Alpha of .76, .82, and .74 respectively. On the other hand, the overall Cronbach Alpha reliability coefficient of the scale which took its final form following

the factor analysis was found to be 0.79, which is regarded as an acceptable reliability coefficient in SPSS. This value can be seen as an indication that the questionnaire can be thought to have obtained high internal consistency and it can be used as a reliable tool to measure teachers' understanding and knowledge regarding SEL. Table 2 summarizes the Cronbach's Alpha values of Social and Emotional Learning scale and its subscales.

**Table 2**

*Cronbach's Alpha Values of Social and Emotional Learning Scale and its Subscales*

<b>Scale and Subscales</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
<b>Scale</b>		
Social and Emotional Learning	12	0.79
<b>Subscales</b>		
Teacher Comfort	4	0.76
Teacher Commitment	4	0.82
Teachers' Perception of School Culture	4	0.74

Furthermore, in order to guarantee the face validity of the instrument, the items in the questionnaire underwent through an expert judgment. To do so, some experts in the field who were familiar with the research topic were contacted in order to get some help and support and they were requested to take a detailed look at the questionnaire in order to determine the items in need of revision or deletion as well as providing recommendations for ensuring the relevance of the items. After all these procedures, necessary adjustments and modifications were made in order to derive a final version of the instrument and avoid any threat that would be likely to disrupt the validity of the questionnaire.

#### **2.4.2. Semi-Structured Interviews**

Considering that forcing participants to limit their responses to a predetermined list of options to convey their personal beliefs and feelings could result in insufficient data and prevent a full exploration of their views, the research study also made use of an additional data collection tool including broader and more general questions in order that participants could be allowed to have a strong voice with more freedom in order to bring up new issues and highlight the critical points or problems that they could not initially find the chance to bring into a discussion on account of the limited set of options, thus allowing the participants to provide extensive and further elaboration on particular

responses they had given in the questionnaires and to provide their comments with no constraints. Hence, at the core of the qualitative phase of the investigation were semi-structured interviews which were conducted with the intention of providing a supportive and secondary role in delving into the research problem and understanding specific issues, thus, enabling the researcher to take a far closer examination on teachers' current practices with respect to SEL as well as providing further corroborating evidence to confirm and validate the already existing findings obtained from the preliminary stage of the investigation. The semi-structured interviews constituted a total of 8 questions, all of which were designed to function as a means of clarifying and expanding on the issues underlying the quantitative outcomes, thus allowing the researcher to get to the root of the research topic and problem with a deeper, more complete and comprehensive understanding.

To conclude, Likert-style questionnaire and semi-structured interviews provided the basis for this research study. These two data collection tools can be deemed appropriate to fit into the overall process of research design and allow for an in-depth investigation, rich contexts for examining participants' experiences and valid results as all the questions and items pertain directly to the focus.

## **2.5. Procedural Details**

### **2.5.1. Quantitative Data Collection Process**

After performing all the required procedures to receive approval from the Provincial Directorate of National Education for carrying out the study in schools in compliance with the official rules and regulations, the data collection process started with visiting schools which were accessible to the researcher in order to determine the teachers who would volunteer to participate in the study. The preliminary stage of the investigation involved gathering quantitative data through the administration of a teacher survey. The survey was decided to be conducted face to face by travelling to participants' locations in order to maintain a high degree of control over the data collection process so that it could be ensured that teachers could remain focused on the questions and any case causing them to get distracted would be prevented such as texting, internet surfing, replying to an email, phoning someone or receiving a telephone call, all of which could arise from not having someone to guide the way through the process. In total, 238 Turkish



EFL teachers announced their willingness to make a contribution to the study by getting involved in the face to face survey. All the teachers in each school were asked to gather together in a predetermined teachers' room at the arranged time in order to take the survey. It took approximately 10 minutes for teachers to complete it. The questionnaire was implemented to participants in English. In the questionnaire, teachers were asked to evaluate themselves by selecting the response option that best reflected their feelings, thoughts, views and experiences considering their way of teaching and current instructional strategies which they were implementing in their language classrooms. They were not expected to write down their names in order not to reveal their identity so that they could give their answers in the way they wished and provide honest and sincere answers without any hesitation and without feeling insecure concerning any response and information which they would provide. Furthermore, any item or instruction that the participants found confusing and ambiguous was immediately clarified in order to make unclear points much easier to understand so that the participants had no questions left in their minds regarding what they were supposed to do. The data collection process for the teacher survey took place between November 22, 2021 and January 21, 2022.

### **2.5.2. Qualitative Data Collection Process**

Depending on the outcomes obtained from the teacher survey, the critical points that needed further exploration, elaboration, and clarification were identified, thus building the subsequent qualitative phase and shaping semi-structured interview questions. 22 teachers who had expressed their interest in personal interviews by providing their email address and phone number in the survey form were contacted in order to confirm whether they still agreed to maintain their contribution to the study by getting involved in the face to face interviews as a volunteer in which they would be asked some open-ended questions. Upon receiving their confirmation, the most convenient time was scheduled to conduct the interviews in each school taking every participant's daily routines and working hours into consideration. In order to be able to feel the real atmosphere, the interviews were decided to be held in teachers' offices. The researcher arrived at each school at the pre-arranged time in order to hold the interviews. Even though a list of questions had been prepared beforehand, they were not strictly and completely adhered to by the researcher. The order of some of the questions was changed and depending on the answers that were given by participants, some follow-up questions were asked in

order to obtain more specific or in-depth information and provide a more detailed elaboration of critical points and issues that were raised by teachers. During the interviews, they were also asked to provide some examples as illustrations for their responses. Some questions were paraphrased using different words to make them simpler, more clear and more descriptive for those who had difficulty understanding them. Moreover, in order to capture their responses precisely and in order not to miss anything important the participants would mention, a voice-recorder was used to record their responses in the interviews with the condition of asking for their permission. In this way, a much more objective record of events could be offered and every word was transcribed into text exactly as data was collected in full. What is more, the interviews were conducted in Turkish in order not to disrupt fluency but were transcribed into English soon after the interviews were completed. The duration of interviews lasted approximately 20 minutes. The data collection process for semi-structured interviews was completed over the period of four weeks taking place between February 8, 2022 and March 4, 2022.

To summarize, all these data collection processes were completed in nearly four months, starting from late November and continuing until the beginning of March in the 2021-2022 academic year.

## **2.6. Ethical Considerations**

Ethical issues were also considered during both the quantitative and qualitative phases of the investigation in order to protect the rights of our research participants, prevent any excessive harm to them and maintain scientific integrity. Initially, before the research study started to be carried out, a brief interview with voluntary language teachers was held in their offices in order to inform them of every detail in relation to the content of the study including why this study was being conducted, what it would involve and why they were wanted to be selected. They were also sent a copy of study information sheet and informed consent form (Appendix B) through email in order that they could take some time to read all the information written in these forms carefully and to gain a deep understanding of what the aim of this study was before they agreed to take part in the study. They were verbally told that if they agreed to participate, they would be asked to sign an informed consent form in order to confirm their approval for their voluntary participation and in order to ensure that they fully understood and comprehended all the

required information provided to them in the study information sheet. They were asked to retain this study information sheet in case they would want to contact us later on if there was anything that they did not find clear or if they needed more information. All the participants were given adequate time to consider their decision whether to agree to take part in the study or not. To sum up, they were informed about the nature of the study and every detail regarding this research project was explained to their satisfaction.

The participants were also given all the necessary information regarding their rights. First of all, they were told that their participation in this study was completely voluntary and they were free to withdraw at any time they wished and discontinue their participation without reporting any excuses. Moreover, all the participants were assured that all their rights would be preserved during the research including confidentiality, anonymity, safety and privacy. They were told that their personal details such as name or address would not be revealed to other people outside the project on no account and would be locked in researcher's file cabinet and password protected computer. They were also told that audio files would be stored and archived on a hard drive and kept entirely confidential. Also, in the process of writing out the findings, the data accumulated from their responses were not reported in a manner which would allow identification of their individual responses; that is to say, the results were reported only cumulatively, not individually meaning that their names or anything else that could identify them was not included in any reports of the study under no circumstances. Participants were also asked to avoid using personally identifiable information such as names of other people as well and if they happened to use another person's name, it was not included in the study and was immediately deleted from the transcription for confidentiality and moral purposes. Their privacy in the interviews was also maintained by assigning them a number that replaced their names to ensure their confidentiality. They were also told that all the information they provided would not be used for any aim other than scientific purposes or professional publications and would not be shared with third parties and other institutions without their permission. In addition, they were told that there would be no risks or discomforts if they decided to participate in this research and the decision to participate in this research would have no effect on their school performance or school records. Furthermore, the researcher requested their permission to audio record the interviews so that the information they conveyed would be documented accurately and precisely. They were also verbally told that if at any time during the interview they wished to discontinue the use of the recorder or the interview itself, they could feel free

to let the research know or if they did not wish to answer any particular question or questions that they found too personal, they were free to skip or decline.

## **2.7. Data Analysis**

### **2.7.1. Descriptive Analysis**

Our data analysis process was conducted in three distinct phases. The preliminary stage focused on the analysis of quantitative data obtained from the teacher questionnaire. The analysis of quantitative data was conducted through descriptive statistical analyses using SPSS. The questionnaire consisted of a total of 12 items which the participants were asked to rate on a scale of one to five by selecting a particular response option including “strongly disagree”, “disagree”, “neutral”, “agree” and “strongly agree”. Each respondent’s answers were entered on SPSS column by column. A numerical value was assigned to each response category in order to demonstrate a positive or a negative attitude toward the subject matter addressed in the item, starting from "strongly disagree" equaling to the value of "1" which represents the point of least agreement to "strongly agree" corresponding to the value of "5.", being the point of most agreement and the items were scored accordingly. The value of the negatively phrased item (Item 10) in our Likert scale was reversed in order that the numerical scoring for each item could run in the same direction. The participants’ responses were reported along with a detailed account of the mean scores and standard deviation as well as the frequencies and their percentage equivalents. In addition to written explanations, these frequencies were also visualized and illustrated through tables in order to provide a clear and easy understanding of our data.

### **2.7.2. Inferential Analysis**

#### **2.7.2.1. Overview**

The second stage involved the analysis of a comparison of teachers in focus through the conduct of inferential statistics seeking to detect any statistically significant difference arising among them as to their understanding of social and emotional learning in consideration of three different domains of their beliefs including comfort, commitment and schoolwide support based upon their demographic characteristics. This

inferential analysis process was conducted by performing a one-way multivariate analysis of variance (MANOVA) which is regarded as a significant statistical test used in SPSS with a view to exploring whether there exists any difference which can be proven to reach significance between the groups of the independent variable on more than one continuous dependent variable.

### **2.7.2.2. Checking the Assumptions of One-Way MANOVA**

Our inferential statistical analysis started with checking to make sure whether the data we accumulated fulfilled all certain critical assumptions required for a one-way MANOVA to provide us valid results. The first part of the process involved checking the multicollinearity by determining the Pearson correlation coefficient among the dependent variables in order to make sure whether our data could be analysed by performing a one-way MANOVA or not. Can (2020) strongly highlights that in order for a one-way MANOVA to give us valid and expected results, there must be a reasonable and meaningful correlation among the dependent variables and he goes on to note that multicollinearity occurs when the magnitude of Pearson correlation coefficients is higher than 0.9. On the basis of the results obtained, all three dependent variables (comfort, commitment and school culture) were found to be moderately correlated with each other. In other words, no indication of multicollinearity was detected, with each pairwise Pearson correlation coefficient ending up being below 0.9 ( $r < 0.9$ ,  $p < 0.01$ ), thus making our data pass the most important critical assumption required for a one-way MANOVA to be employed for our inferential statistical analysis.

Secondly, multivariate outliers were examined using a measure, namely Mahalanobis distance. As a consequence of this measurement of independent variables' differentiation from the dependent variables, no case was observed with the Mahalanobis distance value being greater than 16.27. Hence, Mahalanobis distance values in our study were confirmed to be within acceptable limits across all dependent and independent variables, thus containing no extreme multivariate outliers which might have an influence on the outcomes to a significant extent. Therefore, it can be clearly stated that both dependent and independent variables exhibited multivariate normal distribution.

Another underlying assumption states that there needs to be a linear relationship among the dependent variables for each group of the independent variable. In this study, this linearity assumption was verified visually by conducting a scatterplot matrix for each

group of the independent variable separately. According to the outcomes obtained, all dependent variables were concluded to be linearly related to each other. In other words, a linear relationship was observed between dependent variables in each group of the independent variables, as assessed by a scatter plot.

Moreover, multivariate normality was assessed using Skewness and Kurtosis normality distribution test in order to determine whether the data was drawn from a normally distributed sample population. Test of normality was run separately for each independent sample. As a consequence of this process, with the only exception of the kurtosis value obtained for the master's degree holders in the 'commitment' subscale (kurtosis= 2,526), the skewness and kurtosis values for all other groups of independent variables for each subscale were assumed to be within the acceptable range, falling within the range of -1.5 and 1.5 which are suggested as reference numbers for determining normality by Tabachnick and Fidell (2013, as cited in Demir, 2018; Nas, 2020). In light of the results obtained through the normality test, it can be said that due to an extreme kurtosis value obtained for the master's degree holders in relation to the 'commitment' subscale, the process followed a non-normal distribution for the independent variable denoted as 'educational level', thus violating the multivariate normality assumption. On the other hand, independent variables such as 'department', 'employment status', 'school type', 'grade level', 'experience', 'gender' and 'age' were found to show no indication of a significant deviation from multivariate normality as no skewness or kurtosis value lied beyond the range of -1.5 and 1.5.

A further assumption of the one-way MANOVA is that a significant difference must not exist among covariance matrices of all groups formed by independent variables. This assumption for the homogeneity of covariance matrices was tested running a Box's M Test which is performed as one of the parts of the one-way MANOVA procedure. With the exception of the p-value calculated for the independent variable denoted as 'type of school' ( $p= 0.34$ ), all other p-values for Box Test ended up being greater than the commonly used  $p$ -value which is 0.05, thus indicating no evidence of a significant inequality among covariance matrices as they are not assumed to be quite extreme. Therefore, based on the outcomes obtained through the Box M test, it can be concluded that the 'type of school' was found to be the only independent variable for which the conditions were not satisfied in terms of the equality of covariance matrices ( $p= .034$ ,  $p<0.05$ ).

The last stage of the process involved testing the Homogeneity of variance, one of the critical assumptions which are supposed to be satisfied as part of the one-way MANOVA procedure. This assumption was checked by carrying out Levene's test with the aim of determining whether the error variance of the dependent variable was equal across groups or not. Here, as in the Box M test, the null hypothesis suggesting the non-existence of a statistically significant difference between an error of variances was examined (Can, 2020). Thus, the independent variables with a p-value of less than 0.5 failed to meet the assumption of the equality of error variance whereas the ones with a p value of greater than 0.5 indicated strong evidence in favour of the null hypothesis. As a result, Levene's test revealed that the error variances of the dependent variable labeled as 'comfort' for the groups formed by independent variables such as 'gender' ( $p = .049$ ), 'department' ( $p = .013$ ) and 'type of school' ( $p = .046$ ) can not be assumed to be equal. Likewise, the error variances of the dependent variable 'commitment' indicated no sign of equality across groups constituted by the independent variable denoted as 'educational level' ( $p = 0.35$ ).

As a result of a careful and comprehensive assessment of certain critical assumptions of the one-way MANOVA, Wilks' lambda was found to be the most appropriate test statistic in order to report the results with regard to independent variables including 'age', 'employment status', 'grade level' and 'years of experience' as they seemed to satisfy all the assumptions required for the one-way MANOVA to provide us valid results. On the other hand, Pillai's trace was considered to be the most robust test statistic in order to proceed with our analysis and ensure the validity of our results concerning the independent variables including 'gender', 'educational level', 'type of school' and 'department' as they showed a departure from some critical assumptions of the one-way MANOVA at certain levels.

### **2.7.3 Qualitative Analysis**

The third stage of our data analysis process was centered around the analysis of qualitative data. In general, 22 teachers provided responses to questions in the semi-structured interviews. Just after the transcription process was completed, the qualitative data derived from the interviews were analyzed through content analysis which helped the researcher to identify some prominent categories. Each response was read line by line with great attention. All the accumulated data were scrutinised, noting the topics which surfaced from teachers' explanations. Three broad categories were generated upon a

close examination of the topics that emerged from multiple responses. The responses obtained from each major category were broken down into subcategories. Some codes were developed and grouped into appropriate subcategories based on commonalities. Furthermore, the frequency of each code identified through a deep examination of the responses was calculated in order to reveal the total number of participants addressing it along with their percentage equivalents.

## **2.8. Reliability and Validity Issues in the Current Research**

### **2.8.1. Reliability and Validity of the Quantitative Data**

In order to maintain the reliability of the quantitative data, the alpha coefficient of reliability was computed using SPSS right after the data was accumulated. The internal consistency was assessed for all three sub-scales separately. The analysis for each subscale was observed to yield results demonstrating high internal reliability, coming up with Cronbach Alpha values of 0.71, 0.83 and 0.81 for teacher comfort, teacher commitment and teacher perception of school culture respectively. What is more, the reliability of the entire questionnaire was measured although the internal consistency has already been established with an overall Cronbach's alpha value of 0.79 by the researchers Brackett, Reyes, Rivers, Elbertson & Salovey (2011). As a consequence of this analysis, the alpha coefficient for all the twelve items was concluded to be 0.80, suggesting that the items have relatively high internal consistency. Thus, based on these obtained outcomes, the instrument applied to the participants can be assumed to be relatively reliable. Table 3 provides a presentation of Cronbach's alpha values of the Social and Emotional Learning scale and its subscales calculated for our current study so as to check for internal consistency.



**Table 3**

*Cronbach's Alpha Values of Social and Emotional Learning Scale and its Subscales*

*Obtained for the Current Study with a view to Evaluating the Internal Consistency*

Scale and Subscales	Number of Items	Cronbach's Alpha
<b>Scale</b>		
Social and Emotional Learning	12	0.80
<b>Subscales</b>		
Teacher Comfort	4	0.71
Teacher Commitment	4	0.83
Teachers' perception of school culture	4	0.81

Furthermore, in order to ensure that the validity is achieved, the supervisor of the thesis was requested to examine the teacher survey scale and judge its relevancy and appropriacy through the eyes of an expert in consideration of the research objectives and questions. Upon a close examination of the items, the questionnaire was found to enjoy satisfactory validity and thereby, it was approved to be administered to the sample population involved in the quantitative phase of the study.

### **2.8.2. Trustworthiness and Credibility of the Qualitative Data**

Before embarking on the major qualitative research, semi-structured interview questions which were prepared by the researcher underwent a careful examination by the supervisor of the thesis in order to identify the critical areas which could require adjustments and to detect any possible errors or weaknesses within the interview design at the early stage that would pose a threat to the credibility and trustworthiness of the findings in relation to qualitative research. In compliance with the feedback, comments and suggestions provided by the supervisor, necessary amendments were made in the questions in terms of their language, wording, sentence structure and relevancy as well as regarding the content of the questions and flow of the interview guideline. For instance, unclear interview questions were arranged by being rephrased in order to provide clarity for the interviewees. Besides, the length of some questions was shortened in order not to bore the interviewees and constant repetitive questions were eliminated in order to minimize the risk of the emergence of similar responses by the same participant.

At the end of this process, the interview guide took its final form, with the total number of questions being reduced from 22 to 8.

Moreover, in order to contribute to the credibility and trustworthiness of the qualitative outcomes, the member checking technique was applied by sharing a brief summary of qualitative findings along with the interpreted data with the research participants involved in the interviews through email in order to help to verify the accuracy of their findings. With the exception of those who declined our invitation to take part in the member checking process due to their busy schedule program, all teachers were asked to review the documents carefully for the purpose that they could provide some feedback in regard to whether the findings accurately reflected their own views, feelings and experiences and whether the results and interpretations fit in well with what they had wanted to mean during the interviews. Also, they were requested to help to correct any kind of misunderstanding if they perceived something as wrong with the interpretations or if they noticed something irrelevant to what they had intended to mean, thus allowing the participants to fill in any gaps from earlier interviews and edit what they said as well as enabling the researcher to prevent any personal bias from being included and to prevent inaccurate information from being reported within the qualitative part of the study.

## CHAPTER 3

### 3. FINDINGS

#### 3.1. Introduction

Seeking to provide responses to three different predominant research questions developed in compliance with the purpose of the study, this chapter offers a comprehensive presentation of the major research findings which are crucial to the study. The key research findings derived from the study are organized into three separate sections, each of which addresses a different research question. The initial part reports the quantitative findings of descriptive statistics providing an extensive analysis of teachers' responses in the survey with regards to their views on social and emotional learning with the consideration of three different aspects including comfort, commitment and schoolwide support. Following this, the second part highlights the quantitative findings of the inferential statistical analysis depicting the notable distinctions among EFL teachers in terms of their perceptions of social and emotional learning taking their demographic characteristics as a basis. This is, then, accompanied by a final part in which a detailed account of the key findings obtained through the qualitative analysis of semi-structured interviews which were conducted with 22 Turkish EFL teachers participating as a volunteer are offered, thus serving as a supplementary to the results of the statistical analyses.

#### 3.2. Descriptive Findings

##### 3.2.1. Overview

The descriptive analysis serves as the initial step for conducting our statistical analyses. Our first research question has been the focus of attention during the process of determining the key findings for descriptive statistics: "What are the perceptions of foreign language teachers in Turkey concerning social and emotional learning?"

Descriptive findings are categorized under two distinct parts, namely, analysis of the Likert scale and analysis of background knowledge which is also another part included in the survey. In addition to presenting the research data in the form of a text, descriptive findings are also depicted through the use of visual illustrations such as tables that outline

the mean scores (arithmetic average of participants' responses) and standard deviations for each item as well as the frequency and their percentage equivalents to help the reader compare and interpret the large quantities of data and exact values at a glance.

### **3.2.2. Analysis of the Likert scale**

As mentioned previously, the major descriptive results of the study are derived using a Likert-scale developed by Bracket, Reyes, Rivers, Elbertson and Salovey (2011). The main objective of this Likert scale was to gather data with the intention of assessing different components of teachers' beliefs with respect to social and emotional learning as well as their level of competence for the incorporation of SEL into their current daily teaching practices. The scale comprises items pertaining to three different aspects of teachers' beliefs with respect to social and emotional learning including teachers' comfort level with providing instructions on social and emotional learning, their commitment to teaching and learning about social and emotional learning and their perceptions of how much their school culture supports social and emotional learning. Accordingly, the descriptive results are reported considering all these domains of teachers' beliefs which are partitioned into three distinct categories labeled as comfort (comfort with teaching SEL), commitment (desire to develop SEL skills) and schoolwide support for SEL instruction respectively. First of all, Table 4 presents the analysis of teachers' responses associated with their comfort level with providing instructions on social and emotional learning.

**Table 4***Descriptive Results in Terms of Teachers' Comfort Level with Teaching SEL*

No	Item	Strongly Disagree		Disagree		No idea		Agree		Strongly Agree		M	SD
		F	%	F	%	F	%	F	%	F	%		
5	Taking care of my students' social and emotional needs comes naturally to me.	1	,4	3	1,3	35	14,7	122	51,3	77	32,4	4,13	.73
7	I am comfortable providing instruction on social and emotional skills to my students.	1	,4	18	7,6	80	33,6	106	44,5	33	13,9	3,63	.82
8	Informal lessons in social and emotional learning are part of my regular teaching practice.	2	,8	28	11,8	74	31,1	109	45,8	25	10,5	3,53	.86
9	I feel confident in my ability to provide instruction on social and emotional learning.	2	,8	18	7,6	83	34,9	105	44,1	30	12,6	3,60	.83
Total												3.72	.59

N= 238

Initially, Table 4 indicates that out of the 238 participants, 122 (51,3%) and 77 (32,4%) of them agreed or strongly agreed respectively with the fact that paying close attention to students' social and emotional demands was something that came natural to them (Item 5). Additionally, the research study included a limited number of respondents who addressed the issue in relation to item 5 in the opposite way. As shown in Table 4, only one (4%) and 3 (1,3%) respondents strongly disagreed or disagreed respectively with item 5; these teachers believed that being attentive to students' social and emotional needs was not something they found natural. Besides, 35 (14,7%) respondents in the sample had no idea about whether it was natural for them to meet students' social and

emotional demands or not. In general, the findings relevant to item 5 displayed in Table 4 indicated that it seemed natural to the majority of the participants to design their lessons in accordance with students' social and emotional demands and needs.

In response to item 7 which is about the extent to which they feel comfortable delivering instructions on SEL skills to students, Table 4 shows that out of the 238 participants, 106 (44,5%) and 33 (13,9%) of them reported that they agreed or strongly agreed respectively feeling that they have maintained a high level of comfort with fostering social and emotional learning skills in their students through the effective instructions they provide. In contrast to these participants, 19 (8%) strongly disagreed and disagreed with item 7; these teachers reported not having been able to achieve the desired comfort level with helping students to acquire SEL skills. On the other hand, a substantial number of respondents (33,6%) felt unsure about their comfort level with teaching students SEL skills.

As for item 8, 134 (56,3%) respondents agreed and strongly agreed that social and emotional education has occupied a prominent place in their regular teaching practice. On the contrary, 30 (12,6%) respondents disagreed and strongly disagreed with item 8; these teachers did not consider social and emotional education as part of their current teaching practices. On the other hand, the remaining 74 (31,1%) respondents seemed to have nothing to say about whether their daily teaching practices involved the issues in relation to social and emotional education or not.

When asked to select the response option that best mirrors their feelings and views relevant to item 9, 105 (44,1%) and 30 (12,6%) respondents agreed or strongly agreed respectively that they have maintained a high level of confidence in their ability to teach students how to be socially and emotionally competent. Apart from this, 2 (0,8%) and 18 (7,6%) respondents strongly disagreed or disagreed respectively with item 9; these teachers felt that they could not develop sufficient confidence in their abilities to design lessons in which instructions on social and emotional learning were delivered to students. On the other hand, over one-third of teachers (34.9%) expressed uncertainty with regard to their level of confidence in their ability to integrate social and emotional education into their classrooms.

Within the scope of this study, an overall detailed analysis of comfort level among teachers was also conducted based on the mean score interpretation. Upon a detailed analysis of teachers' responses in Table 4, item 5 was found to have the highest mean score ( $M= 4.13$ ,  $SD= 0.73$ ) when compared to others and item 7 has seen a relatively

higher mean score ( $M= 3.63$ ,  $SD= .082$ ), followed by item 5 by comparison to others. Item 9 came third in rank with a mean score of  $3.60$  ( $SD= 0.83$ ). On the other hand, item 8 ranked the lowest among the other items with a mean score of  $3.53$  ( $SD= 0.86$ ). To sum up, data in Table 4 demonstrate that the overall mean score of responses concerning teachers' comfort level is  $3,72$ , with each of the 4 items ranging from  $3.53$  to  $4.13$ . Hence, it can apparently be said that with the exception of item 5 with a mean score of  $4.13$  ( $SD= 0.73$ ), every item in relation to teachers' comfort level seem to have a mean score lying below the overall average ( $M= 3,72$ ). In other words, the mean scores of three out of four items were concluded to be below the overall average ( $M= 3,72$ ) whereas item 5 resulted in slightly above the overall average ( $M= 4.13$ ,  $SD= 0.73$ ). Furthermore, it is noteworthy to highlight that all four items listed in Table 4 were found to have obtained the most percentage at 'agree'.

Table 5 provides an illustration of the analysis of teachers' responses in relation to their commitment to teaching and learning about SEL.

**Table 5**

*Descriptive Results in Relation to Teachers' Commitment to Teaching and Learning About Social and Emotional Learning*

No	Item	Strongly Disagree		Disagree		No idea		Agree		Strongly Agree		M	SD
		F	%	F	%	F	%	F	%	F	%		
3	All teachers should receive training on how to teach social and emotional skills to students.	4	1,7	8	3,4	25	10,5	74	31,1	127	53,4	4,31	.91
4	I would like to attend a workshop to develop my own social and emotional skills.	3	1,3	10	4,2	44	18,5	86	36,1	95	39,9	4,09	.92
11	I want to improve my ability to teach social and emotional skills to students.	1	,4	4	1,7	42	17,6	104	43,7	87	36,6	4,14	.79
12	I would like to attend a workshop to learn how to develop my students' social and emotional skills.			14	5,9	44	18,5	91	38,2	89	37,4	4,07	.89
Total											4.15	.71	
N= 238													

To begin with, the findings in Table 5 highlight that most respondents held the belief that it is necessary for teachers to acquire the qualifications and skills required for making a contribution to the development of students' social and emotional competences (Item 3). Hence, the majority of them, 74 (31,1%) plus 127 (53,4%), respectively expressed agreement and strong agreement with the view that all teachers should undergo a training course in order to improve their qualifications to attain a high level of competency in prominent areas involved in social and emotional education. On the other hand, 4 (1,7%)



plus 8 (3,4%) respondents respectively expressed strong disagreement and disagreement on the necessity of a training course for teachers to acquire the knowledge on how to teach SEL skills to students. Also, as displayed in Table 5, out of the 238 participants, 25 (10,5%) of them expressed their uncertainty about whether teachers needed to be provided education on how to guide their students to build their SEL competencies.

Secondly, Table 5 demonstrates that 86 (36,1%) plus 95 (39,9%) respondents agreed and strongly agreed respectively with item 4; these teachers expressed their willingness to attend a workshop in order to develop their own social and emotional skills. Whereas 3 (1,3%) plus 10 (4,2%) respondents expressed strong disagreement and disagreement respectively with item 4; that is, these teachers do not enthuse about participation in a workshop in which they can learn to practice their own social and emotional competencies. On the other hand, the research study involved 44 (18,5%) participants who remained ambivalent about whether they were really willing to attend a workshop to improve their own SEL skills or not.

Thirdly, in response to item 11 which is developed with the aim of revealing the extent to which they want to improve their ability to teach social and emotional skills to students, Table 5 indicates that 104 (43,7%) and 87 (36,6%) of the respondents reported that they agreed or strongly agreed respectively, thus displaying a willingness to devote their efforts to the improvement of their own competences to teach SEL skills to students. On the other hand, there were 5 (2,1%) respondents who addressed item 11 thinking the opposite, expressing strong disagreement and disagreement. In other words, this group of teachers limited in number did not seem to have much enthusiasm for advancing their skills in teaching SEL to their students. Apart from this group of teachers, 42 (17,6%) respondents seemed to be uncertain regarding whether they really wanted to devote their time and energy to gain skills to guide their students to become socially and emotionally competent.

Finally, the results displayed in Table 5 suggest that 91 (38,2%) plus 89 (37,4%) respondents agreed and strongly agreed respectively with the fact that they have an enthusiasm for participating in a workshop to broaden their knowledge on what effective ways and strategies they can use in order to foster SEL skills in their students (Item 12). On other hand, 14 (5,9%) teachers in the sample seemed to have no interest or eagerness to be involved in a workshop in which they could find the chance to be acquainted with innovative strategies and effective ways regarding on how to contribute to the enhancement of students' competences both socially and emotionally (Item 12). Besides,

44 (18,5%) respondents seemed to be experiencing ambivalence regarding whether attending workshops to acquire competency to address students' SEL needs is something that they can do fairly enthusiastically or not.

Within the framework of this research study, the commitment levels of participants were also determined through an overall detailed analysis based on the mean score interpretation. As reflected in Table 5, responses to item 3 were found to have a higher mean score ( $M= 4.31$ ,  $SD= 0.91$ ) in comparison to the mean scores of other items. Additionally, it was even the highest mean score observed throughout the entire survey analysis. Item 11 ranked second followed by the third item with a mean score of 4.14 ( $SD= 0.79$ ) and item 4 ranked the third with a mean score of 4.09 ( $SD= 0.92$ ). Lastly, item 12 had the lowest mean score ( $M= 4.07$ ;  $SD= 0.89$ ) when compared with others. Thus, taken as a whole, the mean score for the overall teachers' perception with respect to their commitment level to teaching and learning about SEL was concluded to be 4,15. Table 5 quite reveals that mean scores of each item related to teachers' commitment level resulted in a 4.00 or higher mean score.

Table 6 contains data obtained from the items which ask the participants to indicate the extent to how much they receive support from their school administration for the integration of social and emotional learning.

**Table 6***Descriptive Results in Relation to Schoolwide Support for Social and Emotional**Learning*

No	Item	Strongly Disagree		Disagree		No idea		Agree		Strongly Agree		M.	S.D.
		F	%	F	%	F	%	F	%	F	%		
1	My school expects teachers to address children's social and emotional needs.	4	1,7	35	14,7	78	32,8	79	33,2	42	17,6	3,50	1.00
2	The culture in my school supports the development of children's social and emotional skills.	6	2,5	57	23,9	72	30,3	69	29,0	34	14,3	3,28	1.06
6	My principal creates an environment that promotes social and emotional learning for our students.	6	2,5	44	18,5	96	40,3	62	26,1	30	12,6	3,27	.98
10	My principal does not encourage the teaching of social and emotional skills to students.	30	12,6	74	31,1	91	38,2	30	12,6	13	5,5	2,67	1.02
Total											3,34	.81	
N= 238													

Initially, it is indicated in Table 6 that 79 (33,2%) and 42 (17,6%) respondents reached an agreement or strong agreement respectively on the fact that their school administration considered serving students' social and emotional needs as a duty that teachers should undertake. In comparison to this group of teachers, 4 (1,7%) and 35 (14,7%) respondents strongly disagreed or disagreed respectively with item 1; these teachers opined that their school has no expectations from them for meeting students' social and emotional

demands. On the other hand, 78 (32,8%) respondents reported feeling unsure about whether they were supposed to be attentive to students' social and emotional needs or not.

Secondly, it is demonstrated in Table 6 that 69 (29,0%) plus 34 (14,3%) respondents reported that they agreed and strongly agreed respectively with the claim expressed in item 2 that their school creates a culture in which students are allowed to develop their social and emotional competencies. On the contrary, 6 (2,5%) plus 57 (23,9%) respondents strongly objected and objected respectively to the view given in item 2. Hence, these respondents adhered to the view that students were not provided with a school culture where they could feel supported in terms of their social and emotional development. Furthermore, 72 (30,3%) of the respondents under investigation opted to adopt a neutral attitude in expressing their views regarding the amount of support coming from their school administration in terms of students' social and emotional wellbeing.

When examining the findings derived with regards to item 6, it is seen that 62 (26,1%) and 30 (12,6%) of the respondents agreed or strongly agreed respectively with the belief that their principle provides an environment for students where they can maximize their social and emotional competencies. Unlike this group of teachers, 50 (21%) of the respondents expressed strong disagreement and disagreement alleging that their school lacks the necessary efforts to offer an appropriate environment for students where they can find the chance to practice their social and emotional learning skills. What is more, a substantial number of respondents (40,3%) were found to show neither approval nor disapproval of the opinion stated in item 6, thus creating the implication that they felt unsure about whether students could find an environment in their school in which they could strengthen their social and emotional skills.

Lastly, as for the findings in relation to item 10, 30 (12,6%) and 74 (31,1%) of the respondents expressed strong disagreement or disagreement with the assertion that their school administration fails to offer encouragement for social and emotional education. On the other hand, 43 (18,1%) of the respondents indicated agreement and strong agreement with item 10 asserting that in their school there are no encouraging signs of incorporation of social and emotional education into their curriculum. Besides, over one third of teachers (38,2%) expressed uncertainty about whether their school provides inspirational motivation to promote the integration of social and emotional education into their curriculum or not.

Within the scope of this research study, the extent of administrative support was also examined through a comprehensive analysis based on the mean score interpretation. As can be observed from Table 6, item 1 ranked the highest in comparison to other items with a mean score of 3.50 (SD= 1.00). Followed by the first item, item 2 had a higher score by comparison with other items (M= 3.28, SD= 1.06). Item 6 followed the item 2 with a mean score of 3.27 (SD= 0.98) and item 10 ranked the lowest among the other items with a mean score of 2.67 (SD= 1.02). Additionally, item 10 was even found to have the lowest mean score observed throughout the entire survey analysis. In totality, the overall mean score of teachers' responses with regard to administrative support yielded a mean of 3,34. In summary, every item regarding administrative support seems to have a mean score lying above 3.00, excluding item 10 with a mean score of 2.67 (SD= 1.02). Furthermore, it is noteworthy to mention that item 1 holds the distinction of being the only item in Table 6 scoring above the overall average. The distribution of mean scores of three core aspects of teachers' beliefs regarding SEL is provided in Table 7.

**Table 7**

*The Distribution of Mean Scores Obtained for the Three Core Aspects of Teachers' Beliefs*

Aspects of teachers' beliefs regarding social and emotional learning	Mean	Standard Deviation
Comfort	3.72	.59
Commitment	4.15	.71
Schoolwide support for SEL	3.34	.81
TOTAL	3.74	.51

N=238

As demonstrated in Table 7, the mean score of responses regarding teachers' comfort level is found to be 3.72 (SD = 0.59), that of the responses concerning teachers' commitment to teaching and learning about social and emotional learning is 4.15 (SD= 0.71) and the mean score of responses with respect to administrative support for SEL is concluded to be 3.34 (SD= 0,81). As can be seen, the mean score for the commitment sub-scale is higher as compared to the mean scores of comfort and school culture sub-scales. On the other hand, the overall mean score of the entire questionnaire was found to be 3.74.

### 3.2.3. Analysis of Teachers' Background Knowledge

As mentioned previously in the data collection instrument section, apart from the Likert scale, the teacher survey also included a part, namely Background Information consisting of six different short answer questions in the multiple-choice format created with the intention of gauging teachers' prior knowledge and familiarity with the term 'social and emotional learning'.

The results displayed in Table 8 provide a summary of the principal findings derived from participants' responses in relation to their background knowledge including data regarding the frequencies and percentages of answers to questions along with the distribution of mean scores and standard deviations.

**Table 8**

*Results Related to Teachers' Background Knowledge and Familiarity with Social and Emotional Learning*

No	Question	Yes		No		Not Sure		Mean	SD
		F	%	F	%	F	%		
Q1	Have you ever heard the term Social and Emotional Learning?	163	68.5	41	17.2	34	14.3	2.51	.77
Q2	Have you ever received training on social and emotional learning?	42	17.6	173	72.7	23	9.7	1.44	.77
Q3	Have you ever participated in any kind of Professional development activities related to social and emotional learning?	26	10.9	185	77.7	27	11.3	1.33	.66
Q4	Do you find your current level of knowledge sufficient enough to integrate social and emotional learning into your language classrooms?	71	29.8	52	21.8	115	48.3	2.07	.71
Q5	Are you satisfied with your current level of knowledge about social and emotional learning programs?	40	16.8	99	41.6	99	41.6	1.75	.72
Q6	Does your school offer you training programs on social and emotional learning?	31	13.0	207	87.0			1.13	.33
<b>TOTAL</b>								1.70	.40
<b>N= 238</b>									

The responses evaluated in Table 8 indicate that out of 238 participants, 41 (17.2%) of them were unfamiliar with the term SEL as opposed to 163 (68.5%) respondents who reported having heard of the term SEL in their lives before. Apart from this, 34 (14.3%) of the participants were unsure about whether they had come across the term SEL previously in their lives or not. The mean score of teachers' responses to the first question was concluded to be 2.51, thus creating the implication that the term SEL was familiar to the majority of the participants involved in the study.

When asked about their training experiences related to SEL, only a few percent (17.6%) reported having undergone professional training to ensure adequate competence and skills for infusing SEL strategies into their current teaching practices. On the other hand, a large percentage of teachers (72.7%) reported that they had never got a chance to be exposed to training in order to acquire the qualifications required for making SEL an important part of their regular teaching practice. For the second question, the research study even included 23 (9.7%) respondents who expressed uncertainty about whether they had participated in any kind of SEL training or not. The mean score of teachers' responses regarding their training experiences with SEL was calculated to be 1.44, thus leading to the conclusion that the majority of the participants lack the expertise to deal sensibly with issues in relation to social and emotional learning. In other words, teacher education in social and emotional learning was found to be available only to a minority of participants involved in the study.

Moreover, the findings relevant to the third question were found to be similar to the response pattern of the second question when asked if they had ever participated in any kind of professional development activities related to social and emotional learning, where a small percentage (10.9%) answered in the affirmative whereas over half (77.7%) reported that they had never been offered any kind of activity which would contribute to their professional growth and development in terms of social and emotional learning principles and standards. On the other hand, the remaining 27 (11.3%) respondents reported feeling uncertain about whether they had had the chance to be engaged in any kind of activity in which they would empower their personal and professional competence for successfully integrating SEL into their daily teaching practice. The mean score of teachers' responses regarding their experiences with participating in professional activities related to SEL was concluded to be 1.33. Thus, this result suggests that the majority of the participants were not engaged in any kind of professional activity which involved social and emotional learning issues.

When asked to rate the level of sufficiency in their current knowledge about their competencies in administering SEL strategies in their language classrooms, 52 (21.8%) respondents expressed their dissatisfaction meaning that the current knowledge that they have acquired so far was not sufficient to manage to integrate SEL strategies into their curriculum. Whereas, 71 (29.8%) respondents expressed their satisfaction with their current level of knowledge in order to successfully administer SEL strategies in their language classrooms. On the other hand, a considerable number of respondents (48.3%) expressed their ambivalence about the level of adequacy in their current knowledge for the implementation of SEL strategies in their language classrooms. The mean score of teachers' responses with respect to the level of sufficiency in their current knowledge about SEL resulted in 2.07. Therefore, seeing the results of Table 8, it can be deduced that not all teachers in the sample felt qualified enough to create a learning environment in accordance with the principles and standards of social and emotional education.

Apart from the level of sufficiency in their current knowledge regarding SEL, participants were also asked to share their views regarding how content they felt with their knowledge with regards to social and emotional learning programs, especially those currently being implemented in Turkey. Only 40 (16.8%) out of 238 respondents reported having an acquaintance with SEL programs being in use. The remaining percentage was distributed equally among the participants who selected the other two response options, half (41.6%) expressing their unawareness of the SEL programs being implemented in Turkey and half (41.6%) not having been able to come up with a definitive answer as to whether they had sufficient awareness of the SEL programs being administered in Turkey or not. The mean score of teachers' responses concerning the level of satisfaction with their awareness of SEL programs was concluded to be 1.75. Therefore, the data accumulated suggests that more than half of the teachers surveyed were not aware of SEL programs.

When asked about the schoolwide support for SEL training programs, only a few percent (13%) reported being offered innovative professional training courses by their school on important areas of social and emotional learning. In contrast, a high percentage of respondents (87.0%) reported that there was not any kind of SEL training program offered in their school which would give them the experience and certification they needed in order to provide instructions on social and emotional learning in their language classrooms effectively. The mean score of teachers' responses regarding school's support for SEL training was concluded to be 1.13, leading to the conclusion that the majority of



schools selected for research site seem not be involved in introducing and offering a wide selection of courses to provide teachers with advanced training in the field of social and emotional education.

In summary, the findings reflected in Table 8 highlight that the overall mean score of teachers' responses concerning their background knowledge related to SEL was found to be 1.70 (SD = 0.40). While the lowest mean score was obtained from question 6, question 1 has proved to have the highest mean score. Based on the data provided in Table 8, it can be easily understood that the number of questions scoring below the average mean score is equivalent to the number of questions scoring above the average mean score. Thus, considering all these outcomes available in Table 8, it can be inferred that not all teachers involved in the study have built sufficient background knowledge of social and emotional learning through training, nor have they had adequate experience with integrating SEL into their daily teaching practices.

### **3.3. Inferential Findings**

As in the previous part, the inferential findings of the study were obtained through a careful analysis of participants' responses on a Likert scale created by Bracket, Reyes, Rivers, Elbertson and Salovey (2011). However, unlike the previous part which merely summarized the accumulated data in a descriptive way, this part aimed to explore how teachers viewed social and emotional learning through the lens of their own perceptions on the basis of their demographic characteristics with a particular focus on the issues of comfort, commitment and schoolwide support, thus enabling the researcher to compare how teachers with same or different demographics reacted to certain questions.

In order to determine the crucial findings that emerged from the inferential analysis, the attention was shifted towards a critical examination of our second research question which was developed with the intention of detecting any statistically significant difference between the participants taking demographic variables into consideration:

Are there any statistically significant differences in foreign language teachers' perceptions of social and emotional learning based upon their demographic characteristics including;

- a. gender,
- b. age,

- c. educational level,
- d. the field of training,
- e. their current employment status,
- f. the type of school they are working in,
- g. the grade level they are teaching to,
- h. years of teaching experience

A one-way MANOVA was performed in an attempt to evaluate the impact of demographic characteristics on teachers' understanding of SEL and to conclude whether any results would be obtained which would prove clear patterns of statistically significant differences across teachers with different demographic characteristics in relation to their perceptions of social and emotional learning. Besides presenting the key findings in the form of a text, this part also includes tables constructed as visual representations in order to simplify the research data and indicate the overall shape of our results, outlining in detail extensive numerical data in an organized manner such as p-value which is a major requisite for readers to be able to assess and acquire a quick grasp of the notable differences among groups of participants according to their demographic characteristics. First of all, Table 9 portrays the MANOVA analysis results regarding independent variables.

**Table 9**

*MANOVA Analysis Results Regarding Independent Variables*

<b>Independent Variables</b>	<b>Wilks' Lambda</b>	<b>F</b>	<b>df</b>	<b>p</b>
Age	.931	1.865	9	.055
Employment Status	.918	7.000	3	.000
Grade Level	.784	10.048	6	.000
Years of Experience	.924	3.137	6	.005
	<b>Pillai's Trace</b>	<b>F</b>	<b>df</b>	<b>p</b>
Gender	.042	3.409	3	.018
Education	.039	3.175	3	.025
Type of school	.132	11.911	3	.000
Department	.035	2.819	3	.040

According to MANOVA findings presented in Table 9, with the exception of the age groups (Wilk's Lambda = .931,  $F = 1.865$ ,  $p = .055$ ), all the other independent variables including employment status (Wilk's Lambda = .918,  $F = 7.000$ ,  $p = .000$ ), grade level (Wilk's Lambda = .784,  $F = 10.048$ ,  $p = .000$ ), years of experience (Wilk's Lambda = .924,  $F = 3.137$ ,  $p = .005$ ), gender (Pillai's Trace = .042,  $F = 3.409$ ,  $p = .018$ ), educational level (Pillai's Trace = .039,  $F = 3.175$ ,  $p = .025$ ), type of school (Pillai's Trace = .132,  $F = 11.911$ ,  $p = .000$ ), and department (Pillai's Trace = .035,  $F = 2.819$ ,  $p = .040$ ) were found to lead to statistically significant differences in teachers' perception of SEL when considering the composite dependent variables of the study which are comfort, commitment and schoolwide support.

The analysis proceeded with a further examination of these recorded differences in a multivariate test considering each dependent variable separately, as displayed in Table 10.

**Table 10**

*Tests of Between-Subjects Effects*

Independent Variables	Comfort		Commitment		Schoolwide support	
	F	p	F	p	F	p
Age	.711	.546	5.146	<b>.002</b>	.232	.874
Employment Status	16.633	<b>.000</b>	5.147	.024	9.906	<b>.002</b>
Grade Level	10.736	<b>.000</b>	2.985	.052	28.313	<b>.000</b>
Years of Experience	.266	.766	8.796	<b>.000</b>	.357	.700
Gender	.088	.767	7.800	<b>.006</b>	.618	.433
Educational Level	.401	.527	7.209	<b>.008</b>	.396	.530
Type of school	7.800	<b>.006</b>	2.100	.149	35.513	<b>.000</b>
Department	5.080	.025	3.365	.068	4.868	.028

In order to avoid the probability of obtaining results which might contain a type 1 error, P value was adjusted performing a Bonferroni correction method in which the desired alpha-level (0.05) was divided by the number of dependent variables of the research study (3 dependent variables). As a consequence of this process, the p-value

required for determining the statistical significance was found to be 0.016. Thus, the striking findings portrayed in Table 10 were reported taking this modified p-value into consideration. To start with, as seen in Table 10, the analysis revealed a statistically significant difference across age groups (Gp1,  $n= 13$ , 20–29yrs; Gp2,  $n= 90$ , 30–39yrs; Gp3,  $n= 100$ , 40-49yrs; Gp4,  $n=35$ , 50+yrs) in their perception with respect to their commitment level to teaching and learning about SEL ( $F= 5.146$ ,  $p= .002$ ). On the other hand, no statistically significant difference was observed among age groups when considering their comfort level with teaching SEL ( $F= .711$ ,  $p= .546$ ) as well as the extent of support they received from their school administration ( $F= .232$ ,  $p= .874$ ). Moreover, it is obvious from Table 10 that teachers with different employment status seem to have responded to items in the questionnaire in a way that would yield a result which reached a statistical significance in terms of their perception regarding their comfort level ( $F=16.633$ ,  $p= .000$ ) and schoolwide support ( $F= 9.906$ ,  $p= .002$ ). In contrast, teachers' employment status did not significantly influence their views concerning their commitment level ( $F= 5.147$ ,  $p=.024$ ). Furthermore, as a consequence of a deep analysis of the findings obtained in relation to grade level, a statistical significance was observed within three groups in terms of their perceptions with regard to their comfort level ( $F= 10.736$ ,  $p= .000$ ) along with the administrative support they receive ( $F= 28.313$ ,  $p= .000$ ). On the contrary, the findings concluded that teachers under investigation did not differ statistically significantly across classroom types in terms of their perceptions in regard to their commitment level ( $F= 2.985$ ,  $p= .052$ ). As for years of experience, the analysis resulted in a statistically significant difference among teachers in terms of their perceptions regarding their commitment level ( $F= 8.796$ ,  $p= .000$ ). On the other hand, no statistically significant difference was recorded across teachers who had different years of professional experience when taking a deep look into the results obtained in relation to their perceptions of their comfort level ( $F= .266$ ,  $p= .766$ ) and schoolwide support ( $F= 357$ ,  $p= .700$ ). What is more, in light of the results illustrated in Table 10, it is possible to conclude that a statistically significant difference has existed among gender groups in terms of their commitment level ( $F= 7.800$ ,  $p= .006$ ). On the contrary, there was not a statistically significant difference between male teachers and female teachers in terms of their comfort level ( $F= 088$ ,  $p=.767$ ) and their perception of schoolwide support for SEL ( $F= 618$ ,  $p= .433$ ). In addition, upon a comprehensive examination of the findings provided in Table 10, teachers' commitment level to teaching and learning about SEL was found to be significantly dependent on their educational level ( $F= 7.209$ ,  $p= .008$ ).

On the other hand, teachers' responses with respect to their perception of their comfort level with teaching SEL ( $F= .401$ ,  $p= .527$ ) and schoolwide support for SEL ( $F=.396$ ,  $p=.530$ ) did not vary significantly based upon their level of education. Besides, data in Table 10 apparently demonstrates that there was a statistically significant effect of the type of school not only on teachers' perceptions of their comfort level ( $F=7.800$ ,  $p= .006$ ) but also on their perceptions of schoolwide support for SEL ( $F= 35.513$ ,  $p= .000$ ). However, no significant difference was recorded among teachers working at different school types in terms of their commitment level ( $F=2.100$ ,  $p=.149$ ). To sum up, the department was concluded to be the only independent variable which did not lead to any robustly statistically significant difference in all these three components of teachers' beliefs.

Table 11 contains data which reveal the results obtained through the conduct of post-hoc test in regard to the independent variables including age, grade level and years of teaching experience.

**Table 11**

*Post-Hoc Test Results for the Comparison of Teachers by Age, Grade Level and Years of Experience Considering Three Domains of Their Beliefs*

Independent Variables	Sub-Groups		Comfort	Commitment	Schoolwide support
			Sig.	Sig.	Sig.
<b>Age</b>	20 to 29	30 to 39	.747	.794	.983
		40 to 49	.516	.074	.961
		50 and over	.811	.073	.881
	30 to 39	40 to 49	.881	<b>.014</b>	.995
		50 and over	1.000	.048	.912
	40 to 49	50 and over	.934	.980	.962
<b>Grade Level</b>	Elementary school	Secondary school	<b>.001</b>	.580	<b>.000</b>
		High school	<b>.000</b>	.044	<b>.000</b>
	Secondary school	High school	.986	.383	.942
<b>Years of Experience</b>	1-10 years	11-20 years	.755	.251	.849
		More than 20	.903	<b>.001</b>	.680
	11-20 years	More than 20	.919	<b>.007</b>	.910

As a follow-up, a post hoc analysis was performed on SPSS as part of one-way MANOVA process in order to compare the independent variables with three or more groups to judge which of the pairs of these groups differed statistically significantly from each other, thus enabling us to explore where our differences truly came from. Accordingly, a statistically significant difference was noted between teachers aged from 30 to 39 and those aged from 40 to 49 in terms of their commitment level to teaching and learning about SEL ( $p=0.14$ ). Further exploration led to the discovery that a statistically significant difference existed between elementary and secondary school teachers in terms of their comfort level with teaching SEL ( $p=.001$ ) and their perception of schoolwide for SEL ( $p=.000$ ). Also, post-hoc test revealed a statistically significant difference between elementary and high school teachers when considering their comfort level ( $p=.000$ ) as well as their perception of schoolwide support for SEL ( $p=.000$ ). In addition, a statistically significant difference was observed among teachers who had years of

experience ranging from 1 to 10 and those who had over 20 years' professional experience in instructing in their commitment level ( $p = .001$ ). In the same way, the post-hoc test revealed that teachers who had years of experience varying between 11 and 20 and those who were working for more than 20 years differed statistically significantly in terms of their commitment level ( $p = .007$ ).

Table 12 provides an outline of the means and standard deviations obtained for each of the dependent variable according to all groups formed by independent variables.

**Table 12**

*A Detailed Illustration of Means and Standard Deviations for Each of the Subscale According to All Groups Formed by Independent Variables*

Independent Variables	Sub-variables	N	Comfort		Commitment		Schoolwide support	
			M	SD	M	SD	M	SD
Age	20 to 29	13	3.92	.51	4.51	.64	3.46	.90
	30 to 39	90	3.74	.59	4.32	.69	3.37	.86
	40 to 49	100	3.68	.61	4.01	.66	3.34	.76
	50 and over	35	3.75	.60	3.96	.82	3.26	.83
Employment	Permanently	198	3.65	.57	4.10	.70	3.27	.78
	Temporarily	40	4.06	.58	4.38	.76	3.71	.86
Grade Level	Elementary	67	4.00	.56	4.30	.62	3.92	.70
	Secondary	68	3.62	.60	4.18	.72	3.14	.75
	High school	103	3.61	.56	4.03	.75	3.10	.74
Experience	1-10 years	35	3.78	.56	4.46	.60	3.44	.91
	11-20 years	104	3.70	.58	4.24	.69	3.35	.79
	Above 20	99	3.73	.62	3.94	.73	3.30	.80
Gender	Male	30	3.75	.72	3.81	.82	3.45	.80
	Female	208	3.72	.58	4.20	.69	3.33	.81
Education	Bachelor's	205	3.73	.59	4.10	.72	3.33	.81
	Master's	33	3.66	.62	4.46	.57	3.43	.83
School Type	State	188	3.67	.55	4.12	.71	3.19	.73
	Private	50	3.93	.69	4.28	.71	3.92	.85
Department	ELT	142	3.65	.52	4.08	.71	3.25	.77
	Literature	96	3.83	.67	4.25	.72	3.49	.86

As can be seen in Table 12, teachers aged from 30 to 39 years ( $M = 4.32$ ,  $S.D. = .69$ ) were found to have higher mean score in terms of their commitment level to teaching and learning about SEL as compared to those aged ranging between 40 and 49 ( $M = 4.01$ ,  $S.D. = .66$ ), which was also interpreted as indicating a statistically significant difference ( $p = .014$ ). Furthermore, upon a comprehensive analysis of the mean scores in terms of their comfort level, Table 12 demonstrates that teachers in temporary positions ( $M = 4.06$ ,

SD.= .58) achieved higher scores when compared with those in permanent positions (M= 3.65, SD.= .57). Similarly, as for their perceptions regarding the schoolwide for SEL, the results concluded that the ones working as teachers engaged only for a specific period of time (M= 3.71, SD.= .86) achieved the highest score in comparison with those working on a permanent basis (M= 3.27, SD.= .78). In addition, the mean scores of elementary school teachers (M= 4.00, SD.= .56) were concluded to be considerably higher than the mean scores of both secondary school teachers (M= 3.62, SD.= .60) and high school teachers (M= 3.6141, SD.= .56) from the dimension of their comfort level. A similar significant difference was also observed from Table 12 regarding their perception of schoolwide for SEL, which demonstrates that elementary school teachers attained considerably higher scores by comparison to those educating secondary and high school students. What is more, through a careful and extensive analysis of mean scores, it was observed that teachers who had years of experience ranging between 1 and 10 years (M= 4.46, SD.= .60) seemed to rank significantly higher for the subscale in relation to the commitment when compared to those who taught for more than 20 years (M= 3.94, SD.= .73). Regarding the issue of commitment, one more noticeable significant difference was detected in the mean scores of instructors who had years of experience ranging from 11 to 20 years (M=4.24, p=.69) and those who had experience of teaching for over 20 years (M= 3.94, SD.= .73). Apart from this, upon a close examination of the mean scores of male and female teachers in terms of their commitment level, Table 12 apparently reveals that female teachers scored considerably higher (M= 4.20, SD=.69) than male teachers (M= 3.81, SD= .82). A further analysis revealed that master's degree holders (M= 4.46, SD.= .57) scored higher than those with a Bachelor's Degree (M= 4.10,SD.=.72) in terms of their commitment level, yielding a p value of .008 which can be perceived as statistically significant in educational research. Furthermore, teachers working in private schools were found to obtain significantly higher scores for the subscale in relation to comfort by comparison to those working in state schools. Likewise, in terms of their perceptions of schoolwide support for SEL, a significant difference was found to exist between their mean scores in favour of those teaching at private schools (M= 3.92, p=.85).



### 3.4. Qualitative Findings

Bringing the third research question of the study into the center of focus, the final step provides a reflection of the common categories and subcategories elicited through a deep analysis of qualitative data which was gleaned from the personal experiences and views of 22 teachers who were willingly involved in the interviews: What do Turkish EFL teachers think about the place of social-emotional education in their current teaching practices?

The key qualitative findings are reported under three different categories which were determined within the responses of the sample group, namely teachers' perceptions on the importance of SEL, factors hindering the implementation of SEL and teachers' recommendations on how to best serve students' social and emotional needs. The first category was organized into two primary subcategories whereas the second category was split into four primary subcategories. Based on the responses in the interviews, some appropriate codes were developed in relation to the content of each subcategory in order to explain them in a more organized and detailed way. Thus, each subcategory was constructed around various codes. On the other hand, the codes that emerged related to the third category fell under no separate subcategories as they were all conceived of as sharing some perceived commonality.

Furthermore, in order to exemplify, back up and embellish the qualitative findings as well as offer clarity to the emergent categories, the qualitative data was also illustrated through the use of appropriate representative verbatim quotes taken from interviews. All participant names were altered to numbers in order to conceal their identities and ensure their confidentiality and any data including identifying information such as a person's name or a school's name was omitted and stored securely. Participants who were assigned numbers from 1 to 5 represented the teachers working in elementary school. Participants whose names were replaced with numbers ranging from 6 to 12 took part in the interview on behalf of the teachers working at secondary school. Lastly, participants who were assigned numbers varying between 13 and 22 served as the representation of the teachers working with high school students.

Table 13 serves as a depiction of the striking findings gathered from the qualitative data presenting an outline of the emergent categories, subcategories and codes as well as the number of participants by whom each code was touched upon along with their percentage equivalents.

**Table 13***Emergent Categories, Sub-Categories and Codes Based on the Analysis of Qualitative**Data*

<b>Categories</b>	<b>Sub-categories</b>	<b>Codes</b>	<b>F</b>	<b>%</b>
<b>Teachers' perceptions on the importance of SEL</b>	Students' academic life	• Students' attitudes towards the language	8	36.3
		• Academic success of students	10	45.4
	Personal development	• Self-awareness	9	40.9
		• Coping skills	7	31.8
		• Interpersonal Skills	17	77.2
• Empathy	6	27.2		
<b>Barriers</b>	Educational factors	• Curriculum	21	95.4
		• Language education	8	36.3
		• Exams	22	100
		• Number of English class hours	17	77.2
		• Heavy academic workload	5	22.7
	School-related factors	• Restrictions placed on teachers	7	31.8
		• Lack of administrative support	13	59.0
		• Lack of school facilities	4	18.1
		• Overcrowded classrooms	7	31.8
		• Parental expectations	21	95.4
	Parental-related factors	• Lack of parental support	13	59.0
		• Lack of training	20	90.9
	Teacher-related factors	• A wrong perception of teaching	3	13.6
<b>Recommendations</b>		• Warm-up activities	4	18.1
		• Group work	9	40.9
		• Games	8	36.3
		• Role-play activities	11	50.0
		• Class meetings	3	13.6

The first category that emerged through a careful examination of qualitative data is teachers' perceptions of the importance of SEL in students' life. Two different subcategories were gathered together into this category.

The first subcategory elicited is the importance of SEL in students' academic life. First and foremost, 36.3% of the participants held the belief that social and emotional education leads to some positive changes in students' attitudes towards learning a language. According to these participants, students' attitudes is one of the most significant factors that play a key role in instilling a love of learning English in them and promoting effective language acquisition and these participants noted that this positive attitude in students can be encouraged through the integration of social and emotional learning into language classrooms. They strongly supported the view that using effective social and emotional learning strategies might encourage students to maintain positive feelings in their language learning process. In order to clarify this finding, participant 4 pointed out that "if students are exposed to SEL programming, they might start to respond positively towards the language, towards learning the language, towards the language teacher and even towards school in general". Participant 15 also supported this idea, saying that:

If we, as teachers, attempt to address our students' social and emotional needs by making use of some certain strategies in our language classrooms, we can stimulate our students' curiosity for learning a language.

The results of the study clearly revealed that most of the participants under investigation shared similar beliefs regarding the fact that the integration of social and emotional education into language classrooms will not only affect the way students perceive the classroom and school climate but also encourage students to transform their negative attitudes towards English to a positive one, thus leading them to appreciate the significance and necessity of learning English.

Secondly, 45.4% of the participants supported the view that social and emotional education plays a vital role in fostering the academic success of students and improving lifelong learning. These participants provided general agreement that schools become more successful at achieving their educational missions and goals when they make necessary attempts to support students' social and emotional development through the

integration of related programs into their curriculum. This obtained finding can be illustrated in the words of participant 11 who stated that:

Undoubtedly, acquiring social and emotional skills will help to increase our students' school performance and it will have a positive impact on their academic achievement as they will get higher test scores and grades.

In line with this, participant 21 is willing to share her thoughts highlighting that:

By empowering our students to take charge of their own learning through tasks which target the development of their social and emotional learning skills, we can satisfy their academic objectives and enable students to make considerable academic progress.

Upon a careful examination of the responses provided in the interviews, it can be obviously seen that the majority of the participants involved in the study are in agreement with the idea that they can help their students to regulate their learning and accomplish their educational outcomes by using effective social and emotional learning techniques.

The second subcategory elicited through a deep analysis of qualitative data is the importance of SEL in students' personal growth and development. Most of the participants adhered to the view that through effective social and emotional education, students will acquire and develop some significant skills which will have a very huge impact on their personal development.

Initially, 40.9% of the participants held the belief that the integration of SEL into language classrooms will help students build self-awareness. These teachers strictly supported the view that students will develop an accurate self-perception of themselves as they will learn to identify, recognize and understand their own emotions, feelings and thoughts through social and emotional education. Participant 9 provides clarification for this common view among the teachers stating that:

Sometimes, our students might experience some certain problems related to their school, family, mental health, physical health or even they might have some conflicts with their peers. Whatever they are going through, they might suffer from an emotional breakdown as well as having difficulty understanding their feelings.

However, we, as teachers, can help our students to overcome such emotional disorder by making social and emotional learning an essential and important part of our language classrooms.

Moreover, some participants involved in the interviews suggested that by developing self-awareness through social and emotional education, our students learn not only to recognize their emotions but also they learn to accept their emotions as they are. In order to clarify this point, participant 20 provides a good example based on her own personal experiences stating that:

On exam days, some of our students might experience some fearful emotional distress and this might be reflected in their physical state. Unfortunately, they can not get rid of the negative thoughts which occupy their mind due to their fear of failure in the exam. In my point of view, this problem may be due to their lack of social and emotional competence. If these students can fully develop their social and emotional learning competency, they can accept that such emotions and feelings might emerge when they feel anxious and worried and they might also acknowledge the fact that these kinds of reactions are a natural part of their experience.

There are even some participants who addressed the issue related to self-awareness from a different perspective. For instance, participant 11 pointed out that by building self-awareness through social and emotional education, students will learn to make an accurate assessment of their personal strengths and discover their maximum potential. In order to illustrate this view, Participant 11 provides a satisfying explanation alleging that “by integrating social and emotional education into our language classrooms, we can help our learners to recognize their strengths and we can guide them in their efforts to understand how to use their strengths”. On the other hand, participant 12 directs our attention to a different aspect of the issue accentuating that through social and emotional education, students acquire the skill for evaluating their own personal limitations and weaknesses. In order to provide a more detailed explanation for the idea that he has put forward, he goes on to note that “If we allow our students to practice their social and

emotional skills through some useful classroom activities, they can acquire the awareness of their shortcomings and understand what areas they need to improve themselves in”.

Secondly, 31.8% of the participants agreed with the idea that the integration of social and emotional education into language classrooms will make a contribution to the development of our students’ coping skills. These participants supported the view that by providing an effective social and emotional education, they can help students learn how to cope with their own feelings and emotions by managing and taking control of them. Participant 15 expands this common view by providing examples from her own experiences:

In our language classrooms, there are some students who experience a more stressful life than others. As teachers, if we take some steps to foster social and emotional learning skills in our students, I am sure we can help them to learn how to cope with all these unfavourable factors.

Parallel to this, participant 11 evaluates the issue by providing a wonderful example taking his own experiences as a basis:

Some of our students who have finished elementary school feel anxious, stressed and worried when they start secondary school as they are required to adapt to a new school environment. However, students who are socially and emotionally competent are likely to acquire the ability to control their fearful emotions and feelings and calm themselves down when they feel like this.

There are also some participants who handled a different aspect of the subject in relation to the development of students’ coping skills. These participants adhered to the view that by fostering SEL skills in students, they might help them to reduce their anxiety and fear of making mistakes when speaking English in front of others. Participant 13 addresses this issue by reflecting on her own experiences in the classroom:

When doing some activities that require students to engage in an English conversation in the classroom, most of our students feel tense and hesitate to put their thoughts and ideas into speaking. Thus, they prefer to keep their thoughts to themselves in order to

avoid embarrassment or humiliation as they are not sure whether they will use the language accurately to express themselves in English. This is mostly due to their fear of having trouble finding the right words to initiate and maintain a conversation. It happens with most of our students. However, if our students can construct strong social and emotional learning skills, they will undoubtedly put an end to their fears and start to transform their anxieties and fears into courage which will cultivate a positive mindset and lead them to have an optimistic outlook by adopting the belief that making mistakes is a natural part of learning English.

Thirdly, 77.2% of the participants are in agreement with the idea that the integration of social and emotional education into the language classroom will help to develop students' interpersonal skills. These participants reported having the idea that through an effective social and emotional education, they can help students gain effective communication skills and establish strong, positive and healthy relationships with their peers and even others around them outside the school environment. Participant 13 clarifies this common view by providing a detailed explanation:

Unfortunately, some of our students have difficulty interacting and establishing communication with their peers and they have trouble engaging themselves in social situations. However, by encouraging our students to be engaged in classroom activities that require them to practice their SEL skills, we can provide our students with a learning environment where they can have the chance to create strong bonds by socializing with their peers and being engaged in real-life communication.

On the other hand, participant 17 prefers to talk about a different aspect of the issue related to interpersonal skills directing our attention to the fact that "as our students improve their interpersonal skills, I am sure they will maintain some positive behaviours such as mutual respect, sharing, kindness, protecting the rights of others and offering support and help". On the other hand, participant 4 shifts the focus of our attention towards a different positive outcome of building interpersonal skills: "improving interpersonal skills will make a contribution to the creation of a strong bond between

teachers and students. This positive interaction can be accomplished by demonstrating a high sensitivity to our students' social and emotional needs".

What is more, 27.2% of the participants adopted the view that the integration of social and emotional education into language classrooms helps to develop empathy in students. These participants expressed a common view of the significant role of social and emotional education in enhancing students' ability to emotionally understand what others feel, to evaluate things from others' points of view and to envision themselves in others' place. As an illustration of this common view, participant 11 mentions a highly significant point stating that "I am strongly of the opinion that students who build strong social and emotional learning skills will learn to share others' feelings as if they were own, thus putting themselves in others' positions and relating themselves with them". Approaching the issue from a different perspective, participant 20 asserts the idea that "through an effective social and emotional education, our students can learn to be respectful of individual differences". Participant 4 also puts forward a similar assertion to participant 20 regarding this issue stating that "as our students develop empathy, they will undoubtedly learn to accept the differences among individuals and learn to respect diversity in the community".

The second category which the researcher came up with through a deep analysis of the qualitative data is the barriers. This category is split into four different subcategories. To start with, some educational factors were identified as a hindrance to the effective implementation of SEL strategies in language classrooms.

First and foremost, 95.4% of the participants expressed annoyance and dissatisfaction with the curriculum to which they were expected to strictly adhere. The vast majority of these participants complained about the intensive curriculum. They reported that they are supposed to follow too many instructions and teach too much content in the curriculum and due to this, they have trouble finishing the curriculum on time. Participant 12 is willing to share her own personal experience regarding this issue:

During lunch time or after class, I sometimes ask my fellow teachers how far along they are in the curriculum and when one of my colleagues tell me that he or she has already completed chapter 2, for instance, I suddenly start to feel demoralized because this is not what I was looking to hear, especially if I am behind the curriculum. Due



to this anxiety of being behind the curriculum, we forget some vital parts of our jobs such as paying attention to our students' social and emotional needs.

Experiencing similar kinds of problems, participant 15 makes highly additional significant points regarding this issue: "As a teacher, I feel completely overwhelmed with a large amount of stuff given to me as part of the curriculum. Thus, it is inevitable to me to show a total disregard for students' social and emotional demands".

Participant 18 who is teaching at a vocational high school talks about a serious problem she is currently experiencing with the curriculum in her school:

Most of our students have a very low level of English competence as compared to students studying in Anatolian high school. However, our students are pushed to keep up with the same curriculum. This curriculum can easily be applied in Anatolian high schools because their students have already built a strong foundation in terms of language learning. On the contrary, it is not easy for us to make progress at the same speed as Anatolian high school. As a consequence of this, we, as vocational high school teachers, face many challenges in our language classrooms. Since we are supposed to design our lessons in accordance with the same curriculum, we struggle hard to identify the deficits in our students' language knowledge and competencies that need to be improved. Thus, we are left no choice but to push our students' social and emotional needs and demands into the background.

According to the findings derived from the participants' responses, the second issue that teachers have concerns about is related to language education. 36.3% of the participants strictly supported the view that there is a real problem with the way they are expected to teach English and they reported that the challenges they face related to language education put a limit on their attempts to create lesson plans in compliance with their students' social and emotional needs. According to these participants, the main root of the problem is related to the wrong methods and approaches implemented in foreign language education. Likewise, Participant 9 gives negative comments on the issue of foreign language education noting that: "a big part of our language education is centered

around didactic teaching. Most of the time, students acquire the language through memorization of a considerable number of grammatical rules without being engaged in life-like communication”. Participant 13 approaches the issue related to language education from a similar standpoint: “our language education places too much emphasis on the cognitive development of students. Students are mostly expected to grasp and internalize the grammatical rules like robots by memorizing and doing exercises in the coursebooks”

Thirdly, 100% of the participants identified exams as one of the barriers which obstructs their attempts to implement social and emotional learning strategies in their language classrooms. These teachers reported that exams should not be seen as the major source to evaluate students’ learning and performance and to measure the individual progress of their students in their language classrooms. In line with this common view, Participant 19 is willing to share his views on this issue: “I do not believe examination reveals all aspects’ of a student’s progress. Exams just help us to judge their academic knowledge. We can not identify students’ individual areas of strength and weakness by just assessing them through their grades”. In a similar vein, participant 8 shares views based on her own professional experiences in relation to the issue of exams:

Unfortunately, our education system has led to a vast competition amongst our students in order to prove themselves through numerous exams. Students’ performances are observed on the basis of scores they achieved. However, the examination system fails to help our students to discover their creativity and talents and further their skills, thus decreasing their self-confidence and affecting their social and emotional development in a negative way. We should always keep in mind that each student has different abilities. It is wrong to assess their capabilities and discover their maximum potential on the basis of a single factor. Can you compare the ability of a bird with that of a fish? Is it possible? The same is valid for our students.

Moreover, participant 13 views the issue from a similar standpoint: “unfortunately, our students are forced to compete against each other for the top position in the class. In such a competitive classroom environment, it is not easy for our students to establish strong and healthy friendships and bond with each other”.

Apart from exams, 77.2% of the teachers expressed their dissatisfaction with the number of English class hours. These participants identified time as one of their greatest challenges in meeting students' individual needs and making use of educational opportunities for the implementation of social and emotional learning strategies in their language classrooms. In the interviews, these teachers reported that they had insufficient time to place special attention on their students' social and emotional needs, especially due to curriculum overload. Participant 1 who is working in an elementary school addresses this issue by reflecting on her own experiences:

Unfortunately, I have a limited amount of time to address all of my students' social and emotional learning needs. We have two hours a week for only one class. How I can achieve to give priority to my students' social and emotional needs while our syllabus sometimes even does not allow additional time for application and practicing the new structures through activities included in the coursebooks?

Participant 3 who is also teaching in an elementary school talks about similar challenges arising on account of a limited amount of time:

We have only two hours of English course a week. I even experience trouble with getting to know all my students by the end of the year in such period of time. In order to be able to address my students' social and emotional needs in an effective and efficient way, I must have some idea about their personalities, feelings, interests, likes and dislikes and this can only be accomplished through a longer period of time. I even sometimes can not remember their names as I am forced to interact with them for two hours per week and this is not adequate time to get to know my students

In order to address the issue, participant 5 gives examples from her own experiences in her classroom:

When one of my students interrupts my lesson in order to discuss his problem with me, I battle with my conscience over whether I should actually stop lecturing for a while and allocate some time to pay all my attention to listening to his problem and

guiding him in finding constructive solutions to tackle the issue that annoys him. However, I know that if I devote some part of the lesson to dealing with my students' problems, I will not be able to complete the syllabus at the scheduled time. Thus, I feel the need to stop him from sharing it with me and ask him to postpone it until a later time. Of course, I have a guilty conscience about it because as an elementary school teacher, I know that it is wrong to put my students' problems aside in order to continue my lecture but I am left with no other choice due to the limited amount of time.

The heavy academic workload was another important issue which was brought to the fore as an educational factor by some participants involved in the study. 22.7% of the participants held the view that students are assigned multiple tasks such as exams, quizzes and assignments. According to these participants, many students face challenges handling this deluge of tasks expected of them. Participant 15 reflects on her own observation regarding this issue:

Actually, our students take too many courses in one semester and this makes it impossible to perform well in all of their courses. As they have to fulfil all their duties and complete tasks they are assigned until the deadline, they always complain about the insufficient time they are left with for having time for themselves. Thus, they can not engage themselves in some activities that help to empower their social and emotional learning skills such as socializing with their peers, bonding with the family, visiting friends and many more.

Participant 12 also expresses similar views on this issue based on his own observations:

As a teacher, I am aware of the fact that we place a burden on our students with too many subjects and courses and our school system expects students to perform equally well in every course they receive. Since they are expected to be perfect in all areas,

they are constantly put under stress, which might have devastating effects on their personal growth and development.

The second subcategory that emerged in relation to the data regarding the issues hindering the implementation of SEL is school-related factors. The first issue brought to the forefront by some participants involved in the study is related to restrictions placed on them. 31.8% of the participants complained about interference from their school administration. They reported that they face some restrictions and challenges to their basic freedoms within the school environment. The findings revealed that these participants do not have much freedom in their jobs in terms of what and how they can teach or what they do and say. Participant 9 shares his views on this issue considering his own experiences:

I always believe that English classes need to be interactive for our students' social development and wellbeing. I like to hear excited and energetic voices when I ask questions or when we play games. However, the most annoying problem is that most of the time, we might receive complaints due to noise in our language classrooms. For instance, my administrator sometimes comes to my class and asks me to reduce the noise in my classroom. As a teacher, this, of course, demotivates me when I receive a warning in front of my students and leaves me with no choice but to ask my students to turn back to their seats, stop talking loudly and discussing amongst themselves and we move on to the next lesson using a traditional way of teaching. This is often the scenario that we experience in our language classroom.

Participant 11 also shares his own experiences concerning the issue of restrictions placed on teachers:

Sometimes I prefer to hold my English lessons outside the classroom. However, as you can guess, when I attempt to take my students outside the class, my administrator immediately warns us to go back to our classes and continue our lesson there. Unfortunately, they do not have a positive look on the idea of getting our students to

practice their English out of class. Administrators expect us not to deviate from their principles and the curriculum requirements. I really can not understand because we hold school staff meetings in which our principal addresses important topics such as the importance of students' personal development, social wellbeing and emotional intelligence and they impose responsibilities on us to place great importance on our students' emotions as well as their academic success. However, when we attempt to take action for the benefit of our students in terms of their social and emotional development, we immediately receive warnings and negative feedback and huge amounts of pressure to stay inside the classroom and not to deviate from the content of the lesson and not to act against what the curriculum tells us.

Participant 21 tells about a different situation she often experiences in her own context regarding the issue of restrictions placed on teachers:

During my English class time, I do not want my students to sit in rows. I mostly ask my students to arrange the desks in such a way that we can create a cooperative and interactive learning environment. However, at break times, some of their other subject matter teachers meet me in the teachers' room to express their displeasure about the constant change in the physical layout of the room. Actually, it is one of the things that demotivates me. I really can not understand why these teachers complain about this. Classrooms should not be the places any more where our students sit in rows listening passively to the teachers who lecture in front of the board. If we are expected to place special attention on students' social and emotional needs as well as their academic needs, we should allow them to learn collectively by working in groups and actively interacting and communicating with their peers during the lesson. How can I satisfy my students' social and emotional needs if I will not be able to create an interactive classroom environment?

Secondly, 59% of the participants complained about a lack of administrative support for social and emotional education. These teachers stressed the significance of getting involved in professional development activities in order to maximize their competencies in the area of social and emotional learning. Nevertheless, these participants are in agreement with the view that they do not receive professional support from their administrators which they need in order to improve their skills to integrate social and emotional education into their language classroom. Participant 2 is willing to express her views concerning the issue of lack of schoolwide support:

Although the desire for training is very high among my other fellow teachers, our school does not take any initiatives to guide us in learning about effective ways to integrate social and emotional learning into our language classrooms. Our administrator seems not to be open to such changes and innovations.

Participant 9 shares some additional views looking at the matter from a similar viewpoint:

Sometimes we might have students who exhibit high levels of behavioural problems. However, as a teacher, I feel that I lack the expertise to use effective strategies in order to deal sensibly with such problems. Since we are offered no workshops or training that we can attend on social and emotional learning, we are left ill-prepared to assist our students in regulating their emotions. I feel our school makes no attempts to encourage us to take part in training programs.

Thirdly, 18.1% of the participants interviewed personally expressed their discontent with the lack of school facilities. These teachers believed that inadequate school facilities make it hard for them to create a learning environment where they can deliver better education in terms of students' social and emotional needs. Participant 9 talks about some problems he experiences in his classrooms regarding inadequate school resources: "unfortunately, we can not provide our students with the tools they need to practise their social and emotional learning skills and due to this lack of sufficient resources in our classrooms, we struggle with low student engagement". Participant 18 talks about a different kind of problem she experiences with school facilities:

Sometimes, the lack of sufficient resources and administrative support necessitates the need to fill the gaps our administration can not and spend our own money to supply the required materials and equipment for our English courses. However, it is not always easy for us to use our own money and pay for the majority of resources and necessities because we do not get paid enough to meet all these expenses but we are sometimes left with no other choice because the school is unable to do so and we have to perform our duties and responsibilities in order to create an interactive learning environment for our students as much as possible. However, as teachers, we can afford the basic needs and necessities of school to some extent. We surely can not help an entire school.

Participant 21 views the issue from a different standpoint by providing illustrative examples of her own experiences:

Actually, we have a smart board and a projector in our classes but we continually struggle with old equipment and poor connectivity and this really drives me crazy. We have a real problem with the digital infrastructure and internet connectivity in our school. Many devices supplied to our classrooms can not run some demanding applications. They are used for more than 10 years and they require detailed maintenance. It would even be better to throw away these outdated devices in the trash and replace them with new ones. Despite awareness of all these problems and despite our recommendations, no improvements have been made by our school administration for almost 5 years in order to handle the problem. If I am not provided with proper equipment in order to fulfil my purpose of creating a highly effective learning environment where my students can learn to interact and cooperate with each other, then how can they expect me to improve the social health and emotional wellbeing of my students and to foster vital life skills in them?



In addition, 31.8% of the participants regarded overcrowded classrooms as one of the barriers to the implementation of social and emotional learning effectively. Participant 14 shares her experiences regarding the issue of overcrowded classrooms stating that “we have some students with additional needs but due to a big crowd, they might not receive adequate support and all the attention they need, thus making it hard for me to establish a strong bond with them”. Participant 17 approaches the issue related to overcrowded classrooms from a similar standpoint:

Actually, having a classroom with 34 students is one of the factors that prevent me from creating a learning environment where I can support my students’ social and emotional development. It is really difficult to pay attention to all my students’ needs simultaneously. I try to do my best to reach every student in my classroom but to some extent. After a certain time, I fail to do so because I run out of energy and motivation. I can not understand why we are exposed to more than 25 students insistently in our classroom although we always bring this issue to the attention of our school administrators in school meetings.

Participant 13 talks about some serious problems that she experiences due to her large class size:

Our school already falls behind other schools in terms of facilities and remain incapable of allocating even the basic resources and necessities for each student. And can you imagine how that problem even becomes more apparent when you think about my classroom which consists of 33 students? Due to the large population in my classroom, I feel that some of my students who need more individual attention and who need more support fall further behind as I have trouble devoting sufficient time to fulfilling their individual needs and demands.

The third subcategory that the researcher came up with during the process of data analysis is parental-related factors. Firstly, 95.4% of the participants touched upon the issue of parental expectations. These teachers strongly held the view that parental

expectations can sometimes go counter to teachers' aspirations to create a learning environment where students' social and emotional needs and demands are treated as more significant than any other thing. According to these participants, the majority of parents have very high regard for academic excellence. These teachers accentuate the fact that students who fail to meet the expectations of their parents in terms of educational achievement are highly likely to encounter situations where they can receive harsh criticism which causes low self-esteem in their intelligence and talents, thus ending up with having a mental and personality disorder. This common view is expanded through the personal experiences and views of participant 12:

Our students focus most of their attention on grades rather than learning effectively and developing their skills. Unfortunately, this situation is further aggravated by excessive pressure arising from their parents. Parents place too much emphasis on students' academic success. They just want their children to do well in exams. As a result of such excessive pressure, students are constantly worried about disappointing their parents by getting low grades. Once they receive a failing mark in one exam, they conclude that they are not smart enough, thus feeling demoralized.

Participant 20 views this issue by expressing similar thoughts based on her own observations and experiences:

As teachers, we are trying to minimize the problems related to students' anxiety by modifying the learning environment through the use of authentic and fun activities. However, sometimes parents of our students might pose an obstacle to our efforts to reduce stress and anxiety among our students. Unfortunately, some parents put too much focus on grades and they value their children's academic achievements much more than their psychology and individual development. However, there is no end to this. Even when a student receives a high mark on an examination, they still feel worried about the next one or about the probability that another student will surpass

their achievement by receiving a higher grade. If they can not receive the highest grade in the class, they are likely to be left with the feeling that they are not smart enough.

Participant 21 illustrates this problem further by providing examples of her own experiences:

In our parent-teacher conferences which we generally hold once per semester, as a teacher, I try to establish a collaborative relationship with my students' parents in order to discuss together some effective ways to help their children build strong social and emotional skills both inside the classroom and outside the classroom. However, unfortunately, most of the parents tend to interrupt me in order to change the subject shifting the focus of attention directly towards their children's grades and schoolwork. Unfortunately, this is often the scenario we experience in parent-teacher conferences. They are only interested in how well their children are doing in class and exams. They seem to be ready to blame their child or even sometimes us when I say something which they did not expect to hear about their child's school performance. Students' school performances are always the major focus of parent-teacher conferences.

Participant 19 also provides views on this issue by reflecting on his own experiences:

As a language teacher, I like giving enjoyable assignments in order to instill a deep love in my students for learning a language and cultivate excitement and enthusiasm in them for the next lesson. However, the problem that bothers me to a large extent is that I sometimes receive negative feedback and comments from some parents due to such assignments. They tell me such assignments are a waste of time for their children because to them, these assignments have nothing to do with helping their children prepare for exams. Parents mostly want us to prepare worksheets for our students in the traditional format. When we seek alternatives to traditional homework, they might really get angry with us and even overstep the limit by complaining to our principal

as they think we are going beyond the academic purpose. Actually, I am really bothered by constant parental interference in my lesson plans and teaching.

Secondly, 59% of the participants identified lack of parental support as one of the issues that play as an obstructive factor in the development of students' SEL skills. These teachers believed that some students are deprived of parental care and a family environment, which is one of the factors that hamper the healthy development of students, thus having devastating consequences on them. Participant 19 addresses this issue based on his own observation and experiences:

I would like to share an example about one of my students on this issue. Last term, one of my students wanted to talk to me about one of the problems she experienced with her parents. She mostly complained about the poor communication on the part of her parents. She told me that her parents did not allocate enough time to listen to and understand her problems and this really made her feel sad. Since that student suffers from lack of parental care, I felt that she started to have some psychological problems and she showed depressive symptoms.

Participant 21 views the issue from a similar standpoint reflecting on her own observations:

I sometimes feel that some parents are neglectful and indifferent to their children's progress. For instance, some parents of our students skip school events and parent-teacher conferences. It really upsets me when one of my student's parents do not attend parent-teacher conferences because it widens the gap between us and parents. I really can not understand how these parents are unable to make time for meetings because to me, they should put their children as a priority. Since they do not allocate time to attend such conferences, I can not get a chance to bond with parents and establish mutual

cooperation in order to work together as partners for the healthy development of their children. Unfortunately, this is the case for most of our students' parents.

The fourth subcategory that emerged from the data analysis is teacher-related factors. First and foremost, 90.9% of the participants expressed their sadness about the lack of sufficient training in the field of social and emotional learning. These participants strongly adhered to the view that their lack of knowledge played the most significant factor which precluded them from being able to provide an ideal learning environment where they could enable their students to practice their social and emotional learning skills in an effective and efficient way. These participants mostly felt that they were not provided with adequate practical training opportunities during their university years. Participant 2 illustrates this issue by talking about her own experiences:

Actually I do not believe I was adequately trained to perform my job and adjust my teaching in accordance with students' social and emotional needs and demands. In my university years, I did not receive any courses on social and emotional learning. Maybe other courses might have involved issues related to this concept. But I do not remember taking a separate course in which we were trained to implement social and emotional learning strategies. Actually, our brains were overloaded with too much theoretical knowledge and we were not trained to practice the knowledge we obtained during our faculty years.

Participant 9 approaches this issue from a similar standpoint:

Unfortunately, there was less emphasis on the issues related to social and emotional learning during my teacher training. We mostly focused on academic content and knowledge in the university. After I started my teaching career, I came to realize that having knowledge was not enough for us. I think we, as teachers, should have been better prepared by schools through practical learning opportunities to acquire the relevant skills needed to integrate social and emotional education into our language

classrooms. Actually, I still do not believe the majority of current teacher preparation programs equip aspiring teachers with sufficient training in order to impart to them the knowledge and skills that they need to acquire essential qualifications for implementing social and emotional learning strategies in their language classroom effectively.

Participant 15 is also willing to reveal her views by sharing similar experiences:

I sometimes experience self-doubt and suspicion about whether my educational background has prepared me well to satisfy my students' social and emotional needs and demands or not. Sometimes I start my classes anxiously. I always have worries about being asked questions I can not answer. When I encounter a situation in which I have trouble coping with regarding my students' individual problems, I end up feeling bad about my own abilities. I like teaching so much, but I am really tired of feeling like a failure due to my incompetence.

Secondly, 13.6% of the participants strongly supported the view that some teachers have a wrong conception of their job. Participant 10 expands this view by providing some examples based on his own observations:

Over the years, I have observed that some teachers consider their positions no more than a job. Unfortunately, these teachers are less interested in their students. They feel that their only job is to enter the classroom, tell the lesson and then leave. They just work and perform their job to fulfill the requirements of the procedure and curriculum as well as to earn money and meet their own needs. That is all that matters to them.

Participant 22 also expresses similar views based on her own experiences:

Unfortunately, in our country there is a common view among people that teaching is one of the easiest jobs to perform. I have some friends who chose to be a teacher just because they could work only for nine months of the year and take the summers off.

Sometimes, my friends and even my family talk about their work and compare their jobs with mine and they constantly remind me of how lucky I am to work as a teacher not only because of having 3 months of holiday in the summers but also because of taking one day off per week. However, teaching is not about earning money or having holiday. To me, it is one of the most important professions. If you are in it for earning money, then you are in the wrong profession. Being a teacher means making great sacrifices.

The third category that emerged through a comprehensive examination of the qualitative data is teachers' recommendations on how to best serve students' social and emotional needs in the classroom. Since all the generated codes were found to refer to the similar aspects of data, no necessity has arisen to separate this category into various subcategories. To start with, 18.1% of the participants held the view that warm-up activities can be a good way to create the foundation for a socially and emotionally supportive and welcoming classroom environment. Participant 3 emphasizes an important benefit of starting the lesson with warm-up activities on the part of students: "By including a warm-up activity at the beginning of the lesson, as teachers we can provide a friendly and suitable atmosphere where our students can express their thoughts freely regarding the lesson topic". Participant 19 also shares views on the strong impact of warm-up activities on students' social and emotional development:

Warm-up activities might set the tone for a communicative, interactive and cooperative environment on the part of students. By being involved in such an environment, they can feel comfortable and confident in asking questions and interacting with their friends.

Secondly, 40.9% of the participants are in agreement with the suggestion that group work might be effective in supporting and encouraging the development of students' social and emotional skills. These teachers supported the belief that through group work, they can easily integrate social and emotional education into their language classrooms and help students acquire certain skills including teamwork and relationship skills. Participant 10 mostly accentuates the significance of group work in building teamwork skills among students:

By encouraging group work among our students, we can help them develop their sense of responsibility as they will need to take an active role in the joint work in order to do whatever is necessary for the accomplishment of their group task.

On the other hand, Participant 15 believes that group work will mostly help students to improve their relationship skills: “When our students actively work and collaborate with their peers in order to complete a task, they will have so much opportunity for a lot of interactions, which will give them the chance to establish positive relationships”.

Thirdly, 36.3% of the participants supported the view that games can be one of the beneficial instructional strategies that can be used in language classrooms in order to foster social and emotional learning skills in students. For instance, participant 4 points out that games can serve as a great tool to help students, especially kids, to build strong relationship skills. In order to illustrate this point, she provides a detailed explanation highlighting that: “some of our students might struggle with establishing interaction with their peers. However, by playing games, they can improve their social and interpersonal skills unconsciously as they will have a lot of fun with their peers”

Moreover, 50% of the participants regarded role-play activities as a valuable tool to develop students’ social and emotional learning skills. Concerning role-play activities, participant 5 states that: “as our students will be engaged in scenarios that happen in real life through role-play activities, they will also have the opportunity to prepare themselves for the real world”. Participant 8 mentions another advantage of role-play activities in terms of students’ social and emotional development:

When our students take part in a role-play activity, they will act in the role of a particular character. While taking on the role of that character, they will need to feel the same way that character does in accordance with the context. Thus, they will learn to understand how others feel in particular situations, which will, in turn, help them to acquire the skill of empathizing with others.

Participant 22 talks about the significance of role-play activities for the development of students’ creative thinking skills:



While acting out a scenario, students might also sometimes need to add something to their role by using their own imagination. This will increase their creativity and imagination as they will exercise and train their mind in order to adjust the conditions to the setting in which they are playing their roles.

Furthermore, 13.6% of the participants believed that class meetings can serve as an effective way for students to build their social and emotional learning skills. Regarding the importance of class meetings, participant 21 states that:

As teachers, we can hold class meetings once a week in order to invite our students to get involved in important decisions regarding certain classroom issues such as the flow of the lesson, schedule or type of activities. I am sure our students will feel more relaxed and comfortable having a voice in such an environment. For instance, if they encounter something challenging in their language learning process, we can encourage them to discuss it together and think about some solutions instead of creating solutions for our students right away. Through class meetings, I am sure our students will feel valued as individuals, which will in turn build a strong self-esteem.

Participant 22 expresses her views regarding the impact of class meetings on students' social and emotional development from a different aspect:

I believe that holding class meetings will provide an environment where our students can develop some positive behaviours such as learning how to greet each other, how to respect one another, how to take turns to share views, how to respond to others in an appropriate way, how to resolve conflicts and how to show their appreciation for the contributions their peers make to the class meetings.

As can be seen, our participants generate various recommendations on how to best contribute to the development of students' crucial SEL skills. A vast majority of these recommendations include different instructional strategies that educators can administer in their language classrooms in order to provide an inspiring learning environment where

their students can practice these skills in an effective and efficient way by getting engaged in interactive and cooperative tasks and activities.

## CHAPTER 4

### 4. DISCUSSION AND CONCLUSION

#### 4.1. Introduction

The current study aimed at making an investigation on teachers' familiarity and understanding of SEL in depth by employing a mixed-methods research design with a special emphasis on their perceptions regarding their comfort level, commitment level and schoolwide support for SEL. The reason why the quantitative analysis was combined with the qualitative method was to achieve different but complementary outcomes, thus enabling the researcher to assess to what extent the findings derived through the semi-structured interviews would establish corroboration with the quantitative findings although previous studies utilizing both methods have already highlighted some remarkable differences in the outcomes obtained through a separate analysis of quantitative and qualitative data (Triliva and Poulou, 2006; Buchanan et al., 2009; Brackett et al., 2011; Collie et al., 2015; Ziernwald, 2021).

This chapter starts with an interpretation of the findings of the current study along with discussion of their wider literature implications. This is then followed by the assessment of the limitations identified throughout the course of the research. Finally, this chapter concludes with a concise summary of the recommendations for practice and future research in light of the key findings obtained as well as offering insights into the identified research gaps that require more attention in the future.

#### 4.2. Discussion of Descriptive Findings

Addressing the first research question, the descriptive findings were interpreted through a detailed examination of the outcomes derived from the responses teachers provided on a Likert scale which was designed with the aim of measuring three different domains of teachers' beliefs. To start with, within the framework of the descriptive analysis, this study examined teachers' comfort levels with providing instructions on social and emotional learning. Upon a closer examination of the descriptive findings, it became apparent that more than half of the participants (58.4%) involved in the research study seemed not to have serious problems in relation to the belief they hold about their comfort level with teaching SEL skills. In a similar vein, the descriptive findings revealed

that more than half of the teachers under investigation (134 participants, percentage: 56,3%) tend to make social and emotional education an important part of their regular teaching practice. Similar to the results obtained regarding their perceptions of their comfort level, the data accumulated with respect to their confidence level demonstrated that more than half of the participants (135 participants, percentage: 56.7%) seemed not to cope with low confidence in their ability to provide social and emotional education for their students.

All these obtained results may seem promising at first sight as more than half of the teachers in focus seem to experience no trouble with their comfort and confidence level in general. However, it is noteworthy to highlight that those positive outcomes were achieved for only a little more than half of the teachers. Also, when we conduct an overall analysis of teachers' responses to all the four items concerning their comfort and confidence level, we come up with an overall mean score of 3,72, with three of the four items scoring below the overall average, which indicates that teachers' perceptions of their comfort level with teaching SEL are at the moderate level. Thus, on the basis of the results obtained, it can apparently be said that not all teachers under investigation seem to have achieved a sufficient level of confidence in their competency to incorporate SEL into their language classrooms, nor have they reached a satisfying level in terms of their comfort with delivering instructions on SEL. In other words, not all teachers involved in the study were found to be satisfied with the level of competence they have developed so far to make SEL an essential part of their language classrooms. This result shows similarity with a previous report carried out by Ziernwald (2021) who attempted to make an investigation on teachers' familiarity, beliefs, training and perceived school culture concerning social and emotional learning. Similarly, in his study, teachers were found to exhibit a moderate level of comfort and confidence in their ability to apply their knowledge and skills in order to benefit their students and serve their social and emotional learning needs and demands.

Apart from the comfort sub-scale, a comprehensive analysis was conducted on teachers' commitment to teaching and learning about social and emotional learning skills as part of the descriptive statistics. When the outcomes derived from teachers' responses with regards to items included in the commitment sub-scale were studied through a careful and detailed examination, it was discovered that a vast majority of the respondents in focus (201 participants, percentage: 84.5%) adhered to the view that a training course is required for teachers in order to empower their competence at teaching students SEL

skills. Furthermore, the findings concluded that a strong majority of teachers (181 participants, percentage: 76%) have a great eagerness to be engaged in a workshop where they could learn certain strategies which they could make use of to enhance their own social and emotional learning skills. In addition to their willingness to improve their own SEL skills, a considerable number of teachers in focus (191 participants, percentage: 80.3%) are found to have a great enthusiasm to dedicate themselves to maximizing their skills to create a learning environment where students can find the opportunity to consolidate their social and emotional skills through practice. What is more, upon a detailed analysis of the findings derived with regards to all the items included in the commitment sub-scale, it becomes apparent that the majority of teachers under investigation are in agreement with the view that being a teacher necessitates participation in ongoing effective training programs which offer innovative professional development courses on important areas of social and emotional education.

In summary, the overall mean score obtained from the commitment sub-scale was concluded to be 4,15, with each of the items resulting in a 4.00 or higher mean score. A minimum mean of 4, corresponding with agreeing on the Likert scale, demonstrates that teachers' perceptions of their commitment to teaching and learning about SEL are at a high level, thus creating the implication that a strong majority of teachers involved in the study recognize the significance of teacher training in the area of SEL and display an increasing willingness to strengthen their areas of weakness and build further upon their areas of strength in the field of social and emotional education. Therefore, it is good and promising to learn that the vast majority of teachers seem to have a great interest in receiving support, consultation and training in order to acquire the qualifications needed to implement SEL strategies in their language classrooms.

Within the scope of this research study, the extent of administrative support was also evaluated through an intensive and careful analysis of teachers' responses in regard to the schoolwide support subscale. As a consequence of this analysis, it was discovered that less than half of the participants (43,3%) seemed to be supportive of the idea that their school culture provides adequate support for students' social and emotional development. Likewise, a very low percentage of the sample population (38.7%) was found to adopt the belief that their administration was making the necessary attempts to create a school culture where students' SEL needs and demands are satisfied.

Based upon these obtained findings, the overall mean score of teachers' responses with regards to administrative support was concluded to be 3,34, with each of the 4 items

ranging from 2.67 to 3.50. The average of 3.34 can be interpreted as indicating that teachers' perceptions of administrative support for SEL are at a moderate level. Considering this average mean score, a conclusion can be drawn that not all teachers exhibit positive perceptions and demeanour towards their school administration regarding the amount of support they receive for SEL. Hence, these accumulated results apparently highlight that not all teachers under investigation adopt the view that their school provides encouragement for the creation of an environment where students can practice their social and emotional skills.

All in all, our study found that commitment to teaching and learning about SEL is perceived by teachers as more positive by comparison with the other two aspects of teachers' beliefs regarding SEL. In parallel with the findings of this study, the mean scores for commitment in the study conducted by Ziernwald (2021) were also observed to be higher when compared with the mean scores of comfort and school culture. On the other hand, participants in our study exhibited more negative perceptions of administrative support in comparison to other components of teachers' beliefs regarding SEL. To conclude, the overall mean score of all the items involved in the Likert-scale resulted in a value of 3.74 (SD = 0.51). This result highlights that the participants under investigation seem to have developed a moderate level of positive perception of social and emotional learning in general. This obtained finding is consistent with that of the study carried out by Wenling and Sidhu (2020) who also found teachers' overall perceptions of SEL to be at a moderate level.

#### **4.3. Discussion of Inferential Findings**

The inferential findings were interpreted through a comprehensive examination of the data accumulated in response to the second research question. Initially, the data related to age groups were analyzed comprehensively in order to explore whether any statistically significant difference would be encountered in terms of three aspects of teachers' beliefs. As a result of the analysis, teachers aged from 30 to 39 years seemed to have a significantly higher level of commitment to teaching and learning about SEL by comparison to those aged between 40 and 49. Actually, this obtained finding can be explained by the age factor. First of all, younger teachers are more energetic and they are closer to the age of their students. Thus, they need to be more flexible with changes and relate well with their students in order to effectively satisfy their social and emotional

needs. Also, younger teachers generally tend to want to do everything perfectly in their first years of teaching experience. Thus, due to all these reasons, they might express a statistically significantly higher level of willingness to advance their competencies in the area of social and emotional learning. On the other hand, older teachers might have already proved their professional qualifications in terms of implementation of SEL strategies and they might have acquired sufficient experience and learned certain tricks to handle the challenging students over the years of their teaching experience. Thus, they might not feel the need to devote their time and energy to additional professional training any more regarding social and emotional learning.

Another important point that needs to be addressed is that age was found not to be an influential factor that would lead to the statistically significant difference in their perceptions concerning their comfort level with teaching SEL; that is to say, teachers of all age groups displayed a similar level of confidence in their ability to deliver instructions on SEL. Actually, it is astonishing to obtain such results because when considering their past experiences, older teachers are generally assumed to have built a higher sense of self-efficacy in their abilities to administer a variety of effective strategies and create a more supportive positive classroom environment where they can help their students improve their social and emotional learning skills. Thus, before the conduct of our investigation, these older teachers were expected to report greater confidence and comfort in addressing their students' social and emotional needs when compared with the younger teachers. However, the differences in the mean scores of young and older teachers did not yield a result that could be deemed statistically significant in terms of their comfort and confidence level, which may sound astonishing.

Moreover, the data in relation to grade level revealed that primary school teachers displayed a statistically significantly higher level of confidence in their ability to offer instruction on SEL by comparison to the ones teaching at the secondary level and those teaching at the high school level. This can be explained by two possible reasons. One possible explanation could be that primary school years are generally perceived as one of the most critical periods of childhood, an evolving process which lays the foundations for their social and emotional development. Since the future of a child is totally dependent on the education they receive throughout their early years, primary school teachers are imposed more responsibilities when compared with those working at the secondary and high school levels. Teachers working with young students need to develop more affection for their students and they need to know the best way to provide the warm

nurturing care that young students need. Thus, as elementary school teachers constantly need to give each of their students the individual attention they deserve, they automatically build self-confidence in their ability to make a significant impact in kids' lives and offer a safe, happy and healthy environment where kids can receive the basic education they need in order to maintain a healthy life for the rest of their lives. Another possible reason could be that children are always happy regardless of the context of their lives. They do not have serious problems to worry about. Their lives are generally structured around playing games and having fun with their friends. Since children maintain a happy life most of the time, it is not difficult for primary school teachers to respond to children's needs. On the other hand, adolescent years are the most awkward and difficult years among the other stages of life. From time to time, secondary and high school teachers are exposed to situations in which they need to identify the problems teenagers are experiencing that they can not discuss with their parents and it might not always be easy for secondary and high school teachers to handle the teens' problems and embrace the challenges as it is for primary school teachers. These might be some of the possible reasons as to why elementary school teachers felt confident in their ability to teach SEL at a statistically significantly higher level in comparison to those working with other grade levels. This obtained finding also confirms some previous studies. For instance, our finding shows consistency with that of Collie, Shapka, Perry and Martin (2015) who concluded that secondary school teachers were significantly less comfortable and confident in their ability to implement SEL as compared to elementary school teachers.

Furthermore, in light of the findings obtained, it was obviously seen that teachers who educated elementary school students tended to hold feelings toward their school administration that could be interpreted as significantly more positive than the feelings held by those who managed a language classroom at the secondary and high school level. This is likely because primary school years are assumed to be the years when students need more attention and care from teachers by comparison to other stages of life. Thus, administrators in primary schools are more likely to provide the best learning environment for kids in order to encourage the teaching of social and emotional skills to students. This could be a possible reason as to why primary school teachers might describe the environment that they currently work as more ideal and supportive in terms of social and emotional education. On the other hand, more pressure is placed on secondary and high school teachers to cover academic content rather than addressing



students' social and emotional needs and demands by comparison to elementary school teachers. Similar to our results, elementary school teachers involved in the study of Collie, Shapka, Perry and Martin (2015) were found to have adopted a significantly more positive attitude towards their school administration in regard to the amount of support they are provided for SEL when compared with those teaching at the secondary level. Literature also contains some previous studies reporting contrasting results to our current study in this aspect. For instance, counter to our results, secondary school teachers involved in the study carried out by Ziernwald (2021) were found to have maintained a similar perception of administrative support for SEL to those involved in studies focusing on preschool or elementary school teachers. Furthermore, our findings show inconsistency with the results found in the study conducted by Rakap, Balıkçı, Kalkan & Aydın (2018) who concluded that the differences in teachers' perception of schoolwide support for SEL did not reach a significant level across classroom types. This discrepancy in the results can be further investigated through future research so as to gain a deeper insight into the effect of grade level on teachers' perceptions of school culture. Furthermore, apart from the issues related to comfort and schoolwide support, our results corroborate the previous study conducted by Collie, Shapka and Perry (2015) in which working at different levels was not found to significantly influence teachers' commitment level to teaching and learning about SEL.

What is more, the data related to years of experience demonstrated that teachers who had years of experience varying between 1 and 10 displayed willingness statistically significantly higher than those teaching for over 20 years. Likewise, teachers who had years of experience ranging from 11 to 20 showed significantly higher levels of desire to improve their competencies in the field of social and emotional learning as compared to those working as English instructors for more than 20 years. As can be understood from the results, teachers with less experience exhibit a higher level of enthusiasm to be involved in professional activities for the purpose of making considerable progress in their knowledge and practice of SEL. This result suggests that as years of experience increase, their willingness to learn how to support the development of students' SEL skills decreases; that is to say, the less experienced teachers are, the more committed they are to teaching and learning about SEL. This difference in their commitment level might be rooted in the fact that less experienced teachers tend to base their responses to survey items on their future plans and goals as well as their future expectations while more experienced teachers tend to base their responses on the goals they have accomplished

so far throughout their career. Also, it is important to note here that teachers who have years of teaching experience varying between 1 and 10 are more aware of their shortcomings as they lack sufficient knowledge and qualifications for effectively addressing students' social and emotional needs, thus increasing the probability of their higher willingness to take every opportunity to make notable improvements in their professional practice through effective training in which they can expand their knowledge and improve their skills in the field of social and emotional education. On the other hand, more experienced teachers might feel they have already reached their full potential in their knowledge and practice of social and emotional learning. There is a high likelihood that they have spent many years of their teaching profession participating in workshops, conferences or seminars and they might feel they have already attained a higher level of competency in tackling the issues relevant to students' social and emotional needs. As their professional needs and demands have become more specialized over the years of their teaching experience, they might not feel the requirement to spend time participating in additional professional development activities or training courses any more.

Besides, one issue that needs to be brought to the fore is that an examination of the data did not result in any statistically significant difference for any of the comparisons of teachers with different years of experience in terms of their comfort and confidence level. Astonishingly, teachers with all years of experience reported similar levels of confidence in their ability to create lessons in accordance with social and learning principles and standards. Thus, on the basis of the results obtained, an inference can be drawn about the fact that having more or less teaching experience might not significantly influence teachers' perceptions of their comfort level with providing instructions on SEL. Actually, this result may be considered surprising because there is a common assumption that teachers with more than 20 years of teaching experience have a higher level of self-efficacy than their less experienced counterparts because these experienced teachers have had years of practice in their classroom and they have spent so many years connecting with different students. Since they have been working actively in their profession for a long time, they are expected to have already achieved their full potential in their knowledge regarding how to address students' needs. However, the study did not lead to any robustly significant difference among teachers with different years of teaching experience in terms of their confidence and comfort level with providing instructions on SEL. Why this is the case is arguably difficult to answer. However, this finding might

lead us to the conclusion that it might not be the years of teaching experience but the training and qualification that might give teachers the confidence to provide SEL education to students. In other words, it can be concluded based on this obtained finding that years of teaching experience are not enough alone to prepare teachers for SEL education and increase their confidence. Thus, this finding counters the assumption that as a teacher acquires competency through experience, their confidence level is more likely to increase. Evidently, this speculation is also confirmed by Madueke (2014) who similarly found that years of experience is not directly associated with teachers' confidence. On the other hand, contrary to our speculation, Loinaz (2019) found the experience as a more influential factor in teachers' confidence rather than training and qualifications signifying that qualifications and training are insufficient to bring about comfort or confidence in one's ability to deliver instructions on SEL without having any practical experience. A further review of the literature shows some more contradictory results to our study with respect to the impact of years of experience on teachers' comfort and confidence. For instance, our results contradict prior studies carried out by Moran and Hoy (2007) and Wenling and Sidhu (2020) who provided evidence for a significant effect of teaching experience on teachers' beliefs regarding their self-efficacy. These researchers discovered that experienced teachers perceived themselves in a more advantageous position in terms of their competency in their SEL implementation by comparison to their less experienced counterparts. Considering that studies can yield different outcomes, it would not be wrong to say that further investigation needs to be conducted in order to enlighten the issue of the impact of years of teaching experience on teachers' comfort and confidence level.

What is more, gender differences created a statistically significant effect on teachers' commitment to teaching and learning about SEL in favour of female teachers. Although there needs to be more investigation in order to understand the reason lying behind the occurrence of this outcome, one possible explanation may relate to the fact that teaching is generally perceived as a female-dominated profession. A further possible explanation might be that women have a natural caring instinct and connecting with children might come naturally to them, especially if they are mothers. They are naturally equipped with skills to have a better understanding of child psychology. Also, they feel emotional states more frequently than men and their teaching styles might also be characterized by the emotional states they constantly feel. Hence, taking all these possibilities into account, it is not astonishing to find that female teachers exhibit eagerness to acquaint themselves

with SEL strategies at a higher level than their male counterparts. This finding is supported by several earlier studies that have found evidence of a difference among teachers in terms of their commitment level based on their gender. The gender difference was also observed to create a statistical significance in favor of female teachers in the study of Loinaz (2019) who aimed to conduct an investigation on teachers with the purpose of exploring their pedagogical practices within social and emotional education as well as their perceptions and beliefs in regard to SEL. Parallel to our findings, Loinaz (2019) found that female teachers had a higher level of interest in reinforcing their professional skills and competencies in order to be able to respond to their students social and emotional needs as compared to male teachers. Such distinction between male and female teachers in terms of their commitment level is not limited to the study of Loinaz (2019) and ours. Correspondingly, in the study conducted by Collie, Shapka, Perry and Martin (2015), female teachers were observed to display a significantly higher commitment to teaching and learning about SEL when compared with male teachers. Similarly, in their study, Wenling and Sidhu (2020) concluded that female teachers expressed a statistically significantly much greater willingness to strengthen their weaknesses in the area of social and emotional learning when compared with their male counterparts.

What is more, in our current study, master's degree holders were observed to exhibit a statistically significantly higher level of desire to improve their ability to incorporate SEL into their daily teaching practices when compared with those possessing only a Bachelor's Degree. This finding can be interpreted as an indication of a significant effect of the academic qualification on teachers' commitment level to teaching and learning about SEL. Hence, this obtained result allows to conclude that an increase in education level coincides with an increase in commitment to teaching and learning about SEL. Although the literature contains insufficient studies revealing the differences in teachers' perceptions of SEL based upon their academic qualifications (Wenling and Sidhu, 2020), there have been previous studies suggesting a significant relationship between teacher qualifications and their perceptions of SEL (Ho, Lee & Teng, 2016; Wenling and Sidhu, 2020). For instance, a similar finding was observed in the study of Wenling and Sidhu (2020) who conducted a full exploration of teachers' perceptions regarding social and emotional learning. In alignment with our results, Wenling and Sidhu (2020) revealed that teachers who possessed a master's degree were found to be more supportive of SEL

as well as more committed to teaching and learning about it when compared with bachelor's degree holders.

Furthermore, teachers working at independent schools were found to have attained a significantly higher level of confidence in their ability to incorporate social and emotional learning education into their language classrooms by comparison to those working at state-maintained schools. The reason lying behind their higher level of comfort and confidence could be possibly due to the fact that teachers in private schools are assumed to be well-equipped to provide effective education and meet the requirements of the school in which they are employed. Thus, in order to satisfy all the demands imposed on them by both parents and administrators, they need to work harder so that they can expand their knowledge and improve the skills required for their professional development. Expectedly, this increases their confidence in their ability to integrate SEL into their classrooms. However, in contrast with our findings, a significant difference existed in favour of teachers working in public school in terms of their comfort and confidence in the study conducted by Wenling and Sidhu (2020), signifying that teachers in public schools were found to be more confident in their ability to deliver instruction on SEL by comparison to those working in private schools. Also, in our current study, the type of school teachers work in was observed to result in a statistically significant difference in teachers' perception of administrative support for SEL in favour of those working in private schools. This might partly stem from the fact that classrooms in private schools are supplied with better materials, equipment and technological resources. Since teachers working in private schools are provided with more proper resources and equipment, they can fulfil their purpose of creating a more highly effective learning environment where their students can practice their SEL skills through interactions and cooperation. Thus, private school teachers can help their students to learn to their fullest potential more easily and effectively when compared with those working in state schools. Hence, such a conducive learning environment is likely to cultivate a more positive mindset in teachers working in private schools towards their school administration in terms of the support provided for the overall social and emotional well-being of students when compared with those working in public sector. Results from related literature also proved that teachers working at private school differed significantly from those teaching at state school in terms of their perception of schoolwide support for SEL. For instance, in the study conducted by Wenling and Sidhu (2020), it was discovered that teachers in the private sector had a more positive perception of

administrative support by comparison to those working in the public sector. According to findings obtained through responses given by teachers involved in the study of Wenling and Sidhu (2020), private schools provided students access to an ample number of resources and materials which facilitate and promote their social and emotional development.

Upon a careful analysis of the findings obtained in relation to employment status, teachers in temporary positions are found to feel more comfortable providing instructions on SEL when compared with those in permanent positions. Also, the results of the inferential analysis concluded that the working environment of those working as teachers who are engaged only for a specific period of time instilled more positive attitudes and perceptions in them towards their school administration regarding the support for SEL in comparison with the teachers working on a permanent basis. This was also evident in the calculated p value which yielded a result in which a statistically significant difference emerged between teachers working on a permanent basis and those working on a temporary basis in terms of their perceptions concerning administrative support for SEL. On the other hand, when their commitment to teaching and learning about SEL was taken into account, they were observed to be committed to teaching and learning about SEL at a similar level. Considering that literature contains insufficient studies focusing on the differences in teachers' perceptions of SEL based upon their employment status, it is crucial to note here that additional research needs to be conducted so as to extend the findings from our current study and acquire a more comprehensive understanding of the reasons lying behind the differences existing among teachers working in temporary and permanent positions in terms of their comfort level and perceptions of administrative support for SEL.

Furthermore, unexpectedly, the inferential analysis concluded that the field of training did not have any statistically significant influence on any of three components of teachers' beliefs including comfort, commitment and school culture. Considering the fact that the department of English Language Teaching provides a strong foundation for its students in many aspects required for being raised as qualified and well-equipped language educators, graduates of this department are assumed to be in a more advantageous position in terms of their competency to implement SEL strategies by comparison to graduates of faculty of literature. However, astonishingly, no statistically significant difference was recorded among teachers who specialized in English Language

Teaching and those who earned a Bachelor's Degree in literature in regard to none of the three components of teachers' beliefs.

#### **4.4. Discussion of Qualitative Findings**

Qualitative findings were interpreted in light of the responses teachers provided for the semi-structured interview questions which were created with the purpose of shedding some light on the third research question of the study.

Initially, the qualitative data revealed that a vast majority of teachers under investigation have developed a great awareness of the significance of social and emotional learning. Despite a general lack of experience and professional training in the implementation of SEL strategies, a considerable number of our participants seemed to have a broader definition in mind regarding the concept of SEL and they could successfully provide a detailed explanation with respect to this concept and elaborate their own understanding of its significance through illustrative examples to further clarify their points. It is highly likely that their interpretation of the significance of SEL relied heavily on the two important key words 'social' and 'emotional' which might have evoked positive meanings, thus contributing to their efforts to generate a large number of ideas and gather various perspectives on this concept. In contrast to our findings, Aygün and Taşkın (2017) found that the majority of their participants seemed to have a limited knowledge of SEL when they were asked to provide a full account of what the concept of SEL meant through the lens of their self-perception. However, it should be noted that Aygün and Taşkın's study is not the only one which came up with such results. Literature includes many previous qualitative research studies which revealed teachers' low level of knowledge and familiarity with the term SEL (Triliva and Poulou, 2006; Buchanan et al., 2009; Schonert-Reichl & Zakrzewski, 2014; Aygün and Taşkın, 2017; Allison, 2018; Ziernwald, 2021). However, although teachers in these previous studies reported low levels of familiarity with this concept, they were still observed to have acquired awareness of the significant impacts of social and emotional learning on their students in many aspects. Thus, in this context, it can be concluded that teachers in general regard students' social and emotional wellbeing as a significant issue that needs special attention despite their lack of familiarity.

Much of our participants' explanation regarding the significance of SEL was found to be centered around the issues in relation to students' academic performance along with

their personal growth and development. First of all, upon a careful examination of the responses provided in the interviews, it can be apparently seen that nearly half of the teachers (45.4%) endorsed the notion that the integration of SEL education into language classrooms contributes to students' progress in academic aspects and influences the way they perceive the learning environment. This result is also consistent with the findings of Buchanan et al. (2009) who conducted a research study by means of a teacher survey with the intention of accumulating data revealing teachers' perceptions, experiences, knowledge and practices in regard to social and emotional learning. Similarly, teachers involved in the study of Buchanan et al. (2009) were all found to accentuate the positive contribution of social and emotional learning to students' academic performance. Correspondingly, in their studies, Allison (2018) and Borner (2018) observed an agreement among teachers regarding the belief that acquiring social and emotional learning skills enhances students' academic achievement as they can be more encouraged to get involved in their own learning process. In line with this, Durlak et al. (2011) note that schools where social and emotional learning programs are delivered successfully are more likely to report an improvement in academic performance as well as positive teacher-student relationships. There have been numerous studies available in the literature which can be found to confirm this tremendous impact of SEL implementation on academic outcomes (Buchanan et al., 2009; Brackett et al., 2011; Durlak, Weissberg, Taylor, Dymnicki, & Schellinger, 2011; Yoder, 2014; Youngblood, 2015; Taylor et al., 2017; Borner, 2018; Calkins, 2019; Dyson, Howley and Shen, 2019; Pelton, 2019; Seery, 2019; Forrester, 2020). Thus, there appears to be a general understanding among educators that social and emotional learning plays a significant role in students' learning process and needs to be integrated into the curriculum. On the other hand, contrary to our findings, EE & Cheng (2013) and Howley & Shen (2019) found no evidence or suggestion from teachers in their study that SEL implementation had a positive impact on academic outcomes. This signifies that there might also be teachers who are still not convinced that the integration of SEL can improve students' academic performance and these teachers might value SEL mainly as a means for students' personal growth and development. Thus, there is a high possibility that these teachers might lack the enthusiasm to incorporate SEL education into their language classrooms as they do not believe in the strong impact and usefulness of SEL implementation for academic qualifications. However, the same can not be said for our participants. Hence, our teachers' high level of commitment to teaching and learning about SEL can be explained



by their strong belief in the influential role of SEL implementation on students' academic achievement.

Secondly, it was found that the majority of our teachers were convinced by the idea that the integration of SEL education might contribute to the development of some vital life skills. This dedication to SEL is also well supported by a large amount of research. Numerous studies in the last decade have demonstrated that teachers regard social and emotional learning as highly significant for the personal growth and development of their students in spite of their restricted knowledge and competence in terms of their SEL implementation (Jennings & Greenberg, 2009; Brackett et al, 2011; Hollingsworth & Winter, 2013; Aygün and Taşkın, 2017). When viewed through the lens of our participants, among the most prominent of crucial life skills students were thought to acquire through social and emotional education were found to be self-awareness, coping skills, interpersonal skills and empathy. In our study, although self-management and social awareness were not explicitly stated by the participants, they instinctively conceptualized the term SEL as building coping skills which represents one of the positive outcomes of self-management and developing empathy which relates to social awareness. Likewise, the participants in the research study conducted by Ziernwald (2021) provided their general understanding of SEL depending on the three facets including self-awareness, self-management and social awareness. Similarly, in the study conducted by Aygün and Taşkın (2017), teachers referred to the outcomes such as communication, awareness and empathy when they were asked to reveal their own views on the importance of SEL. Correspondingly, in his study, Borner (2018) who intended to investigate teachers' perceptions of the implementation of social and emotional learning as well as explore its impact on student outcomes concluded that a considerable number of teachers surveyed were strongly in support of the view that the integration of social and emotional education opens up opportunities for students to acquire various skills including learning to manage emotions and feelings, which would help them to derive more positive meanings, even from negative events. According to the results Borner (2018) obtained, teachers also explained SEL as a term that helps to alter the way students interact with one another in a positive way, thus, helping to build and maintain healthy relationships, which will lead to a more positive classroom environment.

On the other hand, in our current study, no mention was found to be made neither explicitly nor implicitly in regard to responsible-decision making skills. This can be explained mainly by two reasons. One possibility is that since our teachers do not have a

broad base of knowledge regarding SEL due to their lack of training, they could not address all the dimensions of SEL during interviews. Another possibility might be that among the most common problems our teachers encounter in their classrooms might include students' incapability to understand and identify their own emotions, overcome their fears and anxieties, cooperate and collaborate with others, establish healthy and positive relationships and emphasize with others. Therefore, for these two reasons, our teachers might have conceptualized social and emotional learning by referring to these dimensions of SEL. Evidently, this outcome aligns well with the findings in the study of Aygün and Taşkın (2017). In the same way, teachers involved in their study tried to describe social and emotional learning through self-awareness, self-management, social awareness and relationship skills but they made no reference to responsible decision-making. When a further literature search is conducted, additional studies can be found in which teachers' definition of SEL is based upon similar dimensions of SEL (Jennings and Greenberg, 2009; Aygün and Taşkın, 2017).

Although all the five broad areas of competence in relation to SEL are not stated explicitly by our participants, all the vital skills mentioned as examples and the concepts used to explain the significance of social and emotional learning in the interviews align closely with CASEL's framework of SEL and five core competencies (i.e., self-awareness, social awareness, self-management, responsible decision making, and relationship skills). CASEL (2013), which is an organization founded with the aim of making social and emotional learning an integral part of education at all levels, from elementary to high school education, addresses social and emotional learning from five different dimensions including self-awareness, self-management, social awareness, relationship skills and responsible decision-making. In our study, although not explicitly stated, teachers were found to refer to only four of those aspects including self-awareness, coping skills which are associated with self-management, empathy which can be regarded as one of the positive outcomes of social awareness and relationship skills when reporting their views on the significance of SEL for students.

To sum up, the participants involved in the interviews tried their best to explain the concept of SEL from their own understanding. Considering the results obtained from the quantitative part of the study which revealed a common lack of professional training and skills to serve students' SEL needs, it was expected before conducting the interviews that our teachers would find it hard to give a detailed account of the significance of SEL. However, in line with the studies conducted by Triliva and Poulou (2006) and Ziernwald

(2021), they found it easier to illustrate the concept of SEL with multiple and diverse examples. Thus, it is highly likely that they based their interpretation of the concept of SEL on their daily teaching experiences or observations rather than on professional training.

On the other hand, while the incorporation of SEL into classrooms has proven to lead to positive outcomes in terms of students' wellbeing both academically and emotionally, it is also significant to note some certain barriers that obstruct effective SEL implementation. A considerable number of our participants identified several problems arising beyond their control which imposed restrictions on their attempts to implement SEL strategies effectively in their language classrooms. The list of issues today's educators and students encounter can be perceived as daunting.

The most commonly mentioned challenge among the issues hindering the implementation of SEL was related to exams. 100% of the participants pointed out that assessing the progress and abilities of students through examination might result in unhealthy outcomes in terms of students' social and emotional well-being. The problem teachers experience with the exams probably stems from the way students' performance and progress are judged. In consideration of this speculation, it is important to highlight that knowledge required to pass the exams is mostly theoretical as our teachers suggest because questions teachers are forced to ask are mostly based on the syllabus which they are expected to teach in their English classes. Thus, the exam scores just help them evaluate the amount of their students' academic knowledge and understand whether they are learning successfully or not. It should be noted that exams do not reflect the real world. The real world does not confine us to a single material which only tests our theoretical knowledge. In the real world, we are forced to apply all the knowledge we acquire from our past experiences into practical scenarios in order to practice our social and emotional learning skills. However, through this examination system, we assess our students only on the basis of what they write in the paper for only 45 minutes. When the exam is finished, students forget everything they have learned because the questions in the exams are mostly created with a focus on theoretical knowledge rather than practicality. Thus, as our teachers state in the interviews, exams might not reveal all aspects of a student's progress.

The following common issue addressed by our teachers was related to curriculum. This common annoyance with curriculum can be explained by three reasons. First of all, taking teachers' responses into consideration, no comprehensive curriculum seems to

have been designed in our country with an intense focus on the development of students' social and emotional skills although social and emotional learning is acknowledged as an integral part of the educational process. Therefore, on the basis of the results obtained, it can be apparently understood that a considerable number of our teachers have no systematic and explicit instruction to follow in order to provide support to students in terms of their social and emotional development. Another contributing factor to this common discontent with the curriculum might be related to their anxiety about being behind the curriculum. Based on the responses provided by participants, it is apparent that the curriculum is loaded with too much content; that is to say, teachers are supposed to cover an enormous amount of material and they have so many resources to teach and so many objectives to accomplish by the end of the academic year. In order to be able to make things run as smoothly as planned, they are expected to focus more on getting through the curriculum than on creating meaningful and enriching educational opportunities for their students. Thus, it is probable that this kind of intense curriculum leaves little time for teachers to help their students develop vital social and emotional learning skills in their language classroom as they are feeling an incredible amount of pressure to rush through the curriculum content. Apart from this possibility, their dissatisfaction with the curriculum might result from the fact that the curriculum they are expected to strictly adhere to may not suit all learners' social and emotional needs. For instance, the traditional curriculum put in place in schools might make it harder for some students, especially those with poor academic performance, to make progress at the same speed as others as they need to be exposed to a more simplified and flexible curriculum which will give them the chance to reach their maximum potential in terms of their social and emotional skills. Whatever the reason might be, it is obvious from teachers' responses that students in the classrooms are not allowed to practice SEL skills aligned with the expectations and objectives of core SEL standards and principles. Examining the literature extensively, intense curriculum was also found to be one of the issues raised by the participants involved in the studies conducted by Youngblood (2015) and Allison (2018). These researchers also highlighted some challenging issues in relation to the curriculum which posed an impediment to the functioning of an educational system which is designed to satisfy students' social and emotional needs and demands.

What is more, 95.4% of the participants (21 participants) touched upon the issue of parental expectations. They stated that some parents put too much focus on grades and they value students' academic achievements much more than their psychology and

individual development. This is likely due to the fact that those parents have a wrong idea of effective education. It can be apparently understood from our teachers' responses that parents mistakenly believe that students with high academic performance are more likely to cope with every difficulty they come across in their lives and they wrongly think that their children will do much better in the future by comparison to others if they perpetually remain focused on their academic goals. Thus, they judge their children's overall potential and intelligence by looking at their grades with the thought that their exam results will display everything about their children, which is a big mistake that they make because exam results can not determine the actual achievement of a student as well as the level of capacity and intelligence.

The next common issue raised by teachers involved in the interviews was related to lack of sufficient training. 90.9% of the participants felt that they were not provided adequate practical training opportunities during their university years. They mostly reported having taken courses on educational or pedagogical psychology or classroom management. However, according to what they said, they were not offered any specific course relevant to social and emotional learning. Thus, on the basis of teachers' responses in the interviews, one might assume that the training they were provided tended to focus more on theoretical knowledge rather than on practical knowledge which would help them to learn how to handle their students' behaviours in real-life situations. On the other hand, when considering their satisfactory explanation and interpretation of the concept of SEL and its significance, it is probable that they know a lot about the concept of social and emotional learning including its definition, its benefits and its purpose, but when it comes to applying it in their classrooms, they might fail to do so due to their insufficient training. This scarcity of effective training and required qualifications despite a strong interest in learning about SEL is also evident in other previous research studies (Buchanan et al., 2009; Madueke, 2014; Collie, Shapka, Perry and Martin, 2015; Aygün and Taskın, 2017; Fischer, 2017; Holmes, 2017; Loinaz, 2019; Pelton, 2019; Forrester, 2020; Louis, 2020; Ziernwald, 2021)

Moreover, a vast majority of participants involved in the interviews expressed a low level of comfort and confidence. In other words, they reported that they do not feel qualified enough to design their lessons in accordance with their students' social and emotional needs. Thus, based on some sort of collected data, an inference can be drawn about the fact that their low level of competence and self-confidence might be a consequence of inadequate professional training as well as insufficient professional

development support. This speculation also shows consistency with the findings of Ziernwald (2021). Similarly, in his study, teachers' discomfort with providing SEL education was found to be in relation to their inadequate professional training. Furthermore, apart from their insufficient professional education, their state of low confidence might stem from their worries about having inadequate time to satisfy their students' SEL demands and needs. This speculation is also substantiated by prior research (Kress, Norris, Schoenholz, Elias, & Seigle, 2004; EE and Cheng, 2013). Teachers' low level of confidence was also observed in previous research studies (Reeves and Le Mare, 2017; Rakap, Balıkçı, Kalkan & Aydın, 2018; Louinaz, 2019; Seery, 2019). On the contrary, the study conducted by EE and Cheng (2013) revealed that a majority of their teachers (78%) experienced no problems in relation to their confidence level in their ability to infuse SEL. It is also noteworthy to mention that teachers' comfort and confidence level with SEL might be closely tied to their perceptions of their own social and emotional competencies although there is not much evidence of this. In other words, participants who reach a high level of competency in utilizing their own social and emotional intelligence to their advantage are more likely to feel comfortable and confident in their ability to offer SEL education to their students by comparison to those who are not socially and emotionally competent. In support of this speculation, Collie et al. (2012) make the assertion that "teachers who are comfortable implementing SEL in their classrooms also have higher social-emotional competence" (p. 1197).

Lack of class time was cited as the following common barrier to effective SEL implementation. Not surprisingly, a vast majority of our teachers (77.2%) were discontent with the amount of time allocated to them. This result corroborates the findings found by previous researchers (Buchanan et al., 2009; EE and Cheng, 2013; Collie, Shapka, Perry and Martin, 2015; Youngblood, 2015; Goegan, Wagner & Daniels, 2017; Holmes, 2017; Allison, 2018; Borner, 2018; Humphries, Williams and May, 2018; Calkins, 2019; Louinaz, 2019; Seery, 2019; Forrester, 2020; Ziernwald, 2021). Similarly, these researchers obtained results which led to the conclusion that lack of class time posed a high barrier to the administration of social and emotional learning strategies. One possible explanation regarding this perceived lack of class time might be that the curriculum involves too many things and teachers are supposed to achieve a great deal in a short period of time. Thus, they might not have additional time to organize activities which require students to practice their social and emotional learning skills by establishing interactions with their peers. This perceived lack of class time might also

highly result from the heavy focus on academic needs and demands and this might cause an unwillingness among teachers to devote classroom time to non-academic issues which have nothing to do with standardized tests. What is more, in light of the findings obtained, it would not be wrong to say that even if all of our teachers are convinced of the strong impact of SEL on both academic outcomes and students' personal growth, they might still feel obligated to push the social and emotional needs and demands of their students into background on account of time constraints.

Lack of administrative support was the next common topic that arose in 59% of teachers' open-ended responses in the interviews. It is obvious that more than half of our teachers do not feel a great deal of support and encouragement in order to attain the required skills for the implementation of SEL strategies. This finding also shows consistency with the outcomes of some prior studies that attempted to examine teachers' beliefs, familiarity, training and perceived school culture with regards to social and emotional learning (Collie, Shapka, Perry and Martin, 2015; Loinaz, 2017; Humphries, Williams & May, 2018; Ziernwald, 2021). Likewise, teachers in these previous studies shared similar beliefs regarding the fact that their school administration did not provide sufficient encouragement and support for the integration of SEL education into classrooms. This lack of support might mainly be due to the fact that school administrators mostly prioritize academic achievement and educational outcomes in order to improve the quality of education in their school because there is a common assumption that a school's success can be best measured through standardized test scores rather than any other criteria. This speculation was also confirmed by Ziernwald (2021) who accentuated the fact that schools have high expectations for all students and urge them to accomplish the most they can in order to meet the academic outcomes. Thus, our findings might provide some evidence for the fact that the pressure placed on teachers to help their students mainly accomplish their academic goals remains a large obstacle to improving conditions and allocating sufficient time to shift much of their focus of attention towards their students' social and emotional needs and demands.

Besides, 59% of the participants (13 participants) complained about a lack of parental support. This is probably because of the fact that parents prioritize academic outcomes over their children's social and emotional needs and demands. In line with this possibility, in the study carried out by Calkins (2019), it was revealed that parents regarded social and emotional learning as less significant than teachers. Likewise, the feelings expressed by participants related to parental care and support in the previous

study carried out by Allison (2018) were found to be worrisome. These surveyed teachers expressed the belief that parents were not making all the necessary efforts to promote their children's social and emotional skills. The issue in relation to lack of parental involvement in children's development is also evident in many more prior studies (Holmes, 2017; Humphries, Williams & May, 2018; Calkins, 2019). Another possible explanation for the lack of parental support might be that some parents have a wrong idea of the responsibilities of school teachers. They mistakenly think that it is primarily the teachers who should take the majority of accountability to teach students various crucial life skills and information which students will need to build a bright future for themselves. Thus, our findings might provide some evidence that parents do not fully understand and appreciate the significance of social and emotional learning. This lack of parental support might make it hard to create a home-school partnership and bridge the gap between teachers and parents in order to establish mutual cooperation for ensuring the healthy development of their children. Hence, as Bronfenbrenner (1979) asserts, the increasing disconnect between parents and educators might contribute negatively to children's social and emotional wellbeing (as cited in Louinaz, 2019).

Language education was the following important common issue addressed by participants. 36.3% of the teachers (8 participants) strictly supported the view that there is a real problem with the way they are expected to teach English. The main root of the problem might be related with the wrong methods and approaches implemented in foreign language education. It might be easily understood from our teachers' responses that didactic teaching styles still dominate a large part of language education, thus resulting in too much emphasis placed on academic language knowledge. When viewed from this aspect, the responses of our participants might serve as evidence that there is a wrong idea about learning a foreign language among many people. Knowing a foreign language is considered equivalent to learning about its grammar rules and the meaning of the vocabulary. In other words, there is a common belief remaining deeply embedded in the minds of people that learning a language is simply a case of knowing the rules and our system is founded on this common perspective. One possible reason for this wrong perception of learning a language might mainly relate to the fact that language education in our country is still founded on a system in which our students are exposed to lots of exams which they should achieve through memorization. Teachers design their lesson plans in compliance with this examination system and curriculum which mostly ignores



the improvement of social and emotional learning skills. Thus, unsurprisingly, this exam-oriented education is likely to pose an obstacle to the development of the learners' social and emotional learning skills as most of the focus of attention is directed towards academic achievement.

Another important issue that serves as an obstructive factor to implementing SEL effectively in the classroom was related to administrative restrictions imposed on teachers. 31.8% of the participants (7 participants) reported facing some restrictions and challenges to their basic freedoms within the school environment. In light of the data gathered, our study might provide some evidence that even administrators have a wrong idea about teaching and learning a foreign language. Based on the explanations teachers made regarding their restricted freedom in the classroom, it can be deduced that school administrations have not acquired sufficient awareness of the significance of students' social and emotional needs and demands. They might think of an ideal class as a place where children quietly sit at their desks placed in straight rows directed toward the teacher, listen to their teachers and take notes. And they might think of an ideal teacher as a person who stands in front of the class lecturing and maintaining silence in the classroom in the best way. If teachers can not manage classroom noise, then it is highly probable that the school administration will get the idea that teachers can not establish authority in the classroom. Thus, they might think that a quiet classroom is the most ideal and productive one.

The following common hindering factor for the implementation of SEL was related to inadequate school facilities which were addressed by 18.1% of the participants (4 participants). In support of this finding, Ziernwald (2021) reported in his study that schools do not provide the necessary equipment, resources and materials, which make it hard for teachers to create a learning environment where they can help students to practice their social and emotional learning skills. When the literature is searched further extensively, it is also possible to reach many more studies in which the issue related to inadequate tools and resources was raised as one of the main obstacles to improving conditions in compliance with students' social and emotional development (Buchanan et al., 2009; Collie, Shapka, Perry and Martin, 2015; Allison, 2018; Humphries, Williams and May, 2018; Calkins, 2019; Loinaz, 2019; Louis, 2020)

#### **4.5. A Comparison of Quantitative and Qualitative Findings**

After a comprehensive analysis of the quantitative and qualitative data separately, the findings of each were also compared with a view to detecting any similarities and differences. First of all, the data obtained in relation to teachers' commitment to teaching and learning about SEL was found to complement each other. Teachers interviewed personally reported being highly committed to empowering their competencies in the field of social and emotional education and acquiring the required qualifications by getting involved in professional training. This high level of interest and willingness was also evident in the high mean scores obtained for the commitment subscale. This outcome is also similar to the results of Ziernwald (2021) whose both qualitative and quantitative findings displayed substantially a high level of teacher willingness to get engaged in training sessions in order to advance their professional development in the areas relevant to social and emotional learning. There are also many more research studies available in the literature which reported such promising and encouraging results in which teachers were concluded to be highly committed to widening their knowledge regarding on how to apply SEL strategies in their classrooms (Buchanan et al., 2009; Madueke, 2014; Aygün & Taşkın, 2017; Allison, 2018; Humphries, Williams and May, 2018). One reason for this high willingness in both stages of our investigation might be that our teachers had not taken any course which involved issues in relation to social and emotional learning during their university years and this concept might instil a sense of curiosity in them, thus increasing their interest. Also, this strong willingness among teachers might be rooted in the fact that there has been a growing consensus among educators and policy makers that students should develop skills beyond academics to achieve their goals both in the classroom and in life. Thus, based on the results derived from each phase of the investigation, it can be said that encouragingly and promisingly, teachers' inadequate academic background in the field of social and emotional education did not interfere with their enthusiasm to make necessary modifications in their teaching practices in accordance with students' SEL needs.

On the other hand, upon a close examination of both types of data, it is also worth highlighting that teachers who are found to exhibit a high level of commitment in the quantitative part may not necessarily report having a high level of comfort and confidence in their ability to implement SEL strategies in the qualitative part. Thus, it can be concluded that having willingness is not enough to build strong confidence in

one's ability to successfully design lessons on the basis of SEL standards. This assertion goes along with the findings obtained by Bracket et al. (2011) and Dolzhenko (2017) in which teachers showed no signs of self-esteem through their responses with regard to SEL implementation despite their great willingness to take the necessary steps in order to receive professional training.

Furthermore, quantitative and qualitative data were found to be dissimilar in terms of teachers' perceptions of their comfort and confidence level. While teachers interviewed personally overwhelmingly expressed a very low level of comfort and confidence in their ability to integrate SEL into their language classrooms due to their insufficient professional training, the mean scores obtained in the quantitative phase of the study were found to range between medium levels of comfort and confidence. It is important to note that teachers who reported feeling a higher level of comfort and confidence in their ability in the teacher survey may not necessarily express a high level of ability to create a supportive classroom climate for the development of students' SEL skills in the interviews. Thus, in light of these findings, it should not be expected that confidence and comfort are closely linked to the competency to provide effective instruction as stated by Collie, Shapka, Perry and Martin (2015). Similarly, these researchers highlighted that teachers might still experience difficulties with delivering instructions on SEL despite having a high level of comfort and confidence. Therefore, it can be deduced from our results that having confidence is not enough alone to be competent to deliver instructions on SEL (Dolzhenko, 2017; Forrester, 2020). Our results highlight the need to undergo an effective practice-based professional training. Undoubtedly, teachers' competency with integrating SEL into their classrooms is directly associated with effective SEL training as well as the qualifications they have acquired so far rather than their level of comfort and confidence. Thus, it would not be wrong to say that teachers' practices can be more effective if they receive professional development support and professional training course in which they can reach their maximum potential in this field. Parallel to our findings, the study conducted by Ziernwald (2021) also observed a gap between quantitative and qualitative data which revealed inconsistent findings with regard to teachers' comfort and confidence level. According to Ziernwald (2021), this inconsistency occurring in his study is rooted in the fact that teachers who were interviewed had less than 5 years of teaching experience whereas the quantitative phase also involved teachers who were working for more than 10 years. Thus, Ziernwald (2021) concluded that teachers' years of professional experience had a strong impact on their

comfort and confidence level. However, the same conclusion can not be made for our current study as both quantitative and qualitative phases involved teachers with various years of teaching experience. This inconsistency can also be observed in other previous research studies existing in the literature (Buchanan et al., 2009; Brackett et al., 2011; Collie et al., 2015; Poulou, 2017; Ziernwald, 2021). On the other hand, counter to our speculation, in the study conducted by Sibrian (2020) who attempted to examine the impacts of teachers' beliefs on the effectiveness of SEL, it was reported that teachers who felt more confident with social and emotional learning were observed to develop stronger competency to implement SEL strategies.

Likewise, concerning the school culture, the data accumulated from each phase of the study was found to partially diverge from each other. Although quantitative data displayed a medium level of administrative support for SEL, teachers involved in the qualitative phase of the study overwhelmingly reported that no sufficient attention was devoted to social and emotional education in their schools. Hence, it can be said that while most responses to survey items were positive, teachers' reports for the open-ended questions were found to be highly critical of the conditions created in their school for the implementation of SEL.

Hence, considering all these obtained outcomes, there still remains a need for a further investigation with a mixed-methods research design in order to clarify further this issue of inconsistency and lead to a deeper and more complete grasp of the reasons lying behind the discrepancies regarding the findings in relation to teachers' perceptions of their comfort and confidence level as well as school culture, which would be highly valuable and appreciable.

#### **4.6. Limitations and Suggestions for Further Research**

This study also has some limitations. Firstly and most critically, although the sample population involved in our study can be assumed to be diverse in terms of the school districts they were working in as well as the grade levels they were teaching to, it is limited in that it comprises only a number of 238 participants. Considering this, it is important to note that the evidence accumulated from our sample and the beliefs our teachers put forward can not be generalized to a larger segment of the population of teachers working in schools located in every part of Izmir. Hence, it could be more effective to involve a larger sample size in terms of the generalizability of the findings.

One issue that also needs to be addressed regarding the sample size is that female teachers vastly outnumber male teachers who account for only 12.6% of our research population. In other words, the majority of data we obtained in relation to our research topic mainly depends on female teachers' perceptions and understanding, thus challenging the generalizability of the findings to male teachers as they remain under-represented and a minority in all of the phases of our research study. It is important to highlight that the small number of male teacher respondents poses a high risk of influencing the inferential statistics outcomes pertaining to differences among males and females in terms of their perceptions of SEL as the sample size for men is not large enough to draw conclusions on gender differences. In this regard, our study strongly highlights the need for further investigation in order to promote equal representation so that gender-balanced participation can be accomplished.

Secondly, convenience sampling was utilized to select the participants for the quantitative phase of the study. Since not all the members of the population were included in the study, the data gathered from a convenience sample has the possibility to create the risk of providing unrepresentative results. In other words, the outcomes we obtained from a convenience sample might not accurately reflect the way a generalized population group feels about and perceives social and emotional learning.

Thirdly, this research study is restricted to only one city case and undoubtedly, we can not generalize our research findings outside of Izmir. Considering that teachers in different settings might possess different types of emotion-related beliefs and a diverse range of views regarding their levels of self-efficacy and considering that school officers in different settings might administer different education policies and principles, it would be highly appreciable and valuable to expand the scope of the research beyond the borders of our research site in order to capture various perceptions and beliefs in a variety of school contexts across the country.

Furthermore, the responses derived from both teacher surveys and interviews mainly provided a reflection of teachers' experiences and perceptions of their current practices. Considering that students' and teachers' points of view and mindsets might differ, it would also be highly valuable to involve students in the interviews in order to make a more accurate assessment of schoolwide support for SEL as well as the barriers to SEL implementations. Accumulating data by listening to the experiences of both sides could actually open up the possibility for bringing more topics and issues up to the surface as well as drawing a wide range of interpretations based on their views, experiences and

explanations. Also, we can not underestimate the role which some school principals play in SEL implementation efforts. Thus, the data from this branch of the educational infrastructure could provide richer and more robust descriptions and help us to obtain valuable insights into school culture as well as the future of SEL in schools. Undoubtedly, the information gathered from the school administration will help to determine whether necessary initiatives are being taken with a view to introducing SEL standards into the school environment and increasing teachers' awareness regarding the importance of SEL. Thus, further investigation needs to be carried out in order to gather more representative samples of both students and school administrators to allow insights into a more representative average student and administrative attitude toward SEL.

The last limitation is that the data gathered over the course of the study relies solely on teachers' reports. It would also be highly valuable to back up the quantitative and qualitative data by conducting a classroom observation in order to take a direct look at the events occurring in the classroom and collect live data about participants' current teaching practices and the challenges they are forced to tackle in their natural working environment rather than heavy reliance on verbal expressions. In this way, the researcher could keep a personal record of insights into what strategies participants use to address their students' social and emotional needs and demands as well as provide further evidence to support the findings derived from both teacher surveys and interviews.

#### **4.7. Recommendations to Encourage the Integration of Social and Emotional Learning Standards and Principles into Teaching Practices**

Considering all the above findings and discussions, we can conclude that there seems to be many issues on the current list waiting to be solved. However, undoubtedly, as proposed by our teachers, the majority of the challenges encountered by them arise from the current curriculum structure which remains as one of the largest obstacles to giving full focus to students' social and emotional needs and demands. It should be kept in mind that teacher and student wellbeing should be of paramount importance in curriculum design. First of all, necessary initiatives should be taken in order to reduce the amount of curriculum content to make more space for interactive, engaging and cooperative activities, all of which will require students to practice their SEL skills in the classroom. Secondly, rather than being forced to follow strict standards and guidelines made by school policy makers, educators should be allowed to adopt a more flexible approach to

the curriculum so that they can secure the best possible outcomes and facilitate the development of crucial life skills by tailoring the content of the lesson with more freedom in line with students' changing individual needs. By following a flexible curriculum, skill development will undoubtedly remain a priority as teachers will be able to easily transform even the most theoretical subjects into application-based where learners will have the opportunity to pick up the necessary life skills needed to manage change and adapt well in a rapidly evolving world.

The amendments made in the curriculum should not be confined to the reduction in the content as well as the increase in flexibility. The current design of the curriculum should also be restructured to make language learning more experiential. This can be mostly done through integrating social and emotional learning into curriculum and undoubtedly, course books play the most critical role in helping educators to make SEL a crucial part of their language classrooms. Considering this, we can highlight the need for textbooks to be redesigned in compliance with the aim of engaging students in topics linked to real life as well as encouraging them to relate the knowledge learned in the classroom to their own personal experiences and the happenings in their everyday life through the use of specific examples from outside world. Such modifications in textbooks might open a world of possibilities for teachers to create situations where students' lives and experiences are brought into classroom and their learning and where students can apply the classroom knowledge to their own context, thus allowing them to connect education beyond their school experience. However, in order for all these alterations made in the curriculum and textbooks to fulfill teachers' demands and aspirations, some other important issues should also be dealt with such as limited class time and large-sized classes. Even if the curriculum undergoes a radical transformation, without extending the class hours and reducing the number of students in overcrowded classrooms, teachers might still experience some serious problems with responding well to their students' individual needs.

The changes in the curriculum and coursebooks are not enough to handle the problems encountered by teachers. Our findings also imply that teachers do not receive sufficient training regarding SEL during their pre-service education. They are not well-equipped with knowledge and skills to incorporate SEL strategies into their language classrooms. Undoubtedly, pre-service teachers need some access to beneficial professional development opportunities and this competency can be achieved only by undergoing an effective training program course in which they can acquire the practical skills and

qualifications required to implement SEL strategies. Therefore, English Language Teaching programs should prepare teacher candidates for their working lives by offering them specialized courses which are designed to familiarize them with the psychology, unique needs and interests of individual students as well as help them to acquire foundational knowledge and expertise through intensive and long-lasting practices which will allow them to reinforce and prove their competence to use a range of strategies to effectively deliver what students socially and emotionally need in accordance with the demands of 21st century workplace. Also, in-service teachers need some external support as it is an issue that they can not handle alone. Thus, considering that this is a field that requires specialization, school principals should take the necessary initiatives to make adjustments in their school policy and offer teachers useful formal in-service professional training programs, professional development activities and workshops in order to guide them in developing their competencies and achieving the requisite qualifications that will help them to attain confidence in their ability to ensure the best chances for students to reach their full potential in terms of their healthy development.

Apart from professional training support, schools should also take actions to improve the physical conditions which play a critical role in shaping students' learning experiences. It is noteworthy highlighting that it becomes difficult to allow for more space to interaction among learners if teachers can not intertwine the knowledge with practical use and everyday experiences and this can be only accomplished by having sufficient school supplies. If a school can not provide students with accessible and pleasing physical environment and necessary materials and equipment, learning can not be expected to take place in an effective and efficient way. Thus, in this regard, it is of great necessity to allocate some budget to spend on the basic needs and necessities such as instructional tools and resources in order to simulate an ideal real-world environment and expose students to natural language.

Considering the qualitative outcomes, this research study also highlights the need for a strong partnership between schools and parents to work together on behalf of their children so that both can shape a bright future for them. Hence, schools should lay the groundwork for bridging the gap between teachers and parents and establishing mutual collaboration so that both sides can build rapport and keep each other abreast of the students' progress, both academically and socially. Such parental involvement can be encouraged in variety of ways such as holding school events, parent-teacher conferences or making routine phone calls to students' home on a regular basis to initiate interactions



with parents. Undoubtedly, both parents and teachers can take advantage of cooperative aspects of these events by bringing the issues outside the classroom into discussion including students' homelife and their relationship with their parents, all of which might serve as a great opportunity for teachers to gain deeper insights into students' lives and challenges they are experiencing outside the school as well as learn about the concerns of parents, which will shape teachers' attitudes towards their students.

Besides all these steps, in order to expand teachers' understanding of the significance of social and emotional learning, further investigation should be conducted on this subject topic. If teachers are exposed to more relevant research demonstrating the usefulness and effectiveness of SEL, they might be more convinced that SEL programs will produce positive outcomes on both students' academic success and their personal growth and development. When teachers acquire awareness regarding the tremendous impact of SEL, they might start to adjust their teaching style in accordance with students' social and emotional needs by putting innovative strategies into practice. Also, further research conducted in an effort to have a full understanding of teachers' attitudes towards social and emotional learning might play a significant role in allowing insights into how much value and importance is placed on social and emotional learning in Turkey and how effectively SEL is being implemented in classrooms. Taking into the account the fact that teachers are the ones who are assigned the crucial role of fostering SEL competencies in learners and enhancing the opportunities for students to practice their SEL skills, the issue undoubtedly needs to be addressed from teachers' points of views. Teachers' voices might be critical in the coming years in enabling the joint efforts of schools, policymakers and SEL program developers to take constructive steps to make notable improvements in the educational policy along with the development of professional training programs in this area. Hence, it is of great necessity to conduct more research with the goal of examining and assessing teachers' personal interpretations and experiences as the status of social and emotional learning in Turkey can be best understood by giving them a voice. Holmes (2017) strongly supports the view that the study of teachers' attitudes and beliefs is of vital importance for evaluating and determining the successes and failures of educational innovations. Parallel to this, Pajares (1992) accentuates the significance of teachers' beliefs by regarding them as "key indicators of their perceptions and judgments, which, in turn, affect their teaching practices" (as cited in Brackett, Reyes, Rivers, Elbertson & Salovey, 2011, p. 2).

#### **4.8. Implications**

Our current study adds to the literature by investigating Turkish EFL teachers' knowledge, familiarity, practices and perceptions in order to reveal the full extent of value and importance placed on SEL in schools. Allowing teachers to have a voice in the current situation of schools in terms of the attempts made for SEL implementation undoubtedly uncovers valuable information with respect to our research topic. Also, our attempt to explore and illuminate the differences between primary, secondary and high schools might provide additional information regarding how teachers' perceptions and understanding of SEL as well as their implementation and practices vary in different school contexts. In this regard, the results of our study can be deemed as an attempt not only to expand researchers' knowledge concerning the educators' familiarity, beliefs, training and school culture, but also to instill an awareness in policy makers, administrators and school staff with respect to critical factors which constitute an impediment to effective implementation of SEL strategies in schools. A research conducted with a view to exploring teachers' perceptions of social and emotional learning might play a significant role in activating initiatives to make social and emotional learning a crucial part of students' education. School officials and educators with a high interest in child psychology can use the data derived from our study to seek better and more constructive ways to support the development of students' SEL skills. In this respect, it is expected that the findings of our study will not only help education policymakers and practitioners strengthen their support for SEL in schools but also serve as a guide to school and district leaders in setting the stage for establishing social and emotional learning practices in schools as well as promoting teacher professional development in the area of social and emotional learning through the creation of more opportunities for teacher training programs.

#### **4.9. Conclusion**

Our findings make clear that just like in many previous studies, our teachers place a high value on students' social and emotional needs and demands. However, the accumulated data over the course of the investigation strongly demonstrate that our teachers confront many daunting issues which restrict their attempts to take action in order to embed social and emotional learning into their instruction. Considering all these recent issues acting as a disincentive to improving the conditions in their learning

environment and enhancing social and emotional educational opportunities, a heavy burden of responsibility falls upon school policy makers to bring innovations to educational policy and undertake the efforts required for improving the quality of education, providing school atmosphere with high effectiveness and ensuring the creation of a conducive school climate in which students can feel psychologically, socially and emotionally secure. At this juncture, it is noteworthy highlighting that all these goals can be accomplished through embracing radical educational transformation.

Furthermore, although the data collected from the participants acknowledge the fact that the significance of SEL seems to be well-understood by a majority of our teachers, considering a medium level of comfort and confidence, our research study strongly places emphasis on the urgent need for an effective professional teacher training in order for educators not only to improve their own SEL skills but also to attain the necessary qualifications to modify their teaching styles to suit the students' individual needs by incorporating the topics pertaining to SEL into their daily current teaching practices. This need can mainly be fulfilled by offering support and guidance to pre-service teachers during their teacher training periods through various professional development options in order to strengthen their self-efficacy, comfort, confidence and commitment so that once they start their profession as in-service instructors, they can be well-equipped to create a conducive environment to the best of their ability where students' social and emotional needs take priority over any other thing.

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## APPENDICES

### Appendix A: Ethics Committee Permission Request and Approval Forms

#### Ethics Committee Approval for Teacher Survey

<b>T.C.</b>	
<b>ÇAĞ ÜNİVERSİTESİ</b>	
<b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>	
<b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b>	
<b>ÖĞRENCİ BİLGİLERİ</b>	
<b>T.C. NOSU</b>	
<b>ADI VE SOYADI</b>	DEĞER DALDAL
<b>ÖĞRENCİ NO</b>	2020008013
<b>TEL. NO.</b>	
<b>E - MAİL ADRESLERİ</b>	
<b>ANA BİLİM DALI</b>	İNGİLİZ DİLİ EĞİTİMİ
<b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>	TEZ
<b>İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>	2021 / 2022 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
<b>TEZİN KONUSU</b>	İngilizce öğretmenlerinin Sosyal ve Duygusal Öğrenmeye ilişkin Bilgi, Algı ve Uygulamalarının incelenmesi
<b>TEZİN AMACI</b>	Bu çalışma, İngilizce öğretmenlerinin sosyal ve duygusal öğrenmeye yönelik algılarını ve tutumlarını kapsamlı bir şekilde araştırmayı amaçlamaktadır.

<b>TEZİN TÜRKÇE ÖZETİ</b>	<p>Araştırma problemini ve araştırma sorularını ele almak için tek bir araştırma türünün yeterli olmayacağı düşünülerek, bu çalışma, nitel araştırmayla bütünleştirilmiş nicel bir yaklaşımdan yararlanan karma yöntem araştırma desenini benimsemektedir. Bu araştırma en az 200 İngilizce öğretmeninden oluşan bir örnekleme yapılması planlanmaktadır. Tüm bu İngilizce öğretmenleri ilköğretim, ortaöğretim ve lise olmak üzere İzmir’de bulunan farklı kurumlardan örneklem olarak seçilecektir. Araştırmanın nicel kısmı bir anket aracılığıyla yürütülecekken, araştırmanın nitel kısmı yarı yapılandırılmış görüşmeler yoluyla gerçekleştirilecektir. Ayrıca, nicel verilerin analizi, SPSS kullanılarak tanımlayıcı istatistiksel analizler yoluyla yapılacakken, nitel veriler, içerik analizi yoluyla analiz edilecektir. Ek olarak, öğretmenlerin demografik özelliklerine göre sosyal ve duygusal öğrenme anlayışlarında istatistiksel olarak anlamlı bir farklılık olup olmayacağını ortaya çıkarmak için parametrik test teknikleri kullanılacaktır.</p>
<b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>	<p>Bu çalışma İzmir’de bulunan tüm ilkokul, ortaokul ve liseleri kapsamaktadır.</p>
<b>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	<p>Bu çalışma İzmir’deki tüm ilkokul, ortaokul ve liseleri kapsamaktadır.</p>
<b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b>	<p>Bu çalışma İzmir’de yer alan ilkokul, Ortaokul ve Liselerde görev alan tüm İngilizce Öğretmenlerini kapsamaktadır.</p>

<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI</b>	1) Social and Emotional Learning (SEL) Scale for Teachers 2) Yarı yapılandırılmıştır Görüşme soruları		
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	1) Dört (4) Sayfa Öğretmenler için Sosyal ve Duygusal Öğrenme Ölçeği. 2) Bir (1) Sayfa Yarı Yapılandırılmış Görüşme Soruları 3)Üç (3) Sayfa Bilgi ve Rıza Formları		
<b>ÖĞRENCİNİN ADI - SOYADI: DEĞER DALDAL</b>	<b>ÖĞRENCİNİN İMZASI:</b> Enstitü Müdürlüğüne gönderilen evrak aslı imzalıdır. <b>TARİH: 12 / 10 / 2021</b>		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.			
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>ANA BİLİM DALI BAŞKANININ ONAYI</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>
Adı - Soyadı: Seden TUYAN	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: Dr. Öğr. Üyesi	Unvanı: .....	Unvanı: Prof. Dr.	Unvanı: Doç. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Enstitü Müdürlüğüne gönderilen evrak aslı imzalıdır.
... / ..... / 20....	.... / .... / 20....	..... / ..... / 20.....	... / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: <b>Şehnaz ŞAHİNKARAKAŞ</b>	Adı - Soyadı: <b>Yücel ERTEKİN</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>	Adı - Soyadı: <b>Hüseyin Mahir FİSUNOĞLU</b>	Adı - Soyadı: <b>Jülide İNÖZÜ</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü ğünde evrak aslı imzalıdır.	İmzası: Enstitü Müdürlü ğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğün de evrak aslı imzalıdır.	İmzası: Enstitü Müdürlü ğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğün de evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü ğünde evrak aslı imzalıdır.
... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input checked="" type="checkbox"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 12 / 10 / 2021 - 17 / 06 / 2022 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b>				
<b>OY ÇOKLUĞU İLE</b>	<input type="checkbox"/>					
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.</b>						



### Ethics Committee Approval for Semi-Structured Interviews

<b>T.C.</b>	
<b>ÇAĞ ÜNİVERSİTESİ</b>	
<b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>	
<b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b>	
<b>ÖĞRENCİ BİLGİLERİ</b>	
<b>T.C. NOSU</b>	
<b>ADI VE SOYADI</b>	DEĞER DALDAL
<b>ÖĞRENCİ NO</b>	2020008013
<b>TEL. NO.</b>	
<b>E - MAİL ADRESLERİ</b>	
<b>ANA BİLİM DALI</b>	İNGİLİZ DİLİ EĞİTİMİ
<b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>	TEZ
<b>İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>	2021 / 2022 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
<b>TEZİN KONUSU</b>	İngilizce öğretmenlerinin Sosyal ve Duygusal Öğrenmeye ilişkin Bilgi, Algı ve Uygulamalarının incelenmesi
<b>TEZİN AMACI</b>	Bu çalışma, İngilizce öğretmenlerinin sosyal ve duygusal öğrenmeye yönelik algılarını ve tutumlarını kapsamlı bir şekilde araştırmayı amaçlamaktadır.
<b>TEZİN TÜRKÇE ÖZETİ</b>	Araştırma problemini ve araştırma sorularını ele almak için tek bir araştırma türünün yeterli olmayacağı düşünülerek, bu çalışma, nitel araştırmayla bütünleştirilmiş nicel bir yaklaşımdan yararlanan karma yöntem araştırma desenini benimsemektedir. Bu araştırma en az 200 İngilizce öğretmeninden oluşan bir örnekleme yapılması planlanmaktadır. Tüm bu İngilizce öğretmenleri ilköğretim, ortaöğretim ve lise olmak üzere İzmir'de bulunan farklı kurumlardan örneklem olarak seçilecektir. Araştırmanın nicel kısmı bir anket aracılığıyla yürütülecekken, araştırmanın nitel kısmı yarı yapılandırılmış görüşmeler yoluyla gerçekleştirilecektir. Ayrıca, nicel verilerin analizi, SPSS kullanılarak tanımlayıcı istatistiksel analizler yoluyla yapılacakken, nitel veriler, içerik analizi yoluyla analiz edilecektir. Ek olarak, öğretmenlerin demografik özelliklerine göre sosyal ve duygusal öğrenme

	anlayışlarında istatistiksel olarak anlamlı bir farklılık olup olmayacağını ortaya çıkarmak için parametrik test teknikleri kullanılacaktır.
<b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>	Bu çalışma İzmir’de bulunan tüm ilkokul, ortaokul ve liseleri kapsamaktadır.
<b>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	Bu çalışma İzmir’deki tüm ilkokul, ortaokul ve liseleri kapsamaktadır.
<b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b>	Bu çalışma İzmir’de yer alan ilkokul, Ortaokul ve Liselerde görev alan tüm İngilizce Öğretmenlerini kapsamaktadır.

<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI</b>	1) Social and Emotional Learning (SEL) Scale for Teachers 2) Yarı yapılandırılmıştır Görüşme soruları		
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	1) Dört (4) Sayfa Öğretmenler için Sosyal ve Duygusal Öğrenme Ölçeği. 2) Bir (1) Sayfa Yarı Yapılandırılmış Görüşme Soruları 3)Üç (3) Sayfa Bilgi ve Rıza Formları		
<b>ÖĞRENCİNİN ADI - SOYADI: DEĞER DALDAL</b>	<b>ÖĞRENCİNİN İMZASI:</b> Enstitü Müdürlüğüne gönderilen evrak aslı imzalıdır. <b>TARİH: 09 / 12 / 2021</b>		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>			
<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>			
<b>2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.</b>			
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>ANA BİLİM DALI BAŞKANININ ONAYI</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>
Adı - Soyadı: Seden TUYAN	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: Dr. Öğr. Üyesi	Unvanı: .....	Unvanı: Prof. Dr.	Unvanı: Doç. Dr.
İmzası: Evrak onayı e- posta ile alınmıştır	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Enstitü Müdürlüğüne gönderilen evrak aslı imzalıdır.
... / ..... / 20....	.... / .... / 20....	..... / ..... / 20.....	.... / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: <b>Şehnaz ŞAHİNKARAKAŞ</b>	Adı - Soyadı: <b>Yücel ERTEKİN</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>	Adı - Soyadı: <b>Hüseyin Mahir FİSUNOĞLU</b>	Adı - Soyadı: <b>Jülide İNÖZÜ</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü ğünde evrak aslı imzalıdır.	İmzası: Enstitü Müdürlü ğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğün de evrak aslı imzalıdır.	İmzası: Enstitü Müdürlü ğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğün de evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü ğünde evrak aslı imzalıdır.
... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input checked="" type="checkbox"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 09 / 12 / 2021 - 17 / 06 / 2022 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b>				
<b>OY ÇOKLUĞU İLE</b>	<input type="checkbox"/>					
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.</b>						

## **Appendix B: Study Information Sheets and Informed Consent Forms of the Study**

### **STUDY INFORMATION SHEET FOR TEACHER SURVEY**

**Dear colleagues;**

You are being invited to participate in a research study which will consist of two different phases. You have been chosen because I want to benefit from your experiences as an English Language Teacher. Before you decide whether to participate in the research study or not, it is important that you understand why the research is being done and what it will involve. This information sheet explains in detail what the study is about and how we would like you to take part in it. Please take time to read the following information carefully and discuss it with others if you wish before you decide whether or not you wish to take part in the study. Ask us if there is anything that is not clear or if you would like more information. Thank you for reading this.

This research study is conducted for a master's thesis carried out in the Department of English Language Teaching in the Institute of Social Sciences at Mersin Çağ University. This study is approved by the ethics committee of our university. The focus of this research is to examine your level of knowledge with regards to social and emotional learning and evaluate your personal understanding, perceptions and views on it.

The initial phase of the study will involve administering a questionnaire while the second phase of the study will involve conducting an interview. The ones who decide to participate in the questionnaire will not be obliged to participate in interviews which will be held at a later date following the administration of questionnaires. If you want to maintain your contribution to the study by taking part in the interviews as a volunteer, you will be asked to provide your email address and phone number in the survey form in order to be able to get in touch with you. The personal information you will provide will be kept secretly confidential and locked in my file cabinet and password protected computer and on no account will be used or shared.

Initially, we would like to invite you to complete a questionnaire consisting of 12 items. The questionnaire will be conducted with the aim of acquiring some background knowledge and obtaining a general overview of your current level of knowledge regarding SEL as well as your personal interpretation, understanding and experience related to it. The anticipated amount of time that your participation in the survey will take will be approximately 15-20 minutes. The most convenient time will be scheduled to conduct the surveys taking your daily routines and working hours into consideration.

You can rest assured that your safety and rights will be of paramount importance during the research. While collecting the data, your privacy will be our main priority. All the information we will accumulate from your responses will be kept entirely confidential meaning that the responses you will provide will not be used for any purposes outside of this research study and will not be shared with third parties and other institutions without your permission. All the information obtained will only be used for scientific purposes. Moreover, the data accumulated from your responses will not be reported in a manner which would allow identification of your individual responses. Keep in mind that the purpose of the survey results is to find common perceptions and feelings amongst English

language teachers regarding the implementation of social-emotional learning in schools. Therefore, you can rest assured that during the analysis, your names and data will not be matched, and the results will be reported only cumulatively, not individually meaning that your name or anything else that could identify you will not be included in any reports of the study. The privacy will be maintained by assigning you a pseudonym that will replace your name to ensure your confidentiality and the confidentiality of the research site as well. Also, keep in mind that the findings of the study can be utilized within scientific and professional publications; however, the identity of the participants will be kept anonymous. Furthermore, there will be no risks or discomforts involved in this study if you decide to participate in this research, nor will there be payment for participation. Also, keep in mind that the decision to participate in this research will have no effect on your school performance or school records.

Your participation in this survey is completely voluntary meaning that you do not have to participate if you do not want to. Even if you begin to be involved in the study now, you can still change your mind later and you are free to withdraw at any time you want during the implementation without reporting any excuses. If you decide to quit, there will be no repercussions for doing so.

If you agree to participate, you will be asked to sign an informed consent form in order to confirm your approval for your voluntary participation and in order to ensure that you have fully understood and comprehended all the required information you are provided with in this study information sheet. You will also be provided with a copy of this study information sheet in order that you can retain it in case you might want to contact us later on.

If you have any questions with regards to the research at any stage, please don't hesitate to contact me. It will also be possible to forward you the results of the study before they are published (approximately at the end of academic year) - if so, please email me back expressing your interest.

**Researcher Telephone:**

**Researcher email address:**

**Yours Sincerely,**

**Değer Daldal**

## **INFORMED CONSENT FORM FOR TEACHER SURVEY**

Please read this form and ask any questions you have before agreeing to be part of the study. If you do not wish to participate, please discard this page.

**Research project title: An Investigation on Foreign Language Teachers'**

**Knowledge, Perceptions and Practices Regarding Social and Emotional Learning**

**Research investigator: Değer Daldal**

**Research Participant's name:**

- 1) I volunteer to participate in the research study conducted by Değer Daldal who is studying at Mersin Çığ University.
- 2) I confirm that I have been informed about the nature of the study and every detail regarding this research project has been explained to my satisfaction.
- 3) I confirm that I have read and understood all the explanation written in the study information sheet provided by the researcher.
- 4) I have been given the opportunity to ask questions about the study and I had all my questions answered to my satisfaction.
- 5) I understand that the study intends to gather information regarding teachers' perceptions on social and emotional learning.
- 6) I confirm that I was given a copy of study information sheet in order that I can keep it in case I might want to have a look at it again to learn about my rights and in case I might need to contact the researcher later on in order to ask any questions I wish.
- 7) I understood that taking part in the study will include being involved in a teacher's survey.
- 8) I understand that my confidentiality, as a participant, will remain secure and my personal details such as name and employer address will not be revealed to people outside the project.
- 9) I agree that research data accumulated for this study may be published or reported.
- 10) I understand that my participation is voluntary and I am free to withdraw from the study and discontinue participation at any time without penalty and I will not be asked any questions about why I no longer want to take part.
- 11) I understand that I will not be paid for my participation.
- 12) I have been given adequate time to consider my decision whether to agree to take part in the study or not.
- 13) I understand that after I sign and return this consent form, it will be retained by the researcher.

Please tick whether you agree to participate in this research study in line with the explanation given in the study information sheet.

**I agree**

**I do not agree**

If you accept the terms, please sign below. Your signature below indicates that you have read and understood, and agree to the terms and conditions written above.

**I have read and understood the information given above. I hereby agree to my participation in the study.**

**Participant's Name:**  
**Date**

**Participant's Signature:**

**Researcher's Name:**  
**Date**

**Researcher's Signature:**



## **STUDY INFORMATION SHEET FOR SEMI-STRUCTURED INTERVIEWS**

### **Dear colleagues;**

You are being invited to participate in a research study which will consist of two different phases. You have been chosen because I want to benefit from your experiences as an English Language Teacher. Before you decide whether to participate in the research study or not, it is important that you understand why the research is being done and what it will involve. This information sheet explains in detail what the study is about and how we would like you to take part in it. Please take time to read the following information carefully and discuss it with others if you wish before you decide whether or not you wish to take part in the study. Ask us if there is anything that is not clear or if you would like more information. Thank you for reading this.

This research study is conducted for a master's thesis carried out in the Department of English Language Teaching in the Institute of Social Sciences at Mersin Çağ University. This study is approved by the ethics committee of our university. The focus of this research is to examine your level of knowledge with regards to social and emotional learning and evaluate your personal understanding, perceptions and views on it.

For the second phase of the research study, we would like to invite you to participate in an interview in which some open ended questions will be asked in order to expand on the research topic in more detail. The interviews will be conducted with the intention of taking a far closer examination on your understanding, experiences and practices with respect to social and emotional learning and provide further evidence or information to support and exemplify the responses you have given in the questionnaires, thus exploring your views in more depth. The anticipated amount of time that your participation in the interview will take will be approximately 30 minutes. The most convenient time will be scheduled to conduct the interview taking your daily routines and working hours into consideration.

As previously mentioned to you verbally and within the informed consent that you had signed, if you agree to take part in the interview, I would like to ask your permission to audio record this interview so that I can document the information you convey accurately and precisely. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know and we will stop. In addition, you are free to skip any questions that you find too personal.

You can rest assured that your safety and rights will be of paramount importance during the research. While collecting the data, your privacy will be our main priority. All the information we will accumulate from your responses will be kept entirely confidential meaning that the responses you will provide will not be used for any purposes outside of this research study and will not be shared with third parties and other institutions without your permission. All the information obtained will only be used for scientific purposes. Moreover, the data accumulated from your responses will not be reported in a manner which would allow identification of your individual responses. Keep in mind that the purpose of the interview results is to find common perceptions and feelings amongst English language teachers regarding the implementation of social-emotional learning in schools. Therefore, you can rest assured that during the analysis, your names and data

will not be matched, and the results will be reported only cumulatively, not individually meaning that your name or anything else that could identify you will not be included in any reports of the study. Please try to avoid using personally identifiable information such as names of other people as well. If you happen to use another person's name, it will not be included in the study and will immediately be deleted from the transcription for confidentiality and moral purposes. The privacy will be maintained by assigning you a pseudonym that will replace your name to ensure your confidentiality and the confidentiality of the research site as well. Also, keep in mind that the findings of the study can be utilized within scientific and professional publications; however, the identity of the participants will be kept anonymous. Furthermore, there will be no risks or discomforts involved in this study if you decide to participate in this research, nor will there be payment for participation. Also, keep in mind that the decision to participate in this research will have no effect on your school performance or school records.

Your participation in this interview is completely voluntary meaning that you do not have to participate if you do not want to. Even if you begin to be involved in the study now, you can still change your mind later and you are free to withdraw at any time you want during the implementation without reporting any excuses. If you decide to quit, there will be no repercussions for doing so.

If you agree to participate, you will be asked to sign an informed consent form in order to confirm your approval for your voluntary participation and in order to ensure that you have fully understood and comprehended all the required information you are provided with in this study information sheet. You will also be provided with a copy of this study information sheet in order that you can retain it in case you might want to contact us later on.

If you have any questions with regards to the research at any stage, please don't hesitate to contact me. It will also be possible to forward you the results of the study before they are published (approximately at the end of academic year) - if so, please email me back expressing your interest.

**Researcher Telephone:**

**Researcher email address:**

**Yours Sincerely,**

**Değer Daldal**

## **INFORMED CONSENT FORM FOR SEMI-STRUCTURED INTERVIEWS**

Please read this form and ask any questions you have before agreeing to be part of the study. If you do not wish to participate, please discard this page.

**Research project title: An Investigation on Foreign Language Teachers'**

**Knowledge, Perceptions and Practices Regarding Social and Emotional Learning**

**Research investigator: Değer Daldal**

**Research Participant's name:**

- 1) I volunteer to participate in the research study conducted by Değer Daldal who is studying at Mersin Çığ University.
- 2) I confirm that I have been informed about the nature of the study and every detail regarding this research project has been explained to my satisfaction.
- 3) I confirm that I have read and understood all the explanation written in the study information sheet provided by the researcher.
- 4) I have been given the opportunity to ask questions about the study and I had all my questions answered to my satisfaction.
- 5) I understand that the study intends to gather information regarding teachers' perceptions on social and emotional learning.
- 6) I confirm that I was given a copy of study information sheet in order that I can keep it in case I might want to have a look at it again to learn about my rights and in case I might need to contact the researcher later on in order to ask any questions I wish.
- 7) I understood that taking part in the study will include getting involved in an interview.
- 8) I understand that an audio recorder will be used during the interview in order for the researcher to capture my responses accurately and precisely and not to miss anything important being discussed.
- 9) I understand that my confidentiality, as a participant, will remain secure and my personal details such as name and employer address will not be revealed to people outside the project.
- 10) I agree that research data accumulated for this study may be published or reported and my words may be quoted for research purposes as long as any personal information that could identify me is not used under no circumstances.
- 11) I understand that my participation is voluntary and I am free to withdraw from the study and discontinue participation at any time without penalty and I will not be asked any questions about why I no longer want to take part.
- 12) I understand that if I do not wish to answer any particular question or questions, I am free to decline.
- 13) I understand that I will not be paid for my participation.
- 14) I have been given adequate time to consider my decision whether to agree to take part in the study or not.

15) I understand that after I sign and return this consent form, it will be retained by the researcher.

Please tick whether you agree to participate in this research study in line with the explanation given in the study information sheet.

**I agree**

**I do not agree**

If you accept the terms, please sign below. Your signature below indicates that you have read and understood, and agree to the terms and conditions written above.

**I have read and understood the information given above. I hereby agree to my participation in the study.**

**Participant's Name:**  
**Date**

**Participant's Signature:**

**Researcher's Name:**  
**Date**

**Researcher's Signature:**

## Appendix C: Teacher Survey

### TEACHER SURVEY

**Questionnaire Date:** Day\_\_\_\_\_ Month\_\_\_\_\_ Year\_\_\_\_\_

**Dear colleagues;**

This research study is conducted for a master's thesis carried out in the Department of English Language Teaching in the Institute of Social Sciences at Mersin Çağ University.

The focus of this research is to examine your level of knowledge with regards to social and emotional learning and evaluate your personal understanding, beliefs and views on it.

You do not have to provide any information about your identity such as name and surname.

Participation in this survey is voluntary and you are free to withdraw at any time you want.

It will take approximately 15 minutes to complete the questionnaire.

Please tick whether you agree to participate in this research study in line with the explanation given above.

**I agree**

**I do not agree**

Apart from this questionnaire, would you like to discuss your opinions further by participating in a face-to-face interview which will be carried out as part of this research study at a later time?

A) Yes

B) No

If yes, what e-mail address and phone number may be used to contact you in order to arrange an appropriate date and time for the interview?

**Email**

**address:**.....

**Phone**

**number:**.....

Before you start filling out the questionnaire, I would like to express my sincere gratitude for being so generous with your time by agreeing to be involved in this study in order to share your valuable thoughts and insights with me. Your participation in the study will bring invaluable contributions to acquire a better understanding of teachers' perceptions on social and emotional learning.

**Sincerely yours,**

**Değer DALDAL**

## PART 1: PERSONAL INFORMATION SHEET

Please choose the option that is true for you. If you feel none of the response options apply to you for some questions, you can select the “other” option in order to personalize your own answers.

1) What is your gender?

- A) Male
- B) Female

2) What is your age?

- A) 20-29 years old
- B) 30-39 years old
- C) 40-49 years old
- D) 50 and over

3) What is the highest degree or level of education you have completed?

- A) Bachelor’s Degree
- B) Master’s Degree
- C) Doctorate Degree

Other:.....  
.....

4) Which department did you graduate from?

- A) American Culture and Literature
- B) English Language and Literature
- C) English Language Teaching
- D) Department of Translation and Interpreting
- E) Department of English Linguistics

Other:.....  
.....

5) What is your current employment status as a Foreign Language Teacher?

- A) Employed as a contract teacher
- B) Employed as a temporary substitute teacher
- C) Employed as a paid teacher
- D) Employed as a permanent / regular teacher

Other:.....  
.....

6) What is the type of the school you are working in?

- A) State School
- B) Private School

Other.....  
.....

7) What grade level are you teaching to at the moment? (You can mark more than one answer if you are teaching English to different levels.)

- A) Elementary School
- B) Secondary School
- C) High School

8) How long have you been working as a Foreign Language Teacher?

- A) 1-10 years
- B) 11-20 years
- C) More than 20 years

**PART 2: BACKGROUND INFORMATION**

- 1) Have you ever heard the term Social and Emotional Learning?
  - A) Yes
  - B) No
  - C) Not sure
  
- 2) Have you ever received training on social and emotional learning?
  - A) Yes
  - B) No
  - C) Not sure
  
- 3) Have you ever participated in any kind of professional development activities related to social and emotional learning?
  - A) Yes
  - B) No
  - C) Not sure
  
- 4) Do you find your current level of knowledge sufficient enough to integrate social and emotional learning into your language classrooms?
  - A) Yes
  - B) No
  - C) Not sure
  
- 5) Are you satisfied with your current level of knowledge about social and emotional learning programs?
  - A) Yes
  - B) No
  - C) Not sure
  
- 6) Does your school offer you any training programs on social and emotional learning?
  - A) Yes
  - B) No



### **PART 3: SOCIAL AND EMOTIONAL LEARNING SCALE FOR TEACHERS**

**Please read the following definition:**

*Social and Emotional Learning (SEL) refers to the development of skills related to recognizing and managing emotions, developing care, empathy and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively.*

With this definition in mind, please read the following statements carefully and evaluate yourself by selecting the response option that best reflects your feelings, thoughts, views and experiences.

For each item, please use the rating scale below and indicate the extent to which you agree or disagree with the statements provided by putting a tick on the most appropriate box.

Please do not leave any item blank and do not mark more than one option.

Keep in mind that the options you will select will be reflection of **the situation you actually are in, not the situation you want to be in**. There are no right or wrong answers to the questions. Therefore, it is of great importance that you provide sincere and honest answers in order for the results of the research to be healthy and accurate as much as possible.

The data accumulated from this scale will only be used for scientific purposes and you can rest assured that all the information we will accumulate from your responses will be kept entirely confidential meaning that the information you will provide will not be shared with third parties and other institutions without your permission.

**(DEVELOPED BY BRACKETT ET AL.)**

		<b>I strongly agree</b>	<b>I agree</b>	<b>Neutral</b>	<b>I disagree</b>	<b>I strongly disagree</b>
1.	My school expects teachers to address children's social and emotional needs.					
2.	The culture in my school supports the development of children's social and emotional skills.					
3.	All teachers should receive training on how to teach social and emotional skills to students.					
4.	I would like to attend a workshop to develop my own social and emotional skills.					
5.	Taking care of my students' social and emotional needs comes naturally to me.					
6.	My principal creates an environment that promotes social and emotional learning for our students.					
7.	I am comfortable providing instruction on social and emotional skills to my students.					
8.	Informal lessons in social and emotional learning are part of my regular teaching practice.					
9.	I feel confident in my ability to provide instruction on social and emotional learning.					
10.	My principal does not encourage the teaching of social and emotional skills to students.					
11.	I want to improve my ability to teach social and emotional skills to students.					
12.	I would like to attend a workshop to learn how to develop my students' social and emotional skills.					

This is the end of the questionnaire.

Thank you very much for your valuable contribution to this research study!

**Değer Daldal**

## Appendix D: Semi-Structured Interview Guide

**1) What do you think about the purpose and importance of social and emotional education?**

Sosyal ve duygusal eğitimin amacı ve önemi hakkında ne düşünüyorsunuz?

**2) What do you think about the integration of social and emotional education into teaching English as a foreign language?**

Sosyal ve duygusal eğitimin yabancı dil olarak İngilizce öğretimine entegrasyonu / dahil edilmesi hakkında ne düşünüyorsunuz?

**3) What do you think might be the benefits of incorporating social and emotional learning into our language classroom for our students?**

Sizce sosyal ve duygusal öğrenmeyi dil sınıfımıza dahil etmenin öğrencilerimiz için faydaları neler olabilir?

**4) How would you perceive your responsibility as an EFL teacher in terms of students' social and emotional needs and demands? Do you believe yourself to be responsible for serving students' social and emotional needs just like any other significant adult in the child's life? Why do you think so?**

İngilizce öğretmeni olarak öğrencilerinizin sosyal ve duygusal ihtiyaçları ve talepleri açısından sorumluluğunuzu nasıl değerlendiriyorsunuz / algılıyorsunuz?  
Öğrencilerinizin sosyal ve duygusal ihtiyaçlarını karşılamakta kendinizin sorumlu olduğunuza inanıyor musunuz? Neden böyle düşünüyorsunuz?

**5) How competent / confident do you feel yourself as a teacher to provide social and emotional education in your language classrooms? Do you think your educational background has prepared you well for effectively implementing SEL strategies or activities in your language classroom? Why do you think so? Could you please clarify your answer with examples?**

Bir öğretmen olarak dil sınıflarınızda sosyal ve duygusal eğitim verme konusunda kendinizi ne kadar yetkin hissediyorsunuz? Dil sınıfınızda sosyal-duygusal öğrenme stratejilerini etkili bir şekilde uygulama konusunda eğitim geçmişinizin sizi iyi bir şekilde hazırladığını düşünüyor musunuz? Neden böyle düşünüyorsunuz? Cevabınızı örneklerle açıklayabilir misiniz?

**6) Do you integrate social and emotional learning into your language classrooms? If so, could you please describe how you incorporate social-emotional learning into your everyday teaching practices in your language classroom? What strategies do you use in your language classroom to help your students to build their social and learning skills? Could you please provide examples to illustrate your response?**

Sosyal ve duygusal öğrenmeyi dil sınıflarınıza entegre ediyor musunuz? Öyleyse, sosyal-duygusal öğrenmeyi dil sınıfınızdaki günlük öğretim uygulamalarınıza nasıl dahil ettiğinizi açıklayabilir misiniz? Öğrencilerinizin sosyal ve öğrenme becerilerini

geliştirmelerine yardımcı olmak için dil sınıfınızda hangi stratejileri kullanıyorsunuz?  
Örnekler verebilir misiniz?

**7) Do you face some barriers that prevent you from paying special attention to your students' social and emotional needs in your language classrooms? If so, could you please identify these obstacles?**

Dil sınıflarınızda öğrencilerinizin sosyal ve duygusal ihtiyaçlarına özel bir önem vermenizi engelleyen bazı faktörlerle karşılaşıyor musunuz? Eğer öyleyse, bu engelleri açıklayabilir misiniz?

**8) How do you think social and emotional education can be best provided in our language classrooms?**

Sizce sosyal ve duygusal eğitim en iyi şekilde dil sınıflarımızda nasıl sağlanabilir? Bu konudaki tavsiyeleriniz nelerdir?

**Appendix E: Request Letters from the Institute of Social Sciences for Thesis Ethical Permission Approval**



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100007485

12.10.2021

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hakkında

REKTÖRLÜK MAKAMINA

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Değer DALDAL** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakları listesi.



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100010127  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

09.12.2021

REKTÖRLÜK MAKAMINA

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Zeynep Yıldız Yoo, Değer Daldal, Arzu Cereci** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 3 Adet öğrenciye ait tez evrakları listesi.

**Appendix F: Ethics Committee Approval Letters of Çağ University**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2100008772  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

21.10.2021

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

İlgi : 12.10.2021 tarih ve E-23867972- 050.01.04-2100007485 sayılı yazınız.

İlgi yazıda söz konusu edilen Değer DALDAL isimli öğrencinin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

1  
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T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2100010281

16.12.2021

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 13.12.2021 tarih ve E-23867972- 050.01.04-2100010167 sayılı yazımız.  
b) 09.12.2021 tarih ve E-23867972- 050.01.04-2100010135 sayılı yazımız.  
c) 09.12.2021 tarih ve E-23867972- 050.01.04-2100010127 sayılı yazımız.

İlgi yazılarda söz konusu edilen Zeynep Yıldız Yoo, Değer Daldal, Arzu Cereci, Muhammet Emre Kurt ve Çağrı Burak Türk isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör



## Appendix G: Request Letters of Institute of Social Sciences for Permission to Conduct Research in Schools



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100008823

25.10.2021

Konu : Değer DALDAL'ın Tez Anket İzni

### İZMİR İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Değer DALDAL** isimli öğrencimizin “**İngilizce Öğretmenlerinin Sosyal ve Duygusal Öğrenmeye İlişkin Bilgi, Algı ve Uygulamalarının İncelenmesi**” konulu tez çalışması Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Seden TUYAN** tarafından yürütülmektedir. Adı geçen öğrenci tez çalışmasında Müdürlüğünüze bağlı tüm ilkokul, ortaokul, lise programlarında halen görev almakta olan İngilizce Öğretmenlerini kapsamak üzere kopyası EK'lerde sunulan anket uygulamasını online olarak yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : Tez Etik Kurul Onay Dosyası.



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100011509

29.12.2021

Konu : Değer Daldal'ın Tez Mülakat İzni  
Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Değer DALDAL** isimli öğrencimiz, “**İngilizce öğretmenlerinin sosyal ve duygusal öğrenmeye ilişkin bilgi, algı ve uygulamalarının incelenmesi**” konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Seden TUYAN** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı ilkokul, ortaokul ve liselerde görev alan tüm İngilizce Öğretmenlerini** kapsamak üzere kopyası Ek’lerde sunulan yarı yapılandırılmış mülakat uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : Tez Anket İzin Onay Dosyası.

Dağıtım:

Gereği:  
İzmir İl Millî Eğitim Müdürlüğüne

Bilgi:  
İzmir Valiliğine

## Appendix H: Izmir Provincial Directorate of National Education Thesis Survey and Interview Application and Permission Approval Letters



T.C.  
İZMİR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-12018877-604.01.02-36876105  
Konu : Araştırma İzni  
Değer DALDAL'ın Tez Çalışması

12/11/2021

### VALİLİK MAKAMINA

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı (Genelge 2020/2).  
b) Çağ Üniversitesi Sosyal Bilimler Enstitüsünün 25.10.2021 tarihli ve E-23867972-044-2100008823 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı ÖĞRENCİSİ Değer DALDAL'ın " İngilizce Öğretmenlerinin Sosyal ve Duygusal Öğrenmeye İlişkin Bilgi, Algı ve Uygulamalarının İncelenmesi" konulu tez çalışmasını İlimize bağlı tüm ilkokul, ortaokul, lise programlarında görev alan İngilizce Öğretmenlerini kapsamak üzere anket uygulaması yapma isteği ilgi (b) yazı eki dilekçesinde belirtilmektedir.

Söz konusu anket uygulanmasının İlimize bağlı tüm ilkokul, ortaokul, liselerde 2021-2022 eğitim öğretim yılında eğitim öğretimi aksatmayacak ve eğitim kurumu yöneticilerinin uygun gördüğü şekilde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Dr. Murat Mücahit YENTÜR  
Millî Eğitim Müdürü

OLUR  
Osman Nuri CANATAN  
Vali a.  
Vali Yardımcısı

Ek:

- 1-Araştırma Değerlendirme Formu (1 Sayfa)
- 2-Anket (6 Sayfa)

T.C.  
İZMİR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-12018877-604.01.02-37000223  
Konu : Araştırma İzni

16.11.2021

DAĞITIM YERLERİNE

- İlgi a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı (Genelge 2020/2).  
b) Çağ Üniversitesi Sosyal Bilimler Enstitüsü'nün 25.10.2021 tarihli ve 2100007485 sayılı yazısı.  
c) Valilik Makamının 12.11.2021 tarihli ve 12018877-604.01.02-36876105 sayılı Onayı.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Değer DALDAL'ın, "İngilizce Öğretmenlerinin Sosyal ve Duygusal Öğrenmeye İlişkin Bilgi, Algı ve Uygulamalarının İncelenmesi" konulu tez çalışmasını İlimize bağlı okullarda uygulama isteği Valilik Makamının ilgi (c) Onayı ile uygun görülmüştür.

Söz konusu ölçeklerin İlimize bağlı okullarda 2021-2022 eğitim öğretim yılında, eğitim öğretimi aksatmayacak ve eğitim kurumu yöneticilerinin uygun gördüğü şekilde, araştırma yapılmadan önce araştırmanın yapılacağı okullar tarafından "Millî Eğitim Bakanlığına Bağlı Her Tür Okul ve Kurumlarda Yapılmasına İzin Verilen Araştırma Uygulamasında, Olabilecek Zararları Karşılama Taahhüdü" adlı ek'in araştırmacı tarafından doldurulması gerekmektedir.

Bilgilerinizi ve gereğini arz/rica ederim.

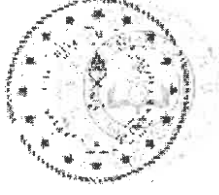
İlker ERARSLAN  
Müdür a.  
Müdür Yardımcısı

Ek:

- 1- Valilik Onayı (1 Sayfa)
- 2- Araştırma Değerlendirme Formu (1 Sayfa)
- 3- Anket Formları (12 Sayfa)
- 4- Taahhüt Formu (1 Sayfa)
- 5- Fiziki Zararları Karşılama Taahhütnamesi (1 Sayfa)

Dağıtım:

Çağ Üniversitesi  
30 İlçe MEM.



T.C.  
İZMİR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-12018877-604.01.02-41700353  
Konu : Araştırma İzni

20/01/2022

VALİLİK MAKAMINA

- İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı (Genelge 2020/2).  
b) Çağ Üniversitesi Sosyal Bilimler Enstitüsünün 29.12.2021 tarihli ve 2100011509 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Değer DALDAL'ın " İngilizce Öğretmenlerinin Sosyal ve Duygusal Öğrenmeye İlişkin Bilgi, Algı ve Uygulamalarının İncelenmesi" konulu tez çalışmasını İlimize ilçelerine bağlı tüm ilkokul, ortaokul, liselerde görev yapan İngilizce Öğretmenlerini kapsamak üzere yarı yapılandırılmış mülakat uygulamasını yapma isteği ilgi (b) yazı eki dilekçesinde belirtilmektedir.

Söz konusu anket uygulanmasının İlimiz ilçelerine bağlı tüm ilkokul, ortaokul, liselerde 2021-2022 eğitim öğretim yılında eğitim öğretimi aksatmayacak ve eğitim kurumu yöneticilerinin uygun gördüğü şekilde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Dr. Murat Mücahit YENTÜR  
Millî Eğitim Müdürü

OLUR  
Mustafa YILDIZ  
Vali a.  
Vali Yardımcısı

Ek:

- 1-Araştırma Değerlendirme Formu (1 Sayfa)  
2-Anket Formları (2 Sayfa)



T.C.  
İZMİR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-12018877-604.01.02-42290304  
Konu : Araştırma İzni

28.01.2022

DAĞITIM YERLERİNE

- İlgi :a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı (Genelge 2020/2).  
b) Çag Üniversitesi Sosyal Bilimler Enstitüsünün 29.12.2021 tarihli ve 2100011509 sayılı yazısı.  
c) Valilik Makamının 20.01.2022 tarihli ve 12018877-604.01.02-41700353 sayılı Onayı.

Çag Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Değer DALDAL'ın, "İngilizce Öğretmenlerinin Sosyal ve Duygusal Öğrenmeye İlişkin Bilgi, Algı ve Uygulamalarının İncelenmesi" konulu tez çalışmasını İlimiz ilçelerine bağlı tüm ilkokul, ortaokul, liselerde görev yapan İngilizce Öğretmenlerini kapsamak üzere yarı yapılandırılmış mülakat uygulamasını yapma isteği Valilik Makamının ilgi (c) Onayı ile uygun görülmüştür.

Söz konusu ölçeklerin tüm ilkokul, ortaokul ve liselerde 2021-2022 eğitim öğretim yılında, eğitim öğretimi aksatmayacak ve eğitim kurumu yöneticilerinin uygun gördüğü şekilde, araştırma yapılmadan önce araştırmanın yapılacağı okullar tarafından "Millî Eğitim Bakanlığına Bağlı Her Tür Okul ve Kurumlarda Yapılmasına İzin Verilen Araştırma Uygulamasında, Olabilecek Zararları Karşılama Taahhüdü" adlı ek' in araştırmacı tarafından doldurulacaktır.

Araştırmacı tarafından yapılan araştırmanın tamamlanmasından itibaren en geç iki hafta içinde Araştırmanın Teslimine İlişkin Taahhütname Tutanağı doldurulup araştırmanın CD' ye aktarılması sağlanarak Müdürlüğümüze gönderilmesi gerekmektedir.

Bilgilerinizi ve gereğini arz/rica ederim.

İlker ERARSLAN  
Müdür a.  
Müdür Yardımcısı

Ek:

- 1- Valilik Onayı (1 Sayfa)
- 2- Araştırma Değerlendirme Formu (1 Sayfa)
- 3- Anket Formları (2 Sayfa)
- 4- Taahhüt Formu (1 Sayfa)
- 5- Fiziki Zararları Karşılama Taahhütnamesi (1 Sayfa)

Dağıtım:

Çag Üniversitesi  
30 İlçe MEM.