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**THE RELATIONSHIP BETWEEN TEACHERS' STRESS LEVELS AND
SOCIAL-EMOTIONAL COMPETENCE LEVELS IN EFL CONTEXT**

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DEDICATION

To my lovely cat, LUMOS ...^...

ETHICS DECLARATIONS

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I hereby declare that;

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Kamer Aybüke ÖZDEMİR

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Kamer Aybüke ÖZDEMİR

ABSTRACT**THE RELATIONSHIP BETWEEN TEACHERS' STRESS LEVELS AND
SOCIAL-EMOTIONAL COMPETENCE LEVELS IN EFL CONTEXT****Kamer Aybüke ÖZDEMİR****Master of Arts, Department of English Language****Education Supervisor: Dr. Senem ZAIMOĞLU****January 2023, 96 Pages**

This study aimed to examine the teachers' stress levels, social-emotional competence levels, and relationships. The participants of this study were 135 English Language Teachers who work in state or private schools in Mersin. The presented data was acquired from the "Teacher Stress Inventory" and "The Social-Emotional Competence Teacher Rating Scale". Besides the instruments, the demographic characteristics of the participants were gathered to analyse their effects on their stress levels and SEC levels. As the data was collected, it was analysed by using SPSS. The finding indicated that teachers' stress levels ranged between "Mild to Moderate" while SEC levels revealed that it was between "Moderate to High". Following that, the correlation analysis revealed that there was no significant relationship between teachers' overall stress levels and SEC levels; however, regarding the sub-factors, there were several significant relationships. Consequently, for the benefit of both teachers and their students, it is crucial to continue exploring personality characteristics that may reduce stress and increase SEC levels of teachers. The study's conclusions are meant to draw attention to and reevaluate working conditions while also highlighting the value of SEC and SEL.

Keywords: Teacher stress, Social-Emotional Competence, Social-Emotional Learning, Interpersonal Relationships, Professional Learning

ÖZ**İNGİLİZCE ÖĞRETMENLERİNİN STRES DÜZEYLERİ İLE SOSYAL DUYGUSAL YETERLİLİK DÜZEYLERİ ARASINDAKİ İLİŞKİ****Kamer Aybüke ÖZDEMİR****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU****Ocak 2023, 96 Sayfa**

Bu çalışma, öğretmenlerin stres düzeylerini, sosyal-duygusal yeterlilik düzeylerini ve ikisi arasındaki ilişkileri incelemeyi amaçlamaktadır. Bu çalışmanın örnekleme Mersin ilinde bulunan devlet ve özel okullarda görev yapan 135 İngilizce Öğretmenidir. Sunulan veriler “Öğretmen Stres Envanteri” ve “Sosyal-Duygusal Yeterlilik Öğretmen Derecelendirme Ölçeği”nden elde edilmiştir. Ölçeklerin yanı sıra, katılımcıların demografik özelliklerinin stres düzeyleri ve SEC düzeyleri üzerindeki etkileri araştırılmıştır. Toplanan veriler, SPSS programı kullanılarak analiz edilmiştir. Bulgular; öğretmenlerin stres düzeylerinin “Hafif-Orta” aralığında, SEC düzeylerinin ise “Orta-Yüksek” aralığında olduğunu ortaya koymuştur. Sonrasında yapılan korelasyon analizi sonucunda öğretmenlerin genel stres düzeyleri ile SEC düzeyleri arasında anlamlı bir ilişki bulunmamakla birlikte, alt faktörler arasında birçok anlamlı ilişki bulunmuştur. Sonuç olarak, hem öğretmenlerin hem de öğrencilerinin yararına, stresi azaltabilecek ve öğretmenlerin SEC seviyelerini artıracak kişilik özelliklerini keşfetmeye devam etmek çok önemlidir. Çalışmanın sonuçları, SEC ve SEL'nin değerini vurgularken çalışma koşullarına dikkat çekmeyi ve yeniden değerlendirmeyi amaçlamaktadır.

Anahtar Kelimeler: Öğretmen Stresi, Sosyal-Duygusal Yeterlilik, Sosyal-Duygusal Öğrenme, Kişilerarası İlişkiler, Mesleki Öğrenme

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ABBREVIATIONS

ANOVA	: Analysis of Variance
CASEL	: Collaborative for Academic, Social, and Emotional Learning
EFA	: Exploratory Factor Analysis
EFL	: English as a Foreign Language
EI	: Emotional Intelligence
ELT	: English Language Teaching
F	: Frequency
IQ	: Intelligent Quotient
KMO	: Kaiser-Meyer-Olkin
M	: Mean
MEB	: Milli Eğitim Bakanlığı [Ministry of Education]
N	: Sample Size
P	: Significance Level
SD	: Standard Deviation
SEC	: Social-Emotional Competencies
SECTRS	: The Social-Emotional Competence Teacher Rating Scale
SEL	: Social and Emotional Learning
SIG	: Significance
SPSS	: Statistical Package for Social Sciences
TSI	: Teacher Stress Inventory

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1. INTRODUCTION

A general overview of the research topic is presented in this chapter. It outlines the problem statement, the study's purpose, significance, and research questions. It also offers literature on teachers' stress and social-emotional learning. The chapter concludes with completed researches that are relevant.

Background of the Study

- Education is not preparation for life; education is life itself.

John Dewey (1897, p.78)

As Dewey (1897) eloquently put it, education is not groundwork or a phase. It is ubiquitous, perpetual and dynamic. These characteristics led it to evolve and change throughout time. As a result, different approaches and methods have been offered and executed depending on the needs of the society and individuals. Education has long stressed the development of cognitive skills such as gaining awareness, remembering, and applying what has been learned to comprehend our environment in a better sense. However, the emphasis on academic output ignores important facets of education, such as “social, affective, and behavioural” influences, all of which have had a significant impact on learning (Day et al., 2007). After the 1990s, these components of learning gained prominence as a result of various studies (Salovey& Mayer, 1990; Goleman, 1995; Jennings & Greenberg, 2009).

Nowadays, education authorities and policy-makers comprehend much more than academic accomplishments; they also consider social and emotional aspects to up-growth educational outcomes (Durlak et al., 2011). Social and emotional learning (SEL) became increasingly significant as a result. SEL strives to improve students' ability to control their emotions, develop empathy, uphold healthy relationships, and improve various competencies (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2013). The ultimate objective became to equip students with social-emotional competencies (SEC) in order to prepare them for challenging life situations.

According to Cohen (2001), social-emotional learning and social-emotional competencies allow individuals to recognize and analyse their own and other people's emotions without becoming overwhelmed by them. Similarly, Zins and Elias (2007) support this view and add that, the ability to understand and control emotions, successful problem-solving skills, and cultivating strong interpersonal skills are

components of social-emotional learning, and these are unquestionably crucial for everyone.

It is asserted that SEL contributes to education by improving students' social, cognitive, emotional, and behavioural skills in general. This includes fostering academic success, interpersonal and intrapersonal success, peer relationships, emotion regulation, classroom climate, teacher-student relationships, etc. (Cohen,2001; Elias et al., 1997; Durlak et al.,2011; Pena et al., 2021; Jennings & Greenberg, 2009).

As Elias et al., (1997) depicted the encouragement of social and emotional development is the "missing piece" in attempts to achieve the vast assortment of goals related to increasing education. The new insights are hastening the implementation of SEL and since teachers are the engines of the classrooms, their beliefs, perspectives, knowledge and well-being play crucial roles in the execution of SEL in the classroom (Schonert-Reichl, 2017; Tom, 2012).

As also Anisa et al. (2019) stated, teachers' SEC showed a reasonably substantial link with students' motivation for learning. Thus, teachers must acquire several competencies in order to thoroughly comprehend and evaluate the needs and characteristics of their students.

Generally speaking, it is expected that teachers will have an increasing range of knowledge and abilities to understand and satisfy the expectations of a society that is constantly shifting. For that, teachers' social and emotional competencies must be considered perpetually. Especially language teachers teach linguistic abilities that are essential in social contexts in addition to academic knowledge, understanding oneself and others is required. It is necessary to grasp and teach the many facets of language acquisition and culture.

Since, educating and shaping students is a challenging task, teachers deal with a lot of responsibilities and problems daily. Managing all of the work-related tasks may put a strain on the teacher's cognitive as well as affective skills. As Herman et al. (2018) indicated, almost all teachers were under a lot of pressure at work and are quite stressed. The demands and expectations of teachers are expanding, leading to increased workload and attrition.

Therefore, it is essential to obtain a strategy in order to improve the working environment, as teachers play a critical role in the learning and teaching process. Jennings and Greenberg (2009) study delineated, teachers with strong SEC resolve disputes, communicate with one another, and establish constructive communication in

their classrooms. In addition, teachers' social-emotional competencies can shield them from a 'cascade of burnout' caused by poor classroom climate, student mischief, emotional fatigue, and apathy (Jennings & Greenberg, 2009, p. 492). Therefore, teachers must be educated in social-emotional competencies in order to include social-emotional learning into the curriculum and to cope with work-related stress.

In a nutshell, social-emotional learning is an essential part of the teaching and learning process now. As teachers are the driving force behind SEL programs in the classrooms, their social-emotional competencies have a significant impact on their students as well as the whole teaching and learning process (Schonert-Reichl, 2017). Thus, the levels of these social-emotional competencies of teachers' should be searched in depth to fully comprehend their impacts on teachers' stress levels.

Statement of the Problem

Since humans are social organisms, interaction is how their emotions, experiences, and information are formed and accumulated. Hence, students' educational involvement, ethic, dedication, and overall academic performance can all be helped or hindered by emotions (Durlak et al., 2011). Due to the prevalence of similar viewpoints, SEL, and SEC gained importance in education. However, given the high expectations and demands of SEL, surprisingly, teachers get inadequate or limited training on how to effectively handle the social and emotional issues that come with teaching. (Jennings & Greenberg, 2009).

As teachers deal with many tasks beyond planning and implementing a course, such as administrative obligations, informing parents, designing extracurricular activities, and general school tasks, they often feel overwhelmed and tense. According to Kyriacou (2000), teaching has been declared as one of the "high-stress" occupations. Similarly, Jennings and Greenberg (2009) stated, teachers, unlike those in many other occupations, are frequently exposed to emotionally charged situations and have few choices for regulating their emotions. Thus, teachers must be able to detect and control their own emotions in order to build a healthy school and classroom environment (Jennings & Greenberg, 2009).

To implement a SEL program, teachers' perspectives, professional knowledge and experience about SEL and SEC are crucial to consider because they are substantially correlated with their perceptions of stress, teaching efficiency, and job satisfaction (Collie et al., 2012; Elias et al. 1997; Jennings et al., 2013). In light of this tenet, it is

critical to comprehend the relationship between teachers' levels of stress and levels of SEC in order to avoid undesirable outcomes and augment teaching and learning quality.

Purpose of the Study

The purpose of this study was to investigate whether there is a relationship between EFL teachers' stress levels and SEC levels. Additionally, it aimed to contribute to the Turkish framework and increase awareness of the subject. The present study also investigated how teachers' stress and SEC levels vary by gender, school type, grade level they taught and teaching experience. The research topic was selected after taking into account the numerous literatures, the evolving nature of the problems, and the topic's present significance. In the view of the purposes, the answers to the following questions are sought:

1. What are the teachers' reported levels of stress?
2. Do teachers' levels of stress vary significantly depending on;
 - a) Gender
 - b) School type
 - c) Grade level
 - d) Teaching experience
3. What are the teachers' reported levels of Social Emotional Competence?
4. Do teachers' levels of SEC vary significantly depending on;
 - a) Gender
 - b) School type
 - c) Grade level
 - d) Teaching experience
5. What is the relationship between teachers' reported level of stress and reported level of social emotional competence (SEC)?

Significance of the Study

According to Macintyre et al. (2019), stress is negatively correlated with language teachers' well-being, but some personality qualities, particularly those linked to the emotional dimensions, can boost their well-being. Since teachers are the pioneer providers of education, their stress, well-being, credence, actions, and motivation affect the outcomes of the education and school climate overall. Also, as they execute SEL

and SEC, their views and awareness are highly salient. Thus, to enhance the quality of education, it is crucial to change the focus from students to teachers.

The importance of this research is that, it aids in the explanation of the overlooked dynamic between teachers' levels of stress and SEC. Understanding the connection between stress and SEC is viewed as being fundamental to managing the emotional demands of the workplace. Additionally, this study could provide new insight into professional development, and teacher preparation programs. Ultimately, the study's findings might be beneficial for all teachers who experience work-related stress and seek to learn more about SEL and SEC.

Review of Literature

Stress and Occupational Stress

Usage of stress as a term goes back to the 17th century. Origin of the word comes from Latin and before Cannon (1920) it was used in engineering and physics fields (Aydın & Kaya, 2016; Baltaş & Baltaş, 1999). There are various definitions to define stress;

Sl. No.	Author(s)	Stress definitions
1.	Jit, S. Chandan, (1995)	Stress is a state of mind which reflects certain biochemical reactions in the human body and is projected by a sense of anxiety, tension and depression and is caused by such demands by the environmental forces or internal factors that cannot be met by the resources available to the person
2.	Levi (1996)	Stress is cost by a multitude of demands (stressors) such an inadequate fit between what we need and what we capable of, and what our environment offers and what it demands of us.
5.	Bernik (1997)	Stress designates the aggression itself leading to discomfort, or the consequences of it. It is our organism's response to a challenge, be it right or wrong.
8.	Kristensen et al, (1998)	Stress is an individual, arousal, psychophysiology, and subjective state, characterized by a combination of high arousal and displeasure.
9.	The Health and Safety Executive (1999)	Stress is the reaction that people have to excessive pressures or other types of demand placed upon them.
11.	Moorhead, G., & Griffin, R. W. (2001)	Stress is caused by a stimulus, that the stimulus can be either physical or psychological, and that the individual responds to the stimulus in some way
12.	Leka, et al., (2004)	People may feel stressed when their resources in the form of their comprehension and capabilities about the situation are found to be inadequate to cope with the hassles and difficulties in environment.
14.	Siegrist J, Rodel A., (2006)	Stress as a latent construct that indicates a state of elevated activation of the autonomic nervous system with coordinated manifestations at the affective, cognitive, and behavioral levels.
15.	Stephen P. Robbins et al (2007)	A dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he/she desires and for which the outcome is perceived to be both uncertain and important
16.	R. Abualrub et al., (2008)	Stress is the key component and has positive significant correlation with high turnover and turnover intentions, absenteeism and costs substantial health problems.

Figure 1. Various definitions of stress

*Note. Burman and Goswami produced this figure in 2018

Even though there are many definitions and theories, there are common grounds when we identify the concept of stress (Eşsizozğlu, 2013; Lazarus, 1966). To begin, the interaction that causes pressure or demands between the individual and the outside world leads to stress. Additionally, there is a risk or threat when under stress, and one's assessment indicates how severe this risk is. Another point is that stress has an impact on the entire body, not just one component. Last but not least, the stress response is uncontrollable. In other words, the physiological changes brought on by stress cannot be started or halted by willpower.

As previously said, the concept of stress is vast, so researchers have divided it into categories for a thorough investigation. When researchers narrowed down the stress according to its subsets, occupational stress is characterized as a category. Occupational stress can be a physical, emotional, or behavioural response to a poor work environment, work organisation, or the work itself. Its distinctive traits are high discomfort and a sense of being unable to cope (European Commission, DG, guidance on work-related stress, 2002, p.7).

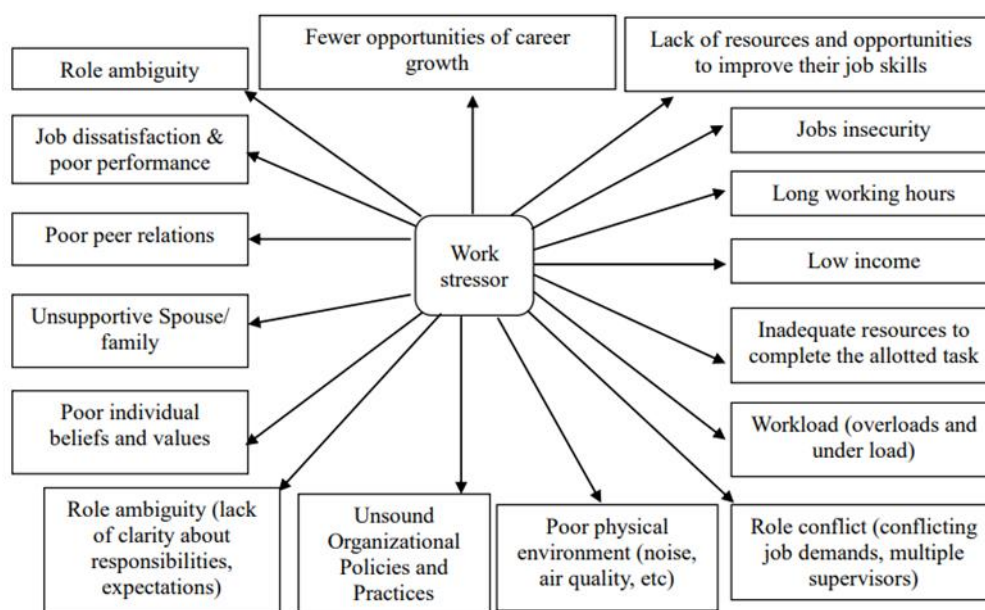


Figure 2. Major work stressors

*Note. Burman and Goswami produced this figure in 2018

When the body of literature is inspected, the common stressors are defined in Figure 2. According to Burman and Goswami (2018), stressors do not only have an impact on an employee's physical and mental health, but also on how effectively and efficiently

they accomplish their work. Also, Beehr and Newman (1978) depict a multi-dimensional model that illustrates the negative consequences of occupational stress. The model includes the physical, behavioural, and psychological factors that affect the employee. Furthermore, occupational stress has the potential to influence the overall organization as well.

On the other hand, it is salient to emphasize that an individual's level of stress is, in part, determined by how they view the demands of their circumstances on themselves. Stress levels may be influenced by socioeconomic factors, diverse backgrounds, personality traits and experiences in the past. Most crucially, how much stress someone experiences seems to depend on what they find difficult or frightening as well as whether they believe they can handle it. Each individual's perception of stress significantly influenced by all of these social and emotional elements, making stress eventually "in the eye of the beholder" (Blaug et al.,2007).

Teacher Stress

When occupational stress studies are examined, it is seen that teacher stress did not attract attention until the 1970s. In the 1970s, a body of literature commenced to address stress in the teaching field (Kyriacou & Sutcliffe, 1978a), and by the 1980s, the subject had picked up steam and, studies had proliferated. The transactional theory of stress proposed by Lazarus and Folkman (1984) is frequently used to conceptualize teacher stress. According to this idea, stress is a disequilibrium that emerges when a person perceives that the requirements in the surroundings are larger than the capabilities a person has to fulfil those requirements. Following that idea, research on teacher stress had grown substantially by the end of the 1990s (Vandenberghe & Huberman, 1999; Kyriacou, 2000).

According to some of these studies, the sources of teacher stress are heavy workload, financial stress, long/irregular hours, dearth of resources, work relationships, pay and benefits, and a lack of control at work (MacIntyre et al., 2019; Johnson et al., 2005). Demir and Arı (2013) outlined the issue for Turkish teachers as low pay, a decline in social standing, and often altering training and education policies—all of which contribute to unpleasant feelings. Nonetheless, when we examine the body of literature, the sources and consequences of teacher stress vary depending on the circumstances and context.

Manthei et al.'s research (1996), which involved surveying eight New Zealand schools five times over a four-year period, noted that a high degree of stress is associated with low job satisfaction. Marwat et al. (2012) reported that teachers under stress exhibit undesirable behaviours such as absenteeism, mistakes, and aggressiveness at work. Their motivation and job satisfaction were also declining.

Herman et al., (2018) conducted a study with 1,817 students and 121 teachers in the Midwest. According to the result, almost all teachers (93%) were classified as having high levels of stress and the profiles showed that the worst student outcomes were associated with teachers who were stressed, burnt-out, and had poor classroom management skills.

On the other hand, Skaalvik and Skaalvik (2016) outlined seven stressors that may cause teachers stress and serve as reasons for leaving their jobs. Overall, the results demonstrate that time constraints, diversions, behaviour problems, and conflicts of interest with co-workers and administrators all contribute to teachers' high levels of stress.

Blasé (1986) conducted a qualitative study using an open-ended tool he had constructed. The participants were 166 high school teachers, 77 middle/junior school teachers, and 149 elementary school teachers from graduate schools of education. The most common causes of teacher stress were organizational, student, administrator, and teacher-related variables, which collectively accounted for 83.1% of the replies. Furthermore, the study found a connection between teachers' intensely negative emotions and work stress. The study's findings mostly indicated that teachers' reactions to workplace stress include resentment against others.

Moreover, Yanardağ and Dikmen (2020) conducted a study with 275 teachers in Burdur Province of Bucak County. The study employed mixed methodologies to collect the data. The outcome demonstrated that social stresses received the highest score among the stressors. This result suggests, in accordance with the evaluation criteria, that teachers are more likely to experience stress-related illnesses. To address the issues, social work techniques are suggested to be used in the workplace.

Boyle et al. (1995) described a thorough study with 710 full-time primary school teachers in Malta and Gozo. It focused on teacher commitment, work satisfaction, and stress. Poor Colleague Relations were found to be a significant factor in the study, suggesting that teachers who are under stress from other sources would benefit from having positive connections with their co-workers. Additionally, it emphasized the

value of social support from family, friends, co-workers and superiors as a way to lessen teacher stress.

These studies demonstrate that despite a variety of stressors brought on by various circumstances and environments, teachers' stressors have an important influence on both education and teachers' personal life.

Language Teacher Stress

In addition to the challenges teachers experience, language teaching has posed its own set of obstacles, such as; linguistic proficiency, sentimental insecurities, identity issues, integrating culture, and obviating dissonances that may emerge when learning and teaching a language. As stated above, language teaching mainstay is not just teaching the content matter. Plausibly, it requests more attention to the students and teachers' emotional and social aspects. According to Piechurska-Kuciel (2011), language teachers may be more prone to attrition due to additional and particular constraints they experienced with considering precarious working circumstances and language itself. Especially with non-native English speakers the stressors usually emanate from lack of confidence since they feel unprepared to teach English even though they are professionally qualified (Horwitz, 1996; Kim,2014; Murdoch 1994 as cited in Azmi, 2012).

Thus, language teachers' stresses and coping strategies merit a closer investigation in the literature since they have to deal with more challenges. When we investigate the body of literature it is seen that stressors usually derive from external factors.

According to Sadeghi and Sa'adatpourvahid's (2016) study (which included 149 EFL teachers in Iran as participants), 29.93% of the teachers reported experiencing stress in some way. The factors that had the most effects on stress levels were inadequate pay and job protection, with mean scores of 3.56 and 3.40, respectively. Following the aforementioned stresses, educating individuals who do not value education ($M = 3.29$), principal attitudes ($M = 3.23$), principal behaviour and unmotivated students ($M = 3.19$), and poor working conditions ($M = 3.16$) were stated.

Doğan (2014) executed a study with 151 English teachers who work at the English Preparatory Schools of Universities. It revealed that the teachers rated themselves as they feel more stressed about organizational factors ($M=2.84$) than field-specific factors ($M = 2.05$). These organizational variables can include long work hours, role conflicts, the evaluation process, poor services, poor physical conditions, large classes and

excessive amount of paperwork. Basically, external factors that teachers have no control over.

Although, research on the psychological well-being of language teachers is scarce (Macintyre et al., 2019). Teachers' emotions and well-being are becoming more and more crucial as the focus has steadily shifted to the emotional aspect of education. This transaction occurred as a result of recognizing the significance of EI (emotional intelligence) in addition to IQ (intelligent quotient).

IQ to EI

It is essential to define the intelligence term, and how they developed (IQ and EI) in order to comprehend the development of SEL and SEC.

Wescher (1958) defined intelligence as it is the capacity for a person to behave deliberately, reason logically, and react successfully to their surroundings. Gardner (1983) stated the same term as, it is a collection of abilities that allow someone to deal with issues in life and the possibility of developing solutions to issues, which entails learning new information. Gardner's definition agreed upon by Cohen (2001), who added three key abilities: (1) the capacity to "read" or comprehend information (in a particular topic); (2) the capacity to apply this knowledge to actual issues; and (3) the capacity to be creative.

To obtain cognitive or intellectual abilities, "intelligent-quotient" (IQ) was first used by psychologist William Stern (Oommen, 2014). The intelligence tests, which generate the "IQ" score, are used to measure the ability to use cognitive skills. They provide information on a student's academic performance as they seek factual knowledge and useful indicators of intelligence (Elias, 2006; Almlund et al., 2011). Since academic performance has long been the focus of education; cognitive intelligence—such as becoming aware, remembering, and applying what has been learnt to better understand our environment—has been emphasized for quite some time. With the understanding of emotions also interfere with learning (motivation, curiosity, perseverance, etc.), and have an impact on IQ scores, the given importance to IQ has gradually decreased.

After Darwin's (1837) recognition of the significance of emotional expressions in survival skills, Edward Thorndike (1920), began to find other factors of outcomes cognitive intelligence, and the word "Emotional Intelligence" (EI) was then introduced by Salovey and Mayer (1990), who defined it as a kind of social intelligence that includes the skill to control and differentiate one's self as well as others' thoughts and

feelings. Goleman (1995) highlighted and accelerated the research in this field by promoting the notion that EI is crucial for success in life.

Mayer et al., (2008) also stated those with high EI are more socially adapted, and have better jobs and family relationships. Additionally, it appears that higher EI fosters better mental health, greater precision in identifying physical reactions to stimuli, and a stronger capacity to comprehend the emotional ramifications of events.

In the teacher context, EI is crucial since it affects many aspects of teaching and learning. Jennings and Greenberg, (2009), stated that EI is in connection with teacher stress and job performance. Similarly, Poulou (2017) claimed that SEL and EI may help teachers build strong connections with their students. Moreover, teachers' perceptions of their own EI and SEL beliefs indirectly relate to student's emotional and behavioural problems. EI can be used to understand individual differences in teaching SEC since it is connected to a variety of crucial outcomes in people.

Social-Emotional Learning

In 1994, the Fetzer Institute coined the word "social and emotional learning" to the body of literature. The Emotional Intelligence book by Goleman (1995) and Gardners (1984) multiple intelligence theory are widely recognized as the foundation for social emotional learning research. Although studies on multiple intelligences and emotional intelligence are taken into consideration in the concept of social-emotional learning, it differs from both theories in that it includes a person's capacity for making respectful and constructive decisions while taking into account his or her own and others' well-being (Esen Aygün ,2017).

As a result of scientific research, social - emotional learning has gained importance dramatically in various fields in recent years. Education is inevitably affected by the developments. Social-Emotional Learning can be stated as learning information and skills to help individuals operate through life's challenges. According to McCuin (2012), SEL is the deliberate integration of EI building elements into thoughtfully designed programs. The goal is to improve students' social and emotional abilities by paying close attention to explicit teaching, simulation, and practice sessions. As CASEL stated (2020), through SEL, children and adults can start to utilize the information, competencies, and behaviours required to create positive identity, improve self-control, reach individual and social objectives, experience and express compassion for someone else, and form and sustain positive interactions. It also makes it easier to make

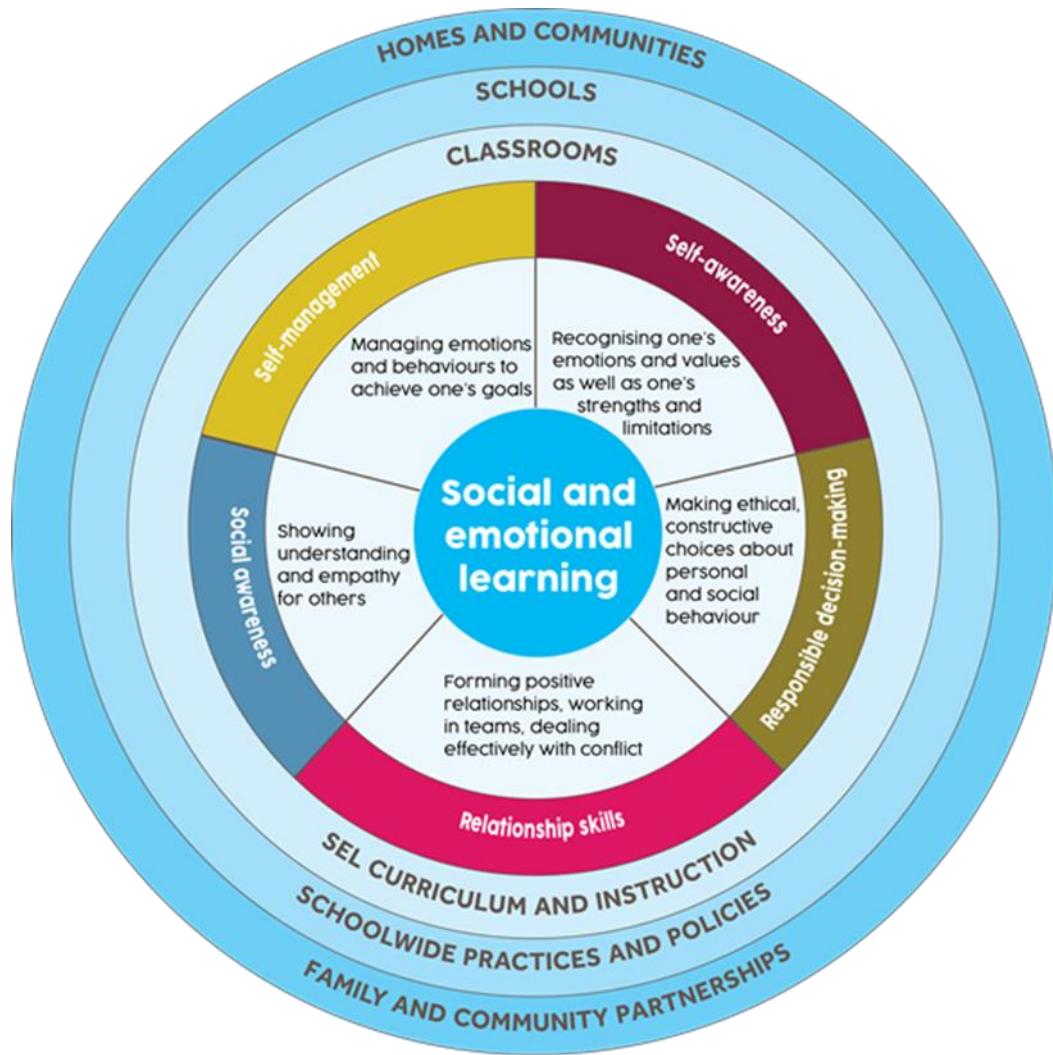
trustworthy and successful choices in life. SEL is a term that should be understood not only by teachers and students, but, every last one of the school members. Furthermore, rather than being limited to the school, SEL must be applied holistically in all facets of life, since SEL programs focus on global prevention and promotion instead of using direct intervention (Schonert-Reichl, 2007; Zins & Elias, 2007). Among the goals of social-emotional learning programs, we can count students' social skills, teachers' classroom management skills, and teacher-student relationships.

Cohen (2001) emphasizes the importance of SEL as; the more social-emotional development is incorporated into the classroom and home life, the more likely that the students will become wholesome, responsible, and compassionate. These programs build specific social-emotional abilities, comprehension, and ideas that serve as essential guides for living.

Cohen (2001) argues that the ability to "decode" ourselves and others is the basis for social-emotional learning (much like the ability to decode phonemes is the foundation for language learning). That ability enables us to communicate, come up with novel solutions, build friendships and collaborative connections, cooperate, and self-motivate. As, it mentioned that there has been growing concern in recent years on the fact that more and more students are worried, disturbed, and unmotivated to study (Cohen, 2001). Therefore, social-emotional learning is a crucial part of the solution to the expanding psychological and physical problems that make teaching and learning challenging for both teachers and students.

Social Emotional Competencies

In order to implement SEL into the classroom, educators must be equipped in social-emotional competencies (SEC) which consist of five categories as shown in Figure 3.



Adapted from the Collaborative for Academics, Social, and Emotional Learning (CASEL), 2006.

Figure 3. The Wheel of Social-Emotional Competencies

*Note. CASEL produced this figure (2006).

As Lawlor (2016) depicted, from these competencies two of them (Self-awareness and self-management) are connected to one's emotional capabilities. On the other hand, social awareness and relationship skills are connected to social capabilities. As the last one, responsible decision making is related to making thoughtful, positive decisions regarding one's behaviours and interactions with others in a variety of contexts.

While studies on students' SEL and SEC levels are conducted, teachers' SEL research is in its early stages. Researchers also have only recently begun to understand the significance of teachers' SEC. Teachers' perspectives on SEL implementation are crucial since their social-emotional competencies influence how they do their jobs, the

essence of their workplace relationships and their social and emotional health. Teachers' SEC stated crucial and defined as follows:

Self-Awareness

It's the capacity to understand one's feelings, desires, and ideas, as well as how they influence one's actions. This competency is formed through being able to define emotions, recognize oneself accurately, and evaluate one's own strengths and limitations in a healthy way, all within the context of growth (Göl-Güven, 2019). Teachers' understanding of the experience, skills, and abilities they need to improve, as well as their potential growth, sense of identity in their work and positive perceptions about their own and students' skill set can be given as examples to self-awareness (Collie, 2017). Dolev and Leshem's study (2016) also mentioned that improved self-awareness meant becoming more conscious of one's thoughts, feelings, and moods as well as of one's values, beliefs, habits, and paradigms, particularly those that are connected to one's methods of teaching and underpinning presumptions.

Self-Management

In challenging situations, it is the capability to regulate one's feelings, actions, and thoughts (Collie, 2017). Self-management competencies include control of stress and urges, self-motivation, and setting and accomplishing of educational and personal goals. Despite being self-centred, these abilities are essential for developing strong social skills (Lawlor, 2016). It can be teachers' efforts to effectively interact with students and manage tension, as well as their involvement and setting clear goals in their work (Collie, 2017). Similar ways that this ability might be displayed outside of the classroom include encounters between teachers and their co-workers and parents (Collie, 2017).

Responsible-Decision Making

It is the capacity to make informed choices about social contact and personal actions while taking into account ethical values, cultural standards, security requirements, and one's own individual well-being (CASEL, 2012). In accordance with this, Göl-Güven (2019) illustrated this competency in terms of self-criticism, forecasting the outcomes of certain actions, assessing situations realistically, analyzing and solving problems, and prioritizing the welfare. Also Forcina (2012) established that responsible decision-

making have a considerable impact on the appraising or judgment phase of stress along with self-awareness.

Relationship Skills

It's the capacity to form and sustain healthy bonds with a wide range of people and communities. This covers the skills needed to lead in situations with varying social and cultural demands and possibilities. This competence can be demonstrated through engaging, actively listening, cooperating, solving problems together, and requesting or offering help (CASEL, 2003). Additionally, teachers' willingness to interact with students in a caring and cooperative manner, to use and model effective implementation strategies, and to seek or provide assistance to students as needed can be examples of this competence (Collie, 2017).

Social-Awareness

It's the willingness to consider other people's points of view and empathize with diverse personalities and societies (CASEL, 2003). Teachers' attempts to understand and empathize with the experiences of students, their parents, and co-workers; teachers' concern for students, their family members, and co-workers; understanding of social expectations for acceptable behaviour in communication with a variety of people in the community can be examples of social awareness (Collie, 2017).

According to Jennings (2011), promoting SEC and well-being can help teachers deal with the daily demands of their employment. They may create and preserve a learning-friendly classroom environment, successfully nurture caring and supporting relationships with their students, and more expertly carry out social and emotional learning initiatives.

Jennings and Greenberg (2009) listed some of the qualities of socially and emotionally competent teachers as follows:

- They exhibit high levels of social and self-awareness.
- They are able to identify their emotions, create them, and use them to inspire others and themselves to learn.
- They are aware of their emotional strengths and shortcomings and have a realistic perspective of their skills.

- They are aware of how their interactions with others are impacted by their emotional expressions. These teachers are also capable of identifying and comprehending others' feelings.
- They have the capacity to forge solid and dependable bonds with others via cooperation and are skilled negotiators.
- They are sensitive to cultural differences; recognize that people may view the world differently than they do.
- They demonstrate pro-social beliefs and act responsibly by weighing various considerations, such as how their choices might influence both themselves and other people.
- They respect other people and accept accountability for their choices and deeds.
- They have the ability to control their behavior, even when confronted with emotionally stressful circumstances and to regulate their feelings in ways that promote positive classroom outcomes without endangering their health.
- They effectively impose boundaries in a polite, firm manner.
- They don't mind a certain amount of uncertainty and doubt that results from letting students solve problems on their own.

However, it's crucial to note that an individual may perform at a high level in one situation but need training and/or support to adjust to another since SEC is context-dependent (Jennings & Greenberg, 2009). Teachers' SEC may be influenced by a variety of external and internal contextual factors. These elements include co-teacher support, district leadership, principal values and in-service opportunities, school atmosphere and standards, cultural environment, local and national education policy, and subculture (Jennings & Greenberg, 2009).

SEC and English Language Teachers

According to Gkonou and Mercer (2017), intercultural skills are necessary for English language learners and teachers to successfully manage their usage of English as well as for their lives within and outside of the classroom. Teaching languages is different from teaching other subjects. It is mainly involved emotional and social connections with people from different cultures and backgrounds. As a result of, the worldwide and colonial nature of the language they teach, English teachers in particular,

frequently encounter a variety of problems and disputes. Richards (2020) asserts that teaching a language is an emotion-driven process which comprehends rational and social aspects of the language. Thus, English language teachers specifically need to possess social-emotional skills in order to make better judgements and regulate the teaching environment.

SEC and Teacher Stress

The purpose of SEL is to offer guidance and instruction to teachers and students on how to apply social-emotional competencies to academic, emotional, and social activities in school and life (McCuin, 2012). However, according to Esen-Aygun and Sahin-Taskin's (2017) research, the majority of teachers are unfamiliar with the idea of social and emotional learning and the teachers who are aware of the notion lack sufficient knowledge of it. Nevertheless, it was noted that some of the competencies were being used inadvertently by teachers. This situation is concerning while teaching is declared as a stressful job. Moreover, it is stated that teachers' stress level is rising instead of reducing, so some precautions must be taken in order to build a positive school climate (Wright & Ballestero, 2011). Otherwise, high-stress levels might have a negative impact on work performance and eventually result in burnout (Jennings & Greenberg, 2009).

As studies show, the relationship between SEC levels and stress levels of the teachers is inversely correlated (Oberle et al., 2020; Forcina, 2012). According to Oberle et al.'s (2020) study, teachers with high levels of stress were reported to have a lower SEC level from their students. This study also shows that students are aware of teachers' emotions and these emotions have an influence on the teaching and learning environment. Similarly, Parvee and Bano (2019) illustrated that teachers go through emotional strain and stress when they lack of SEC to address issues in the classroom, consequently their stress levels rise and their job satisfaction decreases. Succinctly, all institutions should encourage emotional support and maintain a welcoming atmosphere in order to lower teacher stress levels and raise the quality of education.

2. METHODOLOGY

This chapter of the research meticulously describes the method of the study under the headings of research design, the participants and the context, the instruments, the data collection, and as the last part data analysis of the research.

2.1. Research Design

This research is conceived as a quantitative study that intends to investigate teachers' stress levels, SEC levels, and their relationships, if any, between those two variables. The key benefits of the quantitative approach include that it is naturally empirical, permits generalizations, and is a good way to save time and effort while collecting and analyzing data (Daniel, 2016). Additionally, this design permitted further demographic analyses.

2.2. Participants and Context

The research was conducted in the 2022-2023 Fall Semester with the participation of English teachers who work in private or state schools in Mersin, Turkey. The regarded grades they teach are considered elementary, middle or high school. The sampling method was chosen as snowball sampling in order to facilitate accessibility and save time while conducting the research.

The questionnaire link was sent by email, Whatsapp, and social media, and each participant was encouraged to take part and share it with the relevant participants, which generated a snowball effect (Goodman, 1961). In total, 135 participants attended the study.

Table 1.

Distribution of Participants' Demographic Characteristics

Demographic Characteristics	N	%
Gender		
Female	111	82.2
Male	24	17.8
Total	135	100
Where are you working at?		
Private School	48	35.6
State School	87	64.4
Total	135	100
What grade level do you teach?		
Elementary	28	20.7
Middle	48	35.6
High	40	29.6
Multiple Grade Levels	19	14.1
Total	135	100
How many total years of experience do you have in your field?		
0-3 years	13	9.6
4-7 years	27	20.0
8-11 years	30	22.2
12-15 years	14	10.4
15+	51	37.8
Total	135	100
N=135		

As seen in Table 1, 82.2% of the participants were female and 17.8% were male. There was no participant who did not answer the questions. When the participants were asked at which grade levels they worked, it was seen that the majority of them (65.2%) taught in middle and high schools, while 20.7% of them taught in Elementary, and 14.1% reported working in multiple grade levels. For their school type, 35.6% of the teachers stated private schools, while 64.4% reported state schools. Regarding the participants' degree of experience, the greatest rate was noted as 37.8% for 15+ years, while the lowest percentage was noted as 9.6% for 0-3 years. Overall, it's crucial to

point out that while male teachers were underrepresented, female teachers were well-represented. Additionally, it can be said that teachers with 0–3 years and 12–15 years of experience and private school teachers are underrepresented characteristics. Therefore, it is important to take the sample demographics into account when interpreting the study's findings.

2.3. Instruments

A thorough review of the literature on teacher stress and teachers' SEC was conducted to gain an understanding of these variables. To find answers to the research questions, the “Teacher Stress Inventory” (See Appendix A) and “The Social-Emotional Competence Teacher Rating Scale” (See Appendix B) were used together. Primarily, the instruments were gathered and prepared as a Google Form which was made available on October 1 and was open until October 30, 2022. Then, the questionnaire was sent online to over 300 state and private schools in Mersin besides, personal connections, and social media.

2.3.1. Teacher Stress Inventory (TSI)

The teacher Stress Inventory (TSI) was created by Boyle et al., (1995) to measure multi-fold aspects of teachers' stress in the school environment. TSI consists of 20 items, all of which were on a 5-point Likert scale. In light of the inventory Boyle et al., (1995) conceded five distinctive factors of teacher stress as pupil misbehaviour, time/resource difficulties, professional recognition needs, poor colleague relationships, and workload.

2.3.2. The Social-Emotional Competence Teacher Rating Scale (SECTRS)

The Social-Emotional Competence Teacher Rating Scale” developed by Tom (2012) consists of 25 items of 4 sub-categories showing 3 positive and 22 negative sentence structures. It is important to state that Tom (2012) created her Scale as 52 item scale however throughout her research several items were discarded as a result of principal axis factoring and exploratory factor analysis, leading to the creation of a 25-item scale. The 25-item distributions and sub-categories are student-teacher relationship 7 items, emotional regulation 6 items, social awareness 6 items, and interpersonal relationship 6 items. The items were on a 6-point Likert scale in the original study, however, a 5-point Likert scale was employed in this study.

2.4. Data Collection

First, approval from the creators of the instruments was requested before using the "Teacher Stress Inventory" and "The Social-Emotional Competence Teacher Rating Scale" for data collection. The questionnaire was produced in three parts after receiving approval. First, participants' demographic data were requested, including their gender, the type of school (private or state), the grade level they teach, and their experience in years. Part 2 included a 20-item teacher stress inventory with items ranging from "No Stress" to "Extreme Stress". The third and last part of the questionnaire was made up of SECTRS's 25 items, which ranged from Strongly Disagree to Strongly Agree.

After combining the questionnaire, the data-gathering process started. Initially, participants were notified about the study's purpose and significance in order to provide general information. Following that, each individual is guaranteed anonymity, confidentiality, and the ability to deny participation with a consent form. Volunteered teachers filled out the online questionnaire that includes demographic characteristics and combined instruments' items.

2.5. Data Analysis

When the data-gathering process is completed, the information gathered from the questionnaire was inserted into the SPSS program (Statistical Package for the Social Sciences). Descriptive statistics, inferential statistics, and correlation statistics were used to reveal the intended data.

As Table 2 indicates, descriptive statistics were conducted to examine teachers' reported levels of stress. Mean values, standard deviation frequency, and percentage were calculated. Following that, it examined if demographic characteristics have an impact on teachers' stress levels, thus inferential statistics were conducted. An independent t-test was used for examining if there was a difference in the genders of the teachers and the type of school they work in (private or state). Additionally, One-way ANOVA was employed to distinguish between three or more variables, including the grade level they teach and their years of experience. Similarly, for the third question, descriptive statistics were conducted to examine teachers' reported level of SEC and for the fourth question again, independent t-test and One-way ANOVA were employed. In order to determine whether there was a connection between SEC and teacher stress, correlation analysis was also used to address the last question.

Table 2.

Research Questions and Statistical Analysis

Research Questions	Statistical Analysis
What are teachers' reported levels of stress?	Descriptive Statistics (Mean, Standard Deviation, Frequency, Percentage)
Do teachers' levels of stress vary significantly depending on;	Independent Sample t-Tests and One-way ANOVA
a. Gender	
b. School type	
c. Grade level	
d. Teaching experience	
What are teachers' reported levels of Social Emotional Competence?	Descriptive Statistics (Mean, Standard Deviation, Frequency, Percentage)
Do teachers' levels of SEC vary significantly depending on;	Independent Sample t-Tests and One-way ANOVA
Gender	
School Type	
Grade level	
Teaching Experience	
What is the relationship between teachers' reported level of stress and reported level of social emotional competence (SEC)?	Correlation Analysis

3. FINDINGS

This study set out to examine teachers' stress levels, SEC levels, and their relationships. In this respect, five research questions were pondered to reach the study's aim. The participants of this study were 135 English Language Teachers who work in state or private schools in Mersin. The presented data was acquired from the "Teacher Stress Inventory" and "The Social-Emotional Competence Teacher Rating Scale". Besides the instruments, the demographic characteristics of the participants were gathered in order to analyse their effects on their SEC levels and stress levels. Initially, the data distribution was examined for both instruments in the SPSS. After determining that the data had a normal distribution, parametric analysis was employed for the study. For the analyses, descriptive statistics, inferential statistics, and correlation statistics were all used as quantitative analysis methods. For the One-way ANOVA results, the multiple comparison Tukey test and the Games-Howell tests were also performed. Quantitative research methods were employed since they are systematic and useful for modelling the relationships (Caputi & Balnaves, 2001). Overall, this chapter includes an analysis of key findings and their interpretations.

3.1. Reliability and Validity Analysis of TSI

3.1.1. Reliability Analysis

The Cronbach's Alpha reliability coefficient value is a measure of the scale's internal consistency between test scores, and if the tested value is more than 0.70, the study is considered reliable (Nunnally & Bernstein, 1994). In the original study, the Cronbach's Alpha coefficient value stated as .73 for TSI.

For this study's context, the general reliability of the inventory was examined. The Cronbach Alpha value for the Teacher Stress Inventory was found to be .97. In addition, the reliability of each item was also checked after the factor analysis, and these values were included in the factor analysis table. In addition to the calculations, an authority in the field was consulted to remove any biases and inconsistencies in the study.

3.1.2. Validity Analysis

Factor analysis is a multivariate statistical technique. It turns many interrelated variables into a few significant and independent factors (Kalaycı, 2009, p. 321). Whether the obtained data are suitable for exploratory factor analysis (EFA) can be

explained by Kaiser-Meyer-Olkin (KMO) and Barlett test (Çokluk et al., 2012). Boyle et al. (1995) found that the data were adequate for factor analysis since the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .87 and the Bartlett test of sphericity was 2183.396 ($p < .000001$) (p. 53).

In this study, exploratory factor analysis was utilized using the principal component analysis and varimax rotation technique to ascertain the structural validity of the TSI. As a result of the exploratory factor analysis for the Teacher Stress Inventory, it was determined that the Kaiser – Meyer – Olkin (KMO) sample adequacy value was .92 and the sample size was sufficient for factor analysis. The significance of the Barlett test of sphericity [$X^2 (135) = 2226.235, p < .001$] also indicated that the correlation relationships between the items were suitable for factor analysis. The factor analysis results for the Teacher Stress Inventory in this study are illustrated in Table 3.

Table 3.

Reliability and Validity Analysis of TSI and its Sub-factors

Names of the Factors and Items	Factor Load*	Eigenvalues	% of Variance	Cronbach's Alpha
Factor 1 – Student Misbehaviour		11.230	19.750	.936
TSL7 – Pupils' poor attitudes to work	.810			
TSL18 – Pupils' impolite behaviours or cheek	.745			
TSL5 – Noisy pupils	.633			
TSL11 – Maintaining class discipline	.614			
TSL2 – Difficult class	.596			
TSL10 – Having a large class (i.e. many pupils)	.540			
Factor 2– Time / Resource Difficulties		1.104	17.981	.907
TSL16 – Shortage of equipment and poor facilities	.782			
TSL19 – Pressure from head teacher or education officers	.702			
TSL14 – Ill-defined syllabuses (e.g. not detailed enough)	.658			
TSL15 – Lack of time to spend with individual pupils	.651			
Factor 3 – Workload		.992	14.925	.870
TSL4 – Responsibility for pupils (e.g. exam success)	.734			

TSI.9 – Too much work to do (e.g. lesson preparation and marking)	.676		
TSI.12 – Administrative work (filling in forms)	.537		
Factor 4 – Poor Colleague Relations	.629	14.574	.850
TSI.20 – Having extra students because of absent teachers	.789		
TSI.13 – Pressure from parents	.712		
TSI.17 – Attitudes and behaviour of other teachers	.551		
Factor 5 – Professional Recognition Needs	.599	13.621	.846
TSI.8 – inadequate salary	.843		
TSI.1 – Poor career structure (poor promotion prospects)	.760		
TSI.6 – too short rest periods (midmorning break, midday break)	.697		
TSI.3 – Lack of recognition for good teaching	.621		

Total Explained Variance: % 79.578

Factor analysis was conducted for 20 items of TSI that were used to reveal the stress levels of teachers in the questionnaire. With the exploratory factor analysis, 20 items were collected under five factors. It was determined that the five-factor structure was suitable for the study, taking into account the scree plot, the variances explained by the factors, and the original study. Although, some items were not collected under the factors they were included in the original inventory. Due to the fact that the TSI scale was created in 1995, it is possible that the main causes of this change are the passing of time, the advancement of technology, the shifting attitudes of teachers, and cultural-demographic factors. In this study, the factors were defined as Student Misbehaviour (item 7, item 18, item 5, item 11, item 2 and item 10), Time / Resource Difficulties (item 16, item 19, item 14 and item 15), Workload (item 4, item 9 and item 12), Poor Colleague Relations (item 20, item 13, and item 17) and Professional Recognition Needs (item 8, item 1, item 6, and item 3) based on the findings.

3.2. Distribution of Participants' Views on the Teacher Stress Inventory (TSI)

To begin with, descriptive statistics were employed for the first research question (What are teachers' reported levels of stress?). Descriptive Statistics regarding the factors are given in Table 4. Considering this table, the general stress levels of English Language teachers is resulted between mild to moderate with a mean score of 2.79.

Table 4.

Descriptive Statistics on Factors (TSI)

Factors	Mean	S.D.	Kurtosis	Skewness	Cronbach's Alfa
TSI	2.7981	.91518	-.194	.411	.966
Student Misbehaviour	2.9173	1.04160	-.489	.406	.936
Time / Resource Difficulties	2.6926	.99530	-.199	.342	.907
Workload	2.8420	1.03651	-.381	.417	.870
Poor Colleague Relations	2.5235	1.06858	-.136	.571	.850
Professional Recognition Needs	2.8981	.94647	-.189	.474	.846

For the items, the means and standard deviations of the 20 items on the Teacher Stress Inventory were calculated based on the responses of the participants, as shown in Table 5. The distribution of the skewness and kurtosis values of the items was stated to be normal, with standard deviations falling between the range of +2,0 and -2,0 (Mills, 2003).

Table 5.

Distribution of Participants' Views on the Teacher Stress Inventory (TSI)

	N	Mean	Std. Deviation	Skewness	Kurtosis
TSI.8 – inadequate salary	135	3.39	1.216	-.036	-.849
TSI.7 – Pupils' poor attitudes to work	135	3.12	1.058	.296	-.398
TSI.9 – Too much work to do (e.g. lesson preparation and marking)	135	3.04	1.102	.163	-.397
TSI.10 – Having a large class (i.e. many pupils)	135	3.04	1.335	.084	-1.021
TSI.5 – Noisy pupils	135	2.99	1.212	.269	-.790
TSI.18 – Pupils' impolite behaviours or cheek	135	2.92	1.197	.397	-.567
TSI.6 – too short rest periods (midmorning break, midday break)	135	2.85	1.143	.295	-.446
TSI.16 – Shortage of equipment and poor facilities	135	2.81	1.225	.326	-.633
TSI.1 – Poor career structure (poor promotion prospects)	135	2.80	1.138	.433	-.388
TSI.2 – Difficult class	135	2.77	1.184	.374	-.565
TSI.12 – Administrative work (filling in forms)	135	2.77	1.184	.402	-.686
TSI.15 – Lack of time to spend with individual pupils	135	2.77	1.051	.199	-.275
TSI.4 – Responsibility for pupils (e.g. exam success)	135	2.72	1.201	.325	-.582
TSI.11 – Maintaining class discipline	135	2.67	1.178	.426	-.468
TSI.20 – Having extra students because of absent teachers	135	2.64	1.182	.382	-.399
TSI.19 – Pressure from head teacher or education officers	135	2.61	1.184	.488	-.314
TSI.13 – Pressure from parents	135	2.58	1.194	.414	-.548
TSI.14 – Ill-defined syllabuses (e.g. not detailed enough)	135	2.58	1.033	.469	.012
TSI.3 – Lack of recognition for good teaching	135	2.55	1.077	.401	-.084
TSI.17 –Attitudes and behaviour of other teachers	135	2.36	1.278	.546	-.724

N=135

Participants stress levels were measured with 20 items. It was found that “inadequate salary” (M=3, 39) had the highest value as a stress factor while “attitudes and behaviour of other teachers” (M =2, 36) had the lowest.

For a total of 16 items (TSI.5, TSI.18, TSI.6, TSI.16, TSI.1, TSI.2, TSI.12, TSI.15, TSI.4, TSI.11, TSI.20, TSI.19, TSI.13, TSI.14, TSI.3 and TSI.17, respectively) the participants who provided values between 2.99 and 2.36 retained in the "Mild Stress" to "Moderate Stress" ranges.

For the remaining 4 items (TSI.8, TSI.7, TSI.9 and TSI.10, respectively), participants gave values between 3.39 and 3.04. These items remained within the "Medium Stress" to "High Stress" ranges.

3.3. Comparison of EFL Teachers' Stress Levels by Demographic Characteristics

In order to answer the second research question, “Do teachers’ levels of stress vary significantly depending on; gender, teaching experience, grade level and school type?” independent t-tests and One-way ANOVA were used.

Whether there is a significant difference between the stress levels of female and male English teachers was investigated over the data obtained from 135 English teachers. Independent samples T-Test Results (Gender) are given in Table 6.

Table 6.

T-test Results Regarding TSI and Sub-factors Based on Gender

Factors	Gender	N	Mean	S.D.	D.F.	t	P																																																								
TSI	Female	111	2.8500	.96189	133	1.421	.158																																																								
	Male	24	2.5583	.61779				TSI_ Student Misbehaviour	Female	111	3.0195	1.07020	133	2.500	.014	Male	24	2.4444	.74805	TSI_ Time Resource Difficulties	Female	111	2.7050	1.04892	48	.395	.694	Male	24	2.6354	.71086	TSI_ Workload	Female	111	2.8859	1.08943	133	1.059	.291	Male	24	2.6389	.72842	TSI_ Poor Colleague Relationships	Female	111	2.5586	1.12740	50	1.071	.289	Male	24	2.3611	.73502	TSI_ Professional Recognition Needs	Female	111	2.9324	1.00450	55	1.480	.220
TSI_ Student Misbehaviour	Female	111	3.0195	1.07020	133	2.500	.014																																																								
	Male	24	2.4444	.74805				TSI_ Time Resource Difficulties	Female	111	2.7050	1.04892	48	.395	.694	Male	24	2.6354	.71086	TSI_ Workload	Female	111	2.8859	1.08943	133	1.059	.291	Male	24	2.6389	.72842	TSI_ Poor Colleague Relationships	Female	111	2.5586	1.12740	50	1.071	.289	Male	24	2.3611	.73502	TSI_ Professional Recognition Needs	Female	111	2.9324	1.00450	55	1.480	.220	Male	24	2.7396	.60108								
TSI_ Time Resource Difficulties	Female	111	2.7050	1.04892	48	.395	.694																																																								
	Male	24	2.6354	.71086				TSI_ Workload	Female	111	2.8859	1.08943	133	1.059	.291	Male	24	2.6389	.72842	TSI_ Poor Colleague Relationships	Female	111	2.5586	1.12740	50	1.071	.289	Male	24	2.3611	.73502	TSI_ Professional Recognition Needs	Female	111	2.9324	1.00450	55	1.480	.220	Male	24	2.7396	.60108																				
TSI_ Workload	Female	111	2.8859	1.08943	133	1.059	.291																																																								
	Male	24	2.6389	.72842				TSI_ Poor Colleague Relationships	Female	111	2.5586	1.12740	50	1.071	.289	Male	24	2.3611	.73502	TSI_ Professional Recognition Needs	Female	111	2.9324	1.00450	55	1.480	.220	Male	24	2.7396	.60108																																
TSI_ Poor Colleague Relationships	Female	111	2.5586	1.12740	50	1.071	.289																																																								
	Male	24	2.3611	.73502				TSI_ Professional Recognition Needs	Female	111	2.9324	1.00450	55	1.480	.220	Male	24	2.7396	.60108																																												
TSI_ Professional Recognition Needs	Female	111	2.9324	1.00450	55	1.480	.220																																																								
	Male	24	2.7396	.60108																																																											

The results administered that, teachers' views on the TSI_ Student Misbehaviour, factor varied significantly. According to the findings, female teachers are much more stressed out by student misbehaviour than male teachers. Regarding the other sub-factors, a significant difference was not found.

As Table 7 presented, whether there is a significant difference between the stress levels of teachers and the school type they are working in was examined.

Table 7.

T-test Results Regarding TSI and Sub-factors Based on School Types

Factors	School Types	N	Mean	S.D.	D.F.	t	P
TSI	Private	48	2.7729	.93034	133	-.237	.813
	School						
	State School	87	2.8121	.91184			
TSI_ Student Misbehaviour	Private	48	2.8229	.99372	133	-.518	.436
	School						
	State School	87	2.9693	1.06916			
TSI_ Time Resource Difficulties	Private	48	2.4531	1.02451	133	-	.037
	School						
	State School	87	2.8247	.95928			
TSI_ Workload	Private	48	2.8403	.98689	133	-.014	.989
	School						
	State School	87	2.8429	1.06851			
TSI_ Poor Colleague Relationships	Private	48	2.7292	1.14783	133	1.673	.097
	School						
	State School	87	2.4100	1.01118			
TSI_ Professional Recognition Needs	Private	48	2.8403	1.01845	133	.950	.355
	School						
	State School	87	2.6743	.90550			

According to the findings, a significant difference was found between teachers' views on the Time Resource Difficulties factor and school types. The average of state school teachers' views on stress caused by time resource difficulties was higher than the average of private school teachers' views. It can be said that stress linked to time and

resource difficulties affects teachers working in state schools more than those working in private schools. In terms of the other sub-factors, there was no significant difference.

In order to investigate the relationship between the TSI and the grade levels of teachers (Elementary, Middle, High School, and Multiple Grade Levels) ANOVA test was used. Grade levels were chosen as the independent variable, whereas factors were chosen as the dependent variable.

As a result of the homogeneity analysis, the distribution and variance of the dependent variable are equal since Levene's test is not significant. Following the homogeneity test, the ANOVA test was used. The dimensions that demonstrated significance based on the results of the ANOVA test underwent a post-hoc test; the Tukey test was applied to the variables with equal variance and the Games-Howel test was performed to the variables that did not show an equal variance distribution.

In the homogeneity test for grade levels, it was seen that TSI overall, time/resource difficulties, poor colleague relationships and professional recognition needs had equal variance, while student misbehaviour and workload sub-factors did not have equal variance. Table 8 demonstrated the related data regarding the sampling.

Table 8.

ANOVA Results Regarding TSI and Sub-factors Based on the Grade Levels

		N	Mean	Std. Deviation	f	Sig.
TSI	Elementary	28	2.7286	.86725	1.072	.363
	Middle	48	2.7760	.90718		
	High	40	2.9875	1.07981		
	Multiple Grade Levels	19	2.5579	.53131		
Student Misbehaviour	Elementary	28	2.7917	.97460	2.382	.072
	Middle	48	2.9167	1.03485		
	High	40	3.2125	1.19471		
	Multiple Grade Levels	19	2.4825	.58767		
Time Resource Difficulties	Elementary	28	2.5000	.93045	1.872	.137
	Middle	48	2.6563	1.00083		
	High	40	2.9813	1.07624		
	Multiple Grade Levels	19	2.4605	.80477		
Workload	Elementary	28	2.6786	.97913	1.276	.285
	Middle	48	2.8542	.97463		
	High	40	3.0667	1.27924		
	Multiple Grade Levels	19	2.5789	.55380		
Poor Colleague Relationships	Elementary	28	2.6429	.99351	.251	.860
	Middle	48	2.4375	1.04317		
	High	40	2.5667	1.26130		
	Multiple Grade Levels	19	2.4737	.82638		
Professional Recognition Needs	Elementary	28	2.9643	.85989	.100	.960
	Middle	48	2.8802	.98255		
	High	40	2.9125	1.10586		
	Multiple Grade Levels	19	2.8158	.61148		

According to the results of the analysis of variance, no significant difference was found between the TSI and the grade levels. Therefore, it can be implied that teachers' stress levels did not differ according to the grade level they teach. A significant difference was not discovered by the ANOVA analysis; hence post-hoc tests were not used.

To investigate the significant difference between TSI and the work experience of English teachers, the sample statistics, variance analysis results are presented in Table 9.

Table 9.

ANOVA Results Regarding TSI and Sub-factors Based on the Teachers' Experience

		N	Mean	Std. Deviation	f	Sig.
TSI	0-3	13	2.3077	.62512	2.283	.064
	4-7	27	3.1278	.80972		
	8-11	30	2.8850	.89299		
	12-15	14	2.5250	.80664		
	15+	51	2.7725	1.01535		
Student Misbehaviour	0-3	13	2.3718	.56172	1.625	.172
	4-7	27	3.1543	.85100		
	8-11	30	2.9778	1.10531		
	12-15	14	2.6190	1.01153		
	15+	51	2.9771	1.15855		
Time Resource Difficulties	0-3	13	2.1346	.82674	1.907	.113
	4-7	27	3.0093	.91589		
	8-11	30	2.7833	.89715		
	12-15	14	2.5536	1.03394		
	15+	51	2.6520	1.07828		
Workload	0-3	13	2.1795	.68874	3.073	.019
	4-7	27	3.1605	.98002		
	8-11	30	2.9778	.99398		
	12-15	14	2.3571	.70969		
	15+	51	2.8954	1.14599		
Poor Colleague Relationships	0-3	13	2.4359	.90661	2.451	.049
	4-7	27	3.0494	.94147		
	8-11	30	2.5444	1.03755		
	12-15	14	2.1905	.97590		
	15+	51	2.3464	1.14690		
Professional Recognition Needs	0-3	13	2.3846	.71163	2.288	.063
	4-7	27	3.2407	.91851		
	8-11	30	3.0333	.91852		
	12-15	14	2.7321	.45430		
	15+	51	2.8137	1.06752		

According to the results in the table above, it is seen that the significance ratio (sig.) of the TSI_Workload ($F_{(4,130)}=3.073$; $p < .05$) and TSI_Poor Colleague Relationships ($F_{(4,130)}=2.451$; $p < .05$) factors is less than 0.05, and there is a significant difference between teachers' views on these aspects based on experience. Other values did not show a significant difference.

The Multiple Comparison Tukey test was used since the Poor Colleague Relationships and Workload sub-factors showed a significant difference in the analysis of variance and were homogeneously distributed according to the test of homogeneity of variances. Considering the results of the Multiple Comparison Tukey Test, there is no significant difference between the workload stress levels of teachers with 8-11, 12-15, and 15+ years of experience. However, it was shown that teachers with 0-3 years of experience and teachers with 4-7 years of experience had significantly different levels of workload stress. So there can be results that, due to their workload teachers with 4-7 years of experience feel the most stress, whilst teachers with 0-3 years of experience reported the least stress. It may be understood that this transaction may lead to this outcome since teachers' workloads may grow as they get more teaching experience as opposed to when they are beginning their professions.

According to the results of the Multiple Comparison Tukey Test, there is no significant difference between teachers' who have 0-3, 8-11, 12-15 years of experience and their stress levels derived from poor colleague relationships. However, it was found that there was a significant difference between the stress levels of teachers with 4-7 years of experience and those with 15 or more years of experience due to poor colleague relationships. Teachers with 4-7 years of experience reported the highest poor level of stress while teachers with 15 or more years of experience reported the lowest poor colleague relationships stress.

3.4. Reliability and Validity Analysis of SECTRS

3.4.1. Reliability Analysis

In the original study, the Cronbach's Alpha coefficient was .88 for 25-item and results indicated that it has appropriate psychometric qualities in general.

Regarding this study, the Cronbach alpha value for items numbered 1-25 in the Social-Emotional Competence Teacher Rating Scale, was found to be .96. In addition,

the reliability of each item was also checked after the factor analysis, and these values were included in the factor analysis table.

3.4.2. Validity Analysis

Tom (2012) conducted bivariate correlations for validity of SECTRS and the results provided evidence to support the convergent validity and discriminant validity of the scale.

For this study, as a result of exploratory factor analysis for SECTRS, it was determined that the Kaiser – Meyer – Olkin (KMO) sample adequacy value was .89 and the sample size was sufficient for factor analysis. The significance of the Barlett test of sphericity [$X^2(135) = 2360,842, p < .001$] indicated that the correlation relationships between the items were suitable for factor analysis. The results of the factor analysis for the Social-Emotional Competence Teacher Rating Scale are given in Table 10.

Table 10.

Reliability and Validity Analysis of the SECTRS and its Sub-factors

Names of the Factors and Items	Factor Load*	Eigenvalues	% of Variance	Cronbach'sAlpa
Factor 1 – Social Awareness		5.762	26.191	.953
SEC 24 – I pay attention to the emotions of staff members at my school.	.789			
SEC 15 – My students' safety is an important factor in the decisions I make	.786			
SEC 25 – I feel comfortable talking to parents.	.751			
SEC 23 – Staff members at my school respect me.	.734			
SEC.16 – I problem-solve with students when there is a problem or argument.	.732			

SEC 14 – I appreciate individual and group differences (e.g., cultural, linguistic, socioeconomic, etc.).	.687		
SEC 17 – I make an effort to ensure that my instruction is culturally sensitive.	.666		
SEC 18 – I know how my emotional expressions affect my interactions with students.	.651		
SEC 11 – I think before I act.	.626		
SEC 13 – I am able to manage my emotions and feelings in healthy ways.	.609		
Factor 2 – Teacher-Student Relationships	4.106	18.666	.901
SEC 1 – I have a close relationship with my students.	.737		
SEC 2 – I am aware of how all of my students are feeling.	.714		
SEC.5 – It is very difficult to for me to build relationships with students (R).	.714		
SEC 3 – I am good at understanding how my students’ feel.	.701		
SEC 6 – I create a sense of community in my classroom.	.689		
SEC 4 – Students come to me with problems.	.667		
SEC 7 – I build positive relationships with my students’ families.	.637		
Factor 3 – Emotion Regulation	4.069	18.495	.666
SEC 10 – I frequently get upset when students provoke me.	.889		
SEC 9 – I remain calm when addressing student misbehaviour.	.859		
SEC 8 – I nearly always stay calm when a student upsets me.	.851		
SEC 12 – I frequently get upset in the classroom and do not understand why.	.725		
Factor 4 – Interpersonal Relationships	2.307	10.487	.778
SEC 21 – It is easy for me to tell	.725		

people how I feel.	
SEC 22 – In conflict situations with staff members, I can effectively negotiate solutions.	.681
SEC.19 – I consider my students' well-being when making decisions.	.675
SEC 20 – Staff members seek my advice when resolving a problem.	.642

Total Explained Variance: % 70.096

Factor analysis was conducted for 25 items of SECTRS that were used to reveal the SEC levels of teachers in the questionnaire. The items were divided into four factors using the exploratory factor analysis since four-factor structure was found to be appropriate for the study when the scree plot, variations explained by the factors, and the original study were all taken into account. However, several items were settled on different factors from the original study regarding the result of this study.

The factors and items that fell under them were social awareness (item 24, item 15, item 25, item 23, item 16, item 14, item 17, item 18, item 11 item 13), Teacher-Student Relationships (item 1, item 2, item 5, item 3, item 6, item 4, item 7), Interpersonal Relationships (item 21, item 22, item 19, item 20) and Emotion Regulation (item 10, item 9, item 8, item 12).

3.5. Distribution of Participants' Views on the Social-Emotional Competence Teacher Rating Scale (SECTRS)

The participants' SEC levels were investigated, and descriptive statistics were used for the third research question (What are teachers' reported levels of Social Emotional Competence?). Descriptive Statistics regarding the factors are given in Table 11. Considering this table, the general SEC levels of English Language teachers is resulted between moderate to high with a mean score of 3.92.

Table 11.

Descriptive Statistics on Factors (SECTRS)

Factors	Mean	S.D.	Kurtosis	Skewness	Cronbach's Alfa
SEC	3.9289	.59431	-1.083	-.341	.955
Social Awareness	4.0067	.60597	-.925	-.566	.953
Teacher-Student Relationships	4.0116	.66642	-1.160	-.230	.901
Emotion Regulation	3.4296	.69423	-.117	.415	.666
Interpersonal Relationships	3.7556	.65539	-1.037	.223	.778

For the items, Table 12 depicts the means and standard deviations of the 25 items on the Social-Emotional Competence Teacher Rating Scale based on the responses from the participants. The distribution of the skewness and kurtosis values of the items were stated to be normal.

Table 12.

Distribution of Participants' Views on the Social-Emotional Competence Teacher Rating Scale (SECTRS)

	N	Mean	Std. Deviation	Skewness	Kurtosis
SEC.15 – My students' safety is an important factor in the decisions I make.	135	4.32	.834	-.659	-1.246
SEC.5 – It is very difficult to for me to build relationships with students (R).	135	4.21	.963	-.887	.024

SEC.14 – I appreciate individual and group differences (e.g., cultural, linguistic, socioeconomic, etc.).	135	4.19	.860	-.384	-1.545
SEC.24 – I pay attention to the emotions of staff members at my school.	135	4.19	.824	-.373	-1.430
SEC.25 – I feel comfortable talking to parents.	135	4.19	.821	-.356	-1.429
SEC.18 – I know how my emotional expressions affect my interactions with students.	135	4.15	.797	-.273	-1.372
SEC.16 – I problem-solve with students when there is a problem or argument.	135	4.14	.803	-.261	-1.400
SEC.17 – I make an effort to ensure that my instruction is culturally sensitive.	135	4.14	.784	-.254	-1.326
SEC.19 – I consider my students' well-being when making decisions.	135	4.12	.802	-.218	-1.410
SEC.11 – I think before I act.	135	4.10	.785	-.185	-1.350
SEC.23 – Staff members at my school respect me.	135	4.09	.842	-.170	-1.572
SEC.1 – I have a close relationship with my students.	135	4.07	.848	-.128	-1.603
SEC.3 – I am good at understanding how my students' feel.	135	4.07	.759	-.125	-1.247
SEC.6 – I create a sense of community in my classroom.	135	3.99	.787	.013	-1.380
SEC.7 – I build positive relationships with my students' families.	135	3.99	.851	.014	-1.623
SEC.2 – I am aware of how all of my students are feeling.	135	3.93	.765	.012	-1.037

SEC.13 – I am able to manage my emotions and feelings in healthy ways.	135	3.89	.852	.142	-1.457
SEC.4 – Students come to me with problems.	135	3.81	.899	.001	-1.128
SEC.22 – In conflict situations with staff members, I can effectively negotiate solutions.	135	3.67	.761	.319	-.716
SEC.21 – It is easy for me to tell people how I feel.	135	3.65	.957	.180	-1.123
SEC.12 – I frequently get upset in the classroom and do not understand why (R).	135	3.60	1.121	-.254	-.710
SEC.9 – I remain calm when addressing student misbehaviour.	135	3.59	.841	.300	-.708
SEC.20 – Staff members seek my advice when resolving a problem.	135	3.58	.851	-.025	.117
SEC.8 – I nearly always stay calm when a student upsets me.	135	3.57	.886	.176	-.774
SEC.10 – I frequently get upset when students provoke me (R).	135	2.96	1.054	.191	-.207

N = 135

Social emotional competence levels of the participants were measured with 25 items. It is important state that item SEC5, SEC10 and SEC12 recorded as they were reverse items.

As the result indicated, the items' means differed between the highest as 4.32 (My students' safety is an important factor in the decisions I make) and the lowest as 2.96 (I frequently get upset when students provoke me (R)).

For a total of 13 items (SEC.15, SEC. 5, SEC. 14, SEC.24, SEC. 25, SEC.18, SEC.16, SEC.17, SEC.19, SEC.11, SEC.23, SEC.1 and SEC.3,respectively) participants who valued between 4.32 and 4.07 remained within the "agree" and "strongly agree" ranges.

For a total of 11 items (respectively, SEC.6, SEC.7, SEC.2, SEC.13, SEC.4, SEC.22, SEC.21, SEC.12, SEC.9, SEC.20 and SEC.8 participants who gave a value between 3.99 and 3.57 remained within the ranges of "neither agree nor disagree" and "agree". Participants gave a value of 2.96 for the remaining 1 item (SEC.10). This statement remained within the ranges of “disagree” and “neither agree nor disagree”.

3.6. Comparison of EFL Teachers' SEC Levels by Demographic Characteristics

In order to answer the fourth research question, "Do teachers' levels of SEC vary significantly depending on; Gender, teaching experience, Grade level and School type?" independent t-tests and one-way ANOVA were used.

Whether there is a significant difference between the social-emotional competence levels of female and male English teachers was investigated. Independent samples T-Test Results (Gender) are given in Table 13.

Table 13.

T-test Results Regarding SECTRS and Sub-factors Based on Gender

Factors	Gender	N	Mean	S.D.	D.F.	t	P																																												
SEC	Female	111	3.9820	.58888	133	2.266	.025																																												
	Male	24	3.6833	.56813				Social Awareness	Female	111	4.0595	.58564	133	2.208	.029	Male	24	3.7625	.65063	Teacher-Student Relationships	Female	111	4.0708	.66474	133	2.251	.026	Male	24	3.7381	.61577	Emotion Regulation	Female	111	3.4640	.71259	133	1.238	.218	Male	24	3.2708	.58938	Interpersonal Relationships	Female	111	3.7995	.65263	133	1.689	.094
Social Awareness	Female	111	4.0595	.58564	133	2.208	.029																																												
	Male	24	3.7625	.65063				Teacher-Student Relationships	Female	111	4.0708	.66474	133	2.251	.026	Male	24	3.7381	.61577	Emotion Regulation	Female	111	3.4640	.71259	133	1.238	.218	Male	24	3.2708	.58938	Interpersonal Relationships	Female	111	3.7995	.65263	133	1.689	.094	Male	24	3.5521	.64260								
Teacher-Student Relationships	Female	111	4.0708	.66474	133	2.251	.026																																												
	Male	24	3.7381	.61577				Emotion Regulation	Female	111	3.4640	.71259	133	1.238	.218	Male	24	3.2708	.58938	Interpersonal Relationships	Female	111	3.7995	.65263	133	1.689	.094	Male	24	3.5521	.64260																				
Emotion Regulation	Female	111	3.4640	.71259	133	1.238	.218																																												
	Male	24	3.2708	.58938				Interpersonal Relationships	Female	111	3.7995	.65263	133	1.689	.094	Male	24	3.5521	.64260																																
Interpersonal Relationships	Female	111	3.7995	.65263	133	1.689	.094																																												
	Male	24	3.5521	.64260																																															

The overall SECTRS result displayed a significant difference based on gender. According to the findings, the SEC levels of female teachers (M= 3.98) are higher than male teachers (M= 3.68).

For the sub-factors, the results administered that, teachers' views on the SEC_Social Awareness, and SEC_ Teacher-Student Relationships factors varied significantly. The table denoted that, female teachers had higher degrees of social awareness and student-

teacher relationships than male teachers. A significant difference was not identified when the other sub-factors were taken into account.

As presented in table 14, an independent samples t-test was used to determine whether there was a significant difference between the social-emotional competence levels of English teachers working in state versus private schools.

Table 14.

T-test Results Regarding SECTRS and Sub-factors Based on School Types

Factors	School Types	N	Mean	S.D.	D.F.	t	P
SEC	Private School	48	3.9992	.64711	87	.980	.330
	State School	87	3.8901	.56322			
Social Awareness	Private School	48	4.0104	.63153	133	.053	.958
	State School	87	4.0046	.59512			
Teacher-Student Relationships	Private School	48	4.0417	.70846	133	.388	.699
	State School	87	3.9951	.64569			
Emotion Regulation	Private School	48	3.5833	.77070	133	1.930	.056
	State School	87	3.3448	.63708			
Interpersonal Relationships	Private School	48	3.8542	.67009	133	1.302	.195
	State School	87	3.7011	.64456			

The results showed that there was no significant difference in the social-emotional competence levels of teachers employed in state or private schools. On the basis of this, it is possible to conclude that school types do not affect the levels of SEC.

Grade levels were chosen as the independent variable, whereas SEC and sub-factors were chosen as the dependent variable. The significance of Levene's test suggests that the dependent variable's variance and distribution are not equal. In the homogeneity test for grade levels, it was seen that social awareness, emotion regulation and interpersonal relationships sub-factors had equal variance, while the dimensions of overall SEC and teacher student relationships sub-factor did not have equal variance.

For examine the relationship between the SEC sub-factors and the grade levels that teachers work (Elementary, Middle, High School, and Multiple Grade Levels) ANOVA analysis were conducted. Table 15 displayed the data regarding the sampling.

Table 15.

ANOVA Results Regarding SECTRS and Sub-factors Based on the Grade Levels

		N	Mean	Std. Deviation	f	Sig.
SEC	Elementary	28	3.9414	.56479	1.539	.207
	Middle	48	4.0350	.50668		
	High	40	3.9040	.67286		
	Multiple Grade Levels	19	3.6947	.64045		
Social Awareness	Elementary	28	4.0107	.59276	2.671	.050
	Middle	48	4.1229	.54353		
	High	40	4.0250	.66129		
	Multiple Grade Levels	19	3.6684	.57451		
Teacher-Student Relationships	Elementary	28	4.1122	.62857	1.591	.195
	Middle	48	4.0774	.57367		
	High	40	4.0000	.75385		
	Multiple Grade Levels	19	3.7218	.71186		
Emotion Regulation	Elementary	28	3.2232	.67474	1.967	.122
	Middle	48	3.6042	.67798		
	High	40	3.3750	.70937		
	Multiple Grade Levels	19	3.4079	.67808		
Interpersonal Relationships	Elementary	28	3.8393	.62810	.527	.665
	Middle	48	3.8021	.59016		
	High	40	3.6938	.75211		
	Multiple Grade Levels	19	3.6447	.65784		

The analysis of variance data indicated that the only factor that significantly differed between grade levels was Social Awareness. In terms of the homogeneity test result, social awareness has equal variance, thus Tukey from Post-hoc tests was used. The findings revealed that teachers working at the middle school level had the highest level of social awareness ($M=4, .1229$) while those working at the multi-grade level have the lowest level ($M=3, .6684$).

While the factors were determined as the dependent variable, the teachers' experience was determined as the independent variable. The findings of the homogeneity test revealed that only the emotion regulation factor had equal variance, whereas the overall SEC and the sub-factors of Social Awareness, Teacher-Student Relationships, and Interpersonal Relationships did not.

As depicted in Table 16, the SEC sub-factors and the English teachers' work experience, which ranged from 0–3 years to 15+ years, were investigated to determine if there were any significant differences.

Table 16.

Regarding SECTRS and Sub-factors Based on the Teachers' Experience

		N	Mean	Std. Deviation	f	Sig.
SEC	0-3	13	3.8338	.58214	2.254	.067
	4-7	27	3.6519	.67005		
	8-11	30	4.0107	.38766		
	12-15	14	3.9600	.60276		
	15+	51	4.0431	.62353		
Social Awareness	0-3	13	3.8769	.61665	1.986	.100
	4-7	27	3.7481	.73817		
	8-11	30	4.1000	.45637		
	12-15	14	4.0643	.56242		
	15+	51	4.1059	.59141		

	0-3	13	3.8242	.67298		
	4-7	27	3.6667	.68741		
Teacher-Student Relationships	8-11	30	4.1190	.44719	3.089	.018
	12-15	14	4.1020	.72720		
	15+	51	4.1541	.69214		
	0-3	13	3.4808	.46167		
	4-7	27	3.3704	.79774		
Emotion Regulation	8-11	30	3.4333	.62606	.802	.526
	12-15	14	3.1607	.71122		
	15+	51	3.5196	.72084		
	0-3	13	3.6538	.58219		
	4-7	27	3.4537	.50496		
Interpersonal Relationships	8-11	30	3.8083	.45809	2.222	.070
	12-15	14	3.9286	.77477		
	15+	51	3.8627	.76537		

According to the results in the table above, it is seen that the significance ratio (sig.) of the Teacher-Student Relationships factor ($F_{(4,130)}=3.089$; $p < .05$) is less than 0.05, and there is a significant difference between teachers' views on this factor based on the experience.

The homogeneity test revealed that the teacher-student relationships dimension did not have equal variance, so the multiple comparative Games Howell Test was used to identify which binary group or groups was to responsible for the inequalities.

This result indicates that teacher-student relationships vary depending on their level of experience. The findings of the multiple comparisons Games Howell Test were looked at in order to determine which binary group or groups are the source of the differences. According to the results of the Multiple Comparison Games Howell Test, there is a significant difference in teacher awareness of the teacher-student relationships between those with only 4–7 years of experience and those with 15 or more. Considering the teacher-student relationship, it is seen that teachers with 15 years or more experience have the highest level in this factor. The group with the lowest level is

SECTeacherStudentRelationships	PearsonCorrelation	.907**	.828**	1								
	Sig. (2-tailed)	.000	.000									
SECEmotionRegulation	PearsonCorrelation	.650**	.479**	.460**	1							
	Sig. (2-tailed)	.000	.000	.000								
SECInterpersonalRelationships	PearsonCorrelation	.853**	.759**	.712**	.463**	1						
	Sig. (2-tailed)	.000	.000	.000	.000							
TSI	PearsonCorrelation	-.111	.019	.033	-.155	-.203*	1					
	Sig. (2-tailed)	.202	.824	.706	.072	.018						
TSIStudentMisbehaviour	PearsonCorrelation	-.044	.092	.106	-.168	-.147	.942**	1				
	Sig. (2-tailed)	.613	.289	.222	.051	.088	.000					
TSITimeResourceDifficulties	PearsonCorrelation	-.222**	-.068	-.064	-.218*	-.307**	.895**	.805**	1			
	Sig. (2-tailed)	.010	.433	.457	.011	.000	.000	.000				
TSIWorkload	PearsonCorrelation	-.037	.045	.094	-.100	-.112	.906**	.852**	.748**	1		
	Sig. (2-tailed)	.673	.602	.277	.247	.195	.000	.000	.000			
TSIPoorColleagueRelationships	PearsonCorrelation	-.230**	-.133	-.104	-.170*	-.300**	.871**	.740**	.787**	.716**	1	
	Sig. (2-tailed)	.007	.123	.228	.049	.000	.000	.000	.000	.000		
TSIProfessionalRecognitionNeeds	PearsonCorrelation	-.003	.089	.063	-.019	-.068	.857**	.730**	.668**	.759**	.726**	1
	Sig. (2-tailed)	.971	.305	.470	.829	.437	.000	.000	.000	.000	.000	

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

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

According to results, there was no correlation relationship between teachers' overall stress and SEC levels. Nevertheless, to consider the sub-factors further simple correlation analysis utilized.

Regarding these results; it was seen that there was a significant and negative relationship between teachers' general stress levels and SECTRS's interpersonal relationship factor ($r(135) = -.20, p < 0.05$). In other words, as one variable increases, the other decreases.

When the general SEC levels of the teachers are examined, a negative relationship was observed between their SEC levels and sub-factors of the stress (time/resource difficulties ($r(135) = -.22, p < 0.01$) and poor colleague relationships ($r(135) = -.23, p < 0.01$)). It can be stated as teachers' stress about the time/resource difficulties and poor colleague relationships increase, their SEC levels decrease. According to the analysis, there was no significant relationship between SEC and student misbehaviour ($r(135) = -.04, p < .845$), workload ($r(135) = -.03, p < .673$), and professional recognition needs ($r(135) = -.03, p < .409$).

When the correlation analysis results between sub-factors of SECTRS and TSI are examined, a significant and negative relationship was observed between time/resource difficulties and emotion regulation ($r(135) = -.21, p < 0.05$) and interpersonal relationships ($r(135) = -.30, p < 0.01$). As the time/resource difficulties increase, teachers' emotional regulation and interpersonal relationships decrease.

Another significant and negative relationship was observed between the poor colleague relationships of teachers and emotion regulation ($r(135) = -.17, p < 0.05$) and interpersonal relationships ($r(135) = -.30, p < 0.01$). Likewise, as the stress experienced by teachers due to poor workplace relationships decreases, emotion regulation and interpersonal relationships increase. Conversely, as emotion regulation and interpersonal relationship values decrease, the stress they experience due to poor colleague relationships increases. No significant relationship was found between other sub-factors.

4. DISCUSSION

This study aims to find out whether there is a relationship between EFL teachers' stress levels and SEC levels. Moreover, it examines four demographic characteristics (gender, school type, grade level and teaching experience) of the participants to reveal if they make a difference in participants' views. The participants of the study consisted of 135 English Language Teachers who work in Mersin city of Turkey. It is noteworthy to state that the presented findings must be considered regarding the distribution of the demographic characteristics in this study.

According to the study's aim, five research questions were pondered, and in order to collect the data, the "Teacher Stress Inventory" and "The Social-Emotional Competence Teacher Rating Scale" were applied. Statistical Package for the Social Sciences (SPSS) was used to analyse the data obtained from the instruments, including descriptive statistics, inferential statistics, correlation statistics and regression analysis. In this chapter, a thorough explanation of the research questions and findings are offered. Then, the study's implications are demonstrated. Finally, the limitations of the study and recommendations for further research are provided.

Discussion of the Results

Discussion of the First Research Question

According to the Merriam-Webster Online Dictionary (2009), stress is a physical, chemical, or emotional component that heightens anxiety and may cause the development of disease. In the context of teaching, job-related stress may impair a teacher's capacity to maintain stable and emotionally supportive teaching and learning environments (Zinsler et al., 2017). Thus, the first research question of the study aimed to find out the stress levels of English language teachers. The findings of the first question revealed that the stress levels of teachers are between the range of "mild to moderate" which supports the findings of Sanli (2017) and Ipek et al., (2018). Since teachers' stress levels are average, it cannot be stated as detrimental. This result is vital considering teacher stress is related to interpersonal relationships, attrition, well-being, and overall job performance (Nagra & Arora, 2013; Schonert-Reichl, 2017).

This finding might be explained by teachers positive experiences with administrative and colleagues. Since strong relationships and a supportive school environment may contribute to a reduction in teachers' stress levels (Kyriacou, 2011; Kowalski, 2002).

Additionally, this outcome may be influenced by the demands and expectations of teachers, who may feel more valued and suffer less stress when these expectations and demands are fulfilled. Another reason might be high job satisfaction and self-efficacy since they are negatively correlated with stress which is supported by Parveen and Bano, (2019) and Ipek et al. (2018). Lastly, the job security might be another factor since teachers are not fired unless they violate school policy or commit a significant crime. Thus, teachers who do not concern about the future may have low-stress levels as Eres and Atanasoska's (2011) study supported.

However, when the body of literature was examined there are various studies from different countries and contexts which mentioned considerably higher stress levels from teachers (Kyriacou, 2000; Piechurska-Kuciel, 2011; Borman & Dowling, 2008; Johnson et al., 2005; Herman et al., 2017). Besides, considering that language teachers tend to confront several issues related to language teaching (Piechurska-Kuciel, 2011; MacIntyre et al., 2019; Walsh, 2019; Wieczorek, 2016; Mercer et al., 2016); higher levels of stress were expected from Turkish EFL teachers as well.

In addition to the overall analysis, sub-factors of TSI were examined. Among the sub-factors, "student misbehaviour" ($M=2.91$) exhibited the highest stress value, which is consistent with a study by Segumpan and Bahari (2006) that involved 1209 teachers in Malaysia and reported student misbehaviour as the robust stressor. Additionally, the finding of McCormick and Barnett, (2011) indicated that student misbehaviour is the main stressor connected to teacher burnout as well. This finding emphasizes the emotional and behavioural aspects of teaching because teachers are not just in charge of teaching; they also deal with students' disciplinary issues. It has been demonstrated that students' low motivation, lack of responsibility and interest, persistent misbehaviour, rejection of teacher authority, and negative attitudes all play a role in teachers' stress levels (Kyriacou & Sutcliffe, 1978b). Therefore, even though there are counsellors in schools, teachers still have to handle issues related to student behaviour.

On the other hand among the items "inadequate salary" received the highest value; this is not surprising given that Khurshid et al. (2011) stated that teachers with inadequate salary experience more occupational stress than teachers with higher income levels. Moreover, Huberman and Vandenberghe (1999) claimed that many teachers think that they are not appreciated enough compared to exerted time and effort they spend. As the findings emphasized teachers believe they deserve higher salaries considering the demands and requirements placed on them. Given Turkey's current

economic situation, high inflation has an impact on many aspects of daily life, including the cost of accommodation, food, clothing, transportation, and education. Therefore, the salary is insufficient when taking into account, the time and effort teachers invest, and the living expenses.

On the other hand, "Poor Colleague Relationships" had the lowest mean score among the factors, in accordance with the lowest mean score among the items, "attitudes and behaviour of other teachers". What is striking is that Eres and Atanasoska (2011) reported that, poor colleague relationships are the source of the greatest stress, while parent and student misbehaviour are the sources of the least stress among Turkish teachers. This finding might indicate a positive school environment and rapport among teachers. Also, cultural factors might play a role since interpersonal relationships are important as a result of the collectivist structure of society. Consequently, teachers might be more sensitive and willing to get along with their colleagues. Another, reason for this might be as teachers are required to schedule meetings with their departments and colleagues from different disciplines, constant contact might improve their relationships as well.

The overall result can be interpreted as, both internal and external stressors that can impair teachers' ability to execute their work properly (Kaur, 2018). Student misbehaviour, teachers' professional recognition needs, workload, time/resource difficulties and poor colleague relationships respectively regarded as variables that cause stress at work. According to the findings of this study, fostering close relationships with colleagues and creating a friendly and supportive environment contribute to decreasing stress (Kyriacou, 2011; Kowalski, 2002). As a result, more research can be done to improve work relationships and improve coping strategies to lessen stress, especially when it comes to student misbehaviour. The inadequate salary is yet another factor to take into account. It is also salient to emphasize that each teacher has different stressors that are specific to them. Also, teachers' perspective of how stressful a situation is can be influenced by a variety of factors, including personality characteristics, coping strategies, national education systems and environmental circumstances (Kyriacou, 2001).

Discussion of the Second Research Question

Regarding the second research question, (Do teachers' levels of stress vary significantly depending on; gender, school type, grade level and teaching experience?)

demographic characteristics were examined by independent t-tests and one-way ANOVA. According to the findings, teachers' general stress levels did not significantly differ based on genders (Check & Okwo, 2012). The findings contradict to the studies that found female teachers experience greater stress than male teachers (Bano& Malik, 2014; Zhao & Yuan, 2006) or vice versa (Yanardag&Dikmen, 2020; Eres& Atanasoska,2011). The result indicated that different gender roles and social norms are not a predictor of stress. Therefore it can be said that the participants responded to the items considering their individual characteristics rather than considering their gender differences.

However, the TSI and sub-factor t-test results revealed that female teachers are much more stressed by student misbehaviour than male teachers. This result is congruent with Antoniou and Polychroni's (2006) study, which found that female teachers reported higher levels of stress while handling student behaviour problems. Furthermore, Tom (2012) found similar results regarding female teachers experiencing higher stress levels concerning student behaviour. This could result from the fact that female teachers may be more emotional, which makes it possible that they will react more negatively to difficulties. Also, since women are more likely to express their concerns about specific aspects of their jobs than males, who would view such reporting as a sign of weakness might be a factor which supported by Santiago et al. (2009). Finally, students' differing perspectives and behaviours toward the authority of male and female teachers might be another reason for this result.

When it comes to school type, it was concluded that the participants experienced similar levels of stress based on the stressors. There was only a statistically significant difference between teachers' views of the "time/resource difficulties" factor and school types. State school teachers' stress level was higher than private school teachers regarding time/ resource difficulties. This finding complemented the results of Karanfil and Yeşilbursa's study (2021), which found that the resources, materials, and curriculum that state school teachers are required to teach have an impact on their stress level. For private schools, teachers stated that they had the resources necessary to achieve their job demands (Brady & Wilson, 2021). Moreover, as noted by Bozyiğit (2017) parents placed a high value on the quality of English language education while selecting a private school, therefore the allocated funds, amount of time, chosen curriculum and resources vary appropriately. This outcome can be explained by the fact that teachers in state schools are constrained by government funding in terms of opportunities,

resources and materials. Furthermore, state school teachers who work in rural areas could encounter financial and technological challenges more often. In addition, there are significant differences between state and private schools in the amount of time allowed for English classes. In private schools, it can be up to 15 hours per week, compared to 2 to 4 hours per week for state schools. As a result, teachers have more opportunities to provide individualized instruction.

As regards grade levels, no significant difference was found between the TSI and the grade levels; such as whether lower-grade teachers experience greater stress than higher-grade teachers (Agai-Demjah et al., 2015; Johannsen, 2011) or vice versa (Kavita& Hassan, 2018). Therefore, it can be stated that teachers' stress levels did not differ according to the grade level they teach in this research context. This can be explained by the fact that each grade level has particular challenges and obligations. The responsibilities of teachers change depending on the needs of the students; for instance, younger students demand more personal responsibility and attention in teaching and learning, whereas older students need guidance for their future plans and there is also an exam component to consider. Therefore every teacher might take into account their own stressors.

Considering the teachers' experience, the findings illustrated that teachers with 0-3 years of experience reported the lowest stress level while teachers with 4-7 years of experience had the highest stress level. This finding is in agreement with the findings of Ipek et al., (2018) research, which concluded that teachers with 0-5 years of experience had the lowest stress level while teachers who have experience between 6 and 10 years have the highest level of occupational stress. It was also noted that these two groups reported significantly different levels of workload stress as teachers with 0-3 years of experience had the lowest, while teachers with 4-7 years of experience had the highest workload stress. This finding may be explained by the notion that new teachers begin their careers with enthusiasm and determination, which may reduce their levels of stress. Additionally, their mistakes and limitations are typically tolerated, since they are novices. However, as they gain more classroom experience and work for a considerable amount of time, teachers may experience a gradual decline in expectations and an increase in workload, which can lead to anger and stress (Ipek et al., 2018).

Another significant difference was found between the stress levels of teachers with 4-7 years of experience and those with 15 or more years of experience due to poor colleague relationships. Teachers with 4-7 years of experience reported the highest

while teachers with 15 or more years of experience reported the lowest poor colleague relationships stress. The result coincided with the result of Alhija's (2015) study which denoted that more experienced teachers experienced lower levels of stress caused by their colleagues; however, this finding is inconsistent with the study done by Putter (2003) which found no significant differences in the level of perceived stress regarding teaching experience. According to this finding, these teachers (4–7 years of experience) had the highest overall stress level, which might have a negative impact on their relationships with colleagues. Furthermore, stress may increase as teachers enter a stability period during this time, which is characterized by a strong commitment to the profession or a decision to leave it, as supported by Klassen and Chiu (2010). This kind of conflict and struggle may manifest as frustration and isolation, which can damage relationships between colleagues. Finally, throughout this time as teachers get more professional experience, they may lose their enthusiasm and become less interested in their surroundings, including their colleagues. Conversely, teachers with 15 or more years of experience are already committed to their job and often understand the value of interpersonal relationships. Additionally, the experience may change how teachers react to challenging situations involving a colleague, potentially making them more empathetic and tolerable.

Discussion of the Third Research Question

Teachers' social-emotional competencies are viewed as being vital to managing the related issues in their profession and to fostering effective teacher-student relationships (Jennings et al., 2009). Furthermore, strong SEL competencies contribute to professional commitment and job satisfaction (Collie et al., 2011). Teachers must also be aware of their level of competencies in order to conduct a social-emotional learning program effectively (Schonert-Reichl, 2017). Therefore, the third research question in the study "What is teachers' reported level of Social Emotional Competence?" aimed to find out teachers' SEC levels.

The findings demonstrated that the total mean SECTRS score was 3.92, with responses falling into the ranges of "neither agree nor disagree" and "agree". This Mean score can be interpreted as teachers generally responding positively to items and that their overall SEC levels varied from moderate to high. The high levels of SEC results may indicate that the participants are socially aware, respect others can manage emotions and are able to build relationships. Also, strong self-efficacy, self-

management and job satisfaction can lead to this finding (Schonert-Reichl, 2017). Another possibility is that participants responded to the items based on their perceptions of how things should be rather than how they actually are. The social desirability effect may therefore affect the results.

As regards sub-factors of SECTRS, teacher-student relationships had the highest mean value in line with Tom's (2012) findings who also noted it as a robust factor. A healthy teacher-student relationship is viewed as an essential element of teachers' SEC since it helps with classroom management, teaching effectiveness, well-being, positive behaviour, and motivation (Jennings & Greenberg, 2009; Tom, 2012). This finding denotes that teachers are considering their students first and work on building relationships with their students regarding the multiple outcomes. Subsequently, social awareness also had a high value. This outcome can be the result of the fact that teaching is a highly interactive and emotional process, and teachers need to be aware of students' interests, emotions, backgrounds, differences, and needs. As a result, their constant focus might increase their social awareness.

Following that, the finding indicated, emotion regulation had the lowest value. Although the mean score for emotion regulation was not regarded as poor, it is significant to note that teachers who are skilled at regulating their emotions are more likely to display positive relationships and experience higher job satisfaction (Brackett, et al., 2010). As a result of the findings, it can be inferred that teachers may lack coping mechanisms and may not be self-aware. Additionally, they could find it difficult to tell their own emotions apart from those of their students and tend to react with impulse control.

Discussion of the Fourth Research Question

The overall SECTRS result displayed a significant difference based on gender. According to the findings, the SEC levels of female teachers were higher than male teachers. For the sub-factors of SECTRS, the results administered that, teachers' views on social awareness and teacher-student relationships factors varied significantly. A significant difference was not identified when the other sub-factors were taken into account. The findings denoted that female teachers had higher degrees of social awareness and student-teacher relationships than male teachers. The outcome is consistent with those of Collie et al. (2015), who found that male teachers might not be as comfortable promoting SEL as female teachers. Although, the findings conflict with

Tom's (2012) which indicated that there was no significant difference between male and female teachers regarding SECTRS's sub-factors and total scores. This result might stem from that female teachers are more likely than male teachers to place a higher value on building strong relationships with their students; therefore their teacher-student relationships might be higher as supported by Payne and Furnham (1987). Another factor can be that, female teachers might be more willing to express and discuss their feelings, making them more receptive to the subject.

When it comes to school types, the results delineated that there was no significant difference between the social-emotional competence levels of teachers and school types. Based on this, it is possible to conclude that school types do not affect the levels of SEC. As Tom (2012) also reported, teacher SEC did not significantly differ across community settings (urban, suburban, and rural). However, Birol et al., (2009) found a significant difference in the emotional intelligence of teachers depending on the type of school. Higher emotional intelligence was found in state school teachers compared to private school teachers. Overall, the result can be interpreted as even though school context is vital in employing SEL and SEC (Schonert-Reichl, 2017); various other factors can affect schools' conditions and climate, thus being private or state may not be perceived as distinctive for teachers' SEC level. It's also possible that, regardless of the context, teachers might respond to items based on personality factors such as their characteristics, beliefs, experiences, attitudes and notions.

Considering the grade levels and SEC levels of teachers, the analysis of variance data indicated that the only factor that significantly differed was social awareness. The findings revealed that teachers working at the middle school level had the highest level of social awareness, while those working at the multi-grade levels have the lowest level. Social awareness contains teachers' efforts, compassion, and ability to understand the viewpoints of students, parents, and colleagues. It also includes social norms for appropriate behaviour when interacting with different members of the school community (Collie, 2017). The results can be interpreted as, teachers who work with students in multiple grades each day may find it challenging to get to know their students, and create the supportive classroom environment and interpersonal relationships that are necessary for SEL (Jennings & Greenberg, 2009). Moreover, as the requirements and responsibilities can vary in multiple grade levels, responding to the needs of students, colleagues and school staff might be difficult. The social

awareness of middle school teachers, on the other hand, may be higher because of the students' emotional needs and requirements as they have just entered puberty.

Lastly, the findings indicated that only teacher-student relationships vary depending on teachers' level of experience. According to the results of the Multiple Comparison Games Howell Test, there is a significant difference between those with 4–7 years of experience and those with 15 or more in the teacher-student relationship. It is seen that teachers with 15 years or more experience have the highest level in this factor. The group with the lowest level is the teachers with 4-7 years of experience. Looking at this result, it was seen that experienced teachers had a higher awareness of student-teacher relationships. A significant difference was not detected in other values. As the findings suggest, teachers might get more skilled at making decisions as they gain experience, especially in terms of classroom management (Emmer & Stough, 2001). Additionally, as they have dealt with more situations, teachers with more experience have a broader perspective on both the educational aspects of teaching as well as the emotional aspects. This could lead to better emotional control and a deeper understanding of the difficulties and needs of the students, which could result in stronger relationships between the teacher and the students.

Discussion of the Fifth Research Question

To investigate the fifth research question (What is the relationship between teachers' reported level of social-emotional competence (SEC) and reported level of stress?) simple correlation analysis was performed. The results of the analysis demonstrated that there was a significant and negative relationship between the general stress level of teachers and SECTRS sub-factor of interpersonal relationships. According to Miller and Wiltse (1979), dealing with interpersonal and behavioural issues regularly is a major source of stress for teachers. Additionally, according to Billingsley (1993), parental and professional support was one of the key factors influencing whether teachers choose to stay in the profession. Therefore, developing good interpersonal relationships is viewed as essential to reducing teachers' levels of stress.

Regarding the general SEC levels of the teachers, a strong and negative relationship was observed between the general SEC levels and TSI's sub-factors, time/resource difficulties, and poor colleague relationships. In other words, as teachers' stress levels regarding time/resource difficulties and poor colleague relationship decrease, their SEC levels increase. As the findings indicated when teachers build healthy relationships with

their colleagues, they might feel supported and more relaxed, leading to higher SEC. It also has been demonstrated in the literature, good relationships with colleagues and school administration are positively correlated with teachers' involvement and well-being and inversely correlated with teacher stress (e.g., Collie & Martin 2017; Hakanen et al. 2006). On the other hand, a lack of resources at work might have a detrimental impact on teachers' well-being and may lead to burnout (Hakanen et al., 2006). Since time/resource difficulties affect the quality of education, poor lesson execution and failure to meet the lesson objectives may also lower teacher SEC.

When the correlation analysis results between the sub-factors of SEC and sub-factors of TSI are examined, a significant and negative relationship was observed between time/resource difficulties and emotion regulation and interpersonal relationships. When the time/resource difficulties decrease, teachers' emotional regulation and interpersonal relationships increase. As Skaalvik and Skaalvik (2018) illustrated, social support (a job resource) may mitigate the detrimental impact of job requirements on teachers' well-being and commitment. The finding is consistent with their research and suggests that teachers' stress related to time/resource difficulties reduces when they effectively manage their emotions and nurture their relationships with others. This may stem from responding positively to stressors or finding ways to cope with them more effectively after receiving support from others.

Another significant and negative relationship was observed between the poor colleague relationships of teachers and emotion regulation and interpersonal relationships. Likewise, as the stress experienced by teachers due to poor colleague relationships decreases, emotion regulation and interpersonal relationships increase. It can be asserted that poor colleague relationships negatively affect teachers' overall relationships (parents, students, school staff...) and emotions. Since teachers expect to see support, appreciation and acceptance from colleagues (Hargreaves, 2001), the contrary to the situation might cause them to feel rejected, isolated and inadequate. Also, these negative emotions can reveal themselves as impulse reactions to situations and people. Furthermore, poor colleague relationships might reduce professional commitment and job satisfaction which might affect interpersonal relationships and emotion regulation. As previously indicated, cultivating positive relationships with colleagues is crucial. Also, it has an impact on teachers' views on managing their emotions and interpersonal relationships. Considering the other sub-factors, a significant relationship was not detected.

Implications

This study attempted to investigate Turkish EFL teachers' SEC and stress levels, as well as their relationships. According to studies, teacher stress is pervasive and concerning nowadays (Kyriacou, 2001; Jennings et al., 2019). Even though teacher stress and burnout are increasing issues, encouraging well-being and social and emotional competence (SEC) may help teachers to handle the daily stresses of teaching (Jennings, 2011). Consequently, investigating these variables and demonstrating how they relate was seen as essential.

Teacher stress is a crucial subject in education and it is still holding its importance. As previous research noted, teachers today are more stressed and unhappy than before (Jones et al., 2013). As this study indicated, student misbehaviour and inadequate salary are considered significant stress contributors for all teachers. While time/resource difficulties were significant for state school teachers particularly. Therefore, the importance of teaching education programs in universities and in-serve training should be highlighted regarding stress. Additionally, teaching context, circumstances, and financial budgets need to be considered by the stakeholders.

Following that, the majority of teachers also appear to go through a period of self-doubt, after which their worries are either addressed by choosing to continue their careers as teachers or by deciding to leave (Kyriacou, 2001). Especially about four to six years into their careers, teachers begin to consider leaving or staying in the field (Klassen & Chiu, 2010). The nature of this study is related to the demonstrated results, and given that the teachers with 4–7 years of experience were the most stressed, stress management training can be offered. Since they are at risk of leaving their jobs and also experience stress significantly.

When it comes to the relationships between teachers' SEC and stress, external variables, especially stress, have an impact on how well students and teachers can improve and implement SEL competencies (Jones et al., 2013). Particularly, two specific stressors, time/resource difficulties and poor colleague relationships, require further investigation about their relationships with teachers' SEC. Moreover, interpersonal relationships, especially with colleagues, are prominent for both teachers' SEC and stress levels. Teachers become stressed out when they have poor relationships with their colleagues; on the other hand, socially and emotionally competent teachers are more conscious of building positive relationships (Sanli, 2007; Hen & Goroshit,

2015). It implies that establishing and strengthening relationships is important and that different initiatives, practices, and strategies can be used to accomplish this.

Overall, the given result delineated that the stress levels of teachers ($M=2.79$) are between the range of “Mild and Moderate”. According to the findings, stress is not damaging since it is not occurring at a significant rate (Haradhan, 2012). In light of this, stress should not necessarily be seen negatively. In fact, moderate levels of stress may increase effort at work, devotion, and creativity. (Schermerhorn et al., 2000). Additionally, the SEC levels of the teachers were between moderate and high, which was also at the required level. However, there is also a more comprehensive strategy to consider, including more conscious SEL and SEC training. In addition to providing teachers and students with rich SEL practices, occupational stress management techniques for teachers and school staff can help strengthen the value of SEL within the school's culture.

Limitations of the Research and Recommendations for Further Research

Various factors limited the research results. First of all, this research utilized quantitative methods therefore; not using qualitative data in this study - not including observation or interview techniques - can be shown as the limitations of this study. Also, as self-report measurements are inherently subjective additional instruments can be utilized to obtain a more comprehensive and accurate result (Forcina, 2012). Since the second important limitation is that teachers might give biased answers to questions that determine their social-emotional competence and stress levels. Instead of stating their usual behaviour, individuals tend to pretend they are doing what they think is the most socially and environmentally acceptable behaviour (Zinkhan & Carlson, 1995, p. 5). However, the sample of this study was limited to English teachers working in Mersin. Different samples may produce different results from various participants and contexts.

The geographical limitation, participants' number and characteristics consist of the third limitation of the study. The study included only English teachers working in Mersin. Throughout the study, the questionnaire was tried to be sent to teachers working in state and private schools, but English teachers working in private schools could not be reached at the desired level. Therefore, future researchers may repeat the study in larger samples to obtain more diverse data. Using other regions of Turkey can broaden the scope of comparisons and validate the specific stressors and social-emotional competencies experienced by most teachers.

Regarding participants' characteristics, since SEC and teacher stress affect not only English teachers but all teachers, this study can be repeated with teachers from other disciplines considering different educational levels, such as high school or university. Furthermore, the number of participants can be increased since the distribution of demographic characteristics may affect the findings of the study, so that more evenly distributed participants can be selected for further research. Since some demographic characteristics may not represent the average opinion of teachers. In addition, teachers' education levels (university, master's, doctorate) or from which faculties they graduated (science and literature, education faculties, etc.) were not asked. In future studies, it is recommended to investigate whether the education level of teachers has an effect on their stress and SEC levels.

It is important to highlight that, in light of the findings; student misbehaviour and inadequate salary were identified as significant stressors that call for additional attention. Emotion regulation also may be a subject, particularly for future research in SEC. Regarding the relationship, it is seen that time/resource difficulties and poor workplace relations have an effect on teachers' social-emotional competencies. For this reason, it is recommended to make improvements in the solution to these problems in the education system. Consequently, more research should be done to take these limitations into account in order to gain a deeper understanding of the topic.

Conclusion

Interest in examining teacher stress began in the 1980s and it is still an area of investigation. The complexity and demands of our world are constantly increasing. It is extremely crucial right now and will get even more critical in the future years. Understanding teachers' stressors is salient since it will enable us to better comprehend their consequences, develop strategies to alleviate them and improve the quality of education. Researchers also suggest that teacher stress is associated with job satisfaction, teaching self-efficacy, and commitment, therefore needs constant attention (Klassen & Chiu, 2010; Parveen & Bano, 2019). As stated teaching profession is highly demanding, it requires strategies and competencies to manage stress. In order to diminish teacher stress, fostering well-being and social and emotional competence (SEC) may assist teachers (Jennings, 2011). Since socially and emotionally competent teachers are culturally sensitive, can manage their behaviour, have high levels of social and self-awareness, and have the ability to create close, enduring bonds with others, among other attributes (Jennings et al., 2019).

For this reason, this study concentrated on these variables and their relationship. As the study demonstrated, participants experienced mild-to-moderate stress and consider themselves socially and emotionally competent in their profession. Consequently, it was determined that between significant SEC and TSI factors, one is increased while the other is decreased. The results can be interpreted as; a rise in teachers' SEC levels may result in a fall in their stress levels.

Teachers play a crucial role in education, since they shape the minds of the next generation. Therefore, the study's conclusions are intended to raise awareness of work conditions while also emphasizing the importance of SEC and SEL in education. There is an increasing amount of interest in learning more about EFL teachers' perspectives on stress and social-emotional competencies, although this area of research still needs more attention.

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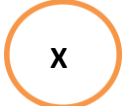

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APPENDICES

Appendix A : Request from the Institute of Social Sciences for Thesis Ethical Permission Approval

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Kamer Aybüke Özdemir
ÖĞRENCİ NO	2020008025
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021-2022 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
Tezin Konusu	Öğretmenlerin Stres Düzeyleri ile Sosyal Duygusal Yeterlilik Düzeyleri Arasındaki İlişkinin araştırılması
Tezin Amacı	Öğretme karmaşık ve dinamik bir süreçtir. Öğretmenlik de buna paralel olarak sorumluluk düzeyi ve stres düzeyi yüksek bir meslektir (Kyriacou, 2000). Öğretmenler, okullarda ve sınıflarda öğrencilerin sosyal-duygusal öğrenmelerini yönlendiren kişiler olduğundan; sosyal-duygusal yeterlilikleri eğitim süreci için önemlidir (Jennings & Greenberg, 2009). Bu nedenle, istenmeyen sonuçlardan kaçınmak ve öğretme ve öğrenme kalitesini artırmak için, stres kaynakları ile başa çıkmak için sosyal-duygusal yeterlilik seviyeleri arasındaki ilişkiyi anlamak hayati önem taşır. Bu araştırmanın amacı buna yönelik olarak, öğretmenlerin stres düzeyleri ile sosyal duygusal yeterlilik düzeyleri arasında ki ilişkiyi açığa çıkarmaktır.
Tezin Türkçe Özeti	Stresi ortaya çıkaran pek çok faktör bulunmaktadır. Yoğun iş yükü ve artan sorumluluklar bu faktörlerden bir kaçını kabul edilmektedir. Herman vd. (2018), çalışmasına göre öğretmenlik mesleği de getirdiği sorumluluklardan dolayı stresli görülen işlerden biridir. Bu çalışmanın amacı, öğretmenlerin stres düzeyleri ve sosyal-duygusal yeterlilik düzeyleri arasında ki ilişkiyi incelemektir. Sosyal ve duygusal yeterlilikler Casel (2020)'de şu şekilde yer almıştır; öz farkındalık (self awareness), öz yönetim (self regulation), sosyal farkındalık (social awareness), ilişki becerileri (relationship skills) ve sorumlu karar alma (responsible decision making). Gerekli veriler, Mersin ilinde bulunan özel ve devlet okullarında görev yapmakta olan ilköğretim, ortaokul ve lise İngilizce öğretmenlerinin katılımıyla gerçekleştirilecektir. Bu amaç doğrultusunda The Social-Emotional Competence Teacher Rating Scale ve Teacher Stress Inventory kullanılarak nicel bir çalışma yürütülecektir. Erişilebilirliği kolaylaştırmak ve araştırma yapılırken zamandan tasarruf sağlamak için örnekleme yöntemi olarak kartopu yöntemi seçilecektir. Veri toplama süreci için katılımcılar; genel bilgi verme adına çalışmanın amacı ve önemi hakkında bilgilendirilerek bireysel onay formu dolduracaktır. Bu form anketten önce katılımcılara çevrimiçi olarak sağlanacak ve gizlilik temini verilecektir. Katılım gönüllülük esasına dayalı olarak yapılacak olup veriler kişisel bilgi ve maddelerden oluşan bir ölçek kullanılarak toplanacak ve analiz edilecektir. Gönüllü öğretmenler 5'li likert ölçeğine göre hazırlanan anketleri Inventory için 0 ve 4 arasında, Social-Emotional Competence Teacher Rating Scale için ise 1-Hiç katılmıyorum, 5-kesinlikle katılıyorum şeklinde dolduracaktır. Ardından anketlerden elde edilen bilgiler SPSS 22 paket programına girilerek amaçlanan verileri ortaya çıkarmak için tanımlayıcı ve çıkarımsal istatistikler kullanılacaktır. Buna ek olarak ise gerekli görüldüğü takdirde, katılımcıların arasından gönüllülüğe göre seçilen bir kısma 5 sorudan oluşan bir görüşme (interview) uygulanarak veriler desteklenerek detaylandırılacaktır.
Araştırma Yapılacak Olan Sektörler/ Kurumların Adları	Mersin ilinde bulunan ilköğretim, ortaokul ve\veya lise eğitimi veren özel ve devlet okullarının tamamı
İzin Alınacak Olan Kuruma Ait Bilgiler (Kurumun Adı- Şubesi/ Müdürlüğü - İli - İlçesi)	Mersin İl Millî Eğitim Müdürlüğü
Yapılmak İstenen Çalışmanın İzin Alınmak İstenen Kurumun Hangi İlçelerine/ Hangi Kurumuna/ Hangi Bölümünde/ Hangi Alanına/ Hangi Konularda/ Hangi Gruba/ Kimlere/ Ne Uygulanacağı Gibi Ayrıntılı Bilgiler	Bu çalışmanın Mersin iline bağlı özel veya devlet okullarında çalışan İngilizce Öğretmenlerine uygulanması planlanmaktadır. Bu öğretmenler ilköğretim, ortaokul ve lise kademelerinde hizmet vermekte olup çalışmaya katılmak için adapte edilen anketi dolduracaktır.

Uygulanacak Olan Çalışmaya Ait Anketlerin/ Ölçeklerin Başlıkları/ Hangi Anketlerin - Ölçeklerin Uygulanacağı		The Social-Emotional Competence Teacher Rating Scale (2012) Teacher stress inventory (1995)				
Ekler (Anketler, Ölçekler, Formlar, V.B. Gibi Evrakların İsimleriyle Birlikte Kaç Adet/Sayfa Olduklarına Ait Bilgiler İle Ayrıntılı Yazılacaktır)		1) Bilgi ve Kabul Formu (Participants' Consent Form) (1 Sayfa) 2) Tez Formu (18 sayfa) 3) Anket Onayları (Teacher stress inventory ve The Social-Emotional Competence Teacher Rating Scale) (1 Sayfa) 4) Meb Ayse (Araştırma Başvurusu) (2 Sayfa) 5) Lisansüstü Tez Önerisi (23 Sayfa) 6) Araştırma İzni Tahhütnamesi (1 Sayfa) 7) Tez Önerisi Türkçe Özeti (1 Sayfa) 8) Interview Questions (1 Sayfa)				
ÖĞRENCİNİN ADI - SOYADI: Kamer Aybüke Özdemir		ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. TARİH: 07/06/2020				
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili ve Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI		2.TEZ DANIŞMANININ ONAYI (VARSA)		ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Senem Zaimoğlu				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 müdürlüğünde evrak aslı imzalıdır.
... / / 20....	 / / 20....	 / / 20.....	 / / 20...
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı :Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğün de evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünd e evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE						
OY ÇOKLUĞ U İLE						
Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Ü Kurulu Asıl Jüri Üyelerince İncelenmiş olup, / / 20..... - / / 20..... ta arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.						
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix B : Consent Form of the Study

Dear Colleague,

You are invited to participate in a research which examines ELT teachers' Social Emotional Competence (SEC) levels and its relation with their stress levels. The study focuses on responses from primary and secondary English teachers in Mersin, Turkey. Participation should take approximately 10 minutes to complete.

Here I declare as a participant that;

- I meet the criteria of the research sample.
- I voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

If you have any questions about this study, please contact with the researcher, Kamer Aybüke Özdemir.

➤ **By completing this survey, you are consenting to participate in this study.**

Appendix C : Teacher Stress Inventory

1. Sex
 Female Male
2. What grade level do you teach?
 Elementary Middle High Multiple Grade Levels
3. Where are you working at?
 Private School State School
4. How many total years of experience do you have in your field?
 0-3 4-7 8-11 12-15 15+

Teacher Stress Inventory

As a teacher, how great a source of stress are these factors to you?		0	1	2	3	4
		No stress	Mild stress	Moderate stress	Much stress	Extreme stress
1	Poor career structure (poor promotion prospects)	None	Mild	Moderate	Much	Extreme
2	Difficult class	None	Mild	Moderate	Much	Extreme
3	Lack of recognition for good teaching	None	Mild	Moderate	Much	Extreme
4	Responsibility for pupils (e.g. exam success)	None	Mild	Moderate	Much	Extreme
5	Noisy pupils	None	Mild	Moderate	Much	Extreme
6	Too short rest periods (mid-morning brak, mid-day break)	None	Mild	Moderate	Much	Extreme
7	Pupils' poor attitudes to work	None	Mild	Moderate	Much	Extreme
8	Inadequate salary	None	Mild	Moderate	Much	Extreme
9	Too much work to do (e.g. lesson preparation and marking)	None	Mild	Moderate	Much	Extreme
10	Having a large class (i.e. many pupils)	None	Mild	Moderate	Much	Extreme
11	Maintaining class discipline	None	Mild	Moderate	Much	Extreme
12	Administrative work (e.g. filling in forms)	None	Mild	Moderate	Much	Extreme
13	Pressure from parents	None	Mild	Moderate	Much	Extreme
14	ill-defined syllabuses (e.g. not detailed enough)	None	Mild	Moderate	Much	Extreme
15	Lack of time spend with individual pupils	None	Mild	Moderate	Much	Extreme
16	Shortage of equipment and poor facilities	None	Mild	Moderate	Much	Extreme
17	Attitudes and behaviour of other teacher	None	Mild	Moderate	Much	Extreme
18	Pupils impolite behaviour or cheek	None	Mild	Moderate	Much	Extreme
19	Pressure from headteacher and education officers	None	Mild	Moderate	Much	Extreme
20	Having extra students because of absent teachers	None	Mild	Moderate	Much	Extreme

Appendix D : The Social-Emotional Competence Teacher Rating Scale

SECTRS ASSESSMENT

The statements below describe your thoughts, feelings, and actions in the classroom and in situations at your school. For each item, please indicate the extent to which you agree or disagree with the statement provided. There are no right or wrong answers, so please be as honest as possible.

1- Strongly Disagree, 2- Disagree, 3- Neither Agree Nor Disagree, 4- Agree and 5- Strongly Agree

	1	2	3	4	5
1. I have a close relationship with my students.					
2. I am aware of how all of my students are feeling.					
3. I am good at understanding how my students' feel.					
4. Students come to me with problems.					
5. It is very difficult to for me to build relationships with students.					
6. I create a sense of community in my classroom.					
7. I build positive relationships with my students' families.					
8. I nearly always stay calm when a student upsets me.					
9. I remain calm when addressing student misbehavior.					
10. I frequently get upset when students provoke me.					
11. I think before I act.					
12. I frequently get upset in the classroom and do not understand why.					
13. I am able to manage my emotions and feelings in healthy ways.					
14. I appreciate individual and group differences (e.g., cultural, linguistic, socioeconomic, etc.).					
15. My students' safety is an important factor in the decisions I make.					
16. I problem-solve with students when there is a problem or argument.					
17. I make an effort to ensure that my instruction is culturally sensitive.					
18. I know how my emotional expressions affect my interactions with students.					
19. I consider my students' well-being when making decisions.					
20. Staff members seek my advice when resolving a problem.					
21. It is easy for me to tell people how I feel					
22. In conflict situations with staff members, I can effectively negotiate solutions.					
23. Staff members at my school respect me.					
24. I pay attention to the emotions of staff members at my school.					
25. I feel comfortable talking to parents.					

Appendix E : Thesis Ethical Permission Approval



T.C.
 ÇAĞ ÜNİVERSİTESİ
 Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200004384

13.06.2022

Konu : Bilimsel Araştırma ve Yayın Etiği
 Kurulu Kararı Alınması Hk.

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 **Kamer Aybüke Özdemir** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
 Sosyal Bilimler Enstitüsü Müdürü

Ek :

- 1 - Tez etik, anket izin istek formu.
- 2 - tez danışmanı onay maili.
- 3 - İngiliz Dili Eğitimi Ana Bilim Dalı Başkanı onay maili.
- 4 - Sorular.
- 5 - Anket, Ölçek Maili.
- 6 - Form.
- 7 - Bilgi ve Kabul Formu.
- 8 - MEB ön başvuru formu.
- 9 - Taahhütname.
- 10 - Tez önerisi.
- 11 - Tez Önerisi Türkçe Özeti.

Appendix F : Ethic Committee Approval of Çağ University for Institute of Social Sciences



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2200004720
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

21.06.2022

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 03.06.2022 tarih ve E-23867972- 050.01.04-2200004121 sayılı yazınız.
b) 06.06.2022 tarih ve E-23867972- 050.01.04-2200004128 sayılı yazınız.
c) 08.06.2022 tarih ve E-23867972- 050.01.04-2200004278 sayılı yazınız.
ç) 09.06.2022 tarih ve E-23867972- 050.01.04-2200004316 sayılı yazınız.
d) 10.06.2022 tarih ve E-23867972- 050.01.04-2200004345 sayılı yazınız.
e) 10.06.2022 tarih ve E-23867972- 050.01.04-2200004347 sayılı yazınız.
f) 13.06.2022 tarih ve E-23867972- 050.01.04-2200004384 sayılı yazınız.
g) 16.06.2022 tarih ve E-23867972- 050.01.04-2200004548 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Hüseyin Ender Arar, Ahmet Pamuk, Ayşe Yılmaz, Mehmet Kayar, Ayşe Aras, Cem Soyupak, Özge Toraman, Kübra Şahin, Şefika Nilay Onatça, Kübra Demirkol, Nazire Demirbilek Kuştepe, Merve Alç, Onurcan Yılmaz, Mesut Gökkaya, Taner Çulha, Kübra Akbalı ve Kamer Aybüke Özdemir** 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 : Ethic Committee Approval to Distribution Locations



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200004731
Konu : Kamer Aybüke Özdemir'in Tez
Anket İzni Hk.

22.06.2022

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Kamer Aybüke Özdemir** isimli öğrencimizin "**Öğretmenlerin Stres Düzeyleri ile Sosyal Duygusal Yeterlilik Düzeyleri Arasındaki İlişkinin Araştırılması**" konulu tez çalışması Üniversitemiz öğretim üyelerinden **Dr. Öğr. Üyesi Senem Zaimoğlu** danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı ilkokul, ortaokul ve lise eğitimi veren özel ile devlet okullarının tamamında halen çalışan İngilizce Öğretmenlerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek :

- 1 - 4 sayfa tez etik, anket izin istek formu.
- 2 - 1 sayfa tez danışmanı onay maili.
- 3 - 1 sayfa ingiliz dili eğitimi ana bilim dalı başkanı onay maili.
- 4 - 1 sayfa sorular.
- 5 - 1 sayfa anket, ölçek izin onay maili.
- 6 - 18 sayfa formlar.
- 7 - 1 sayfa Bilgi ve Kabul Formu.
- 8 - 2 sayfa MEB ön başvuru formu.
- 9 - 1 sayfa Taahhütname.
- 10 - 23 sayfa tez önerisi.
- 11 - 2 sayfa Tezin Türkçe Özeti.
- 12 - 1 sayfa tez etik izin istek yazısı.
- 13 - 1 sayfa tez etik izin yazısı.

Dağıtım:


Gereği:

Mersin İl Milli Eğitim Müdürlüğüne

Bilgi:

Mersin Valiliğine

Appendix H : Mersin Provincial Directorate of National Education Thesis Survey Application and Permission Approval Letter



T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-34776202-605.01-54371527 29/07/2022
Konu : Kamer Aybûke ÖZDEMİR' in
Tez Anket İzni

VALİLİK MAKAMINA

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 1563890 sayılı " Araştırma Uygulama İzinleri " Konulu (2020/2 No.lu) Genelgesi.
b) Çağ Üniversitesi Rektörlüğünün 22.06.2022 tarih ve 2200004731 sayılı yazısı.
c) Millî Eğitim Bakanlığı Strateji Geliştirme Başkanlığının 06.07.2022 tarih ve 53489308 sayılı yazısı

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Kamer Aybûke ÖZDEMİR' in " Öğretmenlerin Stres Düzeyleri ile Sosyal Duygusal Yeterlilik Düzeyleri Arasındaki İlişkinin Araştırılması " konulu izin talebine ilişkin 27.07.2022 tarihli komisyon görüşü ve çalışma programı ilişikte sunulmuştur.

Araştırmanın, 2022-2023 eğitim öğretim yılında, Mersin İlinde bulunan resmi-özel tüm okullarda görev yapan İngilizce öğretmenlerine , eğitim öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre ve uygulama sırasında mühürlü ve imzalı örnekten çoğatılan veri toplama araçlarının kullanılarak çalışmaya konu kişilerden, aile üyelerinden ad ve soyad, telefon, adres ile din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda İl Millî Eğitim Müdürlüğümüze vermek şartı ile uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Adem KOCA
İl Millî Eğitim Müdürü

Ek:
1-Dilekçe ve Ekleri (67 Sayfa)
2-Komisyon Görüşü (2 Sayfa)

OLUR
Alp Eren YILMAZ
Vali a.
Vali Yardımcısı



T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

11.08.2022

Sayı : E-34776202-605.01-55013967
Konu : Kamer Aybûke ÖZDEMİR' in
Tez Anket İzni

DAĞITIM YERLERİNE

- İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21.01.2020 tarihli ve 1563890 sayılı " Araştırma Uygulama İzinleri " Konulu (2020/2 No.lu) Genelgesi.
b) Çağ Üniversitesi Rektörlüğü'nün 22.06.2022 tarih ve 2200004731 sayılı yazısı.
c) Valilik Makamının 29.07.2022 tarih ve 54371527 sayılı yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Kamer Aybûke ÖZDEMİR' in "Öğretmenlerin Stres Düzeyleri ile Sosyal Duygusal Yeterlilik Düzeyleri Arasındaki İlişkinin Araştırılması" konulu araştırma izin talebi komisyonumuz tarafından incelenmiştir.

Araştırmanın, 2022-2023 eğitim öğretim yılında, Mersin İlinde bulunan resmi-özel tüm okullarda görev yapan İngilizce öğretmenlerine , eğitim öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre ve uygulama sırasında mühürlü ve imzalı örnekten çoğatılan veri toplama araçlarının kullanılarak çalışmaya konu kişilerden, aile üyelerinden ad ve soyad, telefon, adres ile din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda İl Millî Eğitim Müdürlüğümüze vermek şartı ile uygulanmasına ilgi (a) Genelge doğrultusunda ilgi (c) Valilik Oluru ile izin verilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Adem KOCA
Vali a.
İl Millî Eğitim Müdürü

Ek:
1-Valilik Oluru (1 Sayfa)
2-Veri Toplama Araçları (6 Sayfa)

Dağıtım:
13 İlçe Kaymakamlığına
(İlçe Millî Eğitim Müdürlüğü)
Çağ Üniversitesi Rektörlüğüne