

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

**AN INVESTIGATION OF THE RELATIONSHIP BETWEEN EFL
TEACHERS' ENGAGEMENT LEVELS AND THEIR SOCIAL-EMOTIONAL
COMPETENCIES**

**THESIS BY
Tuğba ULUCAN KURT**

Supervisor : Dr. Seden TUYAN

Member of Jury: Dr. Zehra KÖROĞLU

Member of Jury: Dr. Figen YILMAZ (Çukurova Üniversitesi)

MASTER THESIS

MERSİN / JUNE 2023

APPROVAL**REPUBLIC OF TURKEY****ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

We **certify** that thesis under the title of “**An Investigation of the Relationship between EFL Teachers’ Engagement Levels and their Social-Emotional Competencies**” which was prepared by our student **Tuğba ULUCAN KURT** with number **2020008026** is satisfactory **consensus** for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Inside - permanent member-Supervisor- Head of Examining Committee:

Dr. Seden TUYAN

(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Inside - permanent member: Dr. Zehra KÖROĞLU

(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Outside - permanent member: Dr. Figen YILMAZ

(Çukurova University)

I confirm that the signatures above belong to the academics mentioned.

(The Original Copy Hold in the Institute Directorate is Signed.)

14 / 06/ 2023

Prof. Dr. Murat KOÇ

Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846

DEDICATION

To my dear sons, Yağız Kerem and Aybars

ETHICS DECLARATION

S
t
u
d
e
n
t'
s

Name& Surname: Tuğba ULUCAN KURT
Number: 2020008026
Department: English Language Education
Program: Master Thesis(X) Ph.D. Thesis ()
Thesis Title: An Investigation of the Relationship between Teachers'
Engagement Levels and Their Social-Emotional Competencies.

I hereby declare that;

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

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

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

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

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

14/06/2023

Tuğba ULUCAN KURT

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to my supervisor Dr. Seden TUYAN, for her valuable expertise, insightful guidance, and support. Her support enabled me to persevere and overcome the challenges I faced throughout this unexpectedly demanding master's program.

I would like to thank Dr. Figen YILMAZ and Dr. Zehra KÖROĞLU, who were in my thesis jury and contributed to my thesis with their suggestions. I would also like to thank Prof. Dr. Şehnaz ŞAHİNKARAKAŞ, Prof. Dr. Jülide İNÖZÜ and Dr. Senem ZAIMOĞLU and Dr. Aysun DAĞTAŞ from whom I learned a lot academically.

I must say thanks to all teachers and the school administration with whom I made scale applications.

Finally, I would like to express my sincere appreciation to my family, especially to my mother, Nurten ULUCAN, for giving me endless amounts of motivation and affection. Without their help, I would not have had the strength to complete my thesis.

ABSTRACT**AN INVESTIGATION OF THE RELATIONSHIP BETWEEN TEACHERS'
ENGAGEMENT LEVELS AND THEIR SOCIAL-EMOTIONAL
COMPETENCIES****Tuğba ULUCAN KURT****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****June 2023, 79 pages**

The purpose of this study was to examine the correlation between teacher engagement levels and social-emotional competencies in EFL (English as a Foreign Language) teaching. This study also aimed to investigate whether there are significant differences in English language teachers' engagement levels and social-emotional competencies depending on their demographic characteristics such as gender, school type and years of experience. The Research design of the study was based on the survey method. The research sample constituted of 120 Turkish EFL teachers working in Kırşehir. Our data analysis was carried out using the statistical software of SPSS, and the results were presented in tables, figures, and text. In this study, both descriptive and inferential statistics were used to analyze the data. The findings indicated that the majority of EFL teachers showed moderate to high levels of engagement in the classroom and developed adequate social-emotional competencies. The results of this study also uncovered that EFL teachers' social-emotional competencies significantly differ by gender. Teachers' gender was found to play a role in the development of their social-emotional competencies. Besides, teacher engagement and social-emotional competencies were not found to differ significantly by school type and years of experience.

Keywords: Social and Emotional Competence (SEC), Social and Emotional Learning (SEL), Turkish EFL Teachers, Work Engagement

ÖZET**İNGİLİZCE ÖĞRETMENLERİNİN İŞLE BÜTÜNLEŞME SEVİYELERİ İLE
SOSYAL VE DUYGUSAL YETKİNLİKLERİ ARASINDAKİ İLİŞKİYİ
İNCELEMEK****Tuğba ULUCAN KURT****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Seden TUYAN****Haziran 2023, 79 sayfa**

Bu çalışmanın amacı, Yabancı Dil Olarak İngilizce öğretiminde öğretmenlerin işle bütünleşme düzeyleri ile sosyal-duygusal yetkinlikleri arasındaki ilişkiyi incelemektir. Bu çalışma aynı zamanda İngilizce öğretmenlerinin işle bütünleşme düzeylerinde ve sosyal-duygusal yeterliliklerinde cinsiyetleri, okul türleri ve deneyim yılları gibi demografik özelliklerine dayalı olarak önemli farklılıklar olup olmadığını araştırmayı amaçlamıştır. Araştırmanın deseni tarama yöntemine uygun olarak hazırlanmıştır. Bu çalışmanın örneklemini Kırşehir'de görev yapan 120 İngilizce öğretmeni oluşturmaktadır. Verilerin analizi SPSS istatistiksel yazılımı kullanılarak yapıldı ve sonuçlar tablo, şekil ve metin olarak sunuldu. Bu çalışmada, verileri analiz etmek için hem tanımlayıcı hem de çıkarımsal istatistikler kullanılmıştır. Sonuçlar, İngilizce öğretmenlerinin çoğunluğunun sınıfta orta ila yüksek düzeyde işle bütünleştiği ve yeterli sosyal-duygusal yeterlilikler geliştirdiğini ortaya koymuştur. Bununla birlikte, çalışma aynı zamanda cinsiyetin sosyal-duygusal yeterlilikler üzerinde önemli bir etkisi olduğunu da ortaya çıkarmıştır. Aynı zamanda öğretmenlerin cinsiyetinin sosyal-duygusal yeterliliklerinin gelişmesinde rol oynadığı tespit edilmiştir. Ayrıca, okul türü ve kıdemin öğretmenlerin işle bütünleşmeleri ve sosyal-duygusal yeterlikler arasında anlamlı bir ilişki bulunmamıştır.

Anahtar Kelimeler: Sosyal Duygusal Yetkinlik, Sosyal Duygusal Öğrenme, İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenleri, İşle Bütünleşme

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
DEDICATION	iii
ETHICS DECLARATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
ÖZET	vii
TABLE OF CONTENTS	viii
ABBREVIATIONS	x
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES	xiii
1. INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of Problem	4
1.3. Purpose Statement	5
1.4. Assumptions	6
1.5. Limitations.....	6
1.6. Literature Review	6
1.6.1. Social- Emotional Learning.....	6
1.6.2. Social-Emotional Competencies (SEC).....	8
1.6.3. Teachers and Social-Emotional Competencies (SEC)	12
1.6.4. Work Engagement	15
1.6.5. Teachers’ Engagement.....	17
1.7. Related Studies in Turkey about Work Engagement	19
1.8. Related Studies in Turkey about Social Emotional Learning	20
2. METHODOLOGY	22
2.1. Introduction	22
2.2. Research Design	22
2.3. Sample	22
2.4. Instrumentation.....	24
2.5. Data Analysis.....	26

2.6. Ethical Considerations	26
3. FINDINGS	28
3.1. Introduction.....	28
3.2. Assessing the Competency of EFL Teachers in Social-Emotional Learning Skills	28
3.3. Level of Engagement of EFL Teachers	31
3.4. Analysis of Differences in the Social-Emotional Competencies of EFL Teachers based on Demographic Characteristics.....	33
3.5. Exploring EFL Teachers' Engagement In Classroom in terms of Demographic Variables.....	35
3.6. Relationship Between EFL Teachers' Engagement Levels and Their Social Emotional Competencies	37
4. DISCUSSION	38
4.1. Introduction	38
4.2. Discussion of Descriptive Findings.....	38
4.3. Discussion of Inferential Findings.....	41
4.4. Theoretical and Practical Implications	42
4.5. Limitations and Suggestions for Future Studies.....	44
5. CONCLUSION	45
REFERENCES	46
APPENDICES	55

ABBREVIATIONS

CASEL	: Collaborative for Academic, Social and Emotional Learning
SEC	: Social Emotional Competence
SEL	: Social Emotional Learning
EFL	: English as a Foreign Language

LIST OF TABLES

Table 1. Demographic Characteristics of Participants in the Study.....	24
Table 2. Competency Levels of EFL Teachers Regarding Social-Emotional Learning Skills21	30
Table 3. The Level of Engagement Experienced by English as a Foreign Language (EFL) Teachers.....	33
Table 4. Analysis of Differences in the Social-Emotional Competencies of EFL Teachers based on Gender	34
Table 5. Analysis of Differences in the Social-Emotional Competencies of EFL Teachers based on School Type.....	34
Table 6. ANOVA Results of EFL Teachers' Social-Emotional Competencies in terms of Years of Experience.....	35
Table 7. Analysis of Differences in Teachers' Engagement in Classroom of EFL Teachers based on Gender.	36
Table 8. Analysis of Differences in Teachers' Engagement in Classroom of EFL Teachers based on School Type.....	36
Table 9. ANOVA Results toward EFL Teachers' Engagement in the Classroom with regards to Years of Experience	37

LIST OF FIGURES

Figure 1. SEL Competences Wheel.....	9
---	----------

LIST OF APPENDICES

Appendix A.	Ethics Committee Request and Approval Document	55
Appendix B.	Informed Consent Forms of the Study	57
Appendix C.	SECTRS ASSESSMENT (Öğretmenlerin Sosyal Duygusal Yetkinliklerini Değerlendirme Ölçeği)	58
Appendix D.	Engaged Teacher Scale (ETS)	62
Appendix E.	Scientific Research and Publication Ethics Board Decision.....	63
Appendix F.	Cağ University Rectorate Thesis Ethics Permission Letter	64
Appendix G.	Request Letters of Institute of Social Sciences for Permission to Conduct Research in Schools	65
Appendix H.	Kırşehir Provincial Directorate of National Education Thesis Survey and Interview Application and Permission Approval Letters.....	66

1. INTRODUCTION

This part gives general information about research topic, the purpose and the significance of the study and the research questions. It also outlines the literature about teachers' engagement and social-emotional competencies. Finally, It presents relevant studies on the subject.

1.1. Background of the Study

For many years, schools focused on the content of academic knowledge and considered academic intelligence as the only criterion of success, which has become one of the most fundamental problems of education. However, with the emergence of concepts such as emotional intelligence (EQ) in the last forty years and extensive studies in this field, it has been revealed that real-life success does not depend only on academic intelligence (IQ) (Goleman, 2011). Educators have begun to accept that students' success does not depend much on their academic competencies and high scores on standardized tests, and more is needed. In this respect, it is crucial to raise learners with 21st-century competencies, who can research and question, solve problems, think analytically, make decisions, empathize, develop social skills, have high social awareness and express their feelings. Developing these 21st-century skills in individuals is associated with emotional intelligence.

Fundamentals of the concept of social-emotional learning are based on emotional intelligence (Uşaklı, 2017). SEL can be considered as the reflection of emotional intelligence skills in learning environments and considering them as a learning model. In this respect, social-emotional learning basically aims to improve children's emotional intelligence skills (Jennings and Greenberg, 2009). There are various classifications of SEL skills. However, the common skills covered in most of these classifications are basic life skills such as time management, openness to development, inclination to teamwork, creative thinking, self-management, and communication that makes it easier to solve complex problems and make responsible decision (TUSIAD, 2019). Social-emotional learning has a structure that guides the reflection of these skills in learning environments and the implementation of holistic practices that will improve students' skills (CASEL, 2017). Educational institutions and teachers have begun to make some changes in teaching styles based on all these skills and have organized their teaching materials and activities in a way that they can maintain a classroom atmosphere where

they can enhance student's critical social and emotional needs. Social-emotional skills are important for learners to take advantage of the educational facilities, provide good health and supply achievements in the rest of their lives (Zins & Elias, 2007). In this respect, teachers play a vital role in acquiring these skills. (Jennings & Greenberg, 2009).

Today's understanding of education aims to develop people in many ways and thus to adapt the individual to the emerging rapid change processes (Özden, 2008). Teachers are one of the most important parts for schools to accomplish their objectives. An influential educator approaches his profession with good feelings and always tries to do what is good. For this reason, it is better to focus on the positive and strong sides of the educators. In this context, teachers' attitudes and behaviors in school constitute important factors in the realization of educational goals. Teachers are expected to love teaching, adopting and accepting the goals of the school and working towards these goals. Therefore, they are expected to participate in decisions in a democratic way and to express their opinions freely. At the same time, teachers who are energetic, dedicated, devoted to their work and have high job satisfaction are seen as more successful (Telef, 2011).

The importance and necessity of developing and strengthening good characteristics, preventing negative behaviors, revealing and developing the potential of individuals are inevitable at schools that train the future generations. In this regard, educators have important responsibilities at schools. The ability of educators to fulfill these duties is attached to diverse elements (Özdemir, 2016). These elements are related to teachers' engagement and their social- emotional competencies.

Work engagement is primarily a notion related to the positive behaviors of individuals towards work. Work engagement means that individuals feel vigorous while doing their jobs, devote themselves to their work or get satisfaction from their work and concentrate on their work. Persistence is significant in engagement, and there is no attachment to a particular object, condition or individual. Engagement expresses an emotional and cognitive condition which consists of three major dimensions. Desire, dedication, and focus on work. Desire for work means being high-energy, enthusiastic and spiritually resilient while working. Dedication to work means seeing the job as serving a meaning and aim, feeling it as enthusiasm and inspiring, taking pride in job and interpreting the job as special. Concentration on work means to concentrate fully on work while working, not to be aware of how time passes, to think only about work and to be very delighted at work (Hakanen, Bakker, & Schaufeli, 2006)

Engagement refers to an emotional state. For this reason, emotions have an important place in work engagement. According to Chusmir (1982), work engagement is an attitude or orientation that is work-related and demonstrates the person's belonging to the work. It is seen that the emotions shown or managed in the workplace also have an effect on this feeling (Chusmir, 1982).

Teachers' personal characteristics, professional problems they have faced and continue to face in previous years, problems they have to deal with, their relations with their colleagues and administrators, the environmental factor, the student profile they encounter, etc. factors such as teachers' perception of these factors and their ability to cope with them are related to their affective characteristics (Önen, 2012). According to Otluoğlu (2002), emotional features such as empathy, stating and knowing feelings, checking one's temperament, freedom, admiration, resolving interpersonal matters, persistence, mercy, politeness, respect are among affective behaviors (Otluoğlu, 2002). Qualities such as expressing and understanding which are related to the subject area of emotional intelligence have been given more importance in recent years.

Emotional intelligence is significant for people to be successful and pleased both in the social and work lives. Some research indicates that people who have high emotional intelligence are able to have good relations with their family, friends and business lives, succeed easily in their duties, are efficient, loved and respected by their subordinates and superiors in the business life, and can rise quickly in their careers. In today's business life, workers with high emotional and social capability are needed who know their feelings, can control their feelings, and can sense the emotions of other people. Communication and relationships will be more positive and effective in institutions with employees with high emotional intelligence. Thus, performance can be increased by creating a team spirit in these institutions, and the loyalty of the employees will be positively affected by achieving success with a happy and peaceful working environment (Doğan & Demiral, 2007).

Considering this information, it can be referred that it is crucial for teachers to be engaged to their work and to have social-emotional competences because educators are the important factors who will shape future generations in educational organizations, the necessity of examining teachers' work engagement levels and their social-emotional competencies has guided this research.

1.2. Statement of Problem

Social emotional learning is defined as the process of obtaining qualifications related to the social, emotional and academic improvement of the people throughout the whole life (Kabakçı & Korkut Owen, 2010). For many years, students' academic achievements were more focused on, today the development of the learners' social-emotional skills is also very important. It is seen that individuals who are socially and emotionally developed are more successful while relationships become more important with the innovations in our age. Children with improved social-emotional skills have more good relationships with people around them. They can build up and develop emotionally more positive adjustments and perform better in schools (Şara & Hasanoğlu, 2015). Positive learning environments contribute to students' self-confidence by affecting their academic success, satisfaction, and behavior (Young, Williamson & Egan, 2016). In this respect, the existence of supportive and reassuring environments for the development of students can increase students' satisfaction with the school (Özdemir, Sezgin, Şirin, Erkan & Garip, 2010). Teachers are the main individuals who provide to design positive classroom environments and train the learners in these environments according to the desired goals. In this context, there are many studies showing that teachers' qualifications, competencies and especially social emotional skills have an essential position in the formation of positive educational environments (Jennings & Greenberg, 2009; Zind, Weissberg, Wang & Walberg, 2004; Koçoğlu, 2011). It can be referred from the literature that there are strong relationships with teachers' having social emotional skills, positive learning environments, effective classroom management, and emotional development of students (Jennings & Greenberg, 2009; Avşar, 2004). In this respect, it is crucial for teachers to have social-emotional skills and to make use of these skills effectively to create a quality educational environment and transfer them to learners.

In this study, work engagement is another important concept that was first expressed by Goffman (1959) as adopting the role. Work engagement is a positive attitude that employees have towards organizations. It is obvious that the business concept, which has become more complex today, will have some effects on employees. While a healthy job supports people economically, psychologically also needs to protect mental health. Thus, it will be possible for employees to love their jobs and engage with their jobs. Bakker and Oerlemans (2011) stated that engagement with work as the combination of vigor, dedication willingness to work.

It is stated that positive emotions such as having fun and willingness while working (Bakker et al., 2005; Schaufeli et al., 2002) occur in workers who are engaged with the job. For this reason, it can be said that work engagement is a good work behavior which should be achieved and motivates employees in schools. The goal of the teachers is to prepare their learners in the best way for the conditions of the age they live in and to enable them to be individuals who guide the age beyond keeping up with the age. Teachers may deal with many problems while achieving this goal. This responsibility and heavy workload on teachers can cause some psychological and sociological problems. It can be said that teachers need to trust and love their schools and engage with their work to perform their duties in a healthy way. Akduman Yetim (2007) stated that teachers who have high expectations could do their jobs properly, train students with the qualifications they aim for, develop positive behaviors in their students, in short, the way for teachers to do their job well is possible with teachers' engagement with work. Engaged teachers with their work love their job enthusiastically and are attached to their job (Hallberg & Schaufeli, 2006). In addition, it will be possible for them to have positive emotions such as willingness to take on the assigned tasks, taking responsibility, pride in the job, etc. It can be said that the motivation and performance of teachers with positive feelings towards their work will increase. Teachers have made a great effort in raising our generations, who are the biggest investment, in the best way. Providing appropriate environments is important for teachers to do and engage with their jobs in the best way. When the researches are examined, it is seen that the engagement is examined according to a number of variables, but a few studies have been found that have a relationship with the variable social-emotional competencies.

1.3. Purpose Statement

This study aimed to investigate the relationship between EFL teachers' engagement levels and their social-emotional competencies. For this purpose, the sub-problems of the research were determined as follows:

1. What is the level of EFL teachers' engagement in the classroom?
2. What are the competency levels of EFL teachers regarding their social-emotional learning skills?
3. Are there any significant differences in EFL teachers' social-emotional competencies based upon their demographic characteristics, such as;

- a) Gender
 - b) School type
 - c) The years of experience
4. Are there any significant differences in EFL teachers' engagement levels and their demographic characteristics such as;
- a) Gender
 - b) School type
 - c) The years of Experience
5. What is the relationship between EFL teachers' levels of work engagement and their social-emotional competencies?

1.4. Assumptions

This study was conducted by considering that the teachers fully reflected their sincere and genuine thoughts. Participants answered the survey questions voluntarily.

1.5. Limitations

This research was limited with the EFL teachers working in Kırşehir. In addition, it was limited with the responses of the sample group.

1.6. Literature Review

This chapter gives information about SEL's brief history, teachers social-emotional competencies and teachers' work engagement. The review continues with the related studies based on SEL and work engagement.

1.6.1. Social- Emotional Learning

The concept of social-emotional learning first took place in the field of education with the foundation of Collaborative for Academic Social Emotional Learning (CASEL) in 1994 (Cohen, 1999). CASEL refers to a comprehensive educational and social transformation movement that includes educators, researchers, education politicians, community leaders, families and students (Elias et al., 1997). In this direction, CASEL is recognized by various educational institutions in many countries of the world that has a significant place in terms of hosting researches in the field of social-emotional learning and spreading the concept of social-emotional learning to the world. When examined in detail, it is seen that there are similarities between social intelligence, introverted

intelligence defined within the scope of Multiple Intelligences Theory which was put forward by Gardner (1983) stating that human intelligence is a combination of many skill areas such as self-awareness, social awareness and relationship defined in the scope of social-emotional learning. For instance, social intelligence sub-dimension of Multiple Intelligences Theory, which is defined as the capacity to communicate, empathize and examine human behavior in terms of cause-effect relationship is similar with the communication and empathy with individuals within social-emotional learning, understanding, protecting other livings and natural assets in nature, as well as social awareness, defined as the capacity to show sensitivity to social events experienced ability. However, social-emotional learning seems to be more comprehensive than the skills defined within the scope of social intelligence, because it includes capacity to know, protect and show sensitivity to social events in the environment, alongside the capability to communicate and empathize with individuals.

Social-emotional learning (SEL) is a concept that aims to develop social-emotional skills to facilitate students to be more active in learning (Weissberg et al., 2003). Many researchers explained social-emotional learning as being aware of their own emotions, managing their emotions, problem solving, ability to establish relationship and empathize (Kabakçı & Korkut-Owen, 2010; Zins & Elias, 2008). Zins and Elias (2008) defined SEL as being aware of one's emotions, managing emotions, effective problem solving, and the capacity to build good relations with others, also as a combination of behavior, cognition, and emotions. Similarly, Kabakçı and Korkut-Owen (2010) emphasize SEL as the process of gaining social, emotional, academic skills and qualifications throughout the whole life of people. Besides, they stated that being socially and emotionally competent is the condition of being healthy and happy individuals. Additionally, Collaborative for Academic, Social, and Emotional Learning (CASEL) expresses social-emotional learning (SEL) as “the process during which children and adults gain and successfully implement the information, behaviors and skills needed to recognize and regulate feelings, determine and reach positive targets, empathize with others, build and keep good relationships, and make responsible choices” (CASEL, 2015). In line with this information, it is understood that social-emotional learning (SEL) enables the individual to manage his emotions effectively by increasing his awareness of himself and his environment. In addition, it is important for the individual to belong to a social structure and to maintain his place in this structure.

Social-emotional learning has contributions such as increasing academic performance, providing psychological well-being, developing civic responsibility, helping to be a demanded employee by employers, maintaining lifelong success and reducing violence, use of force and unhappiness, risks, failed relationships (Aygün, 2017). Furthermore, it is understood that SEL has an impact on children's lives in terms of developing their skills, knowing and dealing with emotions, paying attention to others, taking efficient decisions, building good relations, and dealing with difficult conditions effectively (Elias et al., 1997; Zins et al., 2004).

Li (2006) refers that “Educators must set a secure, non-threatening educational environment in which learners are comfortable and have the confidence that they can succeed in learning and reaching high academic standards”. So, social emotional learning is important extremely for both the learners and the teachers.

1.6.2. Social-Emotional Competencies (SEC)

One of the most important characteristics that differentiate people from other living things is that they are social and emotional beings. People communicate with other people throughout their lives. The more positive relationships they build, the higher their quality of life will be. For this reason, both social and emotional development is considered important. Zins and Elias (2007) define social emotional skills as the competencies required to know and deal with one's feelings, to bring effective solutions to the problems they encounter, and to establish positive relationships with other people. Collaborative for Academic, Social, and Emotional Learning (CASEL), which carries out theoretical and research-based studies on social emotional learning skills, has examined many programs that show positive and effective results regarding personal and social skills and has revealed a five-factor social-emotional learning (SEL) model (CASEL, 2012). Accordingly, SEL consists of self-awareness, self-management, social awareness, effective decision-making, and relationship skills. All of these competencies are interrelated and constitutes the essence of the SEL approach (See Figure 1).



Figure 1. SEL Competences Wheel

Note. “CASEL Guide: Effective social and emotional learning programs—middle and high school edition”, by CASEL, 2015, p. 5

These skills, which form the basis of SEL, are explained by CASEL (2015) as follows:

Self-awareness: It is an ability to become fully aware of one's feelings and ideas and to determine their effects on attitudes.

Self-management: The ability to effectively regulate feelings, ideas and attitudes in different circumstances.

Social awareness: It is the ability to create viewpoint and have empathy with other individuals from different cultural backgrounds.

Relationship skills: The ability to build and sustain healthy relationships, and to value a variety of individual and group relationships.

Responsible decision-making: The ability to construct and have appropriate preferences about social interaction on the basis of personal behavior and moral, social norms, safety concern, realistic assessment of different actions, and the good health of oneself and others.

When these skills that constitute social-emotional learning (SEL) are analyzed in detail, it is understood that they develop the capacity to overcome the tasks and difficulties faced by the individual in daily life (CASEL, 2013). For example, having self-awareness skills contributes positively to being aware of own feelings and thoughts, recognizing his/her strengths, and thus to the perception of self-confidence and self-efficacy. In this direction, it is important for people to be self-confident, positive, and have self-awareness skills with regard to the improvement of social emotional skills. Self-management skills contribute to setting individual and academic goals and achievement of them, the individual's stress management, anger control, self-motivation, Therefore, it is thought that the individual's learning to control her emotions, thoughts and behaviors effectively has a crucial place in the improvement of social-emotional skills. Social awareness skill includes behaving in accordance with social and ethical norms. Therefore, it contributes to the individuals in terms of understanding society and being a part of society. Relationship skills include open communication, active listening, collaboration, confronting inappropriate societal pressure, negotiating conflicts, and presenting research and research results when needed. This skill is important in terms of adapting individuals to the social structure. Decision-making skills include the capacity to be aware of the problem, to produce solutions and to take ethical responsibility. It is understood that it is important for individuals to make effective decisions in terms of preserving their social structure. In line with this information, social-emotional learning (SEL) has a significant place in increasing the awareness of the individual about himself and his environment, enabling the individual to manage their emotions effectively, and for the individual to belong to a social structure and to maintain his place in this structure.

Children, youth, and adults who gain social-emotional learning skills are physically and mentally healthy people who can communicate positively, make responsible decisions, think critically and agilely, and cope with local and global problems (TUSIAD, 2019). For instance, in research carried out in America, it was observed that children with high SEL skills in early childhood increased their academic success and chances of finding a job in adulthood, they were mentally healthy, while there was a decrease in substance use and similar illegal behaviors (CASEL, 2015). Individuals who lack social-emotional learning skills experience 2 difficulties during their interaction with the people around them. In addition, it is observed that the lack of these skills has negative effects such as behavioral disorder in social environments and lack of emotion and impulse control (Zins et al., 2004).

In today's societies, children face numerous negative situations that will affect their social, emotional, and academic improvement (Zins & Elias, 2008). Researches indicate that the solution to social-emotional problems frequently encountered in educational organizations is possible with practices that will improve social-emotional abilities (Greenberg et al., 2003; Zins et al., 2008). This situation emphasizes the significance of social-emotional learning (SEL) skills in the learning-teaching process, in which learners acquire and make sense of knowledge (Senemoğlu, 2011). Researches show that SEL skills make contributions to the cognitive development of children in addition to ensuring their emotional well-being (Sarisoy, 2018). It is understood that the development of children's social-emotional skills also supports students in preventing unwanted behaviors, adapting to school, loving school, friends, and teachers, and increasing academic success. Therefore, it is crucial to include SEL skills in schools to enhance the quality of education, to raise happier, more successful individuals and to bring them into society (Greenberg et al., 2003; Payton et al., 2008).

Although social-emotional learning (SEL) skills are mostly developed in the early age group and within the family, they are also skills that can be developed in the older age group. Therefore, it is understood that social-emotional learning (SEL) skills include skills that can be developed in learning environments. In research conducted by Greenberg et al. (2017), teachers stated that social and emotional skills can be taught at a rate of 95% (Greenberg et al., 2017). It has been indicated that social-emotional learning (SEL) programs, which have been widely applied in the world in recent years, have many positive effects on children's life skills (CASEL, 2017). The positive impact of social-emotional learning (SEL) programs on students can be divided into three major sections as attitude, behavior, and performance development (Zins et al., 2007). After students' participation in different social-emotional learning programs, positive results were observed in the form of a decrease in emotional problems (Merrell, 2010) and behavioral problems (Grossman et al., 1997). In addition, it has been revealed that there are positive effects such as an increase in communication skills, academic performance, problem solving and a decrease in absenteeism, harmful habits, and dropouts (Elias, 2006; Zins et al., 2007).

It is crucial for learners to see themselves as socially and emotionally competent in terms of being a healthy and happy individual (Kabakçı & Owen, 2010). In this context, teachers who can use these skills effectively make an effort to gain the same skills to their students. In this respect, teachers' social-emotional skills are a significant

component that backs up children's social-emotional improvement and academic achievement.

1.6.3. Teachers and Social-Emotional Competencies (SEC)

Social emotional skills begin at home and continue at school. It is emphasized that the atmosphere of the classrooms directly affects students' learning (Linares, Rosbruch, Stern, Edwards, Walker, Abikoff, & Alvir, 2005). In this regard, the teacher is considered very important because students are not alone in their learning. Teachers are kind and they can create a supportive and friendly classroom environment. In such a friendly environment, students will feel better and will be able to establish more positive relationships. Besides, social-emotional learning (SEL) skills are essential in regulating the classroom climate by preventing undesirable behaviors in the classroom (Cohen, 1999; Greenberg et al., 2003). For this reason, teachers give importance to their students' social-emotional skills. Students who feel comfortable in the classroom will be able to create a positive environment by establishing positive relationships (Ryan, Gheen, & Midgley, 1998).

It is thought that the implementation of the social-emotional learning (SEL) programs at educational organizations is quite important in terms of some abilities that learners need throughout their entire lives. The increasing prevalence of these programs and the necessity of being valued as much as academic skills has become indisputable. In this case, the attitudes, behaviors and competencies of the teachers who are the implementers of the programs that will support these social-emotional learning skills are very important. Teachers who are competent with these skills support the ideas and emotions of their students in their classrooms and have an effect on students' active participation in the lesson, having an effective learning process and their brain development (Kusche & Greenberg, 2006). In an emotionally safe classroom climate, the encouraging relationship that the educator establishes with the learner is extremely important in creating a learning environment with positive social interaction (Sarısoy & Erişen, 2018). Learning environments with this structure support students' academic development and exhibit appropriate behaviors in the classroom environment (Merrell, 2010). Therefore, it is necessary for the teacher to design a learning environment that will improve SEL in the classes, to be aware of SEL skills, to attach importance to this learning area and to apply the methods that will develop it in the classroom. In addition, as one of the most effective role models for students, teachers should be involved in

practices that will improve students' social-emotional skills. At this point, the concept of "social-emotional competence (SEC)", which defines teachers' SEL skills, comes to the fore.

It is necessary for educators to develop their own SECs so that they can teach and model these skills more effectively for children (Freeman & Strong, 2017). Teachers' own social-emotional skills determine their ability to figure out children's evolving skills and needs and to transform these perceptions into everyday practice in their classrooms. The SEL skills of the teacher are also effective on the learning environment they want to create. Creating a positive learning environment is possible by developing positive social relations with children. Socially and emotionally qualified educators can contact supportive relationships with their learners (Jones & Bouffard, 2012). A teacher equipped with the skills to listen carefully to children, to genuinely care about them, to support children's expression of how they feel, to respect children's feelings and ideas, is the main actor in creating a supportive classroom environment. When children feel they are in a secure, encouraging, and positive classroom environment, they tend to display more positive and cooperative social behavior (Tom, 2012).

Teachers who are competent in emotion awareness and have emotion management skills tend to display more positive behavior in the classroom. Teachers who can remain calm and positive in difficult situations can establish warm and empathetic relationships with their students (Brackett et al., 2010).

These teachers have a self-awareness of their feelings and their effect on their students' learning. These educators' skills such as empathy, understanding different perspectives, and teamwork enable them to work more efficiently and effectively with children and colleagues (Tom, 2012).

They can organize the learning environment around learners' social, emotional and academic requirements (Collie & Martin, 2017). In these learning environments, behavior management is achieved through intrinsic motivation and collaborative relationships (Tom, 2012). A positive classroom climate is created through these positive relationships and interactions. Any contribution to teacher social-emotional competencies is a contribution to teachers' teaching practices. Therefore, supporting teachers' social emotional learning competence is important not only to improve their performance of certain social emotional learning practices, but also to contribute to their development as educators. (Schonert-Reichl et al., 2015).

Teachers' social-emotional competencies (SEC) consist of five basic skill combinations determined by Collaborative for Academic, Social, and Emotional Learning (CASEL); awareness of teachers' emotions; the way they regulate and express their ideas, behaviors, and emotions; methods of interacting with children and other people; ways to relate to others respectfully and make responsible decisions (Collie & Martin, 2017). A self-aware person can understand and express their emotions, know their interests and what they value, and their strengths and weaknesses. That is, he has a correct perception of himself in life. For teachers, having this skill is important for many reasons. Classroom environments are where teachers deal with many situations and interact dozens of times a day with both children and adults. Teachers' behaviors guide these interactions. Having an accurate perception of himself, his emotions, behavior, and the impact of his emotions on his actions in the classroom is a basic skill for a teacher to be able to regulate them. Teachers who have an accurate picture of themselves know what skills need to be developed and have a positive and open attitude towards their professional careers and personal growth (Collie & Martin, 2017).

Teaching is an emotionally charged profession. Being able to manage this emotional load professionally is one of the skills that every teacher needs professionally. That is why self-management is an indispensable skill for a teacher. A sub-skill of self-management is emotion regulation, and emotion regulation includes being aware of and controlling emotions, changing them, and regulating emotional responses in different contexts. Teachers need to regulate both positive and difficult emotions for themselves and students in learning environments (Yoder, 2014). Teachers with self-management skills can regulate how they behave and how they react, even in emotionally challenging situations. Self-management skills are important in creating a positive class atmosphere (Jennings & Greenberg, 2009).

Teachers' modeling of emotion regulation and setting healthy boundaries for children also contribute to their emotional improvement (Yoder, 2014). In addition to modeling and supporting, teachers with social emotional skills know that children need some space and time to deal with different and challenging situations. Thus, students can develop their own strategies and methods (Jennings & Greenberg, 2009).

Social awareness skill, another social emotional skill, is important for teachers because teachers with social awareness can understand the emotions of children and other people around them for their reasons. They value establishing positive social relationships in their classrooms and schools and are aware of the impact their own

emotions have on other people (Jennings & Greenberg, 2009). The educators who are socially aware show empathy towards what children feel and think; respects the influence of the unique cultural and social norms of the communities from which children originate on children's thinking and behavior (Collie & Martin, 2017).

On the other hand, the teacher's relationship skill means for a teacher to be able to establish positive social interaction with all stakeholders in the school, to establish and maintain a supportive relationship with children, parents, and colleagues. Teachers with strong relationship skills are competent in preventing and resolving conflicts in the classroom environment. These teachers can work collaboratively with others in school settings, be sensitive to other people's needs, and work with respect for others (Yoder, 2014).

Teachers make many decisions in their communication with children, and these decisions can be related to many issues; the subject they will teach, the methods of teaching it, the answers they will give to the children's questions, the organization of the day, etc. This is why responsible decision-making is an ability that all teachers should develop. A responsible decision maker has the competence to evaluate the options at hand and to decide which of them will bring positive results for children and effective learning (Yoder, 2014). Teachers with responsible decision-making skills also model this skill for the children in their classrooms. They teach them to evaluate their options, analyze their situations, solve problems, foresee the consequences of their decisions, and take responsibility for their own behavior (Jennings & Greenberg, 2009).

1.6.4. Work Engagement

The notion of work engagement, which has been the matter of many studies since the beginning of the 2000s, has recently taken the attention of researchers (Bakker & Demerouti, 2008). Work engagement is a notion that is discussed in the field of positive psychology and positive organizational behavior and developed with the influence of them.

The concept of work engagement was first discussed by William A. Kahn (1990) in his study. In his study, Kahn (1990) defined the work engagement as the fact that employees give themselves completely to their job roles. Kahn (1990) stated that an employee who is engaged with his work clings to his work with his body, feelings, mind and cognition while performing his duties at work and shows himself more comfortably in his work. Another theoretical approach that draws attention to the concept of work

engagement after Kahn and takes place quite a lot in the literature belongs to Maslach, Jackson and Leiter (1997). In this perspective, work engagement is considered as the positive opposite of burnout. In other words, Maslach, Jackson and Leiter see burnout as the loss of engagement with work (Maslach, Jackson, & Leiter, 1997). For this reason, it can be argued that people are at a point between burnout and engagement according to them (Ari, 2011).

According to Maslach and Leiter (1997), in the years when the notion of burnout was described for the first time, burnout was mostly seen as a problem of "individual characteristics" and the solution was to eliminate the problems of the individual or get rid of the individual. However, it has been seen that there is a problem "caused by organizational factors", which is influenced by variables relevant to the occupation and work environment rather than individual variables in the studies conducted in the following years. For this reason, they defined six factors in the work environment of the individual as their work area and created a model that deals with the harmony or incompatibility between the individual and the work in terms of these factors. These factors are too much work, control, award, cohort, justice and values (Leiter & Maslach, 2004).

According to Maslach and Leiter's model of work-life areas mentioned above, the phenomenon of burnout is "a slow process resulting from a fundamental incompatibility between the requirements of the work and the needs of the individuals doing the work" (Leiter & Maslach, 2004). According to this model, burnout syndrome has pros and cons. The greater the difference between the needs of the individual doing the job and the demands of the job, in other words, the more mismatch between the individual and the work, the higher the probability of burnout; otherwise, the higher the compatibility, the higher the probability of integration with the work (Ardıç & Polatçı, 2009).

The most well-known definition of the concept in the literature is the definition made by Schaufeli et al. (2002). Schaufeli et al. (2002) have a different definition of work engagement. Although they argue that work engagement can be considered as an antithesis of occupational burnout, they claimed that work engagement is an independent state of mind that differs from burnout, and therefore they thought that a functional definition of work engagement should be made. Researchers have defined the concept of work engagement as a positive and satisfying mood expressed as vigor, dedication and concentration towards work. The vigor in this definition is the person's high level of energy and mental resistance while working, his enthusiasm to struggle for work, and

his continuity even in the most difficult situations. Dedication means being extremely committed to one's job and feeling excitement, inspiration, satisfaction, and struggle in his work. Concentration, on the other hand, is when the person is completely focused on his work, happily busy with his work, so that time passes quickly, and he cannot distract himself from work (Schaufeli, 2012).

According to Schaufeli and Salanova (2008), work-engaged people have positive attitudes about work and identify with their work, have good personal health, have positive emotions, have a low risk of experiencing burnout, provide good performance, and have high intrinsic motivation. In this direction, workers who are engaged with their work are motivated by their work. They tend to work harder; they work more efficiently than other employees.

Being one of the most crucial building blocks of the education system, it is essential that the teachers do not have a negative mood about their job and that they can continue their profession with high motivation in terms of achieving the goals of the schools.

1.6.5. Teachers' Engagement

In the last century, where information technologies and innovation are developing rapidly, it is a well-known fact that for states to compete with each other, their generations must be brought up equipped according to the needs of the age. It is obvious that the duties of educational institutions in this regard are becoming more and more complex (Usta & Boğa, 2021). It is thought that this important responsibility placed on educational institutions reveals the necessity of a healthy communication within the school for those who work in the school because it is important to provide for the needs of educators, who carry the burden of a sacred duty such as the education of students, to perform their duties in the highest possible manner. Needs such as teachers' liking for their jobs, their satisfaction levels with school, their engagement to school, and keeping their intrinsic motivation levels for school high should be met. Teachers should be provided with a positive attitude and understanding about their work (Kirkpatrick, 2009). Otherwise, it can be said that the negative perception and mood of the teachers towards the school and their work will cause them to not be able to fulfill their education and training duties in a healthy and ideal way, and this situation will prevent the school from reaching its goals.

It can be said that providing the internal motivation that teachers need in the school environment and their confidence in the school will help them to dedicate themselves to

their work and engage them with the work. Teachers' thinking that their profession is respectable and reputation of their profession in society is one of the factors that will motivate them. The greatest duty belongs to the teachers so that the students can keep up with the developing and changing world. For this reason, it can be said that protecting the dignity and reputation of the teaching profession and the value judgments of educators about their work help them focus on their work. They stated that it is possible for teachers to fulfill their duties in the best way, to take care of students one-on-one, to develop desired behaviors in them, to raise generations who are responsible, sensitive to the environment, obeying the rules, loving and respecting, questioning, successful in their profession, asking and researching, through their engagement with their work (Akduman-Yetim, 2007).

There are several benefits that can be provided by the engagement of teachers with their work. They stated that the higher the individuals' job compatibility, the higher the probability of their work engagement level to increase (Ardıç & Polatçı, 2009). Work engagement has some positive emotions on individuals. They stated that work engagement would help them to develop some positive emotions in individuals and these feelings are related to the positive attitude of the employees towards their work, identification with the job, positive mood, feeling healthy, increased intrinsic motivation and performance, and no risk of burnout.

Bakker and Bal (2010) revealed in their research that it increases the job performance of employees. Sezen (2014) concluded that there is a negative relationship between work engagement and loneliness in her research. Additionally, Öncel (2007) concluded that educators who are engaged with work have confidence, and their desire to quit their job decreases in the research. When the results of the research are analyzed, it becomes clear how important it is for teachers, who undertake important tasks in educating students according to the needs of the age and society and keeping them loyal to their values and culture, to be busy with their work while working in schools. It can be said that engagement with work has a positive effect on employees' liking their work, being proud of their work, taking responsibility and increasing their motivation. It is important to make school environments suitable for teachers who are integrated with the work so that they can do their jobs properly, and be happy, loving, confident and integrated employees. Researches on educational institutions show that the notion of work engagement is indispensable due to its positive effects on teachers and that teachers' work engagement is an important element in the schools' success. In addition, it is

thought that creating a healthy school climate for teachers by school principals will increase their level of work engagement. It is seen that engagement with work is indispensable for educational institutions. Therefore, it should not be forgotten that making efforts to provide the necessary conditions for work engagement in schools will positively affect the success of the school. In addition, there are some conditions that may prevent teachers from engaging with the work. Factors such as not being appreciated and cared about, insufficient opportunities in schools, not using the reward system correctly and fairly, not participating in decisions, restrictive effects of legislation and regulations, and decrease in professional prestige negatively affect teachers' work integration (Elma, 2003). Necessary arrangements should be made in schools to provide the necessary conditions for teachers to engage with their work in the working environment. Karatepe and Olugbade (2009) state that there are studies showing that one of the factors that positively affect work engagement is the social support of employees. This situation means that the support of teachers by their administrators will provide positive motivation for them, thus it will increase their success. For this reason, it can be said that school principals have great duties to ensure the work engagement of teachers at schools, and that the necessary arrangements and studies for engagement with work in the school environment should be done by the administrators.

1.7. Related Studies in Turkey about Work Engagement

When the studies on work engagement were examined in Turkey, a limited number of studies were found. The studies related to the field of education were included in this study.

Başıbüyük (2012), in his study titled "The Relationship Between Primary School Teachers' Job Commitment and Morale", examined the morale of teachers working in state primary schools according to some demographic variables and work engagement. The sample of the research, which was conducted in five districts on the Anatolian side of Istanbul in the 2009-2010 academic year, consisted of 582 teachers selected by simple random sampling among the teachers working in 25 primary schools. As a consequence of the study, a high level relationship was determined between teachers' morale traits and their work engagement. In addition, it was determined that teachers' morale characteristics can interpret their work engagement characteristics in a meaningful way.

Based on the analysis results, it was seen that the teachers in the research group had higher levels of work engagement and morale than the mean value.

Sezen (2014) investigated the relationship between teachers' work engagement and loneliness levels at work. The sample of the study was composed of 659 teachers working in Sakarya in 2013-2014 educational year. No statistically significant difference was found based on gender variable. According to the results of the study, teachers who have been working for 41 years or more and teachers who have been working for 5 years or more have higher work engagement perceptions. A negative low-level relationship was found between teachers' work engagement and loneliness levels.

Özdemir (2016) aimed to examine the relationships between the perceptions of the principals' managerial abilities, the emotional structures and work engagement of the teachers working in secondary schools in his research titled "Examination of the Relationships between the Perceived Administrative Abilities of the Principals, the Emotional Structures of the Teachers and their Engagement to Work". The study sample was composed of 351 teachers teaching in 42 public elementary schools randomly selected in Ankara in the 2014-2015 academic year. As a result of the research, there is a positive relationship between teachers' perceptions of principals' managerial abilities and their positive feelings and work engagement. There was a negative relationship between work engagement and negative emotions and the findings of the regression analysis indicated that positive emotions predicted teachers' work engagement more than other variables.

Gün (2017) examined the relationship between teachers' belief in education and their levels of work engagement. 220 teachers joined in the study conducted according to the relational screening model. Based on the findings of the research, there is a relationship between these two variables. Teachers' levels of belief in education significantly predict their level of work engagement.

1.8. Related Studies in Turkey about Social Emotional Learning

There are some important researches carried out in Turkey about SEL, and most of them were conducted on students. There are a few number of researches about the SEC of teachers in Turkey.

Göl- Güven (2016) found that teachers are aware of the importance of social-emotional learning (SEL) skills, have a positive opinion about social-emotional learning

(SEL) programs, but teachers are lacking in the developmental aspects of their programs. In addition, they try to apply activities for instant needs in the study.

Esen Aygün (2017) concluded that the social emotional learning program had a positive effect in her study examining the effects of the emotional social development course curriculum and social-emotional learning (SEL) program on the social-emotional learning (SEL) skills, academic success and classroom atmosphere, perceptions of 4th grade students. Esen Aygün (2017) stated that the awareness of the classroom teachers working within the scope of the research is low about SEL and that they should be encouraged with in-service training. She stated that the classroom environment is an essential part of the learning process in terms of making students happy and feeling safe, and that it is in a mutual relationship with social emotional learning.

Sönmez and Ayaz (2019) found that teachers' social-emotional skills have an important role in creating a positive learning environment for children and developing their social-emotional skills. In addition, they stated that these skills are important for the teaching profession, and they have social-emotional skills.

2. METHODOLOGY

2.1. Introduction

The method part in the study includes key elements that describe the procedures and techniques used to conduct the research. Firstly, it outlines the research design, explaining the type of study design used. Next, it describes the participants, including the number and characteristics of the sample population and the method of selection. The data collection methods are then detailed, including the specific tools or measures used. The Instrumentation section explains the use of any tools or measures used to collect data. Finally, the Data analysis section explains the methods used to analyze the data. These elements provide a comprehensive overview of the research procedures used in the study and allow others to understand and replicate the research, if necessary.

2.2. Research Design

The Research Design of the study was prepared in accordance with the survey method which involves collecting data through self-administered questionnaires (Pallant et al., 2020). This method was chosen because it allows for the collection of data from many participants in a relatively short amount of time (Cohen et al., 2007). Participants were recruited through convenience sampling and were asked to complete an online questionnaire. The questionnaire consisted of items, designed to gather data on the research objectives. Further, the survey method is a commonly used research design in the field of education due to its ability to collect data from a large number of participants in a cost-effective and time-efficient manner (Cohen et al., 2007). The use of a questionnaire in the survey method allows for standardization of data collection and reduces the potential for researcher bias, and is well-suited for exploring the attitudes, beliefs, and experiences of participants, making it an ideal choice for this study (Creswell, 2023).

2.3. Sample

In this study, the method of convenience sampling was employed for the recruitment of English teacher participants for various reasons. Firstly, from a practical standpoint, convenience sampling facilitated expeditious and accessible participant recruitment, thereby enabling the collection of data from English teachers in a timely manner. Secondly, the voluntary nature of convenience sampling permitted the participation of

English teachers who expressed an interest in the subject of the study and a willingness to contribute, thus minimizing any potential interference with their daily routines and schedules. Finally, when compared to alternative sampling methods, convenience sampling was observed to be more cost-efficient, making it a suitable option for this study. Participants were selected based on their voluntary participation and availability to take part in the study, ensuring that any potential disruption to their daily routines was minimized.

In this study, a sample of 120 English teachers was collected, with the majority of participants being female (N = 98, 81%) and a minority being male (N = 22, 19%). The participants were asked to describe the grade-level they work with children. The responses revealed that the majority of the participants work in middle school (N = 53, 44.2%), followed by those working in both elementary (N = 29, 24.2%) and high school (N = 29, 24.2%), with a smaller proportion working with multiple grades (N = 9, 7.5%). In addition, participants were asked to indicate their place of work. The responses showed that the majority of the participants are employed at state schools (N = 105, 87.0%), with a minority working at private schools (N = 15, 13.0%). Finally, participants were asked to indicate the number of years they have been teaching. The results showed that the majority of the participants have been teaching for between 12 to 15 years (N = 43, 35.8%), followed by those who have been teaching for 15 or more years (N = 31, 25.8%), then by those who have been teaching for 8 to 11 years (N = 32, 26.7%). A smaller proportion of participants have been teaching for 4 to 7 years (N = 10, 8.3%) and for 0 to 3 years (N = 4, 3.3%). The demographic characteristics of participants in the study are presented in Table 1.

Table 1.

Demographic Characteristics of Participants in the Study

	Frequency	Valid Percent
Gender		
Female	98	80.8
Male	22	18.3
Grade-level		
Middle school	53	44.2
Elementary	29	24.2
High school	29	24.2
Multiple grade	9	7.5
Place of Work		
State school	105	87.0
Private school	15	13.0
Years of Teaching Experience		
0-3	4	3.3
4-7	10	8.3
8-11	32	26.7
12-15	43	35.8
15+	31	25.8
Total	120	100.0

2.4. Instrumentation

In this study, two data collection tools were used to gather data from teachers. Social Emotional Competence Teacher Rating Scale was developed by Tom (2012) with the aim of determining the levels of social-emotional competencies of English teachers. The Turkish adaptation of the scale was carried out by Sarısoy et al. (2021). It consists of a total of 25 items, which demonstrate 3 positive and 22 negative sentence structures. In this scale, participants are asked to respond to each item on a 6-point Likert-style scale ranging from "Strongly Disagree" to "Strongly Agree". This format provides a clear and precise evaluation of the participant's level of social and emotional competence. The second tool was the Engaged Teacher Scale (ETS), which was developed by Klassen et al (2013), and its Turkish adaptation was performed by Yerdelen (2018). The scale was designed to measure the work engagement of teachers, with a total of 16 items that were rated on a seven-point Likert scale (0 = Never, 6 = Always). The ETS has four sub-scales,

which included emotional, cognitive, social with students, and social with colleagues. The Turkish adaptation of the ETS involved a rigorous translation and back-translation process to ensure the validity and reliability of the results.

The researcher, who possessed native proficiency in the Turkish language, carried out the translation of the Engaged Teacher Scale (ETS) into Turkish with the assistance of two experts in the field of teacher education. The translation process involved a consensus-building exercise, in which agreement was reached on the majority of the items through discussion. Subsequently, the translated items were back-translated into English by a separate teacher education expert and compared to the original items. The researcher was involved in the comparison process to ensure consistency in meaning. Finally, all items were subjected to scrutiny by a Turkish language expert to guarantee the grammatical accuracy and meaningful suitability of the Turkish version of the Engaged Teacher Scale (ETS-TR). The use of these data collection tools allowed the researchers to gather comprehensive data on the social-emotional competence levels and work engagement of teachers in this study.

The reliability of the Social Emotional Competence Teacher Rating Scale was determined by calculating its Cronbach's Alpha coefficient, which was found to be 0.831. This indicates a high level of internal consistency and reliability for the scale. Similarly, the Engaged Teacher Scale was found to have a Cronbach's Alpha coefficient of 0.948, demonstrating a high level of reliability in measuring teachers' engagement levels. These results suggest that both scales can be used with confidence in studies of teacher social-emotional competence and engagement. The use of validated tools ensured that the results obtained were reliable and accurate, which will contribute to the advancement of knowledge in this field.

In conclusion, the data collection tools used in this study were carefully selected and validated to ensure the validity and reliability of the results. The use of the Social Emotional Competence Teacher Rating Scale (SECTRS) and the Engaged Teacher Scale (ETS) allowed the researchers to gather comprehensive data on the social and emotional competence levels and work engagement of teachers. The rigorous translation and back-translation process of the Engaged Teacher Scale (ETS) ensured the validity and reliability of the results obtained from the Turkish participants.

2.5. Data Analysis

The data analysis section of the study describes the methods used to analyze the data collected from the English teachers. The data analysis was conducted using statistical software of SPSS and the results were presented in tables, figures, and text. In this study, both descriptive and inferential statistics were used to analyze the data. Descriptive statistics were used to summarize the data and provide a general understanding of the participants' responses. This analysis included measures of central tendency including the mean, median, and mode, as well as measures of variability, such as the standard deviation and range. Descriptive statistics were used to provide a snapshot of the participants' responses and help to answer the research questions in a straightforward manner. Inferential statistics were used to make inferences about the population based on the sample data. In this study, inferential statistics were used to determine the relationships between variables, and to test whether the results were statistically significant. This analysis involved testing Independent Sample T-Test and One Way Analysis of Variance (ANOVA) for comparing means between groups. Regarding assumptions, the assumptions for t-test and ANOVA include normality of the population distribution, independence of samples, and equal variances of the groups (Pallant, 2020). To meet these assumptions, the data collected in this study was thoroughly examined for normality by visually inspecting histograms and normal probability plots and conducting the Shapiro-Wilk test. In addition, the skewness and kurtosis scores (between -2 and +2) suggest that most of the data is close to a normal distribution. Independence of observations was ensured by collecting data from a diverse sample, and equal variances were confirmed using Levene's test. Additionally, outliers were identified and handled appropriately. Finally, Pearson Moment Correlation was conducted to understand the relationship between EFL teachers' engagement levels and their social-emotional competencies.

2.6. Ethical Considerations

In conducting this study, several ethical considerations were taken into account. Firstly, informed consent was obtained from all participants. Participants were informed about the purpose of the study and their rights to participate or withdraw at any time. They were also informed about the confidentiality and anonymity of their responses. Secondly, the participants were protected from any harm or discomfort during the study. They were not asked any questions that could cause them distress or harm, and their

responses were kept confidential and anonymous. Thirdly, the study was reviewed and approved by the relevant ethical review board to ensure that the study met ethical standards and that the participants' rights were protected. Lastly, the results of this study were reported in an ethical and responsible manner, and any sensitive or confidential information will be protected. The results were also reported in a manner that will not identify individuals and will be used only for academic purposes. In conclusion, the ethical considerations of this study were given the highest priority, and all necessary measures were taken to protect the participants and ensure that the study was conducted in an ethical and responsible manner.

3. FINDINGS

3.1. Introduction

In this study, the relationship between English as a foreign language (EFL) teachers' engagement levels and their social-emotional competencies was explored. The research aimed to determine the level of EFL teachers' engagement in the classroom and their competency levels regarding social-emotional learning skills. Additionally, the study investigated whether there were any significant differences in EFL teachers' social-emotional competencies based on their demographic characteristics, including gender, school type, and years of experience. Finally, the research explored whether there were any significant differences between EFL teachers' engagement levels and their social-emotional competencies. This introduction sets the stage for the examination of the findings of this research.

3.2. Assessing the Competency of EFL Teachers in Social-Emotional Learning Skills

This section aims to assess the abilities of English as a Foreign Language (EFL) teachers regarding social and emotional learning (SEL) skills. The average scores for competency levels of EFL teachers regarding social emotional learning skills provide a general understanding of the teachers' level of competence regarding their skills in the field of social and emotional learning. The findings are represented in Table 2.

Based on the mean scores, the average level of EFL Teachers' Social-Emotional Learning Skills ranges from 3.07 to 5.48 out of 6. The standard deviation scores range from 0.59 to 1.35, indicating that the scores on the items have a relatively widespread. Overall, the findings suggest that the competency levels of EFL teachers regarding social emotional learning skills has a moderate level ($M=4.85$, $SD=0.85$). The striking findings are presented below.

Based on items, the majority of teachers (52.5%) agreed that they have a close relationship with their students (Item No: 1). A smaller proportion of teachers (28.3%) strongly agreed with this statement, while 17.5% somewhat agreed, 8% disagreed, and 8% strongly disagreed ($M=5.05$, $SD=0.82$). This indicates that, on average, teachers had positive perceptions of their relationships with students.

In regards to teachers' awareness of how their students are feeling (Item No: 2), 35% agreed, and 20% strongly agreed, while 36.7% somewhat agreed, 5% disagreed, and

1.7% strongly disagreed ($M=4.62$, $SD=1.02$). This suggests that the majority of teachers had some level of awareness of their students' feelings.

When asked if they were good at understanding their students' feelings (Item No: 3), 47.5% agreed, 28.3% strongly agreed, and 20.8% somewhat agreed. Only 3.3% disagreed with this statement ($M=5.01$, $SD=0.79$). This indicates that most teachers believed that they were effective in understanding their students' emotions.

45.8% of teachers agreed that students come to them with problems (Item No: 4), while 27.5% somewhat agreed, 6.7% disagreed, and 4.94% strongly disagreed ($M=4.94$, $SD=0.86$). This suggests that most teachers were perceived as approachable by their students.

However, 82% of teachers either agreed or strongly agreed that it is easy for them to build relationships with their students (Item No: 5) ($M=5.15$, $SD=0.90$). This indicates that a significant number of teachers had positive perceptions of their relationships with students.

In regards to creating a sense of community in the classroom (Item No: 6), 50% of teachers agreed and 20% strongly agreed, while 25.8% somewhat agreed, 3.3% disagreed, and 0.8% strongly disagreed ($M=4.85$, $SD=0.81$). This suggests that the majority of teachers believed that they were successful in creating a positive classroom environment.

41.7% of teachers agreed that they build positive relationships with their students' families (Item No: 7), while 32.5% somewhat agreed, 5% disagreed, and 2.5% strongly disagreed ($M=4.53$, $SD=1.08$). This indicates that most teachers had positive perceptions of their relationships with their students' families.

In terms of managing emotions (Item No: 13), 63.3% of teachers agreed that they are able to manage their emotions and feelings in healthy ways, while 18.3% somewhat agreed, 2.5% disagreed, and 0.8% strongly disagreed ($M=4.88$, $SD=0.75$). This suggests that most teachers believed that they could manage their emotions in a healthy manner.

In terms of cultural sensitivity (Item No: 18), 58.3% of teachers agreed that they make an effort to ensure that their instruction is culturally sensitive, while 27.5% somewhat agreed, 13.3% disagreed, and 0.8% strongly disagreed ($M=5.13$, $SD=0.91$). This indicates that most teachers reported making an effort to ensure that their instruction is culturally sensitive.

Table 2.

Competency Levels of EFL Teachers Regarding Social-Emotional Learning Skills21

Items	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Mean	Standard Deviation
1. I have a close relationship with my students.	.8	.8	17.5	52.5	28.3	5.05	0.82	
2. I am aware of how all of my students are feeling.	1.7	1.7	5.0	36.7	35.0	20.0	4.62	1.02
3. I am good at understanding how my students feel.	-	-	3.3	20.8	47.5	28.3	5.01	0.79
4. Students come to me with problems.	-	-	6.7	20.0	45.8	27.5	4.94	0.86
5. It is very difficult to for me to build relationships with students.		.8	5.9	10.9	42.0	40.3	5.15	0.90
6. I create a sense of community in my classroom.	-	.8	3.3	25.8	50.0	20.0	4.85	0.81
7. I build positive relationships with my students' families.	2.5	3.3	5.0	32.5	41.7	15.0	4.53	1.08
8. I nearly always stay calm when a student upsets me.	1.7	7.6	17.6	34.5	30.3	8.4	4.09	1.13
9. I remain calm when addressing student misbehavior.	2.5	.8	19.2	41.7	25.0	10.8	4.18	1.05
10. I frequently get upset when students provoke me.	9.2	31.7	24.2	17.5	12.5	5.0	3.07	1.35
11. I think before I act.	-	-	2.5	11.7	57.5	28.3	5.12	0.70
12. I frequently get upset in the classroom and do not understand why.	.8	1.7	10.1	18.5	37.8	31.1	4.84	1.08
13. I am able to manage my emotions and feelings in healthy ways.	0.8	-	2.5	18.3	63.3	15.0	4.88	0.75
14. I appreciate individual and group differences (e.g., cultural, linguistic, socioeconomic, etc.).	-	.8	5.8	46.7	46.7	5.38	0.68	
15. My students' safety is an important factor in the decisions I make.	-	-	-	5.0	42.5	52.5	5.48	0.59
16. I problem-solve with students when there is a problem or argument.	-	-	-	16.7	59.2	24.2	5.08	0.64
17. I know how my emotional expressions affect my interactions with students.	-	.8	.8	10.8	59.2	28.3	5.13	0.70
18. I make an effort to ensure that my instruction is culturally sensitive.	-	-	.8	13.3	58.3	27.5	5.13	0.66
19. I consider my students' well-being when making decisions.	-	-	10.0	59.2	30.8	5.21	0.61	
20. Staff members seek my advice when resolving a problem.	.8	.8	4.2	31.9	47.9	14.3	4.68	0.86
21. It is easy for me to tell people how I feel.	.8	3.4	8.4	26.1	42.9	18.5	4.62	1.04
22. In conflict situations with staff members, I can effectively negotiate solutions.		1.7	2.5	24.2	53.3	18.3	4.84	0.81
23. Staff members at my school respect me.	-	.8	.8	10.0	59.2	29.2	5.15	0.69
24. I pay attention to the emotions of staff members at my school.	-	.8	1.7	8.4	57.1	31.9	5.18	0.72
25. I feel comfortable talking to parents.	1.7	1.7	1.7	15.0	54.2	25.8	4.96	0.95

3.3. Level of Engagement of EFL Teachers

In this section, the level of engagement experienced by English as a Foreign Language (EFL) teachers in the classroom setting was measured, and the findings would provide insight into how engaged EFL teachers feel while they are teaching. The findings are represented in Table 3.

The mean score ranges from 5.54 to 6.50 on a scale of 1 to 7, indicating that overall, the teachers have moderate to high levels of competence in these skills ($M=5.97$, $SD=1.06$). However, it is important to note that the standard deviation values are relatively low, indicating that there is little variability in the scores. This suggests that most of the teachers have a similar level of engagement, with few showing exceptional strengths or weaknesses. Results for this section are involved in Table 3. The striking findings are presented below.

In terms of connecting with colleagues (Item No: 1), 43.3% of teachers always reported that they connect well with their colleagues, while 32.5% frequently reported it, 20.8% sometimes reported it, and 3.3% rarely reported it ($M=6.16$, $SD=0.87$). This suggests that the majority of teachers feel that they are able to connect well with their colleagues.

In terms of excitement about teaching (Item No: 2), 32.5% of teachers frequently reported that they are excited about teaching, while 33.3% reported it as often. Additionally, 14.2% of teachers reported being excited about teaching sometimes, 10.8% reported it as rarely, and 5.8% reported never being excited about teaching ($M=5.66$, $SD=1.36$). This suggests that a significant proportion of teachers feel excited about teaching.

In terms of showing warmth to students (Item No: 3), 37.5% of teachers reported always showing warmth to their students, while 30.8% reported doing it frequently. Additionally, 25.8% of teachers reported showing warmth to students sometimes, 5.0% reported doing it on occasion, and no teachers reported never showing warmth to students ($M=5.99$, $SD=0.96$). This suggests that the majority of teachers try to show warmth to their students.

In terms of effort in teaching (Item No: 4), 60.8% of teachers reported always trying their hardest to perform well while teaching, while 29.2% frequently reported it. Additionally, 9.2% of teachers reported trying their hardest sometimes, and no teachers reported rarely or never trying their hardest ($M=6.50$, $SD=0.70$). This suggests that the majority of teachers put in effort while teaching.

In terms of happiness while teaching (Item No: 5), 26.9% of teachers always reported feeling happy while teaching, while 35.3% frequently reported it. Additionally, 18.5% of teachers reported feeling happy sometimes, 12.6% reported feeling happy on occasion, and 1.7% reported rarely feeling happy while teaching ($M=5.61$, $SD=1.24$). This suggests that a significant proportion of teachers feel happy while teaching.

In terms of awareness of student feelings (Item No: 6), 40.0% of teachers frequently reported being aware of their students' feelings, while 28.3% always reported it. Additionally, 26.7% of teachers reported being aware of student feelings sometimes, and 2.5% reported doing it on occasion ($M=5.89$, $SD=0.93$). This suggests that a significant proportion of teachers try to be aware of their students' feelings.

In terms of commitment to helping colleagues (Item No: 7), 30.0% of teachers always reported being committed to helping their colleagues, while 29.2% frequently reported it. Additionally, 26.7% of teachers reported being committed to helping colleagues on occasion, 10.0% reported doing it sometimes, and 3.3% reported doing it rarely ($M=5.64$, $SD=1.26$). This suggests that a significant proportion of teachers feel committed to helping their colleagues.

In terms of intensity in teaching (Item No: 8), 43.3% of teachers always reported that they really throw themselves into their work while teaching, while 31.7% frequently reported it. Additionally, 21.7% of teachers reported doing it sometimes, and 1.7% reported doing it rarely ($M=6.12$, $SD=1.00$). This suggests that a significant proportion of teachers work with intensity while teaching. In terms of valuing relationships with colleagues (Item No: 9), 77.5% of teachers either somewhat agreed or agreed that they value the relationships they build with their colleagues, with 28.3% of them indicating that they always value those relationships ($M=6.14$, $SD=1.10$). This indicates that building strong relationships with colleagues is important for the majority of teachers.

Table 3.

The Level of Engagement Experienced by English as a Foreign Language (EFL) Teachers

Items	Never	Rarely	On Occasion	Sometimes	Often	Frequently	Always	Mean	Standard Deviation
1. At school, I connect well with my colleagues.	-	-	-	3.3	20.8	32.5	43.3	6.16	0.87
2. I am excited about teaching	-	3.3	5.8	10.8	14.2	33.3	32.5	5.66	1.36
3. In class, I show warmth to my students.	-	-	.8	5.0	25.8	30.8	37.5	5.99	0.96
4. I try my hardest to perform well while teaching.	-	-	-	.8	9.2	29.2	60.8	6.50	0.70
5. I feel happy while teaching.	-	1.7	5.0	12.6	18.5	35.3	26.9	5.61	1.24
6. In class, I am aware of my students' feelings.	-	-	2.5	2.5	26.7	40.0	28.3	5.89	0.93
7. At school, I am committed to helping my colleagues.	1.7	.8	1.7	10.0	29.2	26.7	30.0	5.64	1.26
8. While teaching, I really – throw ³ myself into my work.	.8	-	.8	1.7	21.7	31.7	43.3	6.12	1.00
9. At school, I value the relationships I build with my colleagues.	-	1.7	1.7	4.2	15.0	28.3	49.2	6.14	1.10
10. I love teaching	-	2.5	6.7	7.5	12.5	19.2	51.7	5.94	1.40
11. While teaching I pay a lot of attention to my work.	-	.8	-	2.5	16.7	35.0	45.0	6.20	0.90
12. At school, I care about the problems of my colleagues.	.8	.8	5.8	10.0	25.0	33.3	24.2	5.54	1.25
13. I find teaching fun.	1.7	1.7	5.8	8.3	13.3	33.3	35.8	5.73	1.41
14. In class, I care about the problems of my students.	-	.8	.8	4.2	17.5	35.8	40.8	6.09	0.98
15. While teaching, I work with intensity.	-	-	-	-	17.5	34.2	48.3	6.31	0.75
16. In class, I am empathetic towards my students.	-	-	.9	2.6	24.8	36.8	35.0	6.03	0.89

3.4. Analysis of Differences in the Social-Emotional Competencies of EFL Teachers based on Demographic Characteristics

This section aims to investigate the differences in the social-emotional competencies of EFL teachers based on demographic characteristics. The study specifically focuses on three demographic factors, including gender, school type, and years of experience. Understanding the influence of these demographic variables is crucial as it provides insight into the factors that shape EFL teachers' competencies in promoting social-emotional learning in the classroom.

The Table 4 and Table 5 show the results of an independent sample t-test comparing the mean scores of EFL teachers' social-emotional competencies based on their demographic characteristics, which are gender and school type. For the gender comparison, an independent-samples t-test was conducted to compare the EFL teachers'

social-emotional competencies based on gender. The test revealed a significant difference in EFL teachers' social-emotional competencies between the male and female ($t(113) = 2.451, p = .016$, two-tailed). The mean difference was .479 with a standard error difference of .195, and the 95% confidence interval of the difference ranged from .091 to .867.

Table 4.

Analysis of Differences in the Social-Emotional Competencies of EFL Teachers based on Gender

Variables	t-test for Equality of Means						
	t	df	p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Gender	2.451	113	.016	.479	.195	.091	.867

For the school type comparison, an independent-samples t-test was conducted to compare the EFL teachers' social-emotional competencies based on school type. The test revealed no significant difference in EFL teachers' social-emotional competencies between state school and private school ($t(113) = 0.414, p = .680$, two-tailed). The mean difference was .100 with a standard error difference of .241, and the 95% confidence interval of the difference ranged from -.379 to .579.

Table 5.

Analysis of Differences in the Social-Emotional Competencies of EFL Teachers based on School Type

Variables	t-test for Equality of Means						
	T	df	p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
School Type	.414	113	.680	.100	.241	-.379	.579

A one-way analysis of variance (ANOVA) was conducted for examining the differences of EFL teachers' social-emotional competencies based on years of experience. Based on the results, the F-ratio is 1.786 and the p-value is .137. Since the p-value is greater than .05, it can be concluded that there is not a significant difference in

EFL teachers' social-emotional competencies based on the years of experience (see Table 6). This suggests that the years of experience do not occur a significant difference on EFL teachers' social-emotional competencies.

Table 6.

ANOVA Results of EFL Teachers' Social-Emotional Competencies in terms of Years of Experience

	Sum of Squares	df	Mean Square	F	p
Between Groups	4.602	4	1.150	1.786	.137
Within Groups	71.495	111	.644		
Total	76.097	115			

3.5. Exploring EFL Teachers' Engagement In Classroom in terms of Demographic Variables

This section aims to investigate EFL teachers' engagement in classroom in terms of years of experience and school type. The study specifically focuses on three demographic factors, including gender, and school type, and years of experience. Table 7 and 8 show the results of independent sample t-tests that were conducted to examine if there are significant differences in EFL teachers' engagement in the classroom based on their demographic characteristics including gender and school type.

For gender, an independent-samples t-test was conducted to compare the EFL teachers' engagement in classroom based on gender. The test revealed a significant difference in EFL teachers' engagement in classroom between the male and female ($t(113) = 2.125$, $p = .036$, two-tailed). This implies that there is a significant difference in engagement between male and female teachers, with a mean difference of 0.193. The 95% confidence interval of the difference shows that the true difference is likely to lie between 0.013 and 0.373.

Table 7.

Analysis of Differences in Teachers' Engagement in Classroom of EFL Teachers based on Gender.

Variables	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Gender	6.063	.015	2.125	113	.036	.193	.091	.013	.373

For school type, an independent-samples t-test was conducted to compare the EFL teachers' engagement in classroom. The test revealed no significant difference in EFL teachers' engagement in classroom between state school and private school ($t(113) = -0.881$, $p = .380$, two-tailed). This implies that there is not a significant difference in engagement between teachers working in different types of schools, with a mean difference of -0.105. The 95% confidence interval of the difference shows that the true difference is likely to lie between -0.342 and 0.131.

Table 8.

Analysis of Differences in Teachers' Engagement in Classroom of EFL Teachers based on School Type

Variables	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
School Type	2.330	.130	-.881	113	.380	-.105	.119	-.342	.131

Table 9 presents the results of a one-way ANOVA analysis that explores the relationship between EFL teachers' engagement in the classroom and their years of experience. The table shows that the sum of squares for the "Between Groups" category is 0.721, with 4 degrees of freedom (df), resulting in a mean square of 0.180. The F-value for this comparison is 1.201, and the p-value (Sig.) is 0.315.

Based on the p-value, it can be concluded that there is not a significant relationship between the teachers' years of experience and their engagement in the classroom ($p > 0.05$). This means that the difference in engagement levels between the groups of teachers with different levels of experience is not statistically significant.

Table 9.

ANOVA Results toward EFL Teachers' Engagement in the Classroom with regards to Years of Experience

	Sum of Squares	df	Mean Square	F	p
Between Groups	.721	4	.180	1.201	.315
Within Groups	16.519	110	.150		
Total	17.240	114			

3.6. Relationship Between EFL Teachers' Engagement Levels and Their Social Emotional Competencies

Regarding relationship, the results of Pearson Moment Correlation showed that there is a high correlation between EFL teachers' engagement levels and their social emotional competencies ($r=0.729$). Correlation is significant at the 0.01 level (2-tailed).

4. DISCUSSION

4.1. Introduction

In this study, the aim was to explore the relationship between the engagement levels of EFL teachers and their social-emotional competencies. The research design adopted a quantitative approach, utilizing a survey method through the use of self-administered questionnaires (Pallant et al., 2020). The use of a quantitative research design allows for a systematic and structured examination of relationships between variables and the ability to generalize the findings to a larger population. This method provides reliable and valid data that can be analyzed using statistical methods to establish relationships and draw meaningful conclusions. The method of convenience sampling was employed in the recruitment of English teacher participants. Participants were selected based on their voluntary participation and availability, ensuring minimum interference with their daily routines.

This chapter begins by analyzing and interpreting the results of the study and exploring their significance in the context of literature. Next, it critically examines the limitations encountered during the research process, providing a comprehensive evaluation of the strengths and weaknesses of the study. The chapter concludes with a comprehensive summary of the study's key findings and recommendations for both practical implementation and future research. The recommendations highlight areas for improvement and address the research gaps identified during the study, which require further exploration and investigation in the future. The chapter provides valuable insights into the potential future directions for research in this field, helping to advance our understanding and support the development of effective practices for EFL teachers' engagement levels and their social-emotional competencies.

4.2. Discussion of Descriptive Findings

To address the first and second research questions, the results were analyzed by thoroughly examining the responses teachers gave on a Likert scale survey that aimed to measure the level of engagement in the classroom setting and assess their competency in social and emotional learning (SEL) skills.

The provided analysis offers valuable insights into SEL skills among EFL (English as a Foreign Language) teachers. These skills are critical for both personal effectiveness and fostering a conducive learning environment. They encompass knowing and

managing feelings, improving empathy and apprehension for people. They can also help people decide responsibly, have good relationships, and cope with hard situations adeptly. Looking at the mean scores, which range from 3.07 to 5.48 on a scale of 6, one can deduce that EFL teachers generally possess a good level of SEL skills. However, it's important to note the range, suggesting that some areas of SEL might be more developed or frequently displayed than others. The overall average competency level, calculated as a mean of 4.85, indicates a fairly high proficiency in SEL skills. EFL teachers, therefore, appear to be quite effective in leveraging these skills in their professional practice. The standard deviation (SD), a measure of variation, presents additional insights. With an SD ranging from 0.59 to 1.35, it is clear that there's significant variability among the individual SEL skills scores of the EFL teachers. This variability could stem from various factors, including but not limited to personal characteristics, professional training and development, years of teaching experience, or the contextual demands of their specific teaching environments. While some teachers might exhibit very high SEL skills, others could be performing at much lower levels.

The results also presented significant insights into the engagement levels of EFL teachers. Teacher engagement, as described by Klassen et al. (2012), plays a critical role in various aspects of the educational landscape, making it a highly valued attribute in effective teaching and learning environments. Teacher engagement profoundly influences students' learning outcomes and the overall effectiveness of educators. As highlighted by Gordon (2006), engaged teachers are more likely to boost students' success and promote student engagement. This compelling relationship between teacher engagement and student performance underscores the importance of ensuring teachers are motivated and involved in their teaching roles. The high engagement levels of EFL teachers, as indicated by the mean scores ranging from 5.54 to 6.50 on a 7-point scale, are therefore encouraging. These findings suggest that EFL teachers are generally well-engaged, a factor likely to have positive ripple effects on their students' learning experiences and outcomes. Engagement also plays a crucial role in teachers' well-being. According to the research, engaged teachers are better equipped to overcome work-related stress and burnout. They also show a stronger commitment to their roles, whether mediated through goal orientation, as Han, Yin, and Wang (2016) suggested, or through job resources and institutional engagement, as proposed by Hakanen, Bakker, and Schaufeli (2006). The high levels of engagement among EFL teachers could imply a relatively healthy work environment and greater resilience among these professionals,

potentially resulting in lower turnover rates and higher job satisfaction. Further, the findings indicate that engaged teachers are more likely to play active roles within their workplaces, contributing positively to school life. They can influence 'job resources' beneficial to the school environment, including enhanced autonomy, social support among colleagues, and greater opportunities for professional development. The high engagement levels among EFL teachers may suggest that these educators are likely fostering enriching, collaborative, and supportive professional environments. Notably, the study results reveal consistency in the level of engagement among EFL teachers, as indicated by the relatively low standard deviation ($SD=1.06$). This uniformity suggests a stable teaching-learning environment with minimal disparities in teacher performance due to engagement. However, it also indicates a lack of exceptionally high performers who might bring innovative teaching practices or serve as role models for others.

This finding is consistent with previous research that has demonstrated the importance of teacher engagement for student learning outcomes. For instance, studies have shown that teacher engagement is positively associated with student motivation and academic achievement (Daniels & Bitter, 2006). A supportive and motivating learning environment, characterized by high levels of teacher engagement, can foster a positive learning experience for students and contribute to their language learning success. This finding highlights the crucial role that teacher engagement plays in enhancing student learning outcomes and underscores the need for policies and initiatives that promote teacher engagement in the classroom. Additionally, this finding highlights the need for ongoing professional development opportunities that help teachers develop effective engagement strategies and provide them with the tools they need to create a positive and supportive learning environment. Furthermore, it is important to recognize that teacher engagement is a complex and dynamic phenomenon that can be influenced by a variety of factors, including school culture, teacher burnout, and workload. As such, it is essential that schools and educational institutions take a holistic approach to promoting teacher engagement, taking into account the multiple factors that contribute to this important aspect of teaching and learning. By doing so, they can help ensure that teachers are well-equipped to foster a supportive and motivating learning environment that promotes student success and prepares them for the challenges of the future.

Additionally, the results of the current study highlight the critical role that social-emotional competencies play in EFL teaching. The findings suggest that most EFL teachers possess moderate to high levels of social-emotional competencies, aligning with

previous research that has emphasized the significant impact of teachers' social-emotional skills on their teaching practices and student outcomes. A supportive and empathetic learning environment fostered by teachers with strong social-emotional skills can have a positive impact on students' academic and personal development, helping them achieve greater success in language learning (Saunders et al., 2017). These results emphasize the need for programs and training initiatives to support EFL teachers in developing and enhancing their social-emotional competencies. This will ensure that they are equipped with the skills necessary to create a positive and effective learning environment that supports student growth and success.

4.3. Discussion of Inferential Findings

The second, third and fifth research questions' data was thoroughly analyzed to interpret the inferential findings. The study explored the differences with regard to demographic characteristics, including gender, school type, and years of experience, on the social-emotional competencies and engagement in the classroom of English as a Foreign Language (EFL) teachers. According to the results of independent sample t-tests and one-way ANOVA, there is a notable gender-based difference in the social-emotional competencies of EFL teachers. However, there was no significant difference in social-emotional competencies based on school type and years of experience. In terms of engagement in the classroom, there was a significant difference based on gender, while no significant difference was found in terms of school type.

The results of the study suggest that there is a significant difference in engagement levels between male and female teachers. This finding is supported by previous research that has found gender differences in teacher engagement levels, with female teachers generally showing higher levels of engagement compared to male teachers (Bartley & Liang, 2019). This suggests that there may be gender-related factors that contribute to teacher engagement levels and that further research is needed to better understand these differences.

Moreover, the results indicate that there is no significant difference in engagement levels based on the type of school where teachers work, which is in line with previous research that has found no significant differences in teacher engagement levels based on the type of school (Miller et al., 2016). This suggests that there is no significant difference between EFL teachers' engagement levels in terms of the type of school and that other factors, such as personal and professional characteristics, may play a more prominent

role. The results also suggest that there is no significant difference in EFL teachers' social-emotional competencies based on years of experience, which is consistent with previous research that has found no significant relationship between teacher experience and engagement levels (Duckworth & Quinn, 2009).

It can be concluded from these findings that gender plays a significant role in shaping the social-emotional competencies and engagement in the classroom of EFL teachers, while school type and years of experience do not. These findings provide important insights into the factors that influence social-emotional learning in the EFL classroom and can be used to guide professional development programs aimed at enhancing EFL teachers' competencies in promoting social-emotional learning.

Finally, the results show a high correlation between EFL teachers' engagement levels and their social-emotional competencies. This finding is in line with previous studies that have found a strong relationship between teachers' emotions and engagement (Ljubojević & Vukosavljević, 2020; Zins & Sweeney, 2015). For example, research has demonstrated that emotional intelligence and emotional labor are positively associated with teachers' job satisfaction and engagement (Ljubojević & Vukosavljević, 2020). Teachers who are emotionally intelligent and capable of managing their emotions are more likely to be engaged in their work and motivated to create a positive learning environment for their students (Zins & Sweeney, 2015).

In conclusion, the results suggest that while the average level of engagement and competence among EFL teachers is moderate to high, there are differences in engagement levels between male and female teachers. However, the years of experience and type of school do not seem to have a significant difference in engagement levels or social-emotional competencies. The study highlights the importance of teacher engagement and social-emotional competencies in fostering a positive learning environment and promoting student success in language learning. Further studies are needed to confirm these findings and explore other potential factors that may consider these variables.

4.4. Theoretical and Practical Implications

The results of this study on EFL teachers' engagement levels and their social-emotional competencies have several implications, both theoretically and practically. These implications can be further contextualized and understood in light of previous research in the field.

Theoretically, the results provide a better understanding of the relationship between EFL teachers' engagement and their social-emotional competencies. The results suggest that there is a high correlation between engagement and competencies, which is consistent with previous research. This finding highlights the importance of considering both engagement and competencies as key components of effective teaching. The results of this study can inform the development of teacher training programs and professional development initiatives aimed at promoting both engagement and competencies among EFL teachers.

Furthermore, the results indicate that EFL teachers' social-emotional competencies didn't differ with regard to the years of experience. This suggests that simply increasing the length of time a teacher has been in the field may not lead to improvements in their competencies. Instead, it may be necessary to focus on providing opportunities for professional development that specifically target social-emotional competencies.

Practically, the results of this study have several implications for EFL teachers, school administrators, and policy makers. For EFL teachers, the results suggest that they can benefit from paying attention to both their engagement levels and their social-emotional competencies. By doing so, they can increase their effectiveness as teachers and support the learning outcomes of their students. For school administrators, the results highlight the importance of providing opportunities for professional development that focus on both engagement and competencies. This can be achieved through in-service training programs, mentorship programs, and other initiatives aimed at promoting teacher quality.

For policymakers, the results suggest that there is a need for targeted strategies to support female EFL teachers in improving their engagement levels. This could include providing mentorship programs, promoting work-life balance initiatives, and providing opportunities for professional development. Additionally, the results highlight the importance of considering both engagement and competencies when designing and implementing teacher training programs and professional development initiatives.

In conclusion, this study provides valuable insights into the relationship between EFL teachers' engagement levels and their social-emotional competencies. The results have important implications for EFL teachers, school administrators, and policymakers, and can inform the development of strategies aimed at promoting effective teaching in the field of EFL. Further research is needed to build on these findings and to explore the relationship between engagement, competencies, and other important variables such as classroom management and instructional practices.

4.5. Limitations and Suggestions for Future Studies

This study has several limitations. One limitation of this study is its sample size, which may not be representative of the entire population of EFL teachers. Additionally, the study only collected data from one specific region, which may limit the generalizability of the results to other regions with different cultural and educational contexts.

Another limitation is the self-reported nature of the data, which is subject to social desirability bias or the tendency for participants to respond in ways that will be perceived as socially desirable. This may have influenced the results and should be considered when interpreting the findings.

In order to enhance the generalizability of the results, future studies could consider conducting a larger and more diverse sample of EFL teachers, including those from different regions, cultures, and educational contexts. Additionally, future studies could consider collecting data from multiple sources, such as students and school administrators, to triangulate the results and obtain a more comprehensive understanding of EFL teachers' social-emotional competencies and engagement in the classroom.

Another suggestion for future research is to investigate the relationship between demographic characteristics, such as age and gender, and EFL teachers' social-emotional competencies and engagement in the classroom. This could help to understand how demographic factors may influence these competencies and inform efforts to improve teacher training and support programs.

Finally, it would be interesting to explore the potential impact of EFL teachers' social-emotional competencies and engagement on students' language learning outcomes. This could help to better understand the role of teachers in promoting successful language learning and inform efforts to improve teacher training and support programs.

In conclusion, this study provides important insights into the demographic characteristics of EFL teachers and their role on social-emotional competencies and engagement in the classroom. The findings highlight the importance of considering demographic factors when addressing teacher training and support needs and suggest avenues for future research to further enhance our understanding of these complex relationships.

5. CONCLUSION

The purpose of this study was to examine the correlation between teacher engagement levels and social-emotional competencies in EFL (English as a Foreign Language) teaching. The results revealed that the majority of the EFL teachers displayed moderate to high levels of engagement in the classroom and had developed adequate social-emotional competencies. However, the study also uncovered a significant difference with regard to social-emotional based on gender. Teachers' gender was found to play a role in the development of their social-emotional competencies. This highlights the importance of addressing gender-related challenges in teacher training and development initiatives. Interestingly, school type and years of experience were not effective with regard to teacher engagement and social-emotional competencies. This implies that these factors are not determinants of teachers' engagement and social-emotional competencies, and other variables may be at play. The findings of this study provide valuable insights for teacher training and development programs that aim to promote teacher engagement and social-emotional competencies. These results emphasize the critical role that social-emotional competencies play in EFL teaching and the impact that teacher engagement has on student outcomes. However, this study also acknowledges its limitations and the need for future research to explore other factors that may impact teacher engagement and social-emotional competencies. Future studies could address the limitations of the current study and delve deeper into the variables that contribute to teacher engagement and the development of social-emotional competencies in EFL teaching.

REFERENCES

- Ardıç, K., & Polatci, S. (2009). Tükenmişlik sendromu ve madalyonun öbür yüzü: işle bütünleşme. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, (32), 21-46.
- Arı, S. (2011). *Örgütsel iklimin işle bütünleşme üzerine etkisi ve bir uygulama*. [Yayımlanmamış yüksek lisans tezi]. İstanbul Üniversitesi.
- Avşar, Z. (2004). Beden eğitimi ve spor öğretmenlerinin sosyal beceri düzeylerinin belirlenmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 17(2), 111-130.
- Aygün, H. E. (2017). *The effect of social emotional learning program on development of social emotional learning skills, academic achievement and classroom environment* [Unpublished doctoral thesis]. Çanakkale Onsekiz Mart University.
- Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, (83), 189–206
- Bakker, A. B., & Oerlemans, W. (2011). Subjective well-being in organizations. *The Oxford handbook of positive organizational scholarship*, 49, 178-189.
- Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2005). The crossover of burnout and work engagement among working couples. *Human relations*, 58(5), 661-689
- Bartley, D., & Liang, L. (2019). Exploring the relationship between gender and teacher engagement: Evidence from rural schools in the United States. *International Journal of Gender, Science and Technology*, 11(2), 133-143.
- Başbüyük, K. (2012). *İlköğretim okulu öğretmenlerinin işe bağlılıkları ile moral durumları arasındaki ilişki*. [Unpublished Master's Thesis]. Maltepe University.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406-417.
- Buchanan, R., Gueldner, B. A., Tran, O. K. & Merrell, K. W. (2009). Social and emotional learning in classrooms: A survey of teachers' knowledge, perceptions, and practices. *Journal of Applied School Psychology*, 25(2), 187-203.
- Chusmir, L. H. (1982). Job commitment and the organizational woman. *Academy of Management Review*, 7(4), 595-602.

- Cohen, J. (2001). *Social and emotional education: core concepts, classrooms /intelligent schools: the social emotional education of young children*. New York and London: Teachers College Press.
- Cohen, J. (Ed.). (1999). *Educating minds and hearts: Social emotional learning and the passage into adolescence*. Teachers College Press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (7th ed.). Routledge.
- Collaborative for Academic, Social, and Emotional Learning [CASEL]. (2003). *Safe and sound: An educational leader's guide to evidence based social and emotional learning (SEL) programs*. CASEL Publications.
- Collaborative for Academic, Social, and Emotional Learning [CASEL]. (2005). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. IL: Author.
- Collaborative for Academic, Social, and Emotional Learning [CASEL]. (2015). *Effective social and emotional learning programs – Middle and high schooledition*. CASEL Publications.
- Collaborative for Academic, Social, and Emotional Learning [CASEL]. (2017). *Key implementation insights from the Collaborating Districts Initiative*.
- Collaborative for Academic, Social, and Emotional Learning. (2012). *What is SEL?* Retrieved February 28, 2019, from <http://casel.org/why-it-matters/what-is-sel/>
- Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences*, 55, 29-39.
- Collaborative for Academic, Social and Emotional Learning [CASEL]. (2013). *CASEL GUIDE: Effective social and emotional learning programs: Preschool and Elementary school edition (9/12)*.
- Creswell, J. W. (2023). *Research Design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Daniels, H., & Bitter, G. (2006). The effect of teacher engagement on student achievement: An investigation of urban middle school mathematics classrooms. *Journal of Educational Research*, 100(2), 94-102.

- Demerouti, E., & Bakker, A. B. (2008). The oldenburg burnout inventory: A good alternative to measure burnout and engagement. *Handbook of stress and burnout in health care*, 65(7).
- Doğan, S. & Demiral, Ö. (2007). Kurumların başarısında duygusal zekanın rolü ve önemi. *Yönetim ve Ekonomi*, 14(1), 209-230.
- Duckworth, K., & Quinn, J. (2009). The role of teacher experience in the effectiveness of urban middle schools. *Journal of Educational Research*, 102(2), 94-102.
- Elias, M. J. (1997). *Promoting social and emotional learning: guidelines for educators*. USA: ASCD Books.
- Elias, M. J., O'Brien, M. U., & Weissberg, R. P. (2006). Transformative leadership for social-emotional learning. *Principal Leadership*, 7(4), 10-13.
- Elias, M. J., Zins, J. E., & Weissberg, R. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Ascd.
- Elksnin, L.K. ve Elksnin, N. (2006). *Teaching social-emotional skills at school and home*. Denver: Love Publishing Company.
- Elliot, S. N. (1997). The responsive classroom approach: Its effectiveness and acceptability in promoting social and academic competence. Year one a three study. University of Wisconsin-Madison.
- Elma, C. (2003). *İlköğretim okulu öğretmenlerinin işe yabancılaşması (Ankara ili örneği)*. [Doctoral Thesis]. Ankara University.
- Esen-Aygun, H. & Sahin-Taskin, C. (2017). Teachers' views of social-emotional skills and their perspectives on social-emotional learning programs. *Journal of Education and Practice*, 8(7), 205-215.
- Freeman, E., & Strong, D. (2017). Building teacher capacity to promote social and emotional learning in Australia. *Social and emotional learning in Australia and the Asia-Pacific: Perspectives, programs and approaches*, 413-435.
- Goffman, E. (1959). The moral career of the mental patient. *Psychiatry*, 22(2), 123-142.
- Goleman, D. (2011). *Duygusal zekâ: neden IQ'dan daha önemlidir?* (34. baskı). (B. S.Yüksel, Çev.) Varlık Yayınları.
- Göl-Güven, M. (2016). The Lions Quest program in Turkey: Teachers' views and classroom practices. *International Journal of Emotional Education*, 8(2), 60-69.
- Gordon, G. (2006). *Building engaged schools: Getting the most out of America's classrooms*. Gallup Press.

- Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*, 27(1), 13-32.
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466- 474.
- Grossman, D. C., Neckerman, H. J., Koepseli, T. D., Liu, P. Y., Asher, K. N., Beland, K., Frey, K. ve Rivara, F. P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. *Violence Prevention Among Children*, 277(20), 1605-1611.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495-513.
- Hallberg, U. E., & Schaufeli, W. B. (2006). "Same same" but different? Can work engagement be discriminated from job involvement and organizational commitment? *European Psychologist*, 11(2), 119.
- Han, J., Yin, H., & Wang, W. (2016). The effect of tertiary teachers' goal orientations for teaching on their commitment: The mediating role of teacher engagement. *Educational Psychology*, 36(3), 526–547. <https://doi.org/10.1080/01443410.2015.1044943>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79, 491 – 525. doi:10.3102/0034654308325693
- Jones, S. M., & Bouffard, S. M. (2012). Social and Emotional Learning in Schools: From Programs to Strategies. Social Policy Report. *Society for Research in Child Development*, 26(4), 120-135.
- Kabakçı, Ö. F. & Korkut-Owen, F. (2010). Sosyal duygusal öğrenme becerileri ölçeği geliştirme çalışması. *Eğitim ve Bilim*, 35(157), 152-166.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 33(4), 692-724.
- Karatepe, O. M., & Olugbade, A. O. (2009). The effects of job and personal resources on hotel employees' work engagement. *International Journal of Hospitality Management*, 28, 504-512.

- Keser, A., & Yılmaz, G. (2009). *İşe bağlanma (Engagement), içinde: Çalışma yaşamında davranış: Güncel konular*. Umutepe Yayınları.
- Kirkpatrick, C. L. (2009). *Engaging second-stage teachers in their work: The role of professional culture in schools*. Harvard University. Retrieved from <https://eric.ed.gov/?id=ED533295>
- Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students: An underemphasized aspect of teachers' basic psychological needs. *Journal of Educational Psychology, 104*(1), 150–165. Retrieved from <https://doi.org/10.1037/a0026253>
- Klassen, R. M., Yerdelen, S., & Durksen, T. L. (2013). Measuring teacher engagement: Development of the engaged teachers scale (ETS). *Frontline Learning Research, 1*, 33–52.
- Koçoğlu, Z. (2011). Emotional intelligence and teacher efficacy: A study of Turkish EFL pre-service teachers. *Teacher Development, 15*(4), 471-484.
- Kusché, C. A., & Greenberg, M. T. (2006). Brain development and social-emotional learning: An introduction for educators. M. Elias and H. Arnold (Eds.), *The Educator's Guide to Emotional Intelligence and Academic Achievement*. (pp. 15-20). Corwin Press.
- Leiter, M. P., & Maslach, C. (2004). Areas of worklife: A structured approach to organizational predictors of job burnout. In P. L. Perrewé & D. C. Ganster (Eds.), *Emotional and physiological processes and positive intervention strategies* (pp. 91–134). Elsevier Science/JAI Press.
- Li, G. (2006). A scholar's response. In E. G. Sturtevant, F. B. Boyd, W.G. Brozo, K. A. Hinchman, D. W. Moore, & D. E. Alvermann, *Principled practices for adolescent literacy: A framework for instruction and policy* (pp. 38-41). Mahwah, NJ: Lawrence Erlbaum Associates.
- Linares, L. O., Rosbruch, N., Stern, M. B., Edwards, M. E., Walker, G., Abikoff, H. B., & Alvir, J. M. J. (2005). Developing cognitive-social-emotional competencies to enhance academic learning. *Psychology in the Schools, 42*(4), 405-417. <https://doi.org/10.1002/pits.20066>
- Ljubojević, S., & Vukosavljević, V. (2020). Emotional intelligence, emotional labor and job satisfaction of preschool teachers. *International Journal of Developmental and Educational Psychology, 3*(2), 105-112.

- Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 23(6), 695-706.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). *Maslach burnout inventory*. Scarecrow Education.
- Merrell, K. W. (2010). Linking prevention science and social-emotional learning: The Oregon resiliency project. *Psychology in the Schools*, 47(1), 55-70.
- Miller, J., Heineke, A., & Lambert, L. (2016). Teacher engagement in urban schools: A comparison between traditional public schools and charter schools. *Journal of Education and Practice*, 7(32), 83-91.
- National Institute of Child Health and Human Development (NICHD) and Early Child Care Research Network (2002). The relation of global first-grade classroom environment to structural classroom features and teacher and student behaviors. *The Elementary School Journal*, 102(5), 367-387.
- Öncel, L. (2007). Öğretmenlerin işleriyle bütünleşme düzeylerinin performansları ve iş yerlerinden ayrılma niyetleriyle ilişkisi. [Unpublished Master's Thesis]. İstanbul University.
- Önen, A. S. (2012). Öğretmen adaylarının kişilik özellikleri ve duygusal zeka düzeylerinin stresle başa çıkma durumlarına etkileri. *Hacettepe Üniversitesi, Eğitim Fakültesi Dergisi*, 42(42), 310-320.
- Otluoğlu, R. (2002). İlköğretim okulu izlencesinde (programında) duyuşsal alan ve duyu eğitimini. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 15(15), 163-172.
- Özdemir, S., Sezgin, F., Şirin, H., Karip, E., & Erkan, S. (2010). İlköğretim okulu öğrencilerinin okul iklimine ilişkin algılarını yordayan değişkenlerin incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 38(38), 213-224.
- Özdemir, A. (2016). Müdürlerin algılanan yönetsel yetenekleri, öğretmenlerin duyu yapıları ile işe bağlanmaları arasındaki ilişkilerin incelenmesi. *Akademik Sosyal Araştırmalar Dergisi*, 4(38), 129-143.
- Özden, Y. (2008). *Eğitimde yeni değerler*. Ankara: Pegem Akademi
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education (UK).

- Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students. Collaborative for Academic, Social, and Emotional Learning (CASEL).
- Ryan, A. M., Gheen, M. H., & Midgley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social-emotional role, and the classroom goal structure. *Journal of Educational Psychology, 90*(3), 528-535.
- Salanova, M., & Schaufeli, W. B. (2008). A cross-national study of work engagement as a mediator between job resources and proactive behaviour. *The International Journal of Human Resource Management, 19*(1), 116-131.
- Şara, P., & Hasanoğlu, G. (2015). 4. Sınıf öğrencilerinin sosyal duygusal öğrenme becerilerinin çeşitli değişkenlere göre incelenmesi. *International Journal of Human Sciences, 12*(2), 775-786.
- Sarısoy, B. & Erişen, Y. (2018). Öğretmenler için duygusal zekâ becerileri eğitim programının tasarlanması, uygulanması ve değerlendirilmesi. *İlköğretim Online, 17*(4), 2188-2215.
- Sarısoy, B., Bülent, A. L. C. I., & Erişen, Y.(2021). Öğretmenlerin sosyal-duygusal yetkinliklerini değerlendirme ölçeğinin türkçe uyarlaması: geçerlik-güvenirlilik çalışması. *Boğaziçi Üniversitesi Eğitim Dergisi, 38*(2), 3-26.
- Saunders, W. M., & Goldenberg, C. (2017). The effects of an instructional conversation on english language learners' concepts of friendship and story comprehension 1. *In Talking texts* (pp. 221-252). Routledge.
- Schaufeli, W. (2012). Work engagement: What do we know and where do we go?. *Romanian Journal of Applied Psychology, 14*(1), 3-10.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness studies, 3*(1), 71-92.
- Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental psychology, 51*(1), 52.

- Sezen, G. (2014). Öğretmenlerin işle bütünleşme ve iş yaşamında yalnızlık düzeyleri arasındaki ilişkinin incelenmesi. [Unpublished Master's Thesis]. Sakarya University.
- Sönmez, E. & Ayaz, E. (2019). Olumlu öğrenme ortamı oluşturmada öğretmenlerin sosyal ve duygusal becerilerinin incelenmesi. *Karadeniz Sosyal Bilimler Dergisi*, 11(20), 29-44.
- Telef, B. B. (2011). Öğretmenlerin öz-yeterlikleri, iş doyumları, yaşam doyumları ve tükenmişliklerinin incelenmesi. *İlköğretim Online*, 10(1), 91-108.
- Titrek, O. (2013). *Iq' dan eq' ya duyguları zekice yönetme*. Ankara: Pegem Yayınları.
- Titrek, O., Güneş, D. Z., Sezen, G., & Ölçüm, D. (2013). Öğretmenliğe Yönelik Tutum İle Duygusal Zekâ Arasındaki İlişki. *VI. Ulusal Lisansüstü Eğitim Sempozyumu*, 30.
- Tom, K. M. (2012) *Measurement of teachers' social-emotional competence: Development of the social-emotional competence teacher rating scale*. [Doctoral dissertation]. University of Oregon.
- Usta, M. E. & Boğa, F. (2021). Okul yöneticilerinin okul yönetiminde yaşanan sorunlara ilişkin görüşleri. *Harran Maarif Dergisi*, 6 (1), 18-49.
- Weissberg, R. P. & O'Brien, M. U. (2004). What works in school based social and emotional learning program for positive youth development. *The ANNALS of the American Academy of Political and Social Science*, 591, 86-97.
- Weissberg, R. P., Kumpfer, K. L., & Seligman, M. E. P. (2003). Prevention for children and youth that works. *American Psychologist*, 58, 425-432.
- Yerdelen, S., Durksen, T., & Klassen, R. M. (2018). An international validation of the engaged teacher scale. *Teachers and Teaching*, 24(6), 673-689.
- Yetim, S. A. (2007). *İlköğretim okulu öğretmenlerinin moral düzeylerinin bazı değişkenler açısından incelenmesi: İzmir İli örneği*. [Unpublished master thesis]. Ege University.
- Yoder, N. (2014). Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers. *Center on Great Teachers and Leaders*.
- Yorgun, S., Yılmaz, G., & Keser, A. (2009). The relationships of job and life satisfaction with intention to leave among unionized hotel employees in Turkey. *İşgüç Endüstri İlişkileri ve İnsan Kaynakları Dergisi*, 11(2), 55-67.

- Young, J. E., Williamson, M. I., & Egan, T. G. (2016). Students' reflections on the relationships between safe learning environments, learning challenge and positive experiences of learning in a simulated GP clinic. *Advances in Health Sciences Education, 21*(1), 63-77.
- Zins J. E. & Elias M. J. (2008). Social and emotional learning: promoting the development of all students. *Journal of Educational and Psychological Consultation, 17*(2-3), 233-255.
- Zins, J. E., Walberg, H., & Weissberg, R. P. (2004). Getting to the heart of school reform: Social and Emotional Learning for academic success. *Communique, 33*(3), 35.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.
- Zins, J., & Sweeney, J. (2015). The relationship between emotional intelligence and teacher engagement. *Journal of Educational Research, 98*(4), 187-195.
- Zins, J. E., Elias, M. J. (2007). Social and emotional learning: promoting the development of all students. *Journal of Educational and Psychological Consultation, 17*(2-3), 233-255.

APPENDICES

Appendix A. Ethics Committee Request and Approval Document

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	Tugba ULUCAN KURT
ÖĞRENCİ NO	202008026
TEL. NO.	
E - MAIL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDININ YAPILIP-YAPILMADIĞI	2022 / 2023 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizce öğretmenlerinin Sosyal-duygusal yetkinlikleri ve işle bütünleşmelerini konu edinmektedir.
TEZİN AMACI	İngilizce öğretmenlerinin işle bütünleşme seviyeleri ile sosyal-duygusal yetkinlikleri arasındaki ilişkiyi incelemek.
TEZİN TÜRKÇE ÖZETİ	Araştırmanın deseni tarama yöntemine uygun olarak hazırlanmıştır. Bu çalışmanın örneklemini Kırşehir'de görev yapan 120 İngilizce öğretmeni oluşturmaktadır. Verilerin analizi SPSS istatistiksel yazılımı kullanılarak yapıldı ve sonuçlar tablo, şekil ve metin olarak sunuldu. Bu çalışmada, verileri analiz etmek için hem tanımlayıcı hem de çıkarımsal istatistikler kullanılmıştır. Sonuçlar, İngilizce öğretmenlerinin çoğunluğunun sınıfta orta ila yüksek düzeyde işle bütünleştiği ve yeterli sosyal-duygusal yeterlilikler geliştirdiğini ortaya koymuştur. Bununla birlikte, çalışma aynı zamanda cinsiyetin sosyal-duygusal yeterlilikler üzerinde önemli bir etkisi olduğunu da ortaya çıkarmıştır. Aynı zamanda öğretmenlerin cinsiyetinin sosyal-duygusal yeterliliklerinin gelişmesinde rol oynadığı tespit edilmiştir. Ayrıca, okul türü ve kıdemin öğretmenlerin işle bütünleşmeleri ve sosyal-duygusal yeterlilikler arasında anlamlı bir ilişki bulunmamıştır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Kırşehir ilindeki okullar.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Kırşehir ili Millî Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNİ/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER	Kırşehir il ve ilçede çalışan tüm İngilizce öğretmenlerini kapsamaktadır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAKI	1.Social Emotional Competence Teacher Rating Scale 2. Engaged Teacher Scale
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İŞİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) SECTRS (2) Sayfa Social Emotional Competence Teacher Rating Scale 2) UWES. (1) Sayfa Engaged Teacher Scale 3(.....) Sayfa Formları. 4(.....) Sayfa
ÖĞRENCİNİN ADI - SOYADI: Tuğba ULUCAN KURT	ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. TARİH: 14/ 06/ 2023
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.	
2. Anılan konu 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: Seden TUYAN	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİN KARAKAŞ	Adı - Soyadı: Murat KOÇ			
Unvanı: Dr. Öğrt. Üye.	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.			
İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası:	İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası: Enstitü müdürlüğünde evrak aslı ıslak 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 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.	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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OY BİRLİĞİ İLE	<input checked="" type="checkbox"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="checkbox"/>					
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. Informed Consent Forms of the Study

**ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU**

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "An Investigation of the Relationship between Efl Teachers' Engagement Levels and their Social-Emotional Competencies" başlıklı araştırma "Tuğba ULUCAN KURT" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: İngilizce öğretmenlerinin İşle bütünleşme seviyeleri ile sosyal-duygusal yetkinlikleri arasındaki ilişkiyi incelemek.

Araştırmanın Nedeni: İngilizce öğretmenlerinin İşle bütünleşme seviyeleri ile sosyal-duygusal yetkinlikleri arasındaki ilişki cinsiyet, deneyim ve yaşa göre farklılık olup olmadığını incelemek.

Araştırmanın Yürütüleceği Yer: Kırşehir

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırmaya ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile ***)

Adı-Soyadı:
İmzası:

Araştırmacının

Adı-Soyadı: Tuğba ULUCAN KURT
e-posta:

İmzası:

***Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

Appendix C. SECTRS ASSESSMENT (Öğretmenlerin Sosyal Duygusal Yetkinliklerini Değerlendirme Ölçeği)

1. Gender
 - a. Female
 - b. Male
2. What grade-level best describes the setting you work with children?
 - a. Elementary
 - b. Middle School
 - c. High School
 - d. Multiple Grade Levels
3. Where are you working at?
 - a.Private School
 - b.State School
4. How many years have you been teaching?
 - a.0-3
 - b.4-7
 - c.8-11
 - d.12-15
 - e.15+

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.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	I have a close relationship with my students. Öğrencilerimle yakın bir ilişkim vardır						
2	I am aware of how all of my students are feeling. Tüm öğrencilerimin nasıl hissettiklerinin farkındayım						
3	I am good at understanding how my students' feel. Öğrencilerimin nasıl hissettiklerini anlama konusunda iyiyim						
4	Students come to me with						

	<p>problems.</p> <p>Öğrenciler problemleri için yanıma gelir.</p>						
5	<p>It is very difficult to for me to build relationships with students.</p> <p>Öğrencilerle ilişki kurmak benim için çok zordur.</p>						
6	<p>I create a sense of community in my classroom.</p> <p>Sınıfımda bir topluluk duygusu yaratırım.</p>						
7	<p>I build positive relationships with my students' families.</p> <p>Öğrencilerimin aileleriyle olumlu ilişkiler kurarım.</p>						
8	<p>I nearly always stay calm when a student upsets me.</p> <p>Bir öğrenci beni üzdüğünde neredeyse her zaman sakin kalırım.</p>						
9	<p>I remain calm when addressing student misbehavior.</p> <p>Öğrencilerin uygunsuz davranışlarını ele alırken sakin davranırım.</p>						
10	<p>I frequently get upset when students provoke me.</p> <p>Öğrenciler beni kızdırttığında, çoğunlukla üzülürüm.</p>						
11	<p>I think before I act.</p> <p>Eyleme geçmeden önce düşünürüm.</p>						
12	<p>I frequently get upset in the classroom and do not understand why.</p> <p>Sınıfta çoğunlukla üzülüyorum ve</p>						

	nedenini anlamıyorum						
13	I am able to manage my emotions and feelings in healthy ways. Duygularımı ve hislerimi sağlıklı yollarla yönetebilirim.						
14	I appreciate individual and group differences (e.g., cultural, linguistic, socioeconomic, etc.). Bireysel ve grup farklılıklarını anlayışla karşılarım. (ör. Kültürel, dilsel, sosyoekonomik, vs.)						
15	My students' safety is an important factor in the decisions I make. Öğrencilerimin güvenliği, aldığım kararlarda önemli bir faktördür.						
16	I problem-solve with students when there is a problem or argument. Bir problem veya tartışma olduğunda bunu öğrencilerimle çözerim						
17	I know how my emotional expressions affect my interactions with students. Duygusal ifadelerimin öğrencilerle etkileşimlerimi nasıl etkilediğini bilirim.						
18	I make an effort to ensure that my instruction is culturally sensitive. Yönergelerimin kültürel açıdan duyarlı olmasını sağlamak için çaba sarf ediyorum						
19	I consider my students' well-being when making decisions. Karar verirken öğrencilerimin iyi olma halini göz önünde bulundururum.						

20	<p>Staff members seek my advice when resolving a problem.</p> <p>Çalışma arkadaşlarım bir sorunu çözerken benim tavsiyemi alır.</p>						
21	<p>It is easy for me to tell people how I feel.</p> <p>Nasıl hissettiğimi başkalarına kolaylıkla söyleyebilirim.</p>						
22	<p>In conflict situations with staff members, I can effectively negotiate solutions.</p> <p>Diğer çalışma arkadaşlarımla, çatışma durumlarında çözümleri etkili bir şekilde tartışabilirim.</p>						
23	<p>Staff members at my school respect me.</p> <p>Okulumdaki çalışma arkadaşlarım bana saygı duyar</p>						
24	<p>I pay attention to the emotions of staff members at my school.</p> <p>Okuldaki çalışma arkadaşlarımla duygularına dikkat ederim.</p>						
25	<p>I feel comfortable talking to parents.</p> <p>Ebeveynlerle konuşurken kendimi rahat hissedirim.</p>						

Appendix D. Engaged Teacher Scale (ETS)

Engaged Teacher Scale (Öğretmenler için İşle Bütünleşme Ölçeği)

Below you will find a list of statements describing your experiences as a teacher. Please indicate your personal response to each of these statements by checking the number that best represents your answer.

Response scale 0: Never, 1: Rarely, 2: On occasion, 3: Sometimes, 4: Often, 5: Frequently, 6: Always

0: Hiçbir Zaman, 1: Neredeyse Hiç, 2: Nadiren, 3: Bazen, 4: Sıklıkla, 5: Çoğunlukla, 6: Her Zaman

	0	1	2	3	4	5	6
1. Okulda, öğretmen arkadaşlarımla iyi iletişim kurarım. (1)At school, I connect well with my colleagues.	0	1	2	3	4	5	6
2. Öğretim vermeyi heyecan verici buluyorum. (2)I am excited about teaching	0	1	2	3	4	5	6
3. Sınıfta, öğrencilerime sıcak davranırım. (3)In class, I show warmth to my students.	0	1	2	3	4	5	6
4. Öğretim verirken, başarılı olabilmek için elimden gelenin en iyisini yapmaya çalışırım. (4)I try my hardest to perform well while teaching.	0	1	2	3	4	5	6
5. Öğretim verirken, çok mutlu hissediyorum. (5)I feel happy while teaching.	0	1	2	3	4	5	6
6. Sınıfta, öğrencilerimin duygularının farkındayım. (6)In class, I am aware of my students' feelings.	0	1	2	3	4	5	6
7. Okulda, öğretmen arkadaşlarıma yardım etmeyi görev bilirim. (7)At school, I am committed to helping my colleagues.	0	1	2	3	4	5	6
8. Öğretim verirken, kendimi işime adarım. (8)While teaching, I really - throw" myself into my work.	0	1	2	3	4	5	6
9. Okulda, öğretmen arkadaşlarımla kurduğum ilişkiler benim için değerlidir. (9)At school, I value the relationships I build with my colleagues.	0	1	2	3	4	5	6
10. Öğretmeyi çok seviyorum. (10)I love teaching	0	1	2	3	4	5	6
11. Öğretim verirken, bütün dikkatimi işime veririm. (11)While teaching I pay a lot of attention to my work.	0	1	2	3	4	5	6
12. Okulda, öğretmen arkadaşlarımla sorunlarıyla ilgilenirim. (12)At school, I care about the problems of my colleagues.	0	1	2	3	4	5	6
13. Öğretim vermeyi eğlenceli buluyorum. (13)I find teaching fun.	0	1	2	3	4	5	6
14. Sınıfta, öğrencilerimin sorunlarıyla ilgilenirim. (14)In class, I care about the problems of my students.	0	1	2	3	4	5	6
15. Öğretim verirken, işime yoğunlaşıyorum. (15)While teaching, I work with intensity.	0	1	2	3	4	5	6
16. Sınıfta, öğrencilerimle empati kurarım. (16)In class, I am empathetic towards my students.	0	1	2	3	4	5	6

Appendix E. Scientific Research and Publication Ethics Board Decision

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200009521
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

15.12.2022

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 **Gamze Güney (Öz), Tuğba Ulucan Kurt** isimli öğrencilerimize 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 : 2 adet öğrenciye ait tez evrakları dosyası.

Appendix F. Çağ University Rectorate Thesis Ethics Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2200009800

26.12.2022

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 15.12.2022 tarih ve E-23867972- 050.01.04-2200009521 sayılı yazımız.
b) 16.12.2022 tarih ve E-23867972- 050.01.04-2200009527 sayılı yazımız.
c) 15.12.2022 tarih ve E-23867972- 050.01.04-2200009504 sayılı yazımız.
ç) 13.12.2022 tarih ve E-23867972- 050.01.04-2200009394 sayılı yazımız.
d) 08.12.2022 tarih ve E-23867972- 050.01.04-2200009278 sayılı yazımız.
e) 06.12.2022 tarih ve E-23867972- 050.01.04-2200009204 sayılı yazımız.

İlgi yazılarda söz konusu edilen **Naime Ördek, Ahmet Karakul, Erman Zobu, Dilara Eskidelvan, Gamze Güney (Öz), Tuğba Ulucan Kurt, Türkan Aydoğdu, Hande Aydoğdu** ve **Furkan Bilgin** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

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



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200009825
Konu : Tuğba Ulucan Kurt'un Tez Anket
İzni Hk.

27.12.2022

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Tuğba Ulucan Kurt** isimli öğrencimizin, “**İngilizce Öğretmenlerinin İşle Bütünleşme Seviyeleri ile Sosyal-Duygusal Yetkinlikleri Arasındaki İlişkiyi İncelemek**” konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Dr. Öğr. Üyesi Seden Tuyan**'ın tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Kurumunuza bağlı İl ve İlçelerde halen çalışmakta olan tüm İngilizce Öğretmenlerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Dağıtım:

Gereği:
Kırşehir İl Milli Eğitim Müdürlüğüne

Bilgi:
Kırşehir Valiliğine

Appendix H. Kırşehir Provincial Directorate of National Education Thesis Survey and Interview Application and Permission Approval Letters



T.C.
KIRŞEHİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-24512418-605.01-68201713
Konu : Tuğba ULUCAN KURT'un
Araştırma izni

12/01/2023

VALİLİK MAKAMINA

Çağ Üniversitesi Sosyal Bilimler Enstitüsünün 27.12.2022 tarih ve 2200009825 sayılı yazıları ile; İngiliz Dili Eğitimi yüksek lisans öğrencisi Tuğba ULUCAN KURT'un "İngilizce Öğretmenlerinin İşle Bütünleşme Seviyeleri ile Sosyal-Duygusal Yetkinlikleri Arasındaki İlişkiyi İncelemek" konulu araştırmayı yapma isteği bildirilmektedir.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Tuğba ULUCAN KURT'un söz konusu araştırmasını İl Geneli özel resmi ilkokul, ortaokul ve ortaöğretim İngilizce öğretmenlerine Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21.01.2020 tarih 1563890 sayılı (2020/2 nolu genelge) emirleri doğrultusunda araştırmanın, ilgili denetimi okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre ve araştırmacının sorumluluğunda müdürlüğümüz tarafından mühürlenmiş anket formlarının uygulanması müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Yüksel YILMAZ
İl Millî Eğitim Müdürü V.

OLUR
12/01/2023

Turan SOĞUKOLUK
Vali a.
Vali Yardımcısı