

T.C.
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN EXAMINATION INTO THE RELATIONSHIP
BETWEEN SELF-EFFICACY AND EMOTIONAL
INTELLIGENCE OF TURKISH HIGH SCHOOL EFL
TEACHERS**

MA THESIS

İsmail PEHLİVAN

Istanbul

December-2023

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Supervisor
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THESIS APPROVAL

This study has been approved in partial fulfillment of the requirements for MA Degree in English Language Teaching.

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled “An examination into the relationship between self-efficacy and emotional intelligence of Turkish high school EFL teachers” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Istanbul Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Signature

İsmail PEHLİVAN

December, 2023

DEDICATION

With deep thanks and affection, I dedicate my work to:

My parents for their unwavering love and support

Asst. Prof. Öğr. Ü. Abdül Kasım VARLI for Teaching, supporting and encouraging me during the study period.



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First, I would want to express my inexhaustible appreciation to God for making me who I am and enabling me find the patience and stamina to accomplish my thesis.

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I am also extremely lucky to have Asst. Prof. Öğr. Ü. Abdül Kasım VARLI as my supervisor, and I wish to convey my gratitude for his guidance during the whole study process.

ABSTRACT

AN EXAMINATION INTO THE RELATIONSHIP BETWEEN SELF-EFFICACY AND EMOTIONAL INTELLIGENCE OF TURKISH HIGH SCHOOL EFL TEACHERS

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This study aimed to examine the relationship between self-efficacy and emotional intelligence of Turkish high school EFL teachers. The present study employed a quantitative methodology using a correlation design. 240 EFL teachers were selected from Turkish high schools using a convenience sampling technique. Data was collected by the use of the Schutte self-report emotional intelligence test and Teachers' sense of efficacy scale. The data was analyzed using non-parametric tests, Kruksal Wallis H-test as well as spearman correlation coefficient analysis through SPSS. The findings showed that there is a correlation between EI and self-efficacy. It was also revealed that Turkish female EFL teachers had significantly higher self-efficacy and emotional intelligence compared to Turkish male EFL teachers. Furthermore, Turkish EFL teachers with less than 30 years of age had higher emotional intelligence and self-efficacy compared to teachers with more than 30 years of age. Turkish female EFL teachers, both below and above 30 years of age, had higher emotional intelligence compared to male teachers and Turkish female teachers, both below and above 30 years of age, had higher self-efficacy compared to male teachers. The current study contributed to the body of knowledge by serving as the first analysis that made the link between SE and EI among language teachers.

Key words: Self-efficacy, Emotional intelligence, English as a Foreign Language

ÖZET
**TÜRK LİSELERİNDEKİ İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-
YETERLİK VE DUYGUSAL ZEKÂLARI ARASINDAKİ
İLİŞKİNİN İNCELENMESİ**

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Bu çalışma, Türk liselerinde İngilizceyi yabancı dil olarak öğreten öğretmenlerin öz-yeterliliği ile duygusal zeka arasındaki ilişkiyi incelemeyi amaçlamıştır. Bu çalışmada korelasyon tasarımı kullanan nicel bir metodoloji kullanılmıştır. Kolayda örnekleme tekniği kullanılarak Türk liselerinden 240 yabancı dil öğretmeni seçilmiştir. Veriler, Schutte öz bildirim duygusal zeka testi ve Öğretmenlerin yeterlik duygusu ölçeği kullanılarak toplanmıştır. Veriler parametrik olmayan testler, spearman korelasyon katsayısı analizi ve SPSS aracılığıyla Kruksal Wallis H-testi kullanılarak analiz edildi. Bulgular duygusal zeka ile öz yeterlilik arasında bir ilişki olduğunu gösterdi. Ayrıca Türk kadın yabancı dil öğretmenlerinin, Türk erkek yabancı dil öğretmenlerine kıyasla önemli ölçüde daha yüksek duygusal zekaya ve öz yeterliliğe sahip olduğu ortaya çıktı. Ayrıca, 30 yaşın altındaki Türk yabancı dil öğretmenleri, 30 yaşın üzerindeki öğretmenlerle karşılaştırıldığında daha yüksek duygusal zekaya ve öz yeterliliğe sahipti. Hem 30 yaşın altındaki hem de üzerindeki Türk kadın yabancı dil öğretmenleri, erkek öğretmenlere kıyasla daha yüksek duygusal zekaya sahipken, hem 30 yaşın altındaki hem de üzerindeki Türk kadın öğretmenlerin öz yeterliliği erkek öğretmenlere göre daha yüksekti. Mevcut çalışma, dil öğretmenleri arasında SE ve EI arasındaki bağlantıyı kuran ilk analiz olarak hizmet vererek bilgi birikimine katkıda bulunmuştur.

Anahtar kelimeler: Öz-yeterlik, Duygusal zeka, Yabancı Dil Olarak İngilizce

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LIST OF ABBREVIATIONS

A-FLL: Attitudes toward Foreign Language Learning

ASD: Autism Spectrum Disorder

DASTT-C: A Science Teacher Test Checklist

ECI: Emotional Competence Inventory

EIQ: Emotional intelligence scale

EFL: English as foreign language

EI: Emotional intelligence

SEIS: Emotional Intelligence Scale

EQ: emotional quotient

EQ-I: Emotional Quotient Inventory

ESI: Emotional-Social Intelligence

L2: Second language

MEIS: Multi-Emotional Intelligence Scale

MOOC: Massive open online course

MSCEIT: Mayer, Salovey and Caruso Emotional Intelligence Test

SEM: Structural Equation Modeling

SSEIT: Schutte Self-Report Emotional Intelligence Test

TEIQue: Trait Emotional Intelligence Questionnaire

TIM: Theory of Intelligence Multiples

TSES: Teacher Sense of Efficacy Scale

TSES: self-efficacy assessment for teachers

CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter provides a concise overview of the theoretical foundation for the current investigation. Subsequently, it conveys the importance and extent of the research. Finally, the research question is provided.

1.2. Background to the Study

The success in acquiring a second language varies greatly among learners. “All people acknowledge that some individuals learn a second language easily and some with more difficulty” (Pishghadam, 2009, p. 31). Among the various aspects that contribute to second language learning success, such as motivation, attitude, and personality types, it appears that one crucial component that accounts for successful learning is an individual’s level of intelligence.

A human being, with a variety of emotions and social skills, has a persistent urge to develop an emotional link with his surroundings. A classroom, in particular, is a setting in which a range of interactions between students and teachers are formed. Therefore, coping with students and their emotional states, channeling them productively, and improving social interactions among students in the classroom, as well as between instructors and students are considered to be the main responsibilities of teachers (Gkonou & Mercer, 2017). Teaching is a difficult and challenging job that demands a variety of responsibilities and abilities in the classroom. According to Brotheridge and Grandley (2002), teachers are overwhelmed with a wide range of responsibilities, including addressing student discipline issues, encouraging themselves and their students, fostering effective learning, and maintaining a stress-free teaching atmosphere with enormous workloads, tight teaching schedules, and parental expectations. As Miyagamwala (2015) states, the attempt to manage these kinds of challenges and form good connections among learners, educators, learners, and their parents may lead teachers to feel negative

emotions like rage, despair, anger, and a lack of desire. Consequently, In order to facilitate the transmission of knowledge and emotional intelligence (EI) competencies, it may be incumbent upon instructors to possess a set of specific aptitudes in order to motivate themselves to face with frustration and anger, avoid stress to stay focused (Goleman, 2001), create and maintain healthy relationships, and start negotiating intricate relationships with students (Gkonou & Mercer, 2017). Recent research has demonstrated that emotional skills of teachers are founded on effective qualities termed self-efficacy and emotional intelligence, which are both important in their lives and professional efficiency.

Despite being explored in the early 1990s, Goleman (1995) popularized emotional intelligence with his best-selling work “Emotional Intelligence.” In the magnum opus, the concept of emotional intelligence (EI) was explicated as the capacity to exhibit self-awareness regarding one's own affective states, as well as the affective states of fellow beings in close proximity, to engender self-motivation, and to adeptly regulate affective experiences within oneself and within the context of interpersonal connections (Goleman 1998, p.317). EI competencies aid teachers comprehend and initiate their own and students’ emotions in the classroom or when conversing with parents influencing how teachers think, resolve issues, cultivate and sustain favorable interpersonal connections, successfully manage the classroom, and boost self-efficacy beliefs (Penrose, Perry, & Ball, 2007; Chan, 2004, Drew, 2006). To be more precise, emotional intelligence strengthens self-efficacy beliefs of teachers through promoting successful teaching skills and student learning.

Emotional intelligence is critical during the acquisition of a second language. (Mercer & Gkonou, 2017; Oz, Demirezen & Pourfeiz, 2014). Affective variables influence language acquisition and instruction in particular because learners view acquiring a second or foreign language (L2) to be a difficult endeavor (Gkonou & Mercer, 2017). Furthermore, their language ego compels them to avoid any circumstances that might cause them problems. As a result, certain techniques emerged based on the assumption that emotional elements were among the determinants of L2 learning performance. Throughout the difficult teaching process, a proficient instructor of a second language need to possess the capacity to effectively channel the emotional vigor of learners, demonstrating a keen ability to

comprehend and relate to the emotional challenges they may encounter. Furthermore, they should possess the skill to inspire and encourage learners to pursue further growth and progress, while also adeptly guiding the dynamics of the teacher-learner relationship, and eventually be a model for students to establish and enhance emotional intelligence, which is essential for both successful learning and teaching (Gkonou & Mercer, 2017).

Approaches to recent theory and research have classified emotional competences into two effective qualities so-called self-efficacy beliefs and emotional intelligence, depending on the role that emotions influence the lives of educators and their interactions with students. The notion of emotional intelligence (EI) is founded on the idea that emotions and cognitions influence one another (Mesquita, Frijda, and Scherer 1997). Rather than influencing behavior directly, the emotions of teachers can impact their cognitive processes, problem-solving abilities, and the development of self-efficacy beliefs. (Penrose, Perry, & Ball 2007; Chan 2004; Isen 1993; Drew 2006). To put it another way, as Anderson (2004) states, emotional intelligence may influence teaching beliefs, which subsequently influence efficient teaching and learning.

Teacher training programs are designed to help students improve their professional abilities as teachers. Thus, it is critical to comprehend teacher talents related to EI and teacher self-efficacy in teaching, since these two attributes are inextricably linked and impact one another in a cyclical manner. They work together to promote efficient language learning, which necessitates emotional intelligence. Apart from Penrose, Perry & Ball (2007) and Kocolu (2007), only a few researchers have looked at the probable link between effectiveness views and their emotional intelligence of undergraduate teachers. As a result, this study intends to widen the perspective by examining the correlation between self-efficacy and emotional intelligence perspectives of high school English instructors.

1.3. Statement of the Problem

By the examination of literature conducted on the instructional and learning process, it is obvious that emotional intelligence contributes to and encourage the learning and teaching process in a variety of ways. Teachers' self-efficacy views are one of

the key features that this construct impacts. Teachers' self-efficacy beliefs influence their teaching talents, well-being, and classroom control abilities as well as their students' accomplishment and motivation (Siebert, 2006; Shaughnessy, 2004; Goddard-Hoy & Woolfolk-Hoy 2004). Teachers' self-efficacy ideas are molded during their university education, according to research. As a result, classes to strengthen teachers' self-efficacy attitudes and emotional intelligence are critical. However, a bulk of the previous studies has examined the connection between emotional intelligence and pre-service teachers' self-efficacy views. The main goal of the current study is to look at the probable link between self-efficacy and emotional intelligence for Turkish high school teachers of English. Parameters like age and gender are taken into account while evaluating this relationship.

1.4. Purpose and Significance of the Study

Educationalists have a significant obligation to promote their students' emotional intelligence because it is apparent that this construct improves academic accomplishment. Furthermore, it is undeniable that effective teaching necessitates emotional intelligence (Su et al., 2022). Educationalists, on the other hand, will not be able to pass on those skills to their students unless they possess them themselves. Teachers should act as role models for their students to gain these abilities. Furthermore, EI adds to instructors' self-efficacy views. The goal of this research is to figure out how these two notions are related. Several studies have examined the correlation between emotional intelligence and its positive influence on the process of acquiring knowledge and imparting instruction based on prior studies in this area. Only a few studies have looked into the link between teacher efficacy and emotional intelligence. The current study adds to the literature in a variety of ways. It will widen the scope by examining not just the correlation existing between teacher self-efficacy and emotional intelligence and the interaction between the two in an EFL context at the school level. As a result, this study intends to fill the gap in the literature through exploring the relationship between self-efficacy and emotional intelligence of high school EFL instructors while taking into account characteristics of age and gender that previously conducted studies have not taken into account.

1.5. Research Questions

Based on what we have said in the previous section, this study sought to provide answers to the study major questions:

- 1) Is there a correlation between Turkish high school ELT teachers' EI and their self-efficacy beliefs?
- 2) Is there a statistically significant difference in emotional intelligence and self-efficacy beliefs of Turkish high school ELT teachers in terms of gender and age?

1.6. Research Hypotheses

The current study established the subsequent null hypotheses:

1. There was not any significant correlation between Turkish high school ELT teachers' emotional intelligence and their self-efficacy beliefs.
2. There was not any statistically significant difference in emotional intelligence, and self-efficacy beliefs of Turkish high school ELT teachers in terms of gender.
3. There was no significant difference in emotional intelligence, and self-efficacy beliefs of Turkish high school ELT teachers in terms of age.

1.7. Definitions of Key Terms

The following terminology is employed throughout the investigation:

Emotional Intelligence: According to Goleman (1998), the emotional intelligence is the capacity to recognize and understand individual's emotions and those of others, to self-motivate, and to effectively manage and guide emotions inside oneself and during social interactions (p.317).

Self-Efficacy: It is defined as an individual's self-assessment of their capabilities to perform a specific set of actions in order to achieve a desired result (Bandura, 1997, p.2).

Teacher Efficacy: It refers to instructors' attitudes on their ability to effectively educate and accomplish desired learning outcomes, especially for students who lack motivation or are challenging to teach (Sutton & Wheatly, 2003, p.783).

1.8. Limitations of the Study

The focal point of current study was on the connection between self-efficacy and emotional intelligence views of Turkish high school teachers of English. Other limitations include the fact that the information gathered is confined to responses to the questionnaires. To begin with, the scope of this study was constrained by its “selective application” to high school English language teachers. As a result, flaws in methodological framework restricts the applicability of the research results to the study's population. As a result, the first recommendation for researchers wishing to undertake a study considering this issue is to use bigger and varied populations like in-service and pre-service ELT instructors simultaneously who teach in various institutes. Second, the current study used self-report questionnaires to assess emotional intelligence and teacher effectiveness opinions. Another drawback may arise due to the nature of these self-report measures. The viewpoints of the intended respondents are what these assessments are trying to reveal; nevertheless, not all respondents will give an honest account of their competence or understanding of the construct's components (Ciarrochi, Chan, & Bajgar, 2001). It could be more useful to use classroom observation and interviews as follow-up activities to support the research.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter includes three major parts. Initially, the concept and sources of self-efficacy are investigated. In order to provide a more comprehensive perspective, it is necessary to consider previous studies on self-efficacy in both global and local contexts. Secondly, Emotional Intelligence (EI) and its existing models are extensively discussed before reviewing previous research on EI both globally and locally. Finally, the association between self-efficacy and emotional intelligence of ELT teachers is meticulously examined.

2.2. Self-Efficacy

2.2.1. Definition of Self-Efficacy

The notion of self-efficacy is based on Albert Bandura's social cognitive theory. According to Bandura (1994), perceived self-efficacy refers to individuals' views on their ability to achieve specific levels of performance that have an impact on events that influence their lives. The cognitive concept of self-efficacy is dependent on the precise activity and situation in which it is used (Bandura, 1977). Put simply, self-efficacy beliefs dictate individuals' emotions, thoughts, self-motivation, and actions in certain circumstances. Self-efficacy beliefs are not a fixed characteristic of an individual, but rather a dynamic and acquired set of beliefs that are influenced by the surrounding circumstances (Bandura, 1977).

Those who have a strong belief in their own abilities see obstacles not as problems but as assignments, and they find solutions by working together. Instead of letting setbacks crush them, they continue pushing forward by actively working to overcome them. They stand firm in the face of danger, depending on their own power to direct the resources at their disposal. They are able to fully immerse themselves in their activities because of their realistic outlook. This person is very

accomplished, has a low stress level, and has strong protection systems. People who lack confidence in their abilities tend to dwell on the negative instead of thinking about ways to overcome obstacles, find solutions, or even transform challenges into opportunities. They view challenging jobs as personal dangers and would like to avoid them. They quickly abandon the difficulties because their commitment to their chosen goals is insufficient. It takes time for their beliefs to rebuild after experiencing failures.

Zimmerman (2000) also defines Self-efficacy beliefs, as individuals' convictions regarding their capacity to successfully accomplish a given undertaking, as opposed to their beliefs concerning their inherent aptitude or disposition. When individuals engage in the assessment of their own self-efficacy, they direct their attention towards the evaluation of their accomplishments in a specific task, such as delivering a public presentation, as opposed to conducting an appraisal of their inherent character traits or cognitive frameworks. Individuals possess the capacity to be appraised in advance of their forthcoming accomplishments through the lens of self-efficacy beliefs. This statement elucidates the significance of self-efficacy appraisals, wherein individuals assess their capabilities prior to engaging in activities and ascribe probable outcomes to future endeavors. Such discernment holds paramount importance in fostering motivation within the realm of academic pursuits (Zimmerman, 2000).

Throughout the various stages of life, individuals inevitably encounter a plethora of experiences that can be categorized as either achievements or failures. Nevertheless, the possession of a robust self-efficacy conviction would engender a rise in accomplishments and a concomitant decline in setbacks. Furthermore, the occurrence of failures would be rendered relatively inconsequential. The hypothesis posits and subsequent experimentation confirms that perceived self-efficacy beliefs exert a direct and indirect influence on the attainment of actions and achievements. This influence is attributed to the effects it has on the specific objectives that individuals establish for themselves (Schunk, 1989; Bandura & Wood, 1989).

2.2.2. Sources of Self-Efficacy Beliefs

Scant data is available on where educators get their self-efficacy views. Nevertheless, in accordance with Bandura's social cognitive theory, people may find a modicum of comprehensive elucidation pertaining to the aforementioned cognitive constructs (Labone, 2004). Bandura (1986) classified the sources of self-efficacy beliefs into four primary categories: mastery experiences, considered the most influential source; verbal persuasion; vicarious experiences; and emotional arousal.

The performances that are unique to an individual provide a highly dependable means for evaluating one's self-efficacy. These lexical units aptly convey the import of mastery experiences. The reason for their acceptance as the most influential entity lies in its foundation upon personal experiences. The act of persevering amidst challenging circumstances engenders a rise in the level of anticipated expertise, whereas the occurrence of recurrent disappointments engenders a decline in the same. The enduring nature of self-motivation can be solidified through the encounter and subsequent triumph over adversities, even amidst the most arduous circumstances. Undoubtedly, the influence exerted by instances of failure upon one's self-efficacy is contingent upon the temporal dimension and the cumulative nature of one's experiential repertoire (Schunk, 1989; Bandura, 1977). Tschannen-Moran and Hoy (2007) also stated that mastery experiences, in the realm of psychological research, can be aptly characterized as instances wherein individuals personally encounter and undergo a profound sense of self-efficacy. These experiences, crucially, involve the pursuit of objectives that are both realistic in nature and yet sufficiently demanding to pose a challenge. In this particular context, it is imperative for an educator to undergo the profound sensation of contentment in order to attain the pinnacle of expertise. In the second instance, vicarious experiences are procured through the act of observing another individual engaging in the designated endeavor. The domain of the model is contingent upon the extent to which the model establishes a sense of identification with the observer. According to Bautista (2011), the efficacy of the observer's task execution is intrinsically tied to the extent of the interconnection between the model and the observer. The third source of self-efficacy lies in verbal persuasion, encompassing the realm of positive verbal feedback and encouragement bestowed upon an individual regarding the

accomplishments of significant others in their life. According to Bandura (1994), it has been observed that a positive emotional state has the propensity to augment one's perception of self-efficacy, while a state of despondency tends to diminish it. Henceforth, whilst engaged in the praxis of performance, the impartation of verbal feedback exerts a discernible impact upon one's self-efficacy beliefs, owing to the intricate interplay betwixt mood and said beliefs. The fundamental origin of these convictions lies in their correlation with the procedural intricacies and resultant consequences of the endeavor (Pendergast, Garvis, & Keogh, 2011). According to Tschannen-Moran & Hoy (2007), emotional arousals pertain to the manner in which individuals react to various psychological states, including but not limited to excitement and anxiety. The act of engaging in a task has been observed to positively influence individuals' self-efficacy beliefs, thereby contributing to their sense of accomplishment and satisfaction upon successfully completing said task. According to Bandura (1994), the malleability of self-efficacy beliefs can be observed through their potential to diminish the magnitude of stress, as well as their capacity to modify negative emotional patterns and rectify the misperception of circumstances.

2.2.3. Teachers' Self-Efficacy Beliefs

In contemporary educational research, there has been a notable predilection towards investigating the beliefs held by teachers and the subsequent ramifications for the processes of learning and instruction. The actions and behaviors exhibited by teachers are intrinsically linked to their underlying beliefs, perceptions, assumptions, and levels of motivation (Chacon, 2005). Therefore, the examination of teachers' beliefs assumes paramount importance in the assimilation and structuring of pedagogical practices employed by educators.

According to Bandura (1994), self-efficacy beliefs, esteemed as a paramount facet of teachers' belief systems, hold a position of utmost significance. Self-efficacy beliefs serve as a means of discerning an individual's behaviors, emotions, and drive in relation to their own being; it pertains to their aptitude for generating a performance that resonates with the essence of their existence. In instances where individuals possess diminished self-efficacy beliefs, it is plausible that they may exhibit a proclivity towards evading the completion of a given undertaking. Nevertheless,

individuals who possess the conviction of their own capability to successfully execute the assigned endeavor exhibit a greater inclination to actively engage in its pursuit. Hence, the possession of self-efficacy beliefs affords individuals the opportunity to cultivate heightened levels of engagement, thereby resulting in increased levels of success within their vocational pursuits (Linnenbrink & Pintrich, 2003).

Tschannen-Moran et al. (1998) expound upon the intricate dynamics of teachers' self-efficacy by introducing a model that aptly highlights its cyclical nature, as visually depicted in Figure 1. The present model effectively incorporates the theoretical constructs pertaining to the four origins of self-efficacy belief as expounded by Bandura (1997), as previously alluded to. In accordance with the proposed model, the self-efficacy beliefs held by teachers are posited to emerge from the intricate interplay between their self-perceptions regarding the challenges encountered in their teaching practice and their appraisals of their own inherent teaching capabilities. To ascertain these determinations, educators derive advantages from four distinct sources, namely mastery experiences, vicarious experiences, social persuasion, and emotional arousals. The outcomes pertaining to the self-perceived effectiveness of educators have been expounded upon as a trilateral construct encompassing the dimensions of effort, persistence, and individual aspirations. The aforementioned phenomenon necessitates a cognitive construct known as efficacy belief, which serves as the impetus for teachers' individual aspirations. Consequently, teachers are compelled to exert considerable effort in order to attain their aforementioned goals, thereby ensuring the perpetuity of their professional endeavors.

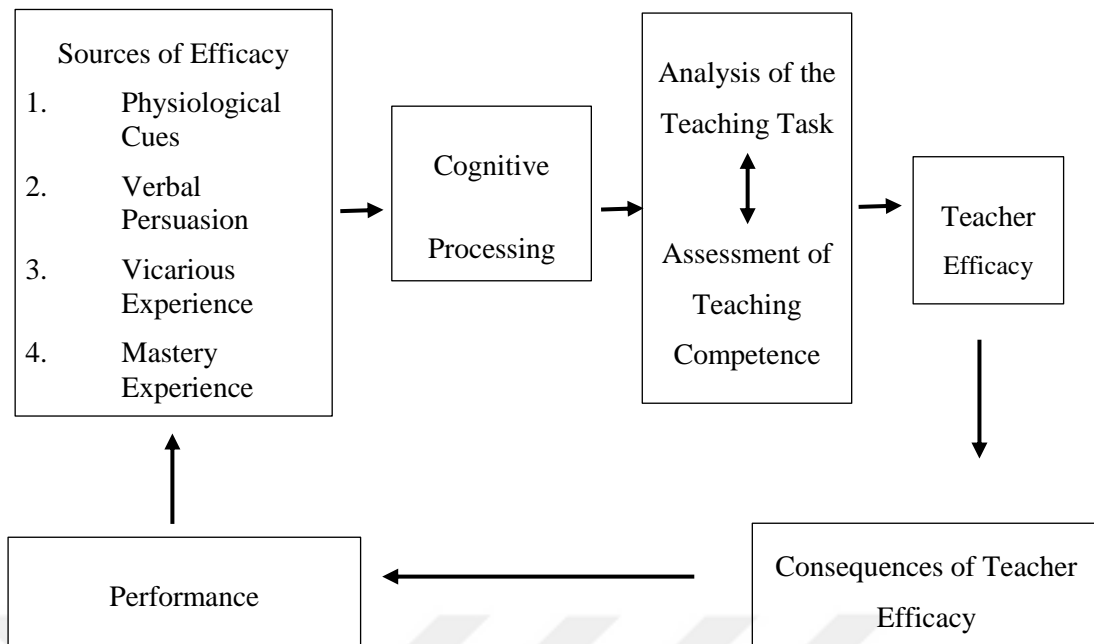


Figure 2.1: A Comprehensive Model for the Conceptualization and Understanding of Teacher Efficacy

Source: Tschannen-Moran, Hoy & Hoy, 1998

The concept of teacher self-efficacy, referred to as a “meritorious variable,” is a straightforward yet potent notion within the realm of education (Henson, 2001). According to Dellinger et al. (2008), the construct of teachers' self-efficacy beliefs can be elucidated as the cognitive framework within which a teacher holds their personal convictions regarding their aptitude to execute distinct pedagogical endeavors with a predetermined level of excellence, all within a particular educational context. In alternative phrasing, these pertain to the convictions held by an educator regarding their aptitude, both in terms of their professional competence and personal attributes. A pedagogue possessing a pronounced sense of self-efficacy is unquestionably capable of effectively navigating the challenges encountered within the scholastic milieu. Alternatively, a pedagogue harboring a diminished sense of self-efficacy may encounter challenges within the educational milieu, manifesting as difficulties in effectively engaging disinterested pupils within the instructional setting (Gibson & Dembo, 1984). Teachers may be able to better manage the issues they confront if they work together with their colleagues and exercise control over decision-making. It is via this method that they are able to improve their degree of effectiveness (Guo et al., 2011)

According to Eslami and Fatahi (2008), instructors, in their capacity as pedagogical pillars, play a pivotal role in the advancement of education by discerning the individual requirements of students and making informed determinations regarding the most optimal course of action to meet said needs. Hence, it is of utmost importance to possess an acute awareness of the convictions held by educators, as this knowledge serves as a vital foundation for formulating prognostications regarding their pedagogical approaches and instructional methodologies within the confines of their instructional spaces.

2.2.4. Pervious Studies on Teachers' Self-Efficacy Beliefs

The subsequent sections present scholarly inquiries into the self-efficacy beliefs of educators that have been conducted across various regions of the globe.

2.2.4.1. Global Research

The scholarly investigations pertaining to teachers' self-efficacy exhibit variations with respect to their respective areas of emphasis (Poulou, 2007; Ross, 1992; Gavora, 2011; O'Neill & Stephenson, 2012; Knobloch & Whittington, 2003; Schoon & Boone, 1998). In the scholarly work conducted by Ross (1992), an investigation was undertaken to examine the intricate interplay between the self-efficacy of educators and the consequential effects of coaching on the academic achievements of students. The study encompassed a cohort of 18 educators, each possessing distinct demographic attributes including gender, age, and years of pedagogical expertise. Furthermore, these erudite individuals assumed the role of instructors for a total of 36 classes dedicated to the subject of history. The participants were aided by a group of six coaches, whose selection was based on their demonstrated passion for the field of history and their aptitude in the art of pedagogy. The research findings were obtained through the utilization of curriculum materials, which were supplemented by a series of three half-day workshops conducted throughout the academic year. Additionally, the researchers maintained regular communication with coaches, either through face-to-face interactions or via telephone conversations. The variables pertaining to the demographic information of teachers and coaches were not discovered to exhibit a significant correlation with scholastic achievement. The

findings of this study indicated that all indicators pertaining to teachers' self-efficacy beliefs exhibited a positive correlation with academic achievement. The study has substantiated that students who are under the tutelage of teachers possessing a heightened teacher sense of efficacy are inclined to exhibit superior academic performance within the classroom setting.

Poulou (2007) examined the pedagogical convictions of prospective educators in Greece. The research included a total of 198 pupils enrolled in elementary education departments, with 168 being girls and 30 being males. All the participants were in their final year of teaching studies. The study investigated the determinants of student instructors' beliefs and their impact on classroom practice. The results highlighted the motivation of pre-service teachers, namely their emotional response towards pupils and their desire to enhance their teaching abilities. Teacher self-efficacy views were significantly influenced by factors such as university training, active involvement in class, teacher training programs, and the nature of the courses. Despite this fact, input from fellow instructors was considered an unlikely source for teachers' self-efficacy views.

Knobloch and Whittington (2003) conducted a study to examine the disparities between the confidence perceptions of inexperienced instructors and their dedication to their careers. The sample consisted of 91 inexperienced educators in their first, intermediate, and advanced stages of teaching experience. The study applied both the OSU Teacher Efficacy measure and Bandura's 9-point efficacy measure. Novice educators often had favorable opinions about professional dedication, and a notable disparity was seen between educators with low levels of career commitment and those with high levels of career commitment. Those who had low professional dedication had lower effectiveness compared to those who had strong career dedication. Teachers who had a strong dedication to their careers demonstrated more resilience in overcoming challenges beyond the initial weeks of the school year.

In another study, O'Neill and Stephenson (2012) embarked upon an exploration of the profound depths of the sense of efficacy harbored by final-year Australian pre-service primary teachers, as well as the origins and foundations of the beliefs that underpin said sense. The study encompassed a cohort of 573 individuals who were in the final year of their primary program. The primary objective of the study was to

ascertain the level of self-efficacy exhibited by pre-service primary teachers. Additionally, the study sought to identify the various sources of information that contributed to their efficacy in managing classroom dynamics. Furthermore, the study aimed to determine the sources that could be utilized to gauge the extent of their perceived efficacy. The study employed two distinct scales for measurement: the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001), and the Teaching Efficacy Sources Inventory (TESI), as formulated by Poulou in 2007. The findings of the study revealed that the pre-service teachers from Australia exhibited a notable sense of efficacy in their teaching abilities. Moreover, they held the belief that their influence on student behavior and learning outcomes was of moderate magnitude. As per the accounts provided by the participants, it has been observed that the classroom management items that garnered the most elevated scores were those pertaining to teacher-centered tasks. The individuals in question held the belief that these particular tasks were of a nature that rendered them more easily handled by educators. Nevertheless, no substantial disparities were observed in terms of teachers' efficacy beliefs in relation to gender.

In the scholarly work conducted by Gavora (2011), an exploration was undertaken to delve into the self-efficacy beliefs held by teachers operating within the unique and specific context of Slovakia. This inquiry was carried out through the administration of a localized iteration of the Teacher Efficacy Scale, tailored specifically to the Slovakian educational landscape. The study encompassed a cohort of 217 educators. These erudite individuals boasted an average tenure of 18.1 years, dedicated to the noble pursuit of imparting knowledge and nurturing young minds. The Slovak iteration of the Teachers Efficacy Scale was employed in conjunction with supplementary inquiries aimed at collecting demographic data. The primary objectives of this study were to delve into the efficacy beliefs held by teachers in Slovakia, as well as to scrutinize the interconnections between these beliefs and variables like gender, school level, and teachers' work experience. Additionally, this study sought to identify the factors that exert influence on these efficacy beliefs. The findings elucidated that educators possessed a more robust sense of efficacy in their capacity to facilitate student learning as opposed to their ability to overcome external influences. In the investigation of the correlation between gender and teachers'

efficacy beliefs, it was observed that female teachers exhibited a superior score in comparison to their male counterparts across all dimensions of efficacy beliefs.

Kang's (2017) study also sought to investigate the correlation between teacher self-efficacy, emotional intelligence, and the socioeconomic position of school teachers. An examination was conducted to investigate the associations between the general emotional intelligence, the general teacher self-efficacy, and the specific components of both variables. Moreover, regression analysis was employed to ascertain the predictability of teacher self-efficacy by considering emotional intelligence, school socioeconomic level, and the subscales of emotional intelligence. There were limited relationships discovered between the emotional intelligence of teachers and their degrees of teacher self-efficacy. Teacher self-efficacy was not strongly predicted by emotional intelligence or school socioeconomic status.

Teachers' perceptions of their own abilities to instruct students in engineering and computer science were also investigated by Rich et al. (2017). Over the course of a year, they studied primary school teachers to see whether their perceptions of their own abilities changed after participating in professional development training modules. This data was compiled using semi-structured interviews and a revised Friday Institute for Educational Innovation survey on teachers' attitudes and efficacy in STEM education (2012). Researchers found that instructors' perceptions of their own abilities were influenced by the training modules.

A study conducted by Kormos et al. (2017) aims to evaluate the instructors' views towards dyslexic pupils, as well as their levels of self-confidence and self-efficacy. An investigation on the changes that occurred before and after participation in a massive open online course was carried out by administering surveys to the participants both before and after the course concluded. The outcomes of the study led the researchers to the conclusion that the instructors' levels of self-efficacy had increased, and that their attitudes toward the students had become more constructive than they had been at the beginning of the classes. In addition, it was discovered that the instructors' levels of self-efficacy increased in proportion to the number of tasks on the course that were successfully completed.

In a scholarly endeavor conducted by DelGreco et al. (2018), an examination was undertaken to delve into the intricate realm of teachers' self-efficacy beliefs within the hallowed halls of a prestigious American university. The research endeavor in question encompassed a qualitative case study, wherein the primary objective was to ascertain whether the level of self-efficacy among pre-service teachers exhibited any discernible augmentation throughout the duration of their four-semester academic trajectory. The instruments employed in this study were the A Science Teacher Test Checklist (DASTT-C), which was devised by Thomas, Pederson, and Finson (2001), and the drawings produced by the students. The investigation revealed that the levels of self-efficacy among the teachers were enhanced as a result of the implementation of inquiry-based instructional methods derived from the theoretical framework of Social Constructivism.

Panaoura (2018) conducted an examination of the inquiry-based teaching approach, which was employed by a cohort of 73 aspiring mathematics educators in the region of Cyprus. The objective of the study was to examine the beliefs held by these educators subsequent to their engagement in a course centered on the fundamental concepts of mathematics, as well as their beliefs following their involvement in a session focused on the methodology of teaching mathematics. Additionally, the study sought to explore the various challenges encountered by these teachers during the initial years of their pedagogical careers. The findings evinced a resolute validation of the intrinsic value of pedagogical approaches grounded in the principles of inquiry. Nevertheless, it is worth noting that their self-efficacy level in effectively addressing their students' misunderstandings and efficiently managing their class time was relatively low.

In their seminal work, Weber et al. (2019) embarked upon a comprehensive investigation into the ramifications of an online and video-based learning milieu on the self-efficacy levels of pre-service educators, as well as their attitudes towards engaging in said milieu, and the knowledge they acquired both prior to and subsequent to the practicum. The entirety of the pre-service educators experienced a notable augmentation in their levels of self-efficacy pertaining to the management of challenges within the educational setting. Furthermore, their cognitive acumen underwent further refinement subsequent to the completion of the practicum.

Love et al. (2019) exhibited a remarkable exploration into the domain of teachers' self-efficacy beliefs. The investigation was undertaken with the educators of the individuals diagnosed with Autism Spectrum Disorder (ASD). The objective was to construct a tool for quantifying the levels of self-efficacy exhibited by educators engaged in the instruction of individuals diagnosed with Autism Spectrum Disorder (ASD). The study exhibited a bilateral nature by virtue of its conduction in both the United States of America and Australia. In the United States of America, the objective was to assess the novel metric. Nevertheless, the primary objective encompassed the cross-validation of the scale's evaluation through the participation of teachers situated in Australia. Henceforth, the findings have unequivocally demonstrated that the scale in question exhibited a unidimensional structure in the context of both aforementioned studies.

Lui and Ishak (2022) endeavored to examine factors that may indicate the level of employee brand-based equity. The researchers employed a cross-sectional study design to document the instructors' viewpoint, and data were gathered via a convenience sample approach. A sample size of 400 was established, and questionnaires were delivered to the participants. Out of these, 376 questionnaires were returned, while 351 were retained after excluding incomplete replies. Once the measurement model was established using reliability and validity, the structural model was employed to test the study hypotheses. All of the study hypotheses were determined to be statistically significant based on the t and p statistics. The findings suggest that the emotional intelligence of teachers positively influences their self-confidence, which in turn boosts their reputation and value as educators. Likewise, the presence of emotional intelligence enhances the performance of teachers, so augmenting their brand-based equity.

2.2.4.2. Research Conducted in Turkey

Recently, there has been a noticeable rise in the number of research conducted in Turkey that have examined teachers' self-efficacy views. Çapa, Çakıroğlu, and Sarıkaya (200), for example, conducted extensive study to assess the reliability of the Teacher Efficacy Scale in the Turkish context. The objective of the study was to establish the reliability and validity of the entire scale, which includes three

subscales. The study included a total of 628 pre-service teachers. The findings indicated that the Turkish version of the Teacher Sense of Efficacy Scale exhibited both reliability and validity.

In another study conducted by Bursal (2008), the researcher examined the levels of personal scientific teaching efficacy and science anxiety among participants enrolled in the scientific Methods Course. The study included 154 Turkish pre-service teachers. The results revealed that the participants' personal teaching efficacy scores did not improve throughout the course of the semester; instead, there was a little decrease in the scores. Indeed, it was observed that Turkish female pre-service primary teachers exhibited greater personal effectiveness in teaching science compared to their male counterparts.

In a subsequent study, Merç (2015) undertook an examination of the intricate interplay between the levels of anxiety associated with language teaching and the self-efficacy beliefs pertaining to language instruction experienced by pre-service teachers specializing in English as a Foreign Language. The tools employed in this investigation consisted of a Self-Efficacy Questionnaire, a Foreign Language Student-Teacher Anxiety Scale, and semi-structured interviews. The findings of the study revealed that individuals undergoing pre-service teacher training exhibited a predominantly diminished state of anxiety, while concurrently exhibiting elevated levels of conviction in their pedagogical principles. It has been discovered that there exist specific correlations between anxiety and the self-efficacy beliefs held by teachers. The user's text is a concise and minimalistic expression, devoid of any explicit meaning or context.

Koçoğlu (2011) examined the relation between the self-efficacy views of teachers and the emotional intelligence of 90 Turkish pre-service teachers. The study utilized Tschannen-Moran and Woolfolk-Hoy's Teacher Self-Efficacy Scale (TSES) and Reuven Bar-On's Emotional Quotient Inventory to determine the outcomes. According to the findings, pre-service EFL instructors shown greater self-efficacy views in classroom management compared to student engagement. The individuals demonstrated exceptional performance in their ability to handle stress and exhibit assertiveness skills in relation to emotional intelligence. There is no information provided.

Atay (2007) studied the elements that contribute to the change in student teachers' self-efficacy and how it changes over the student teaching term. For this investigation, the researchers modified TSES (Tschannen-Moran & Woolfolk Hoy, 2001) to gather data. Despite a decline in effectiveness regarding teaching tactics, results showed an improvement in classroom management and student involvement by the conclusion of the practicum.

Additionally, from the time that prospective Turkish teachers are in training until the year that they begin their teaching careers, Şahin and Atay (2010) used the identical questionnaire that Atay (2007) used to track their self-efficacy levels. The data about classroom management, instructional tactics, and student involvement were collected using the Teachers' Sense of Efficacy Scale (TSES) in conjunction with an open-ended questionnaire. Overall, the effectiveness scores rose between the pre- and post-student teaching periods. When their induction year came to a close, there was no discernible change..

2.3. Emotional Intelligence

2.3.1. The Concept of Emotional Intelligence

While the concept of “Emotional Intelligence” (EI) was initially observed in Payne's (1985) doctoral dissertation, it was merely employed for fortuitous and disjointed purposes (Mayer et al., 2011). According to Bar-On (2006), Thorndike's social intelligence theory as well as Wechsler's intelligence approach, both of which assert that both cognitive and non-cognitive elements constitute intelligent attitudes, were respectively the sources of inspiration for the notion of emotional intelligence. In his Theory of Intelligence Multiples (TIM), In his work, Gardner (1991) defined interpersonal intelligence as the ability of effectively observing, appreciating, and engaging with people, whereas intrapersonal intelligence refers to the ability of accurately analyzing one's own emotions and wants (as cited in Bay & Lim, 2006). The development of emotional intelligence is tightly related to Gardner's theories of interpersonal and intrapersonal intelligence (Bay & Lim, 2006).

Salovey and Mayer (1990) were the first to define EI and provide a working definition. One aspect of social intelligence is emotional intelligence, which is defined by Salovey and Mayer as the capacity to monitor one's own and others'

emotions, to discriminate among them, and to use the information to guide one's thinking and actions.

According to the tenets of human cognition, it is posited that each individual of the *Homo sapiens* species possesses a dualistic mental framework, wherein two distinct cognitive faculties are discernible. These faculties, commonly referred to as the emotional mind and the logical mind are believed to operate in tandem, albeit with divergent modes of processing and decision-making. These two discrete modes of comprehension, namely collaboration and design, intricately shape the cognitive existence of *Homo sapiens* (Goleman, 1995). The logical faculty of the mind is characterized by its seriousness, attentiveness, and consciousness. It possesses the capacity to engage in cognitive processes and to bring forth revelations. Nevertheless, the affective cognitive faculty, which occasionally exhibits irrational tendencies, wields a greater degree of potency in comparison to the rational cognitive faculty. The phenomenon under consideration exhibits a remarkable degree of unpredictability and rapidity. This communication serves as a cautionary notice pertaining to an unforeseen event of an urgent nature. According to Goleman (1995), it has been posited that during instances of adversity, if we were to pause and allow the rational faculties to assume control of the circumstance, there exists the potential for untimely responsiveness, as our conduct may be directed erroneously and misconstrued by our cognitive faculties. As per Goleman's assertion, a prevailing fallacy persists wherein the logical faculties are erroneously perceived as possessing the capacity to exert dominion over the emotional faculties. Nevertheless, with the exception of a limited number of instances, it is indeed the case that the human psyche lacks the capacity to consciously determine the precise timing and specific nature of one's emotional states.

In the realm of emotional intelligence (EI), Bar-On (1997), a distinguished researcher in the field, provides a comprehensive definition. According to Bar-On, EI encompasses a diverse range of non-cognitive capacities, competencies, and skills that exert an impact on an individual's capacity to effectively navigate and manage the multifaceted demands and pressures of their environment (Parker, & Keefer, 2008). The state of emotional intelligence entails the cognitive ability to cogitate and articulate in a proficient manner, the adeptness to establish harmonious connections

with individuals and the surrounding milieu, and the capacity to effectively navigate the intricacies of quotidian circumstances, adversities, and stressors (Bar-On, 2006).

In light of the burgeoning fascination with emotional intelligence (EI), a plethora of scholarly models and perspectives have emerged, each endeavoring to explicate the multifaceted concept of EI and its concomitant quest to quantify an individual's level of emotional intelligence. In the subsequent section, a comprehensive elucidation is provided regarding three renowned paradigms of emotional intelligence.

2.3.2. Ability Model of Emotional Intelligence

Bar-On (2006) expounded upon Salovey and Mayer's ability model, delineating it as a conceptual framework predicated upon an individual's aptitude to comprehend, perceive, regulate, and harness their own emotional states with the intention of fostering cognitive faculties. Individuals possess the capacity to employ their affective states as a means to effectively navigate and resolve cognitive challenges. Furthermore, their emotional experiences are purported to possess the inherent ability to proffer insightful guidance in the pursuit of appropriate problem-solving strategies (Mayer & Salovey, 1990).

It has also been posited that emotions possess the capacity to serve as a catalyst for motivation and enhancement of performance in the face of arduous undertakings. To delve further into this realm, the erudite scholars devised an instrument known as the Multi-Emotional Intelligence Scale (MEIS), which aims to meticulously probe and gauge the extent of an individual's emotional acumen. The present scale endeavors to explore the correlation existing between the cognitive faculties and the aptitude for emotional intelligence possessed by the individual in question (Mayer, Salovey, & Caruso, 1997). The authors assert that the outcomes of their measurement instrument provide an assessment of an individual's aptitude in effectively managing emotions during the process of resolving problems.

2.3.3. Trait Model of Emotional Intelligence

When it comes to emotional intelligence, the ability model is concerned with the abilities and competences of individuals as well as their link with their feelings. In addition, this relationship is ascertained through the utilization of performance

testing. Trait model, on the other hand, is solely concerned with the actions of individuals that are connected to their emotions, and it analyzes these behaviors through the use of self-report questionnaires by analyzing the individuals' own self-perceptions (Petrides & Furnham, 2006; Petrides and Furnham, 2006). Petrides and Furnham (2005) developed a psychometric instrument known as the Trait Emotional Intelligence Questionnaire (TEIQue) to assess the construct of emotional intelligence.

Petrides and Furnham (2001) also embarked upon the noble pursuit of constructing a framework that primarily centers around the idiosyncratic variances among individuals and their subjective appraisal of their aptitudes, encompassing cognitive faculties, behavioral execution, and volitional conduct. The researchers embarked upon an investigation into the intricate interplay between personality traits and emotional states, driven by a profound desire to unravel the profound implications of individuals' emotional utilization on the trajectory of their lives. Petrides and Furnham endeavored to ascertain the valence of the impact that emotions exert upon the lives of individuals, thereby seeking to discern whether said influence is of a positive or negative nature.

2.3.4. Mixed Models of Emotional Intelligence

The concept of emotional intelligence, as delineated by the trait model, pertains to the discernment possessed by individuals regarding their own aptitudes. This renders emotional intelligence a notably subjective matter (Lobaskova, 2015). The trait model posits that emotional intelligence comprises a collection of inherent behaviors and characteristics that define one's identity. Conversely, the mixed model asserts that emotional intelligence is a blend of various capabilities that can be acquired and enhanced over the course of one's entire existence (Stys & Brown, 2004). According to Stys and Brown (2004), the ability model places emphasis on the cognitive aptitudes and endeavors to comprehend the individual's emotional intelligence through the utilization of tests that assess performance. Conversely, the mixed model examines cognitive ability and personality traits by means of self-reports. Dhani and Sharma (2018) also stated that the ability model posits that emotional intelligence can be understood in the form of a cognitive ability, whereas the mixed model posits

that emotional intelligence encompasses both intellectual ability and personality characteristics. The proponents of the ability model posited that the construct of emotional intelligence should be disentangled from personality traits like tenderness and Sustained effort. According to Mayer et al. (2011), this proposition was based on the assumption that while character traits hold significance, they ought to be examined independently of the emotional intelligence framework.

The examination of emotional intelligence necessitates a deliberate emphasis on the cognitive faculties of individuals. Nevertheless, a shift in perspective occurred, prompting a reevaluation of their stance, wherein emotional intelligence was reconceptualized as a multifaceted construct encompassing various aptitudes, non-cognitive proclivities, personal inclinations, social interconnections, and individual aspirations (Mayer et al., 1999, 2011). Through the collaborative efforts of Caruso, the scholars were able to enhance their antecedent assessment known as the Multifactor Emotional Intelligence Scale (MEIS), ultimately culminating in the development of a novel evaluation tool christened the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT). Henceforth, the novel emotional intelligence framework proposed by Mayer, Salovey, and Caruso amalgamated a synthesis of affective attributes and cognitive proficiencies (Salovey & Caruso, 2008; Razzaq, Zadeh, & Aftab, 2016). It is posited that the attainment of emotional intelligence necessitates the possession of certain aptitudes. These aptitudes encompass the capacity to apprehend emotions, the capacity to manage emotions, the capacity to recognize the value of emotions, and the capacity to effectively navigate and regulate emotions within oneself as well as within others (Mayer et al., 1999).

It has been posited that while Mayer, Salovey, and Caruso have made notable exertion towards the mixed model of emotional intelligence, it is Goleman and Bar-On who can be credited as the pioneers of the conceptualization of the mixed model (Stys & Brown, 2004). In accordance with the scholarly work of Stys and Brown (2004), it is discerned that the contrasting viewpoints of Bar-On and Goleman reside in their respective focal points. Bar-On directs his attention towards the latent capacities of the individual, specifically in relation to their potential for accomplishment. Conversely, Goleman's focus lies in the actualized achievements of

the individual. Succinctly stated, Bar-On's purview centers on the procedural aspects, while Goleman's purview centers on the resultant outcomes.

2.3.4.1. Goleman's Emotional Competencies Model

The model of emotional competencies proposed by Goleman (2000) encompasses a quintet of elements, namely self-regulation, self-awareness, social competence, motivation, and social skills. It is noteworthy to observe that Goleman's model exhibits certain resemblances to the model proposed by Salovey and Mayer (Spielberger, 2004). According to Spielberger (2004), this parallelism arises from the fact that both models accord a central position to the comprehension of emotions. In his scholarly work, Goleman directs his attention towards the regulation of emotions, specifically exploring the capacity of individuals to regulate their own emotions as well as the emotions of others. However, it is noteworthy that his primary emphasis lies in the realm of self-consciousness, which pertains to the individual's ability to be cognizant of not only their own emotions but also the emotions experienced by others.

Goleman (2000) presents a comprehensive model wherein he expounds upon the concept of self-awareness, which he identifies as the initial constituent. The self-awareness entails the cognitive state of perceiving and acknowledging one's own inherent capabilities and faculties. To be conscious entails the individual's cognizance of their own affective states and the consequential influence thereof upon their existence. It is posited that those individuals who possess the ability to accurately perceive and acknowledge their own competencies and skills, while simultaneously engaging in a realistic appraisal and subsequent rectification of their shortcomings, are the ones who are most likely to achieve success in their lives (Goleman, 2000). He expounded upon the second constituent, namely self-regulation, which he defined as the inherent capacity of the individual to effectively manage and navigate perturbing emotional states. Goleman (2000) astutely observed that individuals who adeptly navigate the treacherous waters of stressful circumstances and skillfully regulate their affective states are more inclined to experience diminished vexation and sorrow in the course of their existence. It is evident that motivation exhibits a profound interconnection with the self-

administration domain within Goleman's model. This is primarily due to the fact that various affective states, such as annoyance, fright, and embarrassment, exert a discernible influence on an individual's cognitive processes (Brown, 2006).

Contrarily, emotional intelligence possesses the capacity to propel the boundaries of an individual's aptitude, exerting influence to propel and strive despite the impediments encountered within one's existence (Goleman, 1995). Individuals possessing the aptitude to effectively harness their own emotional faculties in pursuit of their desired objectives, and subsequently cultivating an internal drive, exhibit the capacity to successfully accomplish any endeavor in which they engage (Goleman, 1995). In accordance with the aforementioned triad, Goleman (1995) expounded upon the fourth constituent, namely empathy, as the aptitude to discern and appreciate the affective states and exigencies of others. Goleman posited that the cognitive apprehension of an individual's affective state emanates from the introspective discernment of their own emotional experiences. In conclusion, the individual expounded upon the ultimate component of his conceptual framework, namely social skills, which he delineated as a confluence of two distinct domains, namely self-management and empathy.

The Emotional Competence Inventory (ECI) draws upon Goleman's own conceptualization of emotional intelligence (Goleman, Mayer, & Boyatzis, 2000). This inventory effectively categorizes competencies of emotional intelligence into four distinct clusters, namely social awareness, relationship management, self-management, and self-awareness. The citation provided by the user, namely Boyatzis and Sala (2004), is indicative of a scholarly reference. The impetus behind the development of the emotional competence inventory stemmed from a dearth of existing scales that could adequately accommodate the multifarious demands of various professions and contextual settings (Goleman, Boyatzis, & Rhee, 1999).

2.3.4.2. Bar-On Model of Emotional-Social Intelligence (ESI)

Social-emotional intelligence is defined as the integration of interrelated emotional and social abilities, proficiencies as well as catalysts that govern our capacity to comprehend and articulate our own emotions, comprehend the emotions of others, establish connections with them, and effectively manage the exigencies of everyday

life (Bar-On, 2006). It has been posited that emotional-social intelligence can be understood as a composite amalgamation of emotional, personal, and interpersonal aptitudes that exert a profound impact on an individual's capacity to effectively navigate the complexities of various life circumstances (Bar-On et al. 2011). Individuals who possess social and emotional intelligence are those who exhibit a favorable sense of self-worth, possess an awareness of their inherent capabilities, and demonstrate the aptitude to identify and contemplate upon their own emotional states. As per the scholarly work of Bar-On et al. (2011), it is observed that individuals of interest possess the remarkable ability to place considerable emphasis on the emotional states of others, thereby facilitating the establishment of profound and significant interpersonal connections, all while exhibiting a commendable level of independence from external influences. Moreover, it was posited that individuals possessing emotional intelligence exhibit predominantly sanguine dispositions and possess a remarkable adaptability in the face of adversity. These individuals, endowed with the capacity to navigate challenges without succumbing to emotional turmoil, wield an inherent ability to maintain composure and equilibrium. The attainment of this objective is contingent upon the individual's capacity to effectively manage their own emotional states. Emotions ought to be harnessed solely for the betterment of the individual (Bar-On, 2006).

The “Emotional Quotient Inventory,” commonly referred to as “EQ-i,” is formulated by Bar-On (2006) as a self-report assessment tool. Its purpose is to offer a comprehensive evaluation of an individual's emotional and social intelligence, achieved through the measurement of their emotional and social behaviors. It has been posited that the concept of “emotional, social intelligence” (ESI) offers a comprehensive viewpoint that encompasses not only cognitive intelligence, as quantified by the Intelligence Quotient (IQ), but also emotional intelligence, as assessed by the Emotional Quotient (EQ) (Bar-On et al., 2011). According to the assertions put forth by Bar-On (2007), it is posited that a noteworthy influence is exerted by emotional intelligence upon the performance of the individual. Furthermore, it is contended that emotional intelligence undergoes transformation over the course of time, evolving throughout the lifespan, and can be acquired through the facilitation of guidance. Individuals who possess the capacity to

recognize and comprehend their own being, who actively pursue their unique objectives, who adeptly manage their emotional states, and who exhibit positivity and contentment with their own selves are the ones who experience favorable states of well-being and prosperity in their lives (Bar-On, 2012).

The use of social and emotional competencies within the realm of education assumes a paramount significance, as it empowers individuals to apprehend, regulate, execute, and appropriately address the multifaceted social and emotional exigencies that arise throughout the course of existence (Bar-On et al., 2017). As per the scholarly work of Elias et al. (1997), it is posited that the acquisition of social and emotional learning equips individuals with the necessary aptitude to adeptly navigate the multifaceted demands of existence, encompassing the intricacies of interpersonal connections and the surmounting of quotidian challenges. It is contended that the inclusion of social-emotional learning within the curriculum ought to be accorded the same level of importance as the arts. It is a rational proposition to surmise that the attainment of success in the endeavor of nurturing and instructing a greater number of emotionally and socially astute progeny would contribute to the construction of organizations, communities, and societies that are more efficacious, fruitful, and compassionate in nature (Bar-On et al., 2017).

The comprehensive elucidation of the affective and communal aptitudes, proficiencies, and conduct delineated in Bar-On's model of social-emotional intelligence is meticulously expounded upon in Figure 2, which meticulously outlines five primary skills and a total of fifteen sub-skills.

EQ-i Scales		The EI competency assessed by each scale:
Intrapersonal	Self-regard	To accurately perceive, understand and accept oneself
	Emotional Self-awareness	To be aware of and understand one's emotions and feelings
	Assertiveness	To effectively and constructively express one's feelings
	Independence	To be self-reliant and free of emotional dependency on others
	Self-actualization	To strive to achieve personal goals and actualize one's potential
Interpersonal	Empathy	To be aware of and understand how others feel
	Social Responsibility	To identify with one's social group and cooperate with others
	Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others
Stress Management	Stress Tolerance	To effectively and constructively manage emotions
	Impulse Control	To effectively and constructively control emotions
Adaptability	Reality Testing	To objectively validate one's feelings and thinking with external reality
	Flexibility	To adapt and adjust one's feelings and thinking to new situations
	Problem-solving	To effectively solve problems of a personal and interpersonal nature
General Mood	Optimism	To be positive and look at the brighter side of life
	Happiness	To feel content with oneself, others and life in general

Figure 2.2: The Bar-On EQ-i Scales and The Criteria They Evaluate
Source: Bar-On, 2016, p. 21

2.3.5. Research of Teachers' Emotional Intelligence

The following sections present findings from research conducted on the emotional intelligence of educators that have been adopted all across the world.

2.3.5.1. Global Research

Ghanizadeh and Moafian (2010) examined the emotional quotient (EQ) of EFL instructors and their pedagogical performance in language institutes. Furthermore, the impact of their years of teaching experience on their EQ as well as the association between age and EQ were investigated. A total of 89 EFL teachers were requested to take Bar-On's EQ exam. Simultaneously, students instructed by each instructor completed a questionnaire titled "Characteristics of Successful EFL Teachers" with the goal of evaluating the teachers' performance. Following further research, it was shown that there is a link between teacher success and EQ. Furthermore, there were strong relationships between instructors' EQ, teaching experience, and age.

In a study by Hen and Sharabi-Nov (2014), the results of a pre-test–post-test, quasi-experimental research were presented to assess the benefits of a 56-hour “Emotional Intelligence” training program. The concept was created and explored in an attempt to meet educators’ rising demand for “emotionally intelligent” learning settings to practice and apply. One hundred eighty-six teachers from 10 Israeli primary schools took part in the study. From the beginning through the completion of the course, the results showed an improvement in emotional intelligence and empathetic care. Further regression revealed that at the end of the course, both emotion expression and management predicted empathy.

Yin (2015) explored teachers’ perceptions of the links between emotional job demands, emotional intelligence, emotional labor techniques, and teaching satisfaction using hierarchical regression analysis, with a special focus on the moderating impact of emotional intelligence. Teachers’ impressions of emotional job demands and emotional intelligence strongly influence the three emotional labor techniques, according to the findings of a study of 1281 Chinese teachers. Emotional intelligence reduces the influence of emotional job demands on surface acting and natural emotion expression, but not on deep acting. Deep acting and presentation of genuinely felt emotion have a favorable effect on instructors’ teaching satisfaction even after adjusting for emotional job demands and emotional intelligence.

Further, Valente et al. (2019) investigated how teachers’ emotional intelligence affects classroom disciplinary management, as well as the relationship between gender, academic preparation, and service time of educators and their emotional intelligence. A total of 559 elementary and secondary school instructors were included in the study. The instruments employed were an Emotional Competence Questionnaire, a Scale of Teacher Efficacy in Classroom Management, and a personal and professional data enquiry. Teachers that had a stronger capacity to deal with emotion in the classroom represented better disciplinary management, according to the findings. The majority of the model’s associations were statistically significant.

Another study intended to validate emotional intelligence-related characteristics that impact organizational commitment among Malaysian vocational college teachers. This quantitative investigation was undertaken by Mustafa et al. (2020) in order to

confirm the aspects of emotional intelligence. The questionnaire was randomly distributed to 264 vocational college instructors. The data was then examined using the AMOS 21 application and Structural Equation Modeling (SEM). Confirmatory Factor Analysis was used to determine factor loading for each of the elements studied, which included self-awareness, self-management, social awareness, and relationship management. The findings of the study revealed that the variables were well-fitting and fulfilled all of the validation requirements.

2.3.5.2. Research Conducted in Turkey

Oz, Demirezen, and Pourfeiz (2015) conducted a study in Turkey to examine the possible connection between Emotional Intelligence's views and attitudes toward the learning of foreign languages among university students who were majoring in English as a foreign language. Overall, there were 159 EFL learners who participated in the research. The Emotional Intelligence Scale (SEIS) and the Attitudes toward Foreign Language Learning (A-FLL) Scale were utilized in order to collect the various pieces of information. It was clear from the statistics that the total EI values were rather high (95 percent). The positive correlation between EI and AFLL components was found to be statistically significant. The application of emotions was the strongest predictor of the emotional and evaluative aspects of attitudes toward second language acquisition, whereas the perception of emotions was the strongest indication of personality, behavioral, and cognitive traits. On the A-FLL, the only parts where there was a statistically significant difference between the sexes was in the sections measuring instructor influence and exhibition.. In these subcomponents, females scored higher than boys, indicating that the gap between the two groups is substantial.

Furthermore, Herguner (2017) examined if there was a link between tablet computer use and literacy as well as emotional intelligence among prospective English language teachers. Two data collecting methods were employed in the study: the 'Prospective Teachers Tablet Computer Use and Literacy Scale' and an adapted and translated version of the 'Emotional Intelligence Scale'. 149 females and 64 males from Sakarya and Gazi Universities took part in the survey. The findings demonstrated that characteristics such as gender, age, and tablet PC ownership status

had a statistically significant impact on tablet PC use and literacy abilities of potential English instructors.

Oz and Kiris (2018) also looked at how EQ relates to how people feel about teaching. One hundred forty-four future English as a foreign language educators from a prestigious Turkish public institution took part. For this study, we consulted two instruments: the Emotional Intelligence Scale and the Attitudes towards the Teaching Profession Score. We used both descriptive and inferential statistics to look at the collected data. Results showed a strong positive correlation between EQ and future Turkish EFL teachers' attitudes toward teaching. From what we can see, the majority of participants also had views regarding teaching and emotional intelligence that fell somewhere in the middle.

With regard to burnout as a distinct category in terms of particular demographic characteristics, Durhan (2019), in a more recent study, sought to analyze the relationship between emotional intelligence and burnout. A quantitative research design was used in the study and a correlational study was undertaken. There were 166 English teachers in all, with 129 females and 37 males ranging in age from 24 to 30 with 1 to 30 years of teaching experience. The Assessing Emotions scale was used to assess English teachers' emotional intelligence, while the Teacher Burnout Scale was used to assess their burnout, and the link between the two variables was examined. Participants in this study had a remarkable degree of emotional intelligence and a low level of burnout, which shows a negative link.

However, in a study by Selma (2021), the degrees of occupational burnout among Turkish EFL teachers were investigated. In this study, the general survey approach was applied. The data was gathered from 365 EFL teachers using Google Forms to create a scale. The Teacher Burnout Scale by Kaner, Şekercioğlu, and Yellice (2008) was employed in the research. According to the findings, there was no significant link between Turkish EFL instructors' burnout levels and the factors of gender, marital status, or economic position. On the other hand, it was discovered that professional experience, as well as receiving support from peers and administrators, had an impact on teachers' burnout levels.

2.4. The Association between Self-Efficacy and Emotional Intelligence of ELT Teachers

Despite the abundance of literature on EI and self-efficacy in isolation, the relationship between the two in EFL settings has received surprisingly little attention. The following sections report research on the relationship between self-efficacy and emotional intelligence of EFL teachers.

2.4.1. Global Research

According to Sutton and Wheatley (2003), previous studies, even though restricted, have mostly concentrated on emotions as a consequence, not as a prior cause of efficacy beliefs. Bandura (1997) emphasized the clear link between the important function of effectiveness and emotional factors throughout his seminal work. Self-awareness and emotional regulation, he claimed, are signs of higher emotional intelligence.

Chan (2008) conducted a study in Hong Kong to see whether effectiveness beliefs of Chinese teachers had an impact on their emotional intelligence in terms of Individual resources of coping methods. EI and teacher efficacy beliefs, according to the findings, contribute to teachers' abilities to cope with difficulties and challenges encountered during the teaching process, like the capability to manage emotions in the situation of facing a source of stress as well as using strategies to modify their perspectives of the stressor. Those who acted well at properly controlling their emotions while encountering issues or negativity were more likely to build greater efficacy beliefs, which led to higher EI, according to the findings of this research.

Teachers who possess a remarkable degree of efficacy and emotional intelligence are inclined to employ efficacious pedagogical methodologies within their instructional settings, thereby fostering an environment conducive to stimulating student participation in various scholastic endeavors (Bandura, 1997).

Similarly, in another study, Fabio and Palazzeschi (2008) conducted research on instructors to find any existence on any relation between occupational self-efficacy and emotional intelligence. According to the findings, interpersonal emotional intelligence abilities are strongly linked to teacher effectiveness competencies.

Mahasneh (2016) investigated whether teacher self-efficacy and emotional intelligence were related in a group of 123 student teachers in Jordan. After the self-report measures were initially translated into Arabic, student teachers performed a two-part self-report in the classroom. They included an emotional intelligence scale (EIQ) and a feeling of self-efficacy assessment for teachers (TSES). The results show that these two factors have a substantial and positive association, with certain subscales on each measure being somewhat connected and others being unrelated.

Further, in a study on Chinese middle school teachers, Wu et al. (2018) examined the association between teachers' and self-efficacy and emotional intelligence to find out whether this relationship was facilitated by their performance. The overall effect of EI on self-efficacy was found to be .61, showing that a positive correlation has been observed between elevated emotional intelligence (EI) and heightened levels of self-efficacy. Teaching performance moderated this association to some extent. Furthermore, the direct and mediated effects were unaffected by gender or teaching experience.

Kosti-Bobanovi (2020) examined how novice and experienced foreign language instructors assessed their own self-efficacy and EI, as well as the relationships between self-efficacy subscales and trait EI subscales. Employing the short version of the Trait Emotional Intelligence Questionnaire (TEIQue) and the modified version of the Teacher Sense of Efficacy Scale (TSES), experienced foreign language teachers scored considerably better on the TEIQue's self-control and sociability elements, as well as the TSES's efficacy in classroom management factor than novice foreign language teachers. The findings were backed with the theory that there is a relationship between teacher self-efficacy and EI.

In a research study related to the relation between age, gender, and emotional intelligence, Rimpu (2021) attempted to examine how emotional intelligence affects instructors' self-efficacy impressions. The school teachers dutifully filled out the Trait Emotional Intelligence Questionnaire (TEIQue), a self-reported assessment tool designed to measure emotional traits. Additionally, they also completed the Short Version Questionnaire on Teachers' Self-Efficacy Beliefs, developed by Tschannen-Moran and Woolfolk-Hoy, which aims to gauge teachers' beliefs in their own efficacy (N=62). The findings revealed that age has a direct relationship with

emotional intelligence; however, gender has no link to Trait EI. Regression study revealed that emotional intelligence has an influence on self-efficacy beliefs and also corresponds with the measures. Age has a direct impact on EI but an indirect influence on self-efficacy beliefs in classroom management, according to the path analysis, while emotional intelligence has a direct impact on self-efficacy beliefs in classroom management.

2.4.2. Research Conducted in Turkey

While the participants in the research on emotional intelligence and self-efficacy beliefs listed above were mostly in-service teachers, some research have concentrated for the self-efficacy views of pre-service ELT instructors. Goker (2006) utilized Bandura's General Self-Efficacy Scale to investigate if peer coaching had an impact on prospective EFL teachers' self-efficacy beliefs and the development of their teaching skills. He discovered that peer coaching had a significant positive impact on student teachers' efficacy perceptions.

Furthermore, Kocoglu (2011) employed the Bar-On Emotional Quotient Inventory (EQ-I), alongside the Teachers' Sense of Efficacy Scale (TSES) in order to explore the potential association for self-efficacy convictions and EI among Turkish pre-service teachers specializing in EFL. The findings of this scholarly investigation have unequivocally revealed that the aforementioned constructs exhibit a statistically significant and positively correlated association. The aim of the study by Özel (2019) was to explore the correlation between emotional intelligence, social intelligence, and self-efficacy beliefs of ELT pre-service teachers in Turkey. The study involved 200 pre-service teachers from Hacettepe University's ELT department. The results demonstrated a high positive association between pre-service English teachers' EQ and SQ levels, a mid-range degree of positive association between overall teacher SQ and self-efficacy, and a mid-range degree of positive association between teacher's EQ and their effectiveness.

Turning back to studies on in-service teachers, Şenel, Adiloğullari and Ulucan (2014) examined emotional intelligence level, general self-efficacy beliefs and teacher's self-efficacy beliefs of teachers. Emotional intelligence, general self-efficacy, and teacher self-efficacy are all hypothesized in the study. As a result, the hypothesized

model was accepted despite the fact that substantial relationships between emotional intelligence, general self-efficacy views, and instructors' self-efficacy beliefs were discovered.

In their study, Hülya et al. (2018) investigated the relationship between 84 Turkish EFL instructors' perceived occupational stress and self-efficacy beliefs, as well as the relationship between teachers' occupational stress and individual characteristics like gender, age, year of experience, and educational background. The association between occupational stress and teacher self-efficacy was investigated using a correlation analysis. The results showed that the participants were stressed to a moderate degree and that there was no statistically significant link between teacher self-efficacy and occupational stress. Individual factors had no discernible impact on teacher stress. Instructors' stress is influenced by administrative policies and the instructional environment, and teachers' stress and self-efficacy are context specific.

CHAPTER III

METHODOLOGY

3.1. Introduction

The objective of this chapter is to offer a detailed description of the study design and methodology of the current research, as well as to explain the methods of the study. It contains information about the research design as well as information on the the study sample, the sampling method used, the instruments utilized in the study, and setting.

3.2. Participants & Setting

The objective of the present study was to examine the relationship between self-efficacy and emotional intelligence among Turkish high school English as a Foreign Language (EFL) instructors. The population under research was specifically classified as English as a Foreign Language (EFL) instructors who had majored in the English Language Teaching Department at various institutions and universities. Meanwhile this study was conducted in various high schools in Istanbul in 2021-2022 academic years. The study involved the participation of undergraduate teachers who specialized in the English Language Teaching Department. These teachers were given two separate questionnaires to complete. Additionally, they were provided with a consent form that explained the data collection process and informed them that their participation in the study was voluntary. Those teachers that received the questionnaires were asked to provide the consent forms showing their will to participate in the study. The study employed the convenience sampling approach, a widely recognized non-probability sampling method in language studies, to pick the participants.

The study sample was requested to respond to a section regarding demographic data that included questions about (a) gender and (b) age. These variables were looked at as individual characteristics that might affect the teachers' self-efficacy views and emotional intelligence. A concise overview of these is provided below:

- a) Gender: totally, there were 113 male (47.08%) and 127 female (52.92%).
- b) Age: In general, age of the participants ranged from less than 30 years old to more than 30 years old.

Table 3.1. Demographic Information of the Study Population		
Gender	N	%
Male	113	47.08%
Female	127	52.92%

3.3. Data Collection

It was recommended that English Language Teaching Department majors participate in a study on the link between self-efficacy and emotional intelligence among high school English instructors. The participants completed two questionnaires, including the “The Schutte Self-Report Emotional Intelligence Test” (SSEIT) created by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) and “The Teachers' Sense of Efficacy Scale” (TSES) established by Tschannen-Moran and Woolfolk-Hoy (2001).

3.4. Instruments

The data was collected utilizing two distinct scales, which will be briefly outlined.

3.4.1. The Schutte Self-Report Emotional Intelligence Test (SSEIT)

SSEIT is a psychometric instrument created by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim in 1998. Its purpose is to evaluate an individual's overall Emotional Intelligence (EI). The scale consists of three sub-scales: “emotion perception, emotional utilization, self-relevant emotion management, and others' emotion management”.

The questionnaire contains 41 self-report items that are graded on a 5-point scale. Responses are graded on a scale of 1 to 5 (strongly agree to strongly disagree). The final score for the participant is calculated by adding the sub-test scores together.

3.4.2. The Teachers' Sense of Efficacy Scale (TSES)

In the present study, the short version of the Teachers' Sense of Efficacy Scale, created by Tschannen-Moran and Woolfolk-Hoy (2001), was utilized. The three subscales consist of a total of 24 items.

1. Efficacy of Student Engagement
2. Efficacy of Classroom Management
3. Efficacy of Instructional Strategies

The goal of Efficacy for Student Engagement is to determine how confident they are in their abilities to encourage positive behaviors in their pupils and how much they can motivate them. Efficacy for Classroom Management assesses how confident teachers are in their ability to deal with their pupils' behavioral issues. The purpose of Efficacy for Instructional Strategies is to assess how confident teachers are in their ability to promote successful learning via the use of various instructional strategies. It is a five-point scale with 1 “nothingness”, 2 “being a little”, 3 “being moderate influence”, 4 “being lot”, and 5 “being a lot”. In the scale, 1 indicates that the teacher believes he is unable to do ‘anything’, whereas the 5 indicates he is able to do ‘much thing’ in order to effectively illustrate the behavior that the object symbolizes.

3.5. Data Analysis

Upon receiving approval for the study from EFL teachers in Istanbul/Turkey, data collected using questionnaires. For data collection, online questionnaires were collected from high school English teachers in Istanbul/Turkey.

Within the confines of this particular investigation, it was deemed necessary to employ a pair of distinct questionnaires in order to discern and ascertain the emotional intelligence and efficacy beliefs of the participants. Specifically, the instruments utilized were The Schutte Emotional Intelligence Scale and The Teacher Sense of Efficacy Scale. The aforementioned questionnaires were employed with the

intention of exploring and examining the influence of two variables, namely age and gender.

SSEIT is an evaluative instrument formulated by Schutte et al. (1998) with the purpose of gauging the overarching EI. The scale comprises the following sub-scales, namely "emotion perception," "applying emotions," and "controlling self-relevant emotions and controlling other individuals' emotions."

In the present investigation, the short version of the scale of "The Teachers' Sense of Efficacy" as formulated by Tschannen-Moran and Woolfolk-Hoy (2001), was used.

SPSS version 25.0 was used to examine the quantitative data acquired from these two scales. Non-parametric tests were employed to explain the findings of non-normally distributed research variables; analysis of the Kruskal-Wallis H-test as well as the Spearman correlation coefficient were employed in order to disclose the probable link between two study elements and in order to highlight variations among study variables.

CHAPTER IV

RESULTS

4.1. Introduction

This study was undertaken in order to probe any significant relationship between Turkish EFL teachers' self-efficacy and emotional intelligence. It also investigated the effect of gender and age on self-efficacy and emotional intelligence. The two research questions raised in this study were analyzed through Pearson Correlation and Two-Way MANOVA. Before discussing the results, the assumptions of lack of univariate and multivariate outliers, and normality were checked.

The assumption of univariate outliers was examined by computing the standardized scores (z scores) for self-efficacy and emotional intelligence. Table 4.1 shows the minimum and maximum scores for z scores on self-efficacy and emotional intelligence. Since none of the values were beyond the ranges of ± 3.29 (Tabachnick & Fidell, 2014), it was concluded that the present data did not suffer from any significant univariate outliers.

Table 4.1: Descriptive Statistics for Standardized Scores

	N	Minimum	Maximum
Zscore: Emotional Intelligence	240	-1.91	2.14
Zscore: Self-Efficacy	240	-1.93	1.76

The assumption of lack of any significant multivariate outliers was tested by computing the Mahalanobis Distances (MD). As noted by Tabachnick and Fidell (2014), and Watkins (2021), the MD indices should be evaluated against the critical value of chi-square at .001 levels for two variables; i.e. 13.81. As shown in Table 4.2 the maximum MD value of 19.30 was higher than the critical value of 13.81. An inspection of the data revealed that ID numbers (101, 161, 169, and 180) whose MD indices were higher than 13.81 were dropped out as significant multivariate outliers.

Table 4.2: Descriptive Statistics for Mahalanobis Distances

	N	Minimum	Maximum
Mahalanobis Distance	240	.02	19.30
Critical Chi-Square (2, .001)	13.81		

And finally; Table 4.3 shows the skewness and kurtosis indices of normality. For a set of data to meet the assumption of normality, the values of skewness and kurtosis should be within the ranges of ± 2 (Bachman, 2005; Bae & Bachman, 2010; and George & Mallery, 2020). As shown in Table 4.3, the skewness and kurtosis values were lower than ± 2 . Therefore, it was deduced that the current data did not exhibit any statistically significant deviation from normality. It should be noted that Two-Way MANOVA has its own specific assumptions which will be discussed when reporting the main results.

Table 4.3: Skewness and Kurtosis Indices of Normality

Gender	Age		N	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
Female	- 30	EI	90	-.239	.254	-.568	.503
		SE	90	-.556	.254	-.293	.503
	+ 30	EI	33	-.265	.409	-.726	.798
		SE	33	-.286	.409	-.316	.798
Male	- 30	EI	30	-.368	.427	-.383	.833
		SE	30	-.579	.427	-.573	.833
	+ 30	EI	83	-.041	.264	-.650	.523
		SE	83	-.104	.264	-.862	.523

Note. EI = Emotional Intelligence; and SE = Self-Efficacy

4.2. Cronbach's Alpha Reliability Indices

Table 4.4 shows the Cronbach's alpha reliability indices for the emotional intelligence and self-efficacy questionnaires. The reliability indices for two questionnaires were .983 and .981 respectively. It should be noted that emotional intelligence and self-efficacy enjoyed "adequate" reliability indices. As noted by Tseng, et al. (2006), Dörnyei & Taguchi (2009), and Fryer et al. (2018) Cronbach's alpha value of .70 is the adequate reliability index for an instrument. However; George and Mallery (2020) believe that there is no universally accepted definition of an adequate alpha value. A rule of thumb that applies to most situations is; >.9 excellent, >.8 good, > .7 acceptable, >.6 questionable, >.5 poor and < .5 unacceptable". Based on these criteria, it can be concluded the emotional intelligence and self-efficacy enjoyed "excellent"; i.e. $\geq .90$ reliability indices.

Table 4.4: Cronbach's Alpha Reliability Statistics

	Cronbach's Alpha	N of Items
Emotional Intelligence	.983	33
Self-Efficacy	.981	24

4.3. Exploring First Null-Hypothesis

H₀₁. There was not any significant correlation between Turkish high school ELT teachers' emotional intelligence and their self-efficacy beliefs.

Pearson Correlation (Table 4.5) was run to probe any significant relationship between Turkish high school EFL teachers' EI and their self-efficacy beliefs in order to probe the first null-hypothesis. The results ($r(234^1) = .890$, representing a moderate effect size², $p < .05$) indicated that there was a significant relationship

¹ It should be noted that the degree of freedom for Independent-Samples t-test equals $n-2$. Since the present sample size was 236, the degree of freedom was 234.

² The Pearson correlation coefficient, which measures effect size, may be expressed in accordance with the subsequent criteria; .10 = Weak, .30 = Moderate, and .50 = Large (Gray and Kinnear (2012, p 407) Pallant (2016, p 159), and Field (2018, p 179).

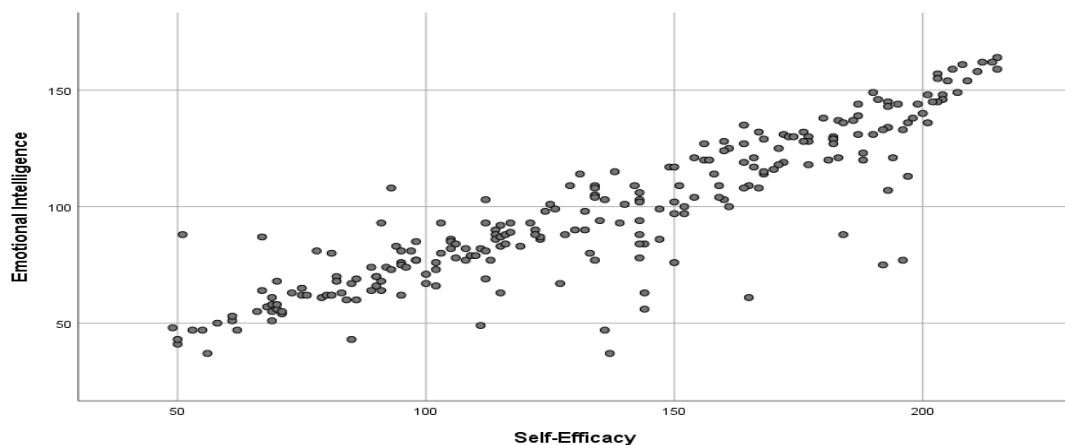
between emotional intelligence and self-efficacy. Thus, the first null-hypothesis as “there was not any significant relationship between Turkish high school EFL teachers’ EI and their self-efficacy beliefs” was rejected.

Table 4.5: Pearson Correlation between Emotional Intelligence and Self-Efficacy

		Self-Efficacy
Emotional Intelligence	Pearson Correlation	.890**
	Sig. (2-tailed)	.000
	N	236

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

Besides the assumptions reported earlier, Pearson Correlation also assumes linearity of relationship between the two variables, and homoscedasticity (homogeneity of variances; both of which were probed through Scatter Plot 4.1). Based on the absence of any discernible curve shape in the dot distribution, it was determined that the assumption of linearity was maintained. In addition, the spread of dots did not resemble a funnel, which is a geometry in which one end is broader than the other; hence homoscedasticity of the two variables.



Scatter Plot 4.1. Testing Assumptions of Linearity and Homoscedasticity

4.4. Exploring Second and Third Null-Hypotheses

Ho2. There was not any statistically significant difference in emotional intelligence, and self-efficacy beliefs of Turkish high school ELT teachers in terms of gender.

Ho3. There was no significant difference in emotional intelligence, and self-efficacy beliefs of Turkish high school ELT teachers in terms of age.

A Two-Way MANOVA was run to compare below and above 30 years old male and female Turkish high school teachers' means on emotional intelligence and self-efficacy in order to probe the second and third null-hypotheses. Before discussing the results, the assumptions of homogeneity of variances of groups, and homogeneity of covariance matrices are reported. The first assumption was explored through the Levene's test. The results (Table 4.6) indicated that the assumption of homogeneity of variances was retained on emotional intelligence ($F(3, 232) = 2.62, p > .05$), and self-efficacy ($F(3, 232) = 1.42, p > .05$).

Table 4.6: Levene's Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
	Based on Mean	2.832	3	232	.039
Emotional Intelligen ce	Based on Median	2.624	3	232	.051
	Based on Median and with adjusted df	2.624	3	211.089	.052
	Based on trimmed mean	2.765	3	232	.043
	Based on Mean	1.610	3	232	.188
Self- Efficacy	Based on Median	1.420	3	232	.238
	Based on Median and with adjusted df	1.420	3	215.360	.238
	Based on trimmed mean	1.542	3	232	.204

And finally; Two-Way MANOVA assumes homogeneity of covariance matrices. That is to say, the correlations between self-efficacy and emotional intelligence should roughly be equal across the groups. This assumption is probed through Box's

test whose results should be reported at .001 levels (Tabachnick and Fidell 2014). The results ($M = 245.67$, $p < .001$) indicated that the assumption of homogeneity of covariance matrices was violated. There is no need to worry about the violation of this assumption. As noted by Li and Chen (2019; in Aryadoust and Raquel 2019, p 202), If this assumption is violated, it is recommended to use Pillai–Bartlett Trace (Pillai’s Trace) statistics in MANOVA due to their robustness. To compensate for the violation of this assumption, the Pillai’s Trace results were reported in Table 4.8.

Table 4.7: Box's Test of Homogeneity of Covariance Matrices

Box's M	245.677
F	26.737
df1	9
df2	90958.536
Sig.	.000

Table 4.8 shows the main results obtained from Two-Way MANOVA. The findings revealed that:

A: There was statistically significant difference between female and male Turkish high school teachers’ means on overall emotional intelligence and self-efficacy ($F(2, 231) = 165.39$, $p < .05$, $\eta^2 = .589$ representing a large effect size³). Therefore, the second null-hypothesis as “there was not any statistically significant difference in self-efficacy beliefs and emotional intelligence of Turkish high school ELT teachers by gender” was rejected.

³. The interpretation of partial Eta Squared should be guided by the subsequent criteria; .01 = Weak, .06 = Moderate, and .14 = Large (Gray and Kinnear 2012, p 323; and Pallant 2016, p 285).

Table 4.8: Multivariate Tests for Emotional Intelligence and Self-Efficacy by Gender by Age

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.964	3130.387	2	231	.000	.964
	Wilks' Lambda	.036	3130.387	2	231	.000	.964
	Hotelling's Trace	27.103	3130.387	2	231	.000	.964
	Roy's Largest Root	27.103	3130.387	2	231	.000	.964
Gender	Pillai's Trace	.589	165.394	2	231	.000	.589
	Wilks' Lambda	.411	165.394	2	231	.000	.589
	Hotelling's Trace	1.432	165.394	2	231	.000	.589
	Roy's Largest Root	1.432	165.394	2	231	.000	.589
Age	Pillai's Trace	.172	24.063	2	231	.000	.172
	Wilks' Lambda	.828	24.063	2	231	.000	.172
	Hotelling's Trace	.208	24.063	2	231	.000	.172
	Roy's Largest Root	.208	24.063	2	231	.000	.172
Gender* Age	Pillai's Trace	.079	9.904	2	231	.000	.079
	Wilks' Lambda	.921	9.904	2	231	.000	.079
	Hotelling's Trace	.086	9.904	2	231	.000	.079
	Roy's Largest Root	.086	9.904	2	231	.000	.079

The results shown in Table 4.8 also indicated that there was not any significant difference between below and above 30 years old teachers' means on overall emotional intelligence and self-efficacy ($F(2, 231) = 24.06, p < .05, \eta^2 = .172$ representing a large effect size). Thus; the third null-hypothesis as “there was not any statistically significant difference in emotional intelligence, and self-efficacy beliefs of Turkish high school ELT teachers by age” was rejected. The results (Table 4.8) also indicated that there was a significant interaction between gender and age ($F(2,$

231) = 9.90, $p < .05$, $\eta^2 = .079$ representing a moderate effect size). The results will be discussed in detail in Table 4.9, Table 4.10, Table 4.11, and Table 4.12.

Table 4.10 shows the results of the Between-Subjects Effects. Based on these results and the descriptive statistics shown in Table 4.9 it can be concluded that;

A: The female Turkish high school EFL teachers ($M = 116.70$) had a significantly higher mean ($F(1, 232) = 287.13$, $p < .05$, $\eta^2 = .553$ representing a large effect size) than the male group ($M = 72.29$) on emotional intelligence.

Table 4.9: Descriptive Statistics for Emotional Intelligence and Self-Efficacy by Gender

Dependent Variable	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Emotional Intelligence	Female	116.704	1.811	113.137	120.271
	Male	72.290	1.895	68.556	76.024
Self-Efficacy	Female	163.556	2.519	158.594	168.518
	Male	103.559	2.637	98.365	108.754

B: The female Turkish high school EFL teachers ($M = 163.55$) had a significantly higher mean ($F(1, 232) = 270.74$, $p < .05$, $\eta^2 = .539$ representing a large effect size) than the male group ($M = 103.55$) on self-efficacy.

Table 4.10: Tests of Between-Subjects Effects for Self-Efficacy and Emotional Intelligence by Gender by Age

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Emotional Intelligence	90909.072	1	90909.072	287.136	.000	.553
	Self-Efficacy	165889.333	1	165889.333	270.749	.000	.539
Age	Emotional Intelligence	6007.443	1	6007.443	18.975	.000	.076
	Self-Efficacy	29463.046	1	29463.046	48.087	.000	.172
Gender* Age	Emotional Intelligence	3405.953	1	3405.953	10.758	.001	.044
	Self-Efficacy	.225	1	.225	.001	.985	.001
Error	Emotional Intelligence	73452.554	232	316.606			
	Self-Efficacy	142147.589	232	612.705			
Total	Emotional Intelligence	2474081.000	236				
	Self-Efficacy	4780046.000	236				

Regarding the results shown in Table 4.10 and 4.11 it can be concluded that;

C: The Turkish high school EFL teachers with less than 30 years of age ($M = 100.20$) had a significantly higher mean ($F(1, 232) = 18.97, p < .05, \eta^2 = .076$ representing a moderate effect size) than the teachers with more than 30 years of age ($M = 88.78$) on emotional intelligence.

Table 4.11: Descriptive Statistics for Emotional Intelligence and Self-Efficacy by Age

Dependent Variable	Age	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Emotional Intelligence	Below 30	100.206	1.876	96.510	103.901
	Above 30	88.788	1.831	85.181	92.396
Self-Efficacy	Below 30	146.200	2.609	141.059	151.341
	Above 30	120.915	2.547	115.897	125.934

D: The Turkish high school EFL teachers with less than 30 years of age ($M = 146.20$) had a significantly higher mean ($F(1, 232) = 48.08, p < .05, \eta^2 = .172$ representing a large effect size) than the teachers with more than 30 years of age ($M = 120.91$) on self-efficacy.

And finally, according to the results shown in Table 4.10 and 4.12 it can be concluded that;

E: There was a significant but weak interaction between age and gender on emotional intelligence ($F(1, 232) = 10.75, p < .05, \eta^2 = .044$ representing a weak effect size). As shown in Table 4.12; female Turkish high school teachers, both below and above 30 years of age, had higher means than the male teachers, although the difference in female group was wider.

Table 4.12: Descriptive Statistics for Emotional Intelligence and Self-Efficacy by Gender by Age

Dependent Variable	Gender	Age	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Emotional Intelligence	Female	Below 30	126.711	1.876	123.016	130.406
		Above 30	106.697	3.097	100.594	112.800
	Male	Below 30	73.700	3.249	67.299	80.101
		Above 30	70.880	1.953	67.031	74.728
Self-Efficacy	Female	Below 30	176.233	2.609	171.093	181.374
		Above 30	150.879	4.309	142.389	159.368
	Male	Below 30	116.167	4.519	107.263	125.071
		Above 30	90.952	2.717	85.599	96.305

F: There was not any significant interaction between age and gender on self-efficacy ($F(1, 232) = .001, p > .05, \eta^2 = .001$ representing a weak effect size). As shown in Table 4.12; female Turkish high school teachers, both below and above 30 years of age, had higher means than the male teachers. Figure 4.1 shows the means on emotional intelligence and self-efficacy.

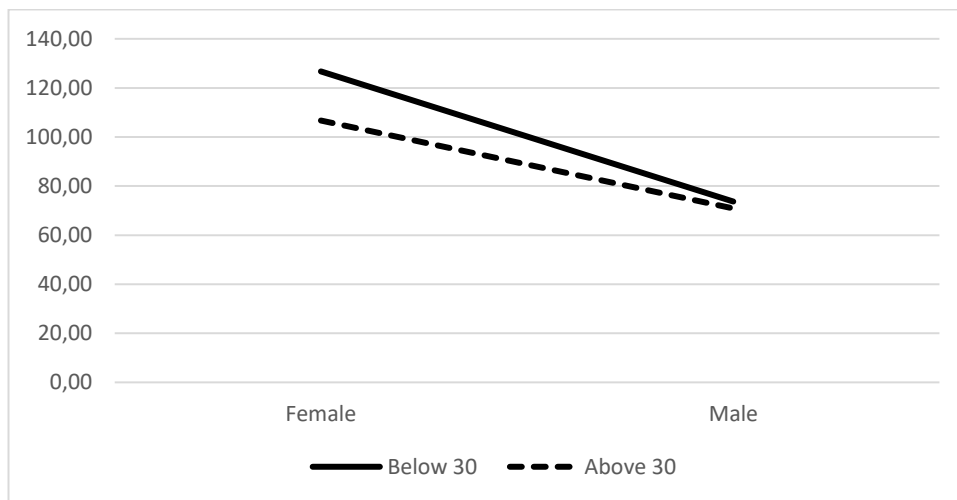


Figure 4.1. Means on Emotional Intelligence by Gender by Age

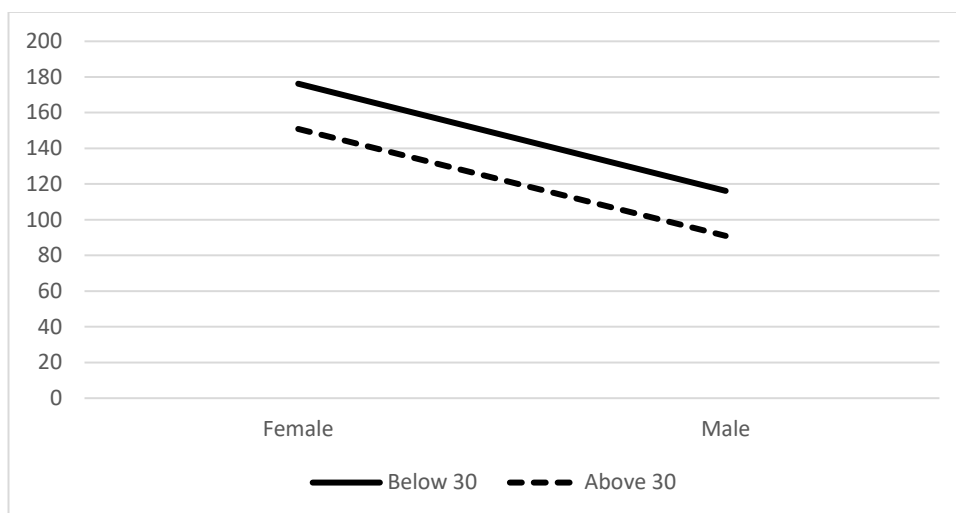


Figure 4.2. Means on Self-Efficacy by Gender by Age

4.5. Discussion

This study tried to examine the relationship between self-efficiency and emotional intelligence of Turkish high school ELT teachers. According to the findings of the study, there is a correlation between EI and self-efficacy that is sufficiently robust to be considered statistically significant. This is also the case for the degrees of emotional intelligence and self-efficacy of the respondents in accordance with their age and gender.

The findings of this study suggest that there is a substantial connection between EI and self-efficacy among teachers working in Turkish high schools. The results of this study are backed up by the findings of Fabio and Palazzeschi (2008), who likewise discovered a connection between EI and self-efficacy beliefs held by educators. According to the findings of the study, it is plausible to hypothesize that EI might contribute to an increase in the self-efficacy beliefs held by teachers, and that teacher self-efficacy could contribute to the development of EI.

This correlation's strength suggests that high levels of emotional intelligence are associated with high levels of teacher efficacy. Consistent with previous theoretical and empirical investigations, albeit limited in the domain of L1 context and sparse in L2 context, this is limited in the domain of L1 context. Bandura (1997) noted that “somatic information conveyed by physiological and affective conditions” generates efficacy beliefs (p. 106). Sutton and Wheatley (2003) theorized that a portion of the

variation in teacher efficacy is attributable to emotional differences among instructors. In a similar study, Chan (2004) indicated that the elements of emotional intelligence substantially predicted self-efficacy beliefs (Penrose et al., 2007). The present study confirms the findings of Penrose et al.'s (2007) findings that showed there is a moderate relationship between emotional intelligence and teacher self-efficacy among primary and secondary school teachers. In addition, they argued that neither gender, age, nor length of teaching experience moderated this relationship. To further investigate the relationship between EI and occupational self-efficacy, Fabio and Palazzeschi (2008) conducted research on 169 Italian teachers and found that the intrapersonal dimension of EI best explains teacher self-efficacy.

Salami (2007) carried out a study with the intention of determining the extent to which EI and self-efficacy were connected to work attitudes among secondary school teachers. The study's objective was to investigate the extent to which EI and self-efficacy were associated to work attitudes. According to the findings, educators who had a high emotional intelligence and a strong sense of their own self-efficacy were more emotionally attached to their organizations and were also more dedicated to their jobs. According to Salami (2007), these findings might be the consequence of the fact that instructors with high degrees of emotional intelligence are more able to recognize, control, and make use of their feelings in order to overcome challenges and develop in their professions than those with low levels of EI. They are also likely to be more equipped to deal with the demands of the work, as well as the disappointments and stress that come along with it. In a similar vein, Moafian and Ghanizadeh (2009) performed research on Iranian teachers, and their findings disclosed that there was a substantial positive association between self-efficacy and emotional intelligence of instructors.

Wang and Wang (2022) also examined the interrelationship existing between emotional intelligence, self-efficiency and excessive exhaustion among EFL teachers. In their study, it was revealed that the correlation between EI and SE was substantial. Overall, the results indicated that EFL teachers with greater confidence in their ability to complement teaching activities and greater perceived ability in managing emotions were less susceptible to feelings of burnout, which are depersonalization, emotional exhaustion, and a dearth of personal accomplishment.

In contrast, emotionally competent instructors were more confident in their ability to manage language learning classrooms and students.

This study also indicated that there was a considerable difference in EFL instructors' emotional intelligence and self-efficacy by genders, so that Turkish female EFL teachers had significantly higher self-efficacy and emotional intelligence compared to Turkish male ELT teachers.

Moreover, it was revealed that there was a meaningful difference in Turkish EFL teacher's emotional intelligence and self-efficacy by age, so that Turkish EFL teachers with less than 30 years of age had higher emotional intelligence and self-efficacy compared to teachers with more than 30 years of age.

There was also a significant but weak interaction between age and gender on emotional intelligence, so that Turkish female EFL teachers, both below and above 30 years of age, had higher emotional intelligence compared to male teachers. Moreover, a significant interaction was found between age and gender on self-efficacy, so that Turkish female teachers, both below and above 30 years of age, had higher self-efficacy compared to male teachers.

These findings are in accordance with the findings of Moafind and Ghanizadeh (2005). Their study's findings imply that teachers' confidence in their own abilities grows with age. Bandura (1994) disagrees and argues that one's age has no bearing on their sense of competence. This is because there are numerous methods to navigate life and a wide range of abilities among individuals in terms of time management (Bandura, 1994). The study by Coladarci and Breton (1997), however, discovered a small but statistically significant positive association between age and individual teaching effectiveness. Age does not appear to play a substantial role among the characteristics determining teacher self-efficacy (Imants & De Brabander, 1996)

According to the findings of a study on teacher self-efficacy conducted by Klassen and Chiu (2010), a teacher's gender, number of years of experience, kind of school, teaching grade, and sources of stress are all linked to his or her level of confidence in their ability to handle the classroom. According to the findings of the study, female

instructors indicated higher levels of confidence in their ability to lead their classrooms than male teachers.

These results are also in contrast with the findings of other studies. A study that was carried out by Penrose and colleagues (2007) looked into the connection between EI and teacher self-efficacy, as well as the amount to which factors such as gender, age, and years of teaching experience impacted the connection. According to the findings of the research, EI was unaffected by factors like age, gender, or teaching experience. This is corroborated by a similar research about the EI of teachers that was carried out by Fabio and Palazzeschi (2008); the results did not demonstrate any significant influence on the EI of instructors based on age.

Additional research on the correlation between EI and age is required (Shipley, Jackson, & Segrest, 2010). An intriguing correlation between EI and age was discovered in a research that included participants of many different ages (Derksen, Kramer, & Katzko, 2002). The authors analyzed data from a sample of 873 people (mean age 50.74) ranging in age from 19 to 84 years old. According to the results, EI is highest between the ages of 35 and 44 and gradually declines after that.

According to Chan (2007), there is no evidence to support the notion that female instructors globally and in sensing emotions, controlling emotions, sensitivity to others' emotions, and utilizing emotions reach a higher degree of EI than male teachers. However, it was not possible to completely rule out the possibility that women undervalue their abilities while men overestimate theirs. Whether or not the self-report on EI in this study failed to detect the actual differences between the sexes remains unclear. Consequently, additional research would have to be done.

This study contributes to the existing body of research on teachers' self-efficacy and emotional intelligence by investigating the presence of a link between the two affective components of teaching EFL and the extent to which that relationship exists regarding two factors of gender and age. Establishing connection with and among students, boosting group dynamics, lowering inhibition and fear, and promoting empathic communication are often essential components of the profession of teaching English as a foreign language (EFL). The robustness of the association between EI and SE may be measured by the fact that it was maintained despite the

presence of a variety of moderators, such as the kind of instructor and the features of the school. Previous research (Rastegar and Memarpour, 2009) revealed that there was no significant difference in the levels of teacher EI and SE across teachers of varying ages or levels of teaching experience. Having said that, gender impacts are something worth taking into consideration. It would appear that female language instructors may gain more from perceived social capital and emotional capital in terms of withstanding work-related psychological disorders than male language instructors could. In addition, the capacity to recognize and manage one's emotions may enable female instructors to have a more positive perception of themselves than their male counterparts. However, before significant interpretations may be made, further research into the factors that contribute to the gender impact is required.



CHAPTER V

CONCLUSION

5.1. Introduction

This chapter discusses the conclusion and consequences of the study investigating the existence of any relationship between Turkish high school EFL teachers' emotional intelligence and self-efficacy regarding two factors of age and gender. This chapter concludes with several ideas for more investigation.

5.2. Conclusion

The results of this research study revealed there is a connection between emotional intelligence (EI) and self-efficacy levels that primary school teachers in the Western Cape have. The EI levels of primary school teachers were investigated in connection to their age, and gender. Accordingly, a significant association was discovered to exist between these factors. In addition, there was found to be a significant association between the levels of self-efficacy possessed by primary school teachers and the demographic factors of age and gender.

According to findings of the study, improving teachers' EI have a positive effect on their self- efficacy. As Tschannen-Moran et al. (1998) state, teacher efficacy, which means having a strong belief in one's ability to effectively teach, has been linked to teachers' success in teaching methods and student attributes such as motivation, achievement, and self-confidence.

Consequently, this may lead to efficient teaching and student's successful achievement. Teacher efficacy plays a crucial role in influencing students' attitudes towards school and subject of the study (Tschannen-Moran et al, 1998). Specifically, higher the level of teaching efficacy demonstrated by an instructor, the stronger the students' inclination towards school and their engagement with learning materials. As a result, it is anticipated that encouraging and assisting teachers to measure,

manipulate, and enhance their emotional stances will increase student satisfaction with teachers and institutions.

As Bar-On (2000) argues, emotional intelligence can be considered as a skill that may be cultivated and improved by many methods such as training, programming, and rehabilitation. Considering the acquired outcomes and taking Bar-on's opinions into account, one can justify Utilizing and enhancing educational programs for foreign language instructors that emphasize EI-related skills. It is anticipated that these courses will assist teachers in manipulating their emotions appropriately, shifting from unproductive to productive emotional states, understanding the connection The interplay between emotions, cognition, and behavior, fostering and sustaining gratifying interpersonal connections in the educational setting, and demonstrating empathy towards students' emotional states.

Research on EI indicates that emotionally intelligent instructors are better equipped than those with low EI to identify, control, and effectively utilize their emotions to overcome obstacles and advance their careers. They are also more likely to be able to meet the demands of the job. The frustrations and anxiety associated with education. Consequently, they are able to develop a high level of dedication to their professions and organizations (Salami, 2007). Research indicates a correlation between greater EI and greater teacher self-efficacy. This leads to improved classroom management, increased student motivation and participation, and improved teaching strategies (Fabio & Palezzesch, 2008).

According to Moafian and Ghanzadeh (2009), increasing a teacher's EI will have a positive effect on his or her self-efficacy. Teachers with a strong sense of self-efficacy are better able to motivate students, resulting in increased student success. Previous research has demonstrated that teachers' self-efficacy is crucial in molding students' attitudes toward school and subject matter (Tschannen-Moran & Woolfolk-Hoy, 2001),

Self-efficacy among educators is essential. Bandura (1994) explains that instructors who have a strong belief in their ability to promote learning provide students with optimal learning environments. Moreover, instructors who dispute their own

instructional efficacy are likely to undermine students' perceptions of their abilities and cognitive growth.

In conclusion, one must use extreme caution when interpreting the findings of this study. To the best of the knowledge of the researchers, it was the first effort to investigate the link between EFL instructors' emotional intelligence and their sense of self-efficacy with considering the effect of two factors of age and gender. Therefore, this study ought to be repeated in order to determine whether or not comparable results may be obtained in other settings. The research should be carried out with an adequate number of participants of both sexes in order to get an accurate picture of the link between the emotional intelligence and sense of self-efficacy held by EFL instructors. Due to the fact that this investigation was carried out exclusively in Turkish high schools, more research has to be carried out in other educational contexts in order to compare the outcomes.

5.3. Implications

This study makes a significant contribution to the existing knowledge by being the first investigation to establish a connection between social-emotional intelligence (SE) and emotional intelligence (EI) among language teachers. This made it an important contribution to the field. The findings were significant both from a statistical and a practical standpoint. It would be a promising direction for future teacher education and intervention to focus on empowering teachers with the ability to manage their emotions as well as providing them with knowledge about the self-efficacy beliefs that teachers have.

According to MacCann et al.'s (2020), there is evidence to suggest that Emotional literacy is particularly crucial for instructors in the social sciences, which tend to evoke more sentimental and emotional responses, as compared to the more logical natural sciences. Following the same line of reasoning, Emotional intelligence is crucial for language instructors as they are required to establish and sustain classroom interaction through the active use of the target language. As a result, they are put in situations where they are confronted with more emotional challenges. When it comes to the importance of SE, non-native speakers who teach foreign languages face dual sources of stress: the anxiety of articulating correct utterances in

the target language, as well as the pressure of imparting proficient and comprehensive expertise on a particular subject. Therefore, having confidence in their ability to successfully instruct students is essential for these teachers. They are more prone to experiencing emotional drain at work if they do not have an adequate amount of such confidence.

5.4. Suggestions for Further Research

In the future, an investigation of this kind ought to think about putting probability sampling into action. According to the findings of recent studies, the sampling approach that makes use of probability, in which each element in the population has a predetermined probability of being picked, is the one that is most recommended (Sekaran, 2000). In subsequent research, it is important to take into account the use of complementary research methods to enhance the quality of the data acquired. Interviews conducted one on one with participants would have been beneficial to this type of research.

According to the findings of certain studies, elevating teachers' emotional intelligence (EI) might have the potential to have a beneficial effect on that individual's feeling of self-efficacy. Because a high feeling of self-efficacy is related with critical outcomes, including and teacher effectiveness and student learning, this may, in turn, contribute to increased student accomplishment. As a result, it is advised that training programs and seminars for teachers be designed that concentrate on the abilities related with EI.

In order to aid teachers in better coping with the requirements of their professions, the concept of emotional intelligence (EI) might be investigated in conjunction with other concepts such as psychological well-being. Therefore, psychological assistance in schools should not just be focused at students, but also at the well-being of the faculty members. This is because students are not the only ones who need it. The fact that there are significant levels of occupational stress in the teaching profession, together with the economic and health repercussions that are connected with it, shows that there is a need to design appropriate treatments to enhance the well-being of teachers, as well as to decrease the incidence of stress and its effects.

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APPENDICES

APPENDIX A

The Schutte Self-Report Emotional Intelligence Test (SSEIT)

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = strongly disagree

2 = disagree

3 = neither disagree nor agree

4 = agree

5 = strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I know when to speak about my personal problems to others	1	2	3	4	5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5
3. I expect that I will do well on most things I try	1	2	3	4	5
4. Other people find it easy to confide in me	1	2	3	4	5
5. I find it hard to understand the non-verbal messages of other people*	5	4	3	2	1
6. Some of the major events of my life have led me to re-evaluate what is important and not important	1	2	3	4	5
7. When my mood changes, I see new possibilities	1	2	3	4	5
8. Emotions are one of the things that make my life worth	1	2	3	4	5

living					
9. I am aware of my emotions as I experience them	1	2	3	4	5
10. I expect good things to happen	1	2	3	4	5
11. I like to share my emotions with others	1	2	3	4	5
12. When I experience a positive emotion, I know how to make it last	1	2	3	4	5
13. I arrange events others enjoy	1	2	3	4	5
14. I seek out activities that make me happy	1	2	3	4	5
15. I am aware of the non-verbal messages I send to others	1	2	3	4	5
16. I present myself in a way that makes a good impression on others	1	2	3	4	5
17. When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
18. By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
19. I know why my emotions change	1	2	3	4	5
20. When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5
21. I have control over my emotions	1	2	3	4	5
22. I easily recognize my emotions as I experience them	1	2	3	4	5
23. I motivate myself by imagining a good outcome to tasks I take on	1	2	3	4	5
24. I compliment others when they have done something well	1	2	3	4	5

25. I am aware of the non-verbal messages other people send	1	2	3	4	5
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	1	2	3	4	5
27. When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5
28. When I am faced with a challenge, I give up because I believe I will fail*	5	4	3	2	1
29. I know what other people are feeling just by looking at them	1	2	3	4	5
30. I help other people feel better when they are down	1	2	3	4	5
31. I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5
32. I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
33. It is difficult for me to understand why people feel the way they do*	5	4	3	2	1

Please note that items 5, 28, and 33 feature a reverse scale (it's not a mistake!), where "Strongly disagree" = 5 and "Strongly agree" = 1.

APPENDIX B

Teachers' Sense of Efficacy Scale by Tschannen-Moran and Woolfolk-Hoy (2001)

It is a five-point scale with 1 being nothing, 2 being very little, 3 being moderate influence, 4 being a lot, and 5 being a lot. In the scale option 1 means that the undergraduate teacher believes that s/he can do 'nothing' while the response of 5 means s/he can do 'a great deal' to successfully demonstrate the behavior that the item represents.

	nothing	very little	moderate influence	lot	A lot
1. How much can you do to get through to the most difficult students?	1	2	3	4	5
2. How much can you do to help your students think critically?	1	2	3	4	5
3. How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5
4. How much can you do to motivate students who show low interest in school work?	1	2	3	4	5
5. To what extent can you make your expectations clear about student behavior?	5	4	3	2	1
6. How much can you do to get students to believe they can do well in school work?	1	2	3	4	5
7. How well can you respond to difficult questions from your students ?	1	2	3	4	5
8. How well can you establish routines to keep activities running smoothly?	1	2	3	4	5
9. How much can you do to help your students value learning?	1	2	3	4	5
10. How much can you gauge student comprehension of what you have taught?	1	2	3	4	5

11. To what extent can you craft good questions for your students?	1	2	3	4	5
12. How much can you do to foster student creativity?	1	2	3	4	5
13. How much can you do to get children to follow classroom rules?	1	2	3	4	5
14. How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5
15. How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5
16. How well can you establish a classroom management system with each group of students?	1	2	3	4	5
17. How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5
18. How much can you use a variety of assessment strategies?	1	2	3	4	5
19. How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5
20. To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5
21. How well can you respond to defiant students?	1	2	3	4	5
22. How much can you assist families in helping their children do well in school?	1	2	3	4	5
23. How well can you implement alternative strategies in your classroom?	1	2	3	4	5
24. How well can you provide appropriate challenges for very capable students?	1	2	3	4	5