



**HACETTEPE ÜNİVERSİTESİ**  
**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Department of Foreign Language Education  
English Language Teaching Program

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, SOCIAL  
INTELLIGENCE AND SELF-EFFICACY AMONG PRESERVICE ENGLISH  
TEACHERS

Kübra ÖZEL

Master's Thesis

Ankara, (2019)

With leadership, research, innovation, high quality education and change,

*To the leading edge... Toward being the best...*



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İNGİLİZCE ÖĞRETMEN ADAYLARININ DUYGUSAL ZEKA, SOSYAL ZEKA VE  
ÖZ YETERLİLİKLERİ ARASINDAKİ İLİŞKİ

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Master's Thesis

Ankara, (2019)

## Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **KÜBRA ÖZEL** and entitled "The Relationship between Emotional Intelligence, Social Intelligence and Self Efficacy among Preservice English Teachers" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee. (Transkriptte görünen Ana Bilim Dalı ve Bilim Dalı yazılmalıdır.)

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 12/07/2019 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on...../...../.....

Prof. Dr. Ali Ekber ŞAHİN  
Director of Graduate School of Educational Sciences

## Abstract

Due to the awareness of the significance of emotional intelligence and social intelligence in educational context, several studies have been conducted on these two constructs. Research findings have revealed that they greatly contribute to teaching and learning processes in many aspects. The aim of the current study is to investigate the relationship between social intelligence, emotional intelligence, and self-efficacy beliefs among Turkish EFL preservice teachers. The present study was carried on 200 preservice teachers majoring in ELT department at Hacettepe University. To determine the emotional intelligence of preservice teachers, Turkish version of The Schutte Self-Report Emotional Intelligence Test which is a scale created by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) was employed. Simultaneously, a questionnaire entitled Teachers' Sense of Efficacy Scale which is created by Tschannen-Moran and Woolfolk-Hoy (2001) was used with the aim of evaluating self-efficacy beliefs of preservice teachers. Finally, to determine their social intelligence, Tromso Social Intelligence Scale created by Silvera, Martinussen, & Dahl (2001) was used. All the scales were translated into Turkish. For data analysis process, statistical techniques such as mean, standard deviation, percentage, and frequency were employed in the study. Findings revealed that there is a strong positive relationship between their EQ and SQ levels ( $R=,624$ ,  $p<,05$ ), a moderate level positive correlation between the total level of teacher efficacy and SQ ( $R=,413$ ,  $P<,005$ ), and a moderate level positive relationship between their EQ and teacher efficacy of preservice English teachers ( $R=,624$ ,  $p<,05$ ).

**Keywords:** emotional intelligence, social intelligence, teacher self-efficacy, preservice teachers, teaching English as a foreign language

## Öz

Duygusal ve zekânın eğitim alanındaki rolü üzerine ilginin gün geçtikçe artmasıyla birlikte, bu iki olgu üzerine pek çok çalışma yürütülmüştür. Elde edilen sonuçlar bu iki olgunun öğretme ve öğrenme süreçlerine birçok açıdan büyük oranda katkı sağladığını ortaya koymuştur. Mevcut çalışma ise duygusal zekâ, sosyal zeka ve İngilizce öğretmenlerinin öz yeterlik inançları arasındaki ilişkiyi incelemeyi hedeflemektedir. Bu çalışmada Hacettepe Üniversitesi'nde İngilizce öğretmenliği bölümünde eğitim almakta olan 200 öğretmen adayı üzerinde uygulanmıştır. Öğretmen adaylarının duygusal zeka değerlerini belirlemek için Schutte, Malouff, Hall, Haggerty, Cooper, Golden ve Dornheim (1998) tarafından geliştirilen Schutte Duygusal Zekâ Ölçeği kullanılmıştır. Aynı zamanda Öğretmenler Öz-yeterlik Ölçeği adında Tschannen-Moran and Woolfolk-Hoy (2001) tarafından geliştirilen ölçek Öğretmen adaylarının özyeterlilik inançlarını değerlendirmek için kullanılmıştır. Ve son olarak öğretmen adaylarının sosyal zekâlarını belirlemek için Silvera, Martinussen, & Dahl (2001)'nin geliştirdiği Tromso Sosyal Zeka Ölçeği kullanılmıştır. Tüm ölçekler Türkçe'ye çevrilmiştir. Verileri analiz etmek için, standart sapma, ortalama, yüzdelik ve sıklık gibi istatistiksel teknikler kullanılmıştır. Bulgular duygusal ve sosyal zeka arasında güçlü bir pozitif ilişki ( $R=,624, p<,05$ ), öğretmen özyeterliliği ve sosyal zeka arasında orta derecede bir pozitif ilişki ( $R=,413, p<,005$ ) ve İngilizce öğretmen adaylarının duygusal zeka ve öğretmen özyeterlilikleri arasında orta derecede bir pozitif ilişki olduğunu ortaya koymuştur.

**Anahtar sözcükler:** duygusal zekâ, sosyal zekâ, öğretmen özyeterliliği, aday öğretmen, yabancı dil olarak İngilizce öğretme

## **Acknowledgements**

I would first like to thank my thesis advisor Assoc. Prof. Dr. Hüseyin Öz. The door to Prof. Öz's office was always open whenever I ran into a trouble spot or had a question about my study. He consistently allowed this paper to be my own work, but steered me in the right the direction whenever he thought I needed it. His motivation, sincerity and dynamism have deeply inspired me. Without his guidance and help, this study would not have been possible. I remember him with respect.

Secondly, I would like to thank my second thesis advisor Assoc. Prof. Dr. Hacer Hande UYSAL for her guidance and valuable contributions, and to my committee members for their insightful comments, valuable feedbacks and support.

I am very grateful to all my professors and friends for their support, help, contributions and patience. I have learned a lot from them.

In addition, I would like to thank to Scientific and Technological Research Council of Turkey (TÜBİTAK) for the support and opportunities they have given to me.

Finally, I am very thankful to my parents for their support, inspiration, encouragement, caring, love and patience. I would like to thank to my husband, my best friend Halil for his constant support, encouragement, love and patience for me during this difficult process.

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## **Symbols and Abbreviations**

**EFL:** English as a foreign language

**ELT:** English language teaching

**EQ:** Emotional intelligence

**L2:** Second/ Foreign language

**SEL:** Socio-emotional learning

**SLA:** Second language acquisition

**SQ:** Social intelligence

**TSE:** Teacher self-efficacy

## **Chapter 1**

### **Introduction**

Equipped with varying emotions and social skills, a human being has a constant need to establish the emotional and social relationship to his environment. A classroom, in particular, is a place which serves as a ground for several relationships established between learners and teachers. Therefore, teachers are responsible for dealing with students' and their own emotions, directing them positively, and enhancing social relationships between learners in the classroom, and between educators and learners (Gkonou & Mercer, 2017). Teaching requires owning various roles and competencies in the classroom, and it is a highly challenging and demanding job. Teachers are overwhelmed with a large variety of roles such as dealing with various discipline problems of learners, motivating themselves and also their learners, promoting effective learning, and creating stress-free learning environment. They also face heavy workloads, time pressures in teaching schedules, and pressures from parents (Brotheridge & Grandley, 2002). Trying to cope with such difficulties and to establish healthy relationships developed among learners, educators, learners and parents of the learners could often push teachers to suffer from negativities such as feeling of fury, depression, frustration, and amotivation (Miyagamwala, 2015). Thus, a teacher may need to have necessary skills to ensure the transfer of knowledge, and should be equipped with competencies related to Emotional Intelligence (EI) and Social Intelligence (SI) to be able to motivate himself or herself against frustrations, control anger, empathize, prevent stress from keeping one's mind out of thinking (Goleman, 1995), develop and maintain positive relationships, and negotiate complex relationships in classroom environment (Gkonou & Mercer, 2017). Regarding the significance of emotional and social competencies in teachers' lives and their professional effectiveness, recent studies have shown that teachers' emotional competencies are based on two affective traits called emotional intelligence and self-efficacy.

Despite having been discussed in the beginning of 1990s, emotional intelligence was popularized by Goleman (1995) with his bestseller masterpiece "Emotional Intelligence". In his work, emotional intelligence (EQ) was identified as "the ability to be aware of one's own feelings and feelings of other individuals

around them, to motivate himself/herself, and to efficiently control emotions in himself/herself and in their relationships with other individuals” (1998). Moreover, social intelligence is introduced as “the ability to efficaciously deal with complicated social relationships and environments”. Introducing the term Social Intelligence for the first time, Edward Thorndike (1920) explained this new construct as “the ability to be skillful in relations with other individuals and understand other people around them” (p. 228). Emotional and Social Intelligence are interrelated concepts, and they share a few common competencies such as being competent about awareness of oneself, management of emotions and feelings, awareness of social processes and control of relations (Goleman, Boyzatis, & McKee, 2002). These EI and SI competencies contribute teachers be better understand and direct their own and learners’ emotions in teaching environment or while interacting with parents, and influence the way teachers think, solve problems, develop and maintain positive relationships, manage the classroom effectively, and develop self- efficacy beliefs ( Chan, 2004; Drew, 2006; Penrose, Perry, & Ball, 2007). In other words, emotional intelligence and social intelligence promote teachers’ effective teaching skills and student learning and consequently strengthen their self-efficacy beliefs. EI and SI are vital in second language acquisition process (Mercer & Gkonou, 2017; Oz, Demirezen, & Pourfeiz, 2014; Pishghadam, 2009). Language learning and teaching, in particular, are influenced by affective factors because learning a second or foreign language (L2) is considered as a challenging task by learners (Gkonou & Mercer, 2017). Especially after adolescence, L2 learners avoid falling out silly in crowded classrooms due to their possible mistakes. Moreover, their language ego forces them to avoid any situations where they can have difficulties. Thus, some methodologies appeared on the basis of the fact that emotional factors were some of the determiners of the achievement in L2 learning. During this tough process, a L2 teacher should be able to lead learners’ emotional energy positively, to empathize the emotional and social challenges they may experience, to motivate them for further development, direct the relationship among learners, and finally to be a model to develop and increase emotional and social intelligence for learners. This is the key to effective learning and teaching processes.

Teacher education programs aim to promote teacher education students' professional skills. Thus, it is quite significant to understand abilities of undergraduate teacher related to EI, SI, and TES about teaching regarding that these three properties are interconnected to each other, and affect each other in a cyclical way. Together, they foster effective language learning which particularly requires emotional and social intelligence competencies. Only few studies have focused on revealing the possible correlation between efficacy beliefs of undergraduate teachers and their emotional intelligence other than Penrose, Perry, and Ball (2007) and Kocoğlu (2011). Thus, the current study aims to broaden the perspective by investigating the connection between these three concepts; emotional intelligence, social intelligence, and self- efficacy beliefs among pre-service English teachers.

### **Statement of the Problem**

Based on the literature on learning and teaching reviewed, it is clear that concepts of emotional intelligence and social intelligence contribute and foster learning and teaching process in many aspects. One of the significant aspects that these two constructs influence is self-efficacy beliefs of teachers. Self-efficacy beliefs of teachers do not only positively affect their teaching skills, well-beings, and classroom management abilities, but also significantly contribute learners' achievement and motivation (Goddard-Hoy, & Woolfolk-Hoy 2004; Henson, Kogan, & Vacha-Haase, 2001; Shaughnessy, 2004; Siebert 2006; Tschannen-Moran & Woolfolk-Hoy, 2001). Research has indicated that self-efficacy beliefs of teachers are shaped during their university education. Therefore, it is crucial to develop courses to improve teachers' emotional intelligence, social intelligence, and self-efficacy beliefs.

However, much of the previous research conducted until now has focused on the relationship between emotional intelligence and self-efficacy beliefs of pre-service and in- service teachers. They either included social intelligence in emotional intelligence or totally ignored it. Thus, whether social intelligence has an impact on self- efficacy beliefs of teachers or not has not been defined yet. The main problem of the current study was to investigate the possible relationship between emotional intelligence, social intelligence, and self- efficacy among



preservice English teachers in Turkey. While examining this relationship, age and gender variables were also considered.

### **Aim and Significance of the Study**

It is a non-negligible responsibility for educationalists to improve their learners' emotional and social intelligence because it is clear that these constructs enhance academic achievement. Moreover, it is beyond dispute that productive education requires emotional and social competencies (Liff, 2003). However, without having those competencies on themselves, it will not be possible for educationalists to convey them to their learners. Teachers should be model for their learners to acquire these skills. Beside, EI and SI contributes to self- efficacy beliefs of the teachers. The present study aims to reveal the relationship between these three constructs. Considering the previous studies in this field, several research studies have been carried on emotional intelligence and its positive influence on learning and teaching. However, only few have focused on the relationship between emotional intelligence and teacher efficacy. Moreover, these studies either included social intelligence, which is a complementary construct for EI, in emotional intelligence, or they totally ignored it. The present study contributes to the literature from many aspects. Firstly, it will broaden the perspective analyzing not only the relationship between emotional intelligence and teacher self-efficacy, but also their relationships with social intelligence as a separate concept. Secondly, no studies have focused on these three concepts together. Thus, filling in the missing parts in the literature this study aims to investigate the connection between emotional intelligence, social intelligence, and self- efficacy among prospective EFL teachers and considering age and gender variables that previous related studies have not considered.

### **Research Questions**

The major research question addressed to fulfill the aim of the present study is as follows:

RQ#1. What is there the connection between emotional intelligence, social intelligence, and self- efficacy beliefs of preservice EFL teachers?

**Sub-research questions.** In addition to the above mentioned main research problem, the present study will also seek to find answers to the following research questions:

2) Is there a relationship between preservice EFL teachers' EQ and their SQ?

3) Is there a relationship between preservice EFL teachers' self-efficacy beliefs and their SQ?

4) Is there a relationship between preservice EFL teachers' self-efficacy beliefs and their EQ?

5) Is there a significant difference in EQ, SQ, and self-efficacy beliefs of preservice EFL teachers by

a. age, and

b. gender?

### **Assumptions**

In the current study, it is supposed that:

1. The measurement instruments are reliable and valid enough.
2. The participants will provide honest and sincere responses to the questions and or statements in the measurement instruments.

### **Delimitations**

In the current study, the research topic is limited to the connection between emotional intelligence, social intelligence, and self-efficacy beliefs among preservice English teachers in Turkey. Other delimitations can be stated as follows:

1. The study is limited to undergraduate ELT students at Hacettepe University in 2018-2019 academic year.
2. The obtained information is limited to answers in the questionnaire.

## Limitations

First of all, the scope of the current study is limited by its “selective application” on pre-service English language teachers. Thus, inadequacies that may result from methodological structure narrow down the generalizability of the research findings to the population of the study, undergraduate English teachers, who do not share similarities with the participants of current study. Hence, the first suggestion for researchers who are planning conduct a study on this topic, is to study on larger and more diverse samples including both pre-service teachers and in-service language teachers from different institutions. Secondly, three self-report questionnaires were carried out in the present study to examine emotional intelligence, social intelligence and teacher efficacy beliefs. The nature of these self-report instruments may give birth to another limitation. These measurement tools aim to reveal perceptions of target participants, and some of the participants may not reflect their accurate level of competence or clearly understand the items in the construct. (Ciarrochi, Chan, & Bajgar, 2001). Hence, it might be better to do interviews and classroom observation as follow-up activities to support research findings.

## Definitions

The following terms are used during the study:

**Emotional Intelligence:** It refers to “the ability to be aware of one’s own feelings and other individuals’, to motivate oneself, and to efficaciously control and lead emotions in oneself and in their social relationships with” by Goleman (1998, p.317).

**Social Intelligence:** The term is described as the ability to effectively maintain social relationships and environments.

**Self-Efficacy:** Bandura (1997, p.2) identifies the term as “one’s own judgment in his/her abilities to carry out required series of actions to reach a desired outcome”.

**Teacher Efficacy:** Sutton and Wheatly (2003, p.783) defines teacher efficacy as teachers’ “beliefs on their teaching competencies to achieve desired

learning outcomes related to student performance and learning, even for unmotivated and difficult learners”.

## Chapter 2 Literature Review

### **Emotional Intelligence and Social Intelligence**

Intelligence is one of the main characteristics to distinguish people. Human intelligence, a complicated term to define, has always been a controversial subject for psychologists and educators (Cianciolo & Sternberg, 2004) due to the changes it has undergone from its unidimensional definition (Binet, 1916) to intelligence as a multilayered concept (Gardner, 1983), and ultimately to intelligence as an “emotional phenomenon” (Salovey & Mayer, 1990). Though the society and educational institutions considered the level of IQ as the main sign of possible future success of individuals in their lives and ignored the individual differences among learners, Claiming that intelligence, a true one, does not merely comprise of an academic aspect, but also it regards differences among individuals Thorndike, in the 1920s, first mentioned emotional and social aspects of intelligence.

### **Emotional Intelligence**

**History of emotional intelligence.** A quote from a work of Aristotle called *The Nicomachean Ethics* by Goleman (1995) on the theory of emotional intelligence says that “Everyone can get angry – that is easy. However, getting angry with the right person, to the right degree, at the right time, for the right purposes, and the right way – that is not easy” (p. ix). In addition to these first signs of emotional intelligence in Aristotle’s work, a psychological evidence about emotional intelligence theory can be observed in a case of Phineas Gage by Harlow (1848). In this case, Gage suffers from a serious trauma resulted from an accident that on 43 inch tamping iron hit his face, and damaged the frontal lobe of his brain. As a consequence of this accident, he could appropriately function physically and cognitively; however, he experienced a problem related to his behaviors that led him behave in an unreasonable way, lose his temper quickly, lose the control of his impulse, use swear words non-voluntarily. According to Harlow (1848), this accident gave birth to “ruining the whole balance that helps him to find a correct degree of his intellectual competencies and his dispositions related to his humanity... The equilibrium of his mind was gone” (p. 339-340). The

equilibrium of the mind that Harlow described in the case of Gage is the equivalent of today's EI.

As a result of research on intelligence and its multifaceted characteristics in 20<sup>th</sup> century, emotional intelligence theory started to strengthen. The early foundations of the theory of emotional intelligence bears trace in social intelligence theory put forward by a by Thorndike (1920). In his study, the term is identified as “the capability to understand one's own and other individuals' ideas and feelings, and to be skillful in social relationships” (p. 228). Further, Thorndike claimed that social intelligence is an ability of being aware of an individual's own and those of others' “internal states, dispositions, and behaviors, and to behave in accordance with them” (as cited in Mayer & Salovey, 1997, p. 187). According to some other researchers such as Moss and Hunt (1927), social intelligence was merely considered as a capability to build healthy relationships with other people. Further studies aimed to develop a relatively standardized measurement system for social intelligence and in 1930s the definition of the term social intelligence was enhanced by the Bureau of Public Personnel Administration as “ the ability to get others consistently and voluntarily to do the things he wants them to do and even like doing so” (p. 73).

In the second half of the 1900s, the term intelligence gained a different perspective its different aspects began to be investigated. In 1983, Gardner described intelligence as “the ability to solve problems and fashion products that are valued in one or more cultures” (p. x). Gardner claimed that IQ as a single aspect of human mind is not accoutered enough to explain the broad range of human abilities. Following this explanation, Gardner proposed his well- known theory, Multiple Intelligence (MI) Theory, which aims to demonstrate the variety of human abilities from language to personal relations. His Multiple Intelligence theory consists of 8 intelligence types: “spatial, musical, intrapersonal, interpersonal, bodily-kinesthetic, naturalistic, linguistic and logical-mathematical”. Highlighting that interpersonal intelligence and intrapersonal intelligence should be defined as kinds of intelligence, Gardner (1983) proposed the theory of Multiple Intelligence. He argued:

“The core capacity at work here is access to one's feeling life, one's range of affects or emotions: the capacity instantly to effect discriminations among these

feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behavior. In its most primitive form, the intrapersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from one of pain and, on the basis of such a discrimination, to become more involved in or to withdraw from a situation. At its most advanced level, intrapersonal knowledge allows one to detect and to symbolize complex and highly differentiated sets of feeling.”(p. 239)

Gardner (1983) stresses the difference between intrapersonal and interpersonal intelligence as the following:

“Intrapersonal intelligence is a type of intelligence which allows individuals to feel and recognize one's own feelings. On the other hand, interpersonal intelligence enables them to sense “others' moods, intentions, and desires, and potentially to act on his knowledge” (Gardner, 1999, p.43).

In spite of Gardner's contributions to explain the multifarious nature of intelligence and emotional intelligence and how emotional intelligence is as significant as IQ, the term emotional intelligence became well-known with the masterpiece of Goleman , Emotional Intelligence, in the mid of 1990s. With the question of “Why it matters more than IQ” on the cover of Time Magazine, Goleman's Emotional Intelligence was increasingly popularized. Goleman sought an answer to reveal the reason why people with high levels of IQ may be less successful in their life in terms of their profession and relationships than people with low levels of IQ. Following this recent perception and evaluation of intelligence, several contemporary definitions of emotional intelligence appeared focusing on the idea that all human beings are emotional and this has a great impact on their being successful in their lives. Emotional intelligence was identified as an individual's capability to recognize his/her own feelings and those of others', to successfully control them to efficiently maintain social relationships in social situations. Initial versions of emotional intelligence, focusing on leaders in business world and their qualifications, indicated the significance of the role of EI in allowing leaders to recognize and lead their employees' emotions, increasing their motivation and professional effectiveness.

The distinction between Wechsler's (1955) IQ and Goleman's (1995) EI is obvious; however, two different frameworks of emotional intelligence have been developed by various researchers. According to the first group, emotional intelligence is an ability which is "trait-based" (Schutte et al., 1998). Researchers in the first group claimed that EI is an inherent and inborn ability which cannot be developed through training while the second group of researchers supported the idea that emotional intelligence is a product of "ability-based" factors, and it is possible to improve one's skills related to emotional intelligence through appropriate training (Salovey & Mayer, 1990). Later, a third view, a mixed model, appeared supporting the idea that emotional intelligence consists of both a "trait-based" and "ability-based" factors (Bar-On, 2006; Goleman, 1995).

**Models of emotional intelligence.** Several theories were suggested to explain the causes of the differentiation in achievement of individuals with various levels of IQ. Two groups of theories have appeared: "ability-based" and "trait-based". The most well-known three theories are developed by Bar-On (2006) and Goleman (1995) who are the supporters of mixed models of EI, and the ability-based EI of Salovey and Mayer's (1990).

**Salovey and Mayer model.** According to Salovey and Mayer (1990), EI is a product of ability-based factors. In their ability-based EI model, Salovey and Mayer (1990) explain three skills of EI:

1. Ability to sense someone's own emotions and those of others'.
2. Ability to control someone's own emotions and those of others'.
3. Ability to employ emotions when confronted to a problem.

They explained EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). Feelings and emotions are indispensable parts of individuals' everyday lives and they are considered as affective information that is required to be utilized by individuals to take appropriate actions. Utilizing this affective information by a processing process to take appropriate actions is regarded as a skill which can be developed through instruction by Salovey and Mayer. In their further studies, Salovey and Mayer (1997) broadened their definition of emotional intelligence including



cognitive aspects such as thinking about one's own feelings. With the revised version of their EI definition, the "Four Branch Model of Emotional Intelligence" (Salovey & Mayer, 1997) was developed.

In the model of Salovey and Mayer (1997), they have suggested that emotional intelligence includes a group of subskills:

- to appropriately sense and express emotions
- to use one's feelings (use of emotion)
- to understand "emotion and emotional knowledge" ( Salovey&Mayer, 1997, p.35)
- to manage emotions to facilitate individuals' "emotional and intellectual growth" (Salovey&Mayer,1997, p.35)

Sensing feelings basically refers to the ability to understand emotions of other individuals. To be able to sense other individuals' emotions, a person needs to recognize and catch emotional clues. Using emotions, on the other hand, requires a collaboration of our emotions and our mind. Studies have indicated that one's mood influences that person's thinking and actions to a great extent. Managing one's emotions to keep up his/her mood in the face of challenges is a vital skill to sustain one's motivation and personal- academic growth. Understanding an emotion requires awareness of the course or the sources of certain emotions experience by us or others. Finally, management of emotions is a capability to control emotions and apply some strategies to control them.

Education researchers put a great emphasis on the "ability-based" model of emotional intelligence by Salovey and Mayer (1997) due to its being able to learnt and improved. In following studies, Salovey and Mayer (1997) described a more detailed list of abilities under each branches on the basis of basic phonological process to more complex ones.

According to Salovey and Mayer (1997), processes of describing and expressing emotions consist of skills as the following:

- to describe "emotions in one's physical state, feelings and thoughts" (p. 11)

- to describe emotions related to other individuals, and creations belongs to those individuals such as artworks and designs via language, sounds, gestures and behaviors
- to appropriately state emotions and emotional needs accurately
- to differentiate between various emotions such as accurately and inaccurately expressions of those feelings

The skills related to use of emotions and their impact on thinking are:

- to emphasize thinking through leading one's focus to important information
- to keep available and alive emotions related to memories to help individuals when required
- to switch the emotional mood of individuals to convert negative feelings into positive ones and to encourage individuals while they feel confused
- to employ various emotions in different ways to encourage individuals in the face of a particular problems such as happiness and self-confidence facilitates creativity(p. 11)

The abilities related to comprehending and analyzing emotions are:

- to accurately name emotions, and establish a relationship between words and emotions themselves
- to comprehend the connection between emotions and their meanings
- to comprehend complicated emotions
- to recognize and adapt changeovers among emotions (p. 11)

The abilities related to management or "reflective regulation" (p.11) of emotions are:

- to remain to both desired and undesired feelings
- to successfully feel an emotion and to stop feeling it
- to monitor an individual's own feelings and those of others'

- to effectively control and lead one's own emotions and emotions of others' by facilitating positive emotions while soothing negative ones (p. 11)

In following studies, some researchers such as Perry, Ball and Stacey (2004) used "Four Branch Model" by Salovey and Mayer (2002) to create a measure, Reactions to Teaching Situations (RTS), which includes probable situations that may be experienced by teachers during their teaching, and ask for an answer to these situations considering the probability of four given reactions. While developing RTS measure, Perry et al. (2004) did not aim to find out emotional intelligence levels of teachers, but to compare their emotional intelligence level. The RTS is simply a measure to EI levels of teachers on the basis of their results of evaluations by teachers on given possible teaching situations developed by inspired by the "Four Branch Model" of Salovey and Mayer (2002).

A moderate level of significant correlation between teacher emotional intelligence and teacher self-efficacy beliefs was revealed as a consequence of the study carried out by Penrose et al. (2007) via RTS.

***Goleman's mixed model of emotional intelligence.*** A great amount of research indicated that EQ is a significant factor on various points in our lives such as our interactions to others, our psychological well-being, and our professional success (Ciarrochi, Chan, Caputi, & Roberts, 2001). Goleman (1995).

He stated "emotional life is a domain that, as surely as math or reading, can be handled with greater or lesser skill, and requires its unique set of competencies. And how adept a person is at those is crucial to understanding why one person thrives in life while another, of equal intellect, dead ends" (Goleman 1995, p. 36).

Developing the theory of emotional intelligence for leaders, Goleman (2000) have claimed that EI is a priceless skill for leaders to effectively manage their work, to increase effectiveness of their employees by increasing their motivation while decreasing demotivating factors such as professional burnout. With its contributions to performance of leaders in workplaces, it is revealed that emotional intelligence is a more predictive factor of achievement and productivity in

workplace than IQ, the traditional measure of intelligence developed by Wechsler's (1955).

In his theoretical framework of EI for leaders, Goleman (2000) defined emotional intelligence as "the ability to manage ourselves and our relationships effectively" (p. 80). This ability requires a set of emotional intelligence skills for leaders:

- 1) *Self-awareness*. It refers the awareness of an individual's strong and weak sides to get feedback from others and use them for own self-improvement.
- 2) *Self-regulation*. The term refers to efficiently manage emotions.
- 3) *Motivation*: It includes positive traits such as being optimistic, hopeful, and strong to accomplish as task or reach a goal.
- 4) *Empathy*: It is the ability to understand the way others feel.
- 5) *Social skills*: They are the necessary abilities to manage interpersonal relationships.

Although skills such as optimism and tendency to work in a team are regarded as personality traits which are inborn; Goleman stated that these skills are not inborn, and they can be learned and/or improved.

In further studies, Goleman (1995) asserted that teachers are the leaders of their classrooms, and they need EI skills such as awareness of emotions, regulating of emotions in the face of difficulties to maintain effective management of relationships particularly with their learners, with colleagues, staff members, and administration staff.

Relying on emotional intelligence theory of Goleman (1995), Bradberry and Greaves (2009) developed "Emotional Intelligence Appraisal" (EIA) which consists of four components:

- self-awareness
- self-management
- social Awareness
- relationship Management

They explained the term as “the ability to recognize and understand emotions in oneself and others, and the ability to use that awareness to manage behavior and relationships” (Bradberry&Greaves, 1990, p.17). Like Goleman, Bradberry and Greaves (2009) also adopted a “mixed model of emotional intelligence”, but they integrated personality traits to cognitive skills of emotional intelligence, as well.

***The Bar-On model of emotional intelligence.*** Unlike mixed models of Goleman (1995) and Bradberry and Greaves (2009), model developed by Bar-On (2006) is regarded as an ability-based theory including five subscales:

- 1) to comprehend and effectively state emotions and feelings;
- 2) to comprehend the feelings of others' and the relationship between them;
- 3) to control one's own emotions and those of others;
- 4) to adapt sudden changes, and solve problems resulting from personal and interpersonal relationships;
- 5) to use positive emotions in the face of negativities, to encourage and motivate oneself.

Bar-On (2006) described his ability-based emotional-social intelligence as “a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (p. 9).

In his model, emotional intelligence consists of five subcategories of skills or competencies: “intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ” (Bar-On, 2006, p.9). Later on, Bar-On (2006) summarized the components of emotional intelligence as:

1. *Intrapersonal Intelligence.* It is the ability to be aware of an individual's own feelings and effectively express them.
2. *Self-regard.* It means accurately perceiving, understanding and accepting oneself.
3. *Emotional self-awareness.* It refers the ability to recognize and understanding an individual's own emotions.

4. *Assertiveness*. It means to effectively state oneself and others' emotions
5. *Independence*. It means not depending on others emotionally.
6. *Self-actualization*. It refers to accomplishing personal goals and reaching the desired potential in life.
7. *Interpersonal Intelligence*. It is the ability to be aware of the needs of social relationships and to efficiently manage them.
8. *Empathy*. It refers to putting oneself into anyone else's shoes.
9. *Social responsibility*. It means considering oneself as a part of a group and collaborating with others.
10. *Interpersonal relationship*. It is the ability to build healthy relationships with others, and effectively managing these satisfying relationships
11. *Stress management*. It refers to successfully controlling and overcoming stress, and regulating it.
12. *Stress tolerance*. The term means to successfully and effectively manage emotions .
13. *Impulse control*. It refers to effectively controlling and overcoming anger.
14. *Flexibility*. It refers to being competent in easily adapting one's emotions and thinking in the face of new conditions.
15. *Problem-solving*. It means to effectively overcome problems in intrapersonal and interpersonal relationships.
16. *General mood*. It is the ability to facilitate positive feelings while moderating negative ones in the face of an obstacle.
17. *Optimism*. The term refers to maintain positive feelings.
18. *Happiness*. It means being contented with oneself and his/her life.

Moreover, Bar-On (1988) criticized traditional IQ, which is previously accepted as the only tool to measure the cognitive capacity of human beings, and claimed that EQ measures social and emotional skills that enable better experiences of daily life. Bar-on (1997) defined his mode of emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that have an

effect upon one's ability to successfully overcome environmental demands and pressures" (p. 14).

**Criticisms of emotional intelligence.** As a relatively new theory, emotional intelligence has some criticisms. Initially, it is still a matter of debate whether emotional intelligence is a valid notion due to disagreement in the field or not (Cherniss, Extein, Goleman, & Weissberg, 2006). According to critics, even the debate on the superiority of different emotional intelligence theories proves how immature the construct is (Cherniss et al., 2006; Waterhouse, 2006). Moreover, some researchers criticized the discrepancy among measures of emotional intelligence such as Murphy (2006).

Furthermore, due to its predominant emphasis on the personality features of individuals, predictive value of emotional intelligence and its scope beyond personality has been questioned by researchers (Gannon & Ranzijn, 2005; Cherniss et al., 2006; Waterhouse, 2006).

Due to its immaturity, disagreements on its measures, and research results indicating its relatively small proportion on predicting life success of individuals, emotional intelligence theory has been largely criticized. Moreover, Zeidner, Matthews and Roberts (2009) subsumed the issues related to emotional intelligence under three points: First issue that Zeidner et al. (2009) mentioned is that in fact emotional intelligence is social intelligence. The differentiation between these two constructs is not obvious enough. Second issues related to emotional intelligence is that there is no evidence about whether emotional intelligence is conscious or unconscious. To clarify this issue, Zeidner et al. (2009) explain the difference between explicit and implicit processes. They define explicit processes as conscious processes that can be described while implicit processes are considered to be related to unconscious processes. For example, the words we choose during our social interactions are considered as explicit. On the other hand, our gestures and mimics are regarded as implicit. The last issue Zeidner et al. (2009) emphasized is the effects of cultural environments on an individual's emotional intelligence.

### **Social Intelligence**

Social intelligence refers to own required skills to be successful in social relationships. In other words, it is the awareness of the actions happening in the world and responding to each of them effectively.

Social intelligence is different from the term “intelligence” which is related to cognitive abilities of humans. Recently, it has been found that many people experience some difficulties in developing and maintaining social relationships, and skills related to social intelligence are a prerequisite to have healthy relationships in everyday life and in professional life.

**History of social intelligence.** Due to opposing views in psychology world, the importance and reliability of “intelligence measure (IQ)” has started to be questioned. The term social intelligence first appeared in a magazine called Harper’s Monthly Magazine by a psychologist from Columbia University, Edward Thorndike, in 1920. Exemplifying with real life situations and studies on intelligence, Thorndike explained that “interpersonal effectiveness was a vital importance for success in many fields, particularly in leadership” (cited in Goleman, 2006, p.8). With this original work of Thorndike, researchers in the field of psychology have been encouraged to carry out further studies on social intelligence.

Thorndike (1920) claim that effectively using competencies of social intelligence is highly significant to be successful in many parts of life. To emphasize the significance of social intelligence in individuals’ lives, Thorndike (1920) asserted that “the best mechanic in a factory may fail as a foreman for lack of social intelligence”.

Introducing the term social intelligence for the first time in 1920s, Thorndike identified SI as “the ability to understand and manage men and women, boys and girls to act wisely in human relationships” (p.87).

Although the term was first coined by Thorndike (1920) as a result of his studies on intelligence, other researchers in the field of psychology explained the terms relating it to stimulus and social cues, or the personality and temperaments of individuals.



One of them is David Wechsler, the creator of the well-known measures of IQ, regarded social intelligence simply as intelligence applied to social situations, and refused adopting the theory of social intelligence.

The psychologist Nicholas Humphrey (1983), on the other hand, explained that “social intelligence is what defines man as a social entity” (p.142).

Furthermore, regarding previous definitions, S. Greenspan and P.F. Love uttered that “social intelligence is an individual’s ability to understand situations and interpersonal transactions, and to use that understanding to help a person to achieve an interpersonal goal. Social intelligence can be considered as an anchor for the social competence and it is an important factor contributing to success of social activities such as work and interpersonal relationships” (Greenspan&Love, 1997,p.311).

Recently, social intelligence has been defined as “an individual’ background knowledge about social world” (Kihlstrom& Cantor, 2000a, p.359).

In a nutshell, social intelligence is to be skillful to efficiently and comfortably deal with the relationships with others in social life.

Although research on social intelligence ( as well on emotional intelligence) has proven that social intelligence is not merely a cognitive aspect of personality rather than that it includes an emotional aspect, it is not meant to be restricted neither to this aspect. Daniel Goleman, the spokesperson of the theory of EI, developed a growing amount of interest on the theory of SI. After influenced by the theories of Edward Thorndike on social intelligence, a volume , Social Intelligence, was published by Daniel Goleman in 2006. Similar to definition of social intelligence by Edward Thorndike, Goleman (2007a) described social intelligence as “social knowledge and social facilitation” (p.84).

Goleman subsumed elements exclusive to social intelligence under two subcategories:

1. Social Consciousness which is the awareness of others and inner worlds.
2. Social Ease which is our actions with full consciousness

To clarify these terms:

Social Consciousness includes a wide range of abilities such as noticing others' inner worlds, awareness of others' feelings and ideas, and easily handling complex situations. Subskills of social consciousness are as the following:

a) *Primary Empathy*. It is the ability to put yourself into others' shoes to be able to share the same feelings with others and it is the ability to catch non-verbal emotional signs.

b) *Emotional Resonance*. It is the awareness of others' intentions, thoughts, and emotions.

*Social Ease*: It is a simple grasp of what people feel, or think on whether to start an interaction or on their intentions to what degree they want to interact with you. To start a healthy interaction, social ease benefits from social consciousness. Social ease has four components:

a) *Synchrony*. It is the mutual interaction between interlocutors.

b) *Self-image*. It is the ability to effectively present oneself.

c) *Influence*. It is the ability to have an impact on the result of an interaction.

d) *Concern*. It is the awareness of others' needs and ability to shape the way one acts regarding these needs.

Various empiric approaches have been employed to study social intelligence such as psychometric approaches, ideographic, and implicit theories. According to psychometric approaches, individuals' psychological traits are able to be described, measured, and compared. Moreover, they assert that social intelligence is a reflection of an individual's traits and capabilities, and these social intelligence skills such as awareness of an interlocutor's inner state can be measured, evaluated and compared.

Following the popularization of the term social intelligence and its advantages on an individual's achievement, several issues related to measurement of social intelligence have arisen. Regarding these issues, Thorndike (1920) stated that "it is difficult to test. Social intelligence is manifested fully in kindergarten, playground, barracks, factories, and commercial salons, but escapes the formal conditions of a standardized test laboratory" (p.231).

On the other hand, Taylor (1989) uttered that “the psychometric side of social intelligence was later translated through standardized laboratory instruments which measured the difference that socially occurs among people” (p.423).

Nancy Cantor, John F. Khilstrom, E.H. Taylor introduced the second empirical approach on social intelligence, ideographic approach focused on clarifying an individual’s cognitive processes and the way an individual’s personality is formed rather than measuring social intelligence of individuals.

The third empirical approach to SI is theoretical vision by R.J. Sternberg and C. Smith. Sternberg and Smith defined their theoretical vision as “the observation of what people understand by social intelligence by investigating their implicit and tacit understanding of the concept” (1985, p.168).

Due to inability of measuring an individual’s social intelligence, some researchers rejected the theory of social intelligence. However, as a result of their efforts, Ford and Tisak (1983) found a way to measure social intelligence by distinguishing between academic and social intelligence by using the effective behavior hypothesis which can be measured by multiple ratings.

In a study carried on 600 high school students to measure their academic intelligence, researchers employed four methods to evaluate their verbal and mathematical skills. Then, using mixed methods relied on self-assessment and peer information, researchers managed to measure social intelligence of subjects. Further, self-reports of social competence and semi-structured interviews among subjects, quantification by teachers was employed. Thus, they were able to distinguish between academic intelligence and effectiveness of human behavior.

Regarding these improvements on measuring social intelligence as a quantifiable construct, social intelligence has begun to gain popularity among researchers.

Studies carried on social intelligence have not only proven that it is a measurable skill, but also they contributed to understanding of constructs that researchers created by better analyzing cognitive and affective processes related to awareness and comprehension of social situations. Moreover, the way

interpersonal dynamics, cultural norms, and constructive processes occur is clarified through this study.

**Delimitations of social intelligence.** Whether social intelligence can be distinguished from academic intelligence and cognition has been questioned by researchers. To clarify these issues, some psychology researchers have emphasized the some aspects of social intelligence skills related to cognition such as understanding others while the other researchers have focused on behavioral aspects of the construct such as interacting with other in an effective way.

Research has demonstrated that social intelligence and cognitive intelligence differ from each other from several aspects which can be observed in many parts in individuals' lives. While people with a high level of cognitive intelligence have difficulties in understanding others or dealing with social situations, the others with high level of social intelligence can effectively cope with social interactions and appropriately apply cultural norms and social knowledge.

Khilstrom and Cantor (2000) identified six cognitive abilities of individuals:

1. Identification of individuals' mental states
2. Grouping these mental states considering their similarities
3. Interpretation of meaningful connections among behavioral actions
4. Analysis of succession of social behavior
5. Being open to changes in social behaviors
6. Prediction of what comes next in social interactions

In many studies, it is claimed that social intelligence is rooted in interpersonal intelligence, a type of Gardner's (1993) Multiple Intelligence theory, which includes abilities related to the interaction of the group and behaviors of individuals.

Various researchers emphasized various contributions of social intelligence: while some of them claim that social intelligence promotes the artificial intelligence such as robots, others assert that it is a prerequisite for leadership considering the requirement of skills such as awareness of others' feelings, and connect to them

quickly and effectively. Gardner and Hatch (1989) identified components of social intelligence as the following:

*a) Group Organization.* It is a significant skill to better coordinate efforts of group members. Such a skill in children enable them to take the leadership and decision making on a game and defining roles for each member of the game.

*b) Negotiation.* It is the ability to effectively coping with conflicts and mediating. Such a skill in children enables them to solve conflicts on the playground.

*c) Personal Connections.* It is the ability to have empathy toward others, providing feedback for others' personal feeling and relate to them. Such a skill contributes to interpersonal skills of children and makes them happy with their relationships with their peers.

*d) Social Analysis.* It is significant to analyze others' feelings and reasons behind their behaviors and worries. Such a skill makes a person a good therapist and counselor.

All these interpersonal skills are significant for individuals particularly for leaders to be successful in their social relationships.

### **The Relationship between Emotional Intelligence and Social Intelligence**

Emotional Intelligence and Social Intelligence are closely connected to each other with their common competencies such as self-awareness, self-management, social awareness, and management of relationship. However, there are remarkable differences between these two concepts. Goleman (2006) offered a useful way to differentiate between them: EI mainly reflects one-person psychology within an individual (self-oriented) despite the fact that SI reflects two-person psychology (other-oriented) focusing on social interactions and interpersonal relationships. According to Goleman (2006), human beings have an inborn tendency toward empathy, cooperation, socialization, and altruism, and thus we develop the social intelligence to demonstrate these competencies. Social Intelligence is identified the ability to efficaciously handle complicated relationships and environments. The spokesperson of the term social intelligence, Edward Thorndike (1920) describes "the ability to understand and manage men and women, boys and girls, to act wisely in human relations" (p. 228). It is closely

related to “interpersonal intelligence”, one of the types of intelligence mentioned in Theory of Multiple Intelligence of Howard Gardner, and strongly associated with “the theory of mind”.

Goleman (2006, p.11) states that SI is a shorthand term for “*being intelligent not just about our relationships but also in them*” (italics in the original). Goleman (2006) categorizes SI into two main domains, “social-awareness”, and “social-facility”. Social-awareness means sensing others’ inner state such as their feelings, intentions, and thoughts, and being accustomed to dealing with complex social situations. It includes empathy (being able to feel and understand others), understanding how social relationships work, and listening and insightfulness. Social-facility is the ability to interact effectively and smoothly. It includes presenting oneself effectively, using non-verbal interaction appropriately, impressing one’s interlocutor, and caring for others’ needs.

SI and EI greatly relate to ‘personal energy’ (Martin & Dowson, 2009, p. 330), which comes from social interactions in groups. In Baumeister and Leary’s (1995, p. 497) “need to belong” hypothesis, they explained that “human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships”. A classroom is an environment where students need to belong to a group and build positive relationships experiencing and handling various emotions. When they are able to deal with negative emotions efficiently such as stress, and motivate themselves when they need, their maladaptive behaviors are minimized while constructs like self-esteem and self- efficacy increase considerably (Bandura, 1997; Schunk, 1991; Zimmerman, Bandura, & Martinez, 1992). Such positive traits facilitate their ability to use the language actively and intensely, to demonstrate ‘purposive behaviors’, to be more attentive to class activities, and their academic performance. With respect to teachers, high EI and SI contribute positively their social relationships with people in their workplace such as their colleagues, managers, students’ parents, and in particular their students which notably affect student’s motivation, teachers’ professional development through exchanging materials and ideas, their well- beings, and beliefs of efficacy while preventing occupational burnout, low level of self-esteem, depression, and low level of self- efficacy. Emotional intelligence of teachers, self- awareness in particular, helps

them be aware of feelings and lead others' emotions. Competencies of emotional intelligence are highly crucial for teachers, both in general for their own well-being and also effectively managing teaching activities in school, and most importantly building socio-emotional competencies of students. Research has revealed that EI and SI foster language learning to a great extent. One of the most attention-grabbing studies known on the significance of emotional intelligence in second language learning is a conducted by study of Fahim and Pishghadam (2007). In this study, the researchers aimed to reveal the relationship between EQ, IQ and verbal intelligence with academic achievement of learners in ELT department. The findings have indicated that many subskills of emotional intelligence such as intrapersonal skills, managing stress, and maintaining general mood were effective on the academic achievement of learners. Furthermore, the research findings revealed that academic achievement slightly correlates with IQ, but it had a strong correlation with verbal intelligence. Another study in Iran conducted by Pishghadam (2009) indicated how significantly emotional and verbal intelligence affect English learning success in Iran. To better analyze, he focused on both the product and process data. Another experimental study carried out by Pishghadam (2009) investigated whether there emotional and verbal intelligences have an impact on English language learning success in Iran. The results have shown that emotional and verbal intelligences are influential in language learning skills, especially in productive ones, and they have an impact on turn-taking, the number of errors, amount of communication, and writing skills. Thus, including EI and SI is vital for ELT training programs with regard to social and emotional aspects of language teaching.

#### **Significance of emotional and social intelligence in general education.**

Teaching is basically a social activity based on relationships in which a teacher needs to be attentive to relational aspects of the classroom environment, and particularly the relationship occurring between teacher and students and among students. Research has shown that the way a teacher and a student build a relationship can foster or hinder learning. One of the most well-known studies belongs to Hattie (2009) who aims to find the factors that affect teaching and learning processes. The study revealed that teacher-student relationships ranked 11th out of 138 factors on successful learning process passing popular ones such

as teaching strategies. Another study on the social neuroscience of education by Cozolino (2013) demonstrated that positive and healthy relationship that teachers and learners build greatly contributes to the effectiveness of instruction. Underhill (2013) claims that a teacher does not only need to be knowledgeable about the subject s/he teaches, but also needs to be skillful in managing the class effectively, to build intra-personal and interpersonal relationships, and most importantly to care about the emotional atmosphere of the classroom. Furthermore, the relationship between a learner and teacher influences the beliefs of students toward the whole school. Bahman and Maffini (2012, p.13) stated that “one teacher can help a child love school; another can make a child hate school. It all depends on our relationships with the children”. Furrer, Skinner, and Pitzer, (2014, p.102) summarize that “an extensive body of research suggests the importance of close, caring teacher-student relationships and high-quality peer-relationships for students’ academic self-perceptions, school engagement, motivation, learning, and performance” (italics in the original).

The concepts of Emotional Intelligence and Social Intelligence have been investigated in different contexts in general education. Recently, many studies carried on EI and SI have indicated their impact on learners during the learning process. As a result, reflecting emotional and social aspects of learning, a new term called social and emotional learning (SEL) appeared. SEL is a terms which is identified as the ability to recognize emotions, effectively control them, find solutions for the problems effectively, and build positive relationships and competencies that are vital for all learners. As a result, it can be concluded that SEL is an integration of skills related to behaviors, cognitions, and emotions. Moreover, SEL is described by “the Collaborative for Academic, Social, and Emotional Learning (CASEL)” as the process of obtaining information and putting into practice that information , attitudes, abilities required to be aware of and lead emotions efficaciously; building caring a relationship and concern for the other people; making smart decisions; overcoming challenges in life successfully; establishing positive relationships. Students learn, and put into practice their SEL skills by building positive relationships in school environment in a similar way they acquire their academic skills. In socio-emotional learning process, learners improve the skills they have learned previously; master the details; better apply



these skills to possible complex, problematic situations they may face in their academic life, in their social relationships with the people around them, in health issues (Elias et al., 1997; Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). SEL, a relatively new concept, is mainly result of research studies prevention and resilience (see Consortium on the School-Based Promotion of Social Competence, 1994), and with the publication of Goleman's masterpiece, *Emotional Intelligence* (1995) and Gardner's theory of Multiple Intelligence (1993) interest in SEL gained stream in 1990s. Goleman and Gardner gave a fresh point of view for researchers and paved the way for studies on intelligence and its multifaceted characteristics. Today, particularly with results of research findings proving the positive impacts of SEL in terms of learners and teachers, SEL continues to draw a huge amount of attention. Indeed, the number of the educationalists and families that becomes aware of the strong relationship between academic achievement and social-emotional learning is showing a tremendous increase.

After a large amount of research, it is beyond dispute that building socio-emotional competence is an indispensable part of a successful social and academic life. In SEL process, our emotions affect how effectively we learn and to what extent we learn, and the caring relationship in learning environment between teacher and learners contributes permanent learning. Thus, teaching important SEL skills to learners and modeling them as educationalist is crucial. It is revealed that SEL skills help learners improve their academic achievement, their physical and mental health, reduce the risk of substance addiction, depression and violence, contribute to citizenship, and ease the process of adjustment for new situations. Therefore, SEL is a competence that demanded by employers (Elias et al., 1997; Zins, Weissberg et al., 2004).

According to CASEL (2003) there are five key components of SEL competencies:

1. *Self-awareness.* It refers to recognize one's own feelings, realizing one's own strengths and others', developing sense of self-efficacy, and self-esteem.

2. *Social awareness.* Social awareness is to empathizing and respecting others.

3. *Responsible decision making.* It is the ability to evaluate decisions.

4. *Self-management.* Self-management is to motivate yourself, to set goals, to show persistence against problems, to control emotions such as stress.

5. *Relationship skills.* They are the skills such as seeking and providing help for others, communicating effectively, and collaborating.

It has been mentioned that these SEL competencies are best taught when learners feel that they are cared, supported, and well-managed in learning environment. In environments where there is a caring, mutually respecting relationships between learners and educators, learners more probably develop self-autonomy, self-discipline, and ethics (Bear, 2005). This is only possible when students are motivated to explore their own ways of learning, to try new methods in learning activities; provided a chance to be autonomous to deal with their own personal needs and problems; supported to build positive relationships with peers and adults. All these conditions result in a feeling of security and safety. Moreover, learners become more self-confident to try new methods and do not be afraid of making mistakes. Consequently, these conditions facilitate a mutual relationship between general school climate and SEL skills used by learners. As a result of this caring, safe, and encouraging environment, learners have a chance to better observe which SEL skills contribute to school climate. A school environment with above mentioned positive characteristics improves SEL skills, and SEL contributes to process of creating a caring and supportive school environment. In a nutshell, learners' success in social, emotional, and academic life is reciprocally affected by each other, and these three areas are strongly interdependent. A school environment with full of positive energy contributes to SEL, and concurrently SEL provides a caring, supportive, and safe climate. Due to interdependency among social, emotional, and academic growth, their outcomes reciprocally facilitates each of these areas. Effects of SEL on academic achievement and life are as follows:

- Provides learners a point of view related to caring aspect of the school and a sense of unity
- Helps them have an awareness and loyalty to democratic values
- Creates a warming approach to learning and the environment

- Improves ethical attitudes and values
- Increases academic motivation and educational aspirations
- Builds greater trust and respect for others
- Strengthen skills related to deal with negative feelings such as stress
- Provides a better understanding of consequences of their behaviors
- Helps them have more prosocial behavior
- Lessens absences and suspensions; improves attendance
- Increases the likelihood of working out own way of learning
- Reduces negative feelings and behaviors such as aggression and violence
- Lessens unfriendly talk and behavioral problems and offers more effective skills to deal with conflicts
- Increases classroom participation and engagement
- Motivate to accomplish their aims, to do extra reading more frequently
- Decreases the rate of drug use, tobacco use, and alcohol and crime
- Increases the rate of participation in out of school activities such as sports
- Improves learners' skills to perform better on math, language arts, and social studies skills
- Contributes the motivation of learners to reach higher test scores in time
- Improves learning-to-learn skill
- Improves organizing and planning skills

All these SEL skills are vital to handle today's problems confronted very often in school environment. As educators, it is our responsibility to prepare our students both tests at school and more importantly tests of life. The former is temporary in their lives while the latter is permanent. Thus, in the light of the studies indicating the strong relationship between social-emotional competence and academic achievement an effective school should offer an education that

includes a combination and coordination of these two areas to reach the best results in terms of academic achievements of learners and their success in their lives. Even though the strong positive correlation between SEL skills and learners' academic achievement, health, citizenship have been proven by a great number of studies, providing a curriculum that offers a schedule integrating them and putting SEL into the center of all plan is still a challenge. It is a great chance for school psychologists to support and help schools to deal with these challenges and to train schools to set ground for such roles.

Several research findings have proven that SEL contributes considerably learners' EI and SI. For instance, a study has shown that SEL programs foster learners' social and emotional development (Allen, MacCann, Matthews, & Roberts, 2014). In another research, Denham and Brown (2010) found out a positive correlation between SEL and learners' academic achievement. It is revealed that SEL programs do not only have a positive impact on learner's EI and SI, but also on their beliefs toward self, others, the school, and their motivation to learn and willingness to share their opinions( Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). In a nutshell, SEL has various positive influences on learners and these two construct affects each other mutually.

Even though "SEL" is mainly related to learners, indeed its significance for teachers is noteworthy. It was thought that main focus in education was to merely improve cognitive skills of learners; however, recently the focus has been increasingly shifting from cognitive aspects of learning to emotional, and the notions of 'caring teacher' and ' teacher emotional intelligence' have been gaining prominence(Goleman,1996). Further, Merrel and Gueldner (2010, p. 6-7) uttered the following:

“...The social aspect of SEL indicates a concern for fostering positive relationships with others, such as peers, teachers, and family members. This part of SEL reflects interpersonal development. The emotional aspect of SEL indicates a concern for fostering self-awareness or self-knowledge, especially involving emotions or feelings, but also by implication, the cognitions or thoughts that are connected to our emotions. This part of SEL essentially reflects intrapersonal development. The learning aspect of SEL implies that

both social and emotional growth and adjustment can be taught and learned through instruction, practice, and feedback.”

In short, the implication for educational programs is that SEL competencies can be improved through explicit instructions focusing on targeted skills.

Recently, despite mainly focused on learners, a huge amount of emphasis has been put on the importance of improving and building affective and social skills of teachers such as building relationships with colleagues, principals, and students; building empathy; building mutual trust (Goleman, 1995; Iacoboni, 2008). Theory of emotional intelligence and SEL are a basis for above mentioned competencies. A huge amount of research proving the crucial role of emotions and social skills has been carried out recently. They indicate that emotions and social skills are indispensable parts of nature of teacher work, and many studies have revealed the significance of emotions in teacher work regarding their contributions to teachers' own emotional well-beings and their relationships with their learners. The study has found out that emotions and social skills are indispensable parts of teaching process and they are the most sensitive spots in teacher work. This means that dealing with problems and challenges faced during teaching process, in daily life, about policies and curriculums requires applying emotional and social competence by teachers (Day et al., 2007; Day & Qu, 2010). It is worth to mention that emotional intelligence, unlike IQ, is a skill that can be learned and enhanced (Goleman, 1995; Salovey & Mayer 1990).

Studies indicating the positive impact of caring and moral teachers on learners triggered the investigation of vital role of emotions in teaching (Noddings, 1992). Research findings have proven that creating a positive, supportive, and caring environment for learners, building healthy relationships, and effectively interacting with them can be possible when teachers recognize the critical role of emotions in their teaching and effectively use them in their teaching (Hargreaves, 1998; Madalinska-Michalak & Goralska, 2012).

Studies claim that achievement of learners and healthy relationship between teachers and learners are highly correlated (Pianta, 2001). Further, in contemporary education world being aware of emotions of students is highly significant to better lead them, motivate them, and keep them engaged against

any distractors. Increasing learner engagement, motivation, and management lead to higher level of learners' achievement (Gettinger & Ball, 2007) and following the improvement of learners' achievement, self-efficacy beliefs of teachers will also be enhanced.

Another point to be mentioned is that when learners feel they are supported by their teacher, they feel more motivated and focused. Moreover, Goldstein (1999, p.664) states that "a region of intellectual development – a construction zone – the zone of proximal development is also a region of affective development – a relational zone". In other words, determining a child's learning strengths / the intellectual zone) is not enough to reach a zone of a proximal development. It is also necessary to participate in caring, supportive, affective interactions (the relational zone) that facilitates learning. On the contrary to traditional views on teaching that concentrates on the instructional aspect of teaching, Goldstein (2002) emphasizes:

1. Teaching is a practice based on emotions (Hargreaves,1998)
2. Affecting teacher- student relationship, emotions shape the way we interact to learners (Denzin, 2009).

There are several objections for traditional views of teaching that regard teaching merely as an instructional practice due to its ignorance on the emotional aspects of teaching. To emphasize interpersonal aspect of teaching and importance of emotional and social skills in teacher-student relationship, Martin Packer (1993, p.264) uttered that:

"Do we treat the people we study as lollipops: as all brain and no body? Or do they have their feet on the ground, a ground that is both epistemological and ontological, and the ground that our culture and tradition provide for each of us? We tend to forget this ground because it is always with us, but then we misunderstand what happens in educational settings".

To sum up, teaching does not only consist of an instructional focus, but also it includes an emotional aspect that is particularly crucial for relationship between teacher and student.

Because an effective leader needs to have emotional and social literacy, there have been programs of emotional and social education for managers to

improve their emotional and social intelligence. Teachers are leaders of their classrooms, and they need to be emotionally competent and literate. Moreover, it is inevitable for teachers to bring their emotions to their workplace, particularly to classrooms due to emotional nature of human beings. Even though teachers have emotional interactions with their learners during their teaching and with their colleagues, they are not trained or supported to be emotionally competent or intelligent. Therefore, teacher education programs should include courses to develop and improve teachers' emotional and social intelligence to handle emotional needs during their social interactions and problems confronted during their teaching.

On the contrary to traditional views of teaching which asserts that teaching merely consists of instruction and considers learners as one-dimensional beings ignoring their emotional and social needs, these arguments rejects regarding educations as a purely instructional based process. Appreciating emotional and interpersonal aspects of teaching and learning processes and teacher-student relationships, Martin Packer (1993, p. 264) claims that "while teaching began incorporating the importance of emotion and teacher-student relationships, the concepts of emotion and teaching as an emotional practice remained unassociated". Andy Hargreaves (2001, p. 157) explains this situation as the following:

"A tactful, caring, or passionate teacher is treated largely as a matter of personal disposition, moral commitment, or private virtue, rather than of how particular ways of organizing teaching shape teachers' emotional experiences".

Teaching is a process which includes emotional and social elements which are crucial in learning and teaching processes and relationships in classroom environment rather than a simple instructional process

In short, acquiring skills required to deliver an engaging, motivating, and contributing relationship can be possible by enhancing teachers' interpersonal and intrapersonal skills. As a result, achievement and learning outcomes of learners can be improved.

According to Madalinska–Michalak& Goralska (2012) elements of emotional competence are:

*1. Elementary Skills of Emotional Competence:*

- Ability to recognize one's own emotions
- Differentiation other people's emotions
- Naming different kinds of emotional states

*2. Knowledge and Skills to Develop Emotional Efficiency:*

- Ability to efficiently use emotions
- Adapt appropriate level of emotions
- Ability to deal with negative emotions

*3. Knowledge and Skills to Develop Positive Relations with Students*

- Awareness of learners' emotions
- Use of emotions about learners
- Awareness of factors that shape interpersonal relationships in school

Although most of the teachers agree on the requirement of a well-planned emotional education in teachers education programs and for in-service teachers to acquire and improve skills such as learning to understand, effectively express emotions, dealing with emotions, due to their awareness of the advantages of contemporary ways of teaching that emphasize the role of teachers as mentors who build interpersonal relationships with learners and as motivators who is aware of students' emotions, and manage them effectively, they stand against traditional approach that advocates that main and only role of a teacher is to give instruction.

Research has revealed the need for the integration of a development program of emotional competence and teacher education programs demonstrating the importance of emotional competence to teach effectively, learn to cope with negative emotions such as anxiety and stress resulting from inexperience in the early years of teaching, and creating positive, caring, and supportive environment for learners.

In a research on the factors that affect learning process, Wang et al have found that social and emotional factors such as interactions in classroom environment, grouping for tasks, and mood of the classroom are most influential



ones. Moreover, a study by the National Center for Education Statistics (2002) reveals that social and emotional factors such as not being able to build positive relationship with classmates and teachers, feeling insecure, not being able to cope with negative emotions outpoint other factors. To sum up, being competent socially and emotionally contributes to achievement in one's life, to one's well-being affectively and physically, to one's relations with peers, teachers as a student or with colleagues as a teacher.

Social and Emotional Intelligence are key tools for teachers to overcome the educational problems related to self and society. Thus, it has been suggested that programs developed for teacher training should include a course related to EI and SI skills in order to enhance teachers' social skills not only for classroom discipline but also to understand the problems related to students society and their family. Teachers should not only manage the classroom relationships but also inspire their learners. To be able to do this, teachers are to recognize their own emotions and those of their learners by reading non-verbal cues and their behaviors (Bahman & Maffini, 2008; Denham & Brown, 2010; Jennings & Greenberg 2009; Powell & Kusuma-Powell, 2010). Developing teachers' emotional and social intelligence skills are quite effective to promote these competencies among teachers.

High EI and SI contribute to teachers from several aspects. Firstly, when a teacher's SEL skills are enhanced, not only his/her teaching skills, but also self-efficacy are improved. It has been found that many factors may possibly affect a teacher's self-efficacy in a negative way such as occupational burnout, inadequate support by administration, poverty resulting in insufficient teaching sources or equipment, low level of student motivation. SEL skills help teachers to better cope with these problems and increase teacher motivation. Moreover, studies have shown that teachers with high emotional intelligence perform better in creating a positive, supportive, and caring environment for learners that is a necessity for an effective teaching and learning process and help them enhance their professional skills (Cotezee & Jensen, 2007; Ramana, 2013). Moreover, emotional intelligence of teachers enhances their well-beings (Nias, 1996); as a result, their energy for their performance and creativeness on their lesson plans and materials arises (Hargreaves, 2001); when their energy rises up, it positively affects their job

satisfaction (Pianta, 2006); all these improves teachers' self-efficacy and social intelligence by contributing the effectiveness of their teaching, classroom management, and relationships with learners and colleagues (Palomera, Fernandez-Berrocal, & Brackett, 2008; Perry & Ball, 2007). In cycle of EI impact on teachers starts with its contribution to a teacher's self- efficacy beliefs and emotional competence, then a teacher with high emotional competence and self-efficacy beliefs positively effects students' feelings and achievement and decreases challenges that teachers face during their teaching, motivated learners and good student outcomes, finally it enhances teacher self-efficacy and the positive, caring, supportive relations in classroom environment. (Hargreaves, 1998). Hence, emotional intelligence for teachers is an irreplaceable property to increase learners' achievement and motivation; to cope with challenges in school and occupational burnout, to improve effective teaching, to better manage the classroom (Day, Sammons, Stobart, Kington, & Gu, 2007).

Similarly, Jennings and Greenberg (2009) suggest that self-awareness, one of the emotional intelligence competencies, enables teachers to have a recognition of their own their emotions in the classroom and through interacting with learners and colleagues they manage to observe how significant correctly expressing their emotions is. What is more, these emotional intelligence competencies help teachers recognize possible emotional hardships they may experience in the classroom and use a reflective approach in negative situations (Perry & Ball, 2007). Therefore, they can easily adapt their emotions in interactions with students, to motivate themselves (Stein & Book, 2000) and to react to actions of students appropriately (Brackett, Patti, Stern, Rivers, Elbertson, Chisholm, & Salovey, 2009). To summarize, fostering a safe and predictable environment for learners, management of emotions is a crucial part of being a teacher (Stein & Book, 2000).

Furthermore, it is claimed that emotional self-awareness does not only enable teachers to understand their own emotions but also those of others, and it allows teachers to "show interest, empathy, and care" (Brackett et al., 2009). Several studies finding indicated that interpersonal competencies, specifically empathy and interpersonal relationships which are the key components of SI, are vital for teachers (Jennings & Greenberg, 2009; Stronge, 2007). It has been

asserted that empathy and care affect competencies of teachers to understand and empathize feelings, ideas, and needs of the learner, (Mugno & Rosenblitt, 2001), to build a caring, safe and healthy relationships with students and to be able to maintain it (Jennings & Greenberg, 2009), and to offer an effective teaching process (Boyd, 2005).

Although SI seems to be totally ignored in the research landscape most probably due to researchers' inclusion of SI in EI accepting it as a part of EI, studies have shown that high social intelligence enable teachers to establish positive teacher-student relationships, to foster healthier and more positive group dynamics in classroom, to encourage collaboration, and cooperation among learners, to deal with classroom conflicts easily by developing empathy toward learners, to manage the classroom much effectively. Positive relationship developed between a teacher and students has always been a significant part of "quality teaching" (Birch & Ladd, 1998; Stronge, 2007) because a positive relationship between educators and their learners provide an healthy environment which is emotionally and socially supportive, caring, and safe; therefore, learners have desired conditions to facilitate their overall growth, to maintain their emotional well-beings and positive behaviors, to improve academic achievement (Brackett & Katulak, 2006; Jennings & Greenberg, 2009). As a result, teachers' own well-beings, their motivation, and their beliefs on their capabilities to teach are positively influenced by this positive atmosphere.

Furthermore, some researchers suggested that courses to develop and improve teacher candidates' EI and SI competencies should be included in teacher education (Drew, 2006; Palomera, Fernandez-Berrocal, & Brackett, 2008) due to their positive impact on teacher performance and educational outcomes. Research findings demonstrated that highly socially and emotionally intelligent teachers are more competent at developing strategies to deal with negativities such as when they experience anxiety, anger, or stress. They can have a better understanding of themselves, as well as better analysis to find out the possible ways to reach their educational goals, and effectively use their resources. These teachers have high competency in finding solutions when they face stressful situations, they do not hesitate to negotiate ways to overcome such situations with their colleagues, and they keep motivating themselves to follow their goals

regardless of the difficulties. This makes them strong enough to endure the impact of burnout. As a result, teachers experience less job burnout through responding to potential stress factors effectively. Teachers who are highly socially and emotionally intelligent tend to work in groups effectively, to establish healthy relationships with their colleagues and students, to develop their higher levels of skills related to their jobs and knowledge of their students, to feel more satisfied, to feel more committed to their job, to have more internal work motivation and higher teacher efficacy.

A few studies have been carried on revealing the relationship between EQ, SQ, and student teachers' development in the field of teacher education. For example, employing a behavior-based performance evaluation tool and the Bar-On EQ instrument the correlation between the performance of undergraduate teachers and their emotional intelligence has been revealed by Drew (2006). In another study, Ogrenir (2008) investigated the relationship between emotional intelligence and teacher effectiveness beliefs of pre-service teachers majoring in pre-school teaching and primary school teaching. Another study in Turkey was conducted by Kocoglu (2011). She investigated the correlation between emotional intelligence of Turkish undergraduate teachers in ELT department and their self-efficacy beliefs, and she found a strong association between these two constructs. Adeyemo and Chukwudi (2014), one of the most recent studies on this topic, examined how emotional intelligence and teacher efficacy affect teacher effectiveness of pre-service teachers conducting about 300 randomly selected students from two Universities in Nigeria. Research results showed that fostering teacher efficacy and emotional intelligence results in enhanced effective teaching among pre-service teachers.

All of the evidence has indicated that emotional and social skills of teachers and teacher candidates have a crucial impact on the effectiveness of their teaching abilities, their emotional well-beings, and finally their beliefs on themselves in terms of their teaching capabilities which is called teacher self-efficacy.

## **Self-Efficacy**

**History of self-efficacy.** Bandura's (1977) social-cognitive theory is a key stone for the development of self-efficacy theory. His social cognitive theory aims to seek an answer to "how human beings develop a behavior and how environment and personal factors affect the process of behavior development". It is claimed that behavior development is not neither a result of environment, nor a result of characteristics of one's personality. Rather than that, his theory suggests that a behavior appears with the collaboration of behavior, environment, and personal characteristics of individuals, and these three factors steadily influence each other.

Self-efficacy refers to "the beliefs of people about their own capabilities to carry out required series of actions to reach the desired outcome" (Bandura, 1997, p. 2). Therefore, an individual's perceived self-efficacy have an impact on the way they think, behave, feel, and motivate themselves. Furthermore, as a task-specific belief self-efficacy affects one's choices, effort to complete a task, and persistence when confronted with problems and in relation to the emotional state of the individual. Its task-specific focus differentiates it from concepts such as self-esteem or confidence. People with a high level of self-efficacy beliefs are able to better overcome challenging tasks considering them goals to be achieved rather than threats to avoid, maintaining their intrinsic interest and motivation. What is more, high level of efficacy beliefs motivates people to set goals that are difficult to reach and commit themselves to their goals to be able to successfully achieve. They do not hesitate taking risks; they keep maintaining their efforts regardless of the possibility of failure. Even if they confront failures or defeats, they can easily recover their sense of efficacy and they do not lose their aspiration. They think that failure only results from inadequate effort or insufficient knowledge and skills. They are self- confident enough to approach challenging situations that they believe they can control over them. To sum up, being highly efficacious fosters achievements, strengthens self- confidence, decreases stress and prevents depression.

People with low self- efficacy, on the other hand, tend to be less self-confident; thus they doubt their abilities, do not take risks in the face of failure, avoid from difficult tasks considering them threats for themselves. They do not try

hard to achieve their goals, and they can be easily demotivated. If they face with any difficulties, they attribute it to their lack of capabilities, and they are inclined to focus on the obstacles and possible undesirable outcomes rather than personal gains and solutions to overcome such difficulties. In other words, they are likely to see the glass as half empty. As they lose their motivation, they gradually lessen their efforts, and finally, they give up on their goals. When they confront any hardships or failure, they can easily lose their aspiration and they are likely to improve their sense of efficacy. Because they believe that failures they experience results from their lack of necessary abilities, and they lose their faith in their potential to achieve their goals or tasks. As a result, they experience stress and depression.

In addition, according to recent studies, self-efficacy beliefs are significant for motivation (Graham & Weiner, 1996). It has been revealed that such beliefs have considerable impacts on factors related to teacher effectiveness such as job satisfaction in their professional life, their tendency to quit the job, adaptation to job in newcomers (Saks, 1995), and the connection between conscientiousness and ongoing learning (Martocchio & Judge, 1997) Regarding above findings, it can be concluded that self-efficacy beliefs facilitates hope to improve development of teaching abilities.

**Teacher efficacy and its significance.** In educational setting, the term “teacher efficacy” can be described as a teacher’s “judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Sutton & Wheatley, 2003, p.783). As a term, the notion of teacher efficacy appeared in 1970s with the studies conducted by RAND researchers to show to what degree teachers believe in their teaching skills to reach aimed learning outcomes (Armor, Conroy-Oseguera, Cox, King, McDonnell, Pascal, Pauly, & Zellman, 1976).

“When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment.”

“If I really try hard, I can get through even the most difficult or unmotivated students” (Armor et al., 1976; Henson, 2001).

In the study, teachers were expected to choose an option that best describes the degree of agreement or disagreement with each of these two statements, and as a result of this study, a new term teacher efficacy appeared in the field.

Further, self-efficacy beliefs of a teacher depend on three factors: self-efficacy for student engagement, self-efficacy for instructional strategies, and self-efficacy for classroom management. Many research studies have tried to reveal the role and impact of self-efficacy beliefs of teachers in educational context, and the findings have asserted that teacher efficacy is not only crucial for teachers' behaviors but also positively affects motivation and academic achievement of their students (Goddard-Hoy & Woolfolk-Hoy, 2004; Pajares, 1992; Shaughnessy, 2004; Siebert, 2006; Tschannen-Moran & Woolfolk-Hoy, 2001). Studies have indicated that a high level of efficacy beliefs offer teachers skills to teach more effectively, reach desired educational outcomes easily, and motivate them to build higher levels of sense of teacher efficacy (Emmer & Hickman, 1991; Gibbs, 2002; Gibson & Dembo, 1984; Saklofske, Michaluk, & Randhawa, 1988; Tschannen-Moran, Hoy, & Hoy, 1998). Moreover, the findings have asserted that teachers' self-efficacy allows teachers to apply new instructional strategies, methods, and materials in their teaching, and as a consequence, academic achievement of learners increases (Raudenbush et al., 1992; Ross et al., 2001). A teacher's successful teaching experience and his/her self-efficacy beliefs are two constructs that mutually contribute to each other. Further, teachers with high level of efficacy beliefs can more efficaciously cope with negative emotions such as amotivation, stress, occupational burnout, and anxiety than teachers with a low level of efficacy beliefs. Moreover, it is asserted that highly efficacious teachers are more skillful at organizing their plans and activities, applying more effective teaching skills, effectively providing feedback to their learners, better controlling their emotions. On the other hand, low efficacious teachers are more probable to prefer a traditional way of teaching that puts instruction into the center and ignores learners' emotions, results in difficulties in managing classroom, insufficient control of learner's emotions, and fails sustaining learner motivation.

With his analysis of the qualities of highly efficacious teachers, Jerald (2007) concluded that teachers with high efficacy beliefs:

- 1) own better planning and organizing skills;
- 2) have a higher level of tendency to apply novice ideas and to use new methods and strategies to efficiently fulfill needs of their learners;
- 3) are quite resistant in the face of difficulties;
- 4) are more supportive to learners when they have mistakes;
- 5) less tend to refer a difficult student to special education.

Studying on the concept of “teacher efficacy” for a long time, Anita Woolfolk shortly explains educational implications as the following:

“Teachers who set high goals, who persist, who try another strategy when one approach is found wanting—in other words, teachers who have a high sense of efficacy and act on it—are more likely to have students who learn” (Shaughnessy, 2004, p. 156–157).

Having strong and crucial influence on their learners’ learning process makes teachers responsible for their learners’ achievement. It is a branch of teacher self- efficacy and it is called personal teaching efficacy (PTE). It has been revealed that personal beliefs and characteristics are particularly effective on teachers’ success in the classroom. (Armor et al., 1976; Berman, McLaughlin, Bass, Pauly, Zellman, 1977).

Studies following RAND studies aimed to strengthen the reliability of measure of teacher efficacy by developing new tools to measure, and enhancing comprehensiveness of RAND items .As a consequence, different measures of teacher self-efficacy appeared. For example, a measure of teacher self-efficacy developed by Guskey (1981) looked for an answer to “how you as a teacher connect teaching related events to the teacher or non-teacher related factors that teachers have no control over them”. Locus of Control which is another measurement item developed by Rose and Medway (1981), asked teachers to relate the responsibility of student achievement to teacher and non-teacher related factors. In 1984, Teacher Efficacy Scale(TES) was developed by Gibso and Dembo inspired by a few RAND items that are based on Bandura’s factors of outcome expectancy and self-efficacy with social cognitive theory. Gibso and Dembo’s TES is mainly relied on Rotter’s Locus of Control and Bandura’s self-



efficacy theories which overlap in several aspects. The starting point of Bandura's self-efficacy theory was the beliefs of teachers on their own teaching and their abilities to influence students' learning and their success in the classroom which is defined by their motivation to a great extent. Teacher motivation has two main influencers:

- 1) Bandura's Outcome Expectancy
- 2) Bandura's Self-Efficacy Expectancy

To clarify these terms:

1) *Bandura's Outcome Expectancy*. It is the belief of a person on to which degree a specific behavior will result in an expected result.

2) *Bandura's Self-Efficacy Expectancy*. It is the belief of a person on to which degree he/she believes in his/her capabilities to reach an expected result.

Self-efficacy expectancy contributes one's motivation level to a great extent while outcome expectancy does not. Considering multifaceted tasks teachers need to include in their teaching, Bandura (1977) recommends that a wide range of tasks should be included in measures of teacher self-efficacy to reach reliable results.

In his unpublished teacher self-efficacy scale, he aimed to touch upon several points related to tasks used by teachers in their teaching. The subscales that Bandura included in his measure of teacher self-efficacy scale are as the following:

1. Self-efficacy to affect the process of decision making
2. Self-efficacy to affect school resources
3. Self-efficacy to enlist parental involvement
4. Instructional self-efficacy
5. Self-efficacy to enlist community involvement
6. Self-efficacy to build a caring, supportive school climate
7. Disciplinary self-efficacy

There has been no validity or reliability data for Bandura's measure of teacher self-efficacy. Moreover, because it failed to reflect accurate conditions that teachers experienced during their teaching, this multifaceted measure developed by Bandura has been widely criticized. This situation gives birth to the most significant challenge for developers of self-efficacy scales: to find an optimum level of specificity while creating subscales (Tschannen-Moran & Hoy, 2001). It is asserted a specific grade level, a specific subject area, a specific topic can be effective on a teacher's self-efficacy beliefs. Hence, excessively wide measures result in unreliable results and possibly missing several aspects about self-efficacy beliefs of individuals. On the other hand, measures with too specific items diminish predictability of the results. In this regard, Tschannen-Moran and Hoy (2001) utters that "In order to be useful and generalizable, measures of teacher self-efficacy need to tap teachers' assessments of their competence across the wide range of activities and tasks they are asked to perform" (p. 798). To be able to get more valid and reliable results, in their Teacher Sense of Efficacy Scale (TSES), Tschannen-Moran and Hoy developed items considering teachers' analysis on a specific task and their beliefs on their capabilities on this specific task in a specific condition. According to Henson (2001), TSES developed by Tschannen-Moran and Hoy (2001) is based on Bandura's (1997) "triadic reciprocal causation, such that teacher's efficacy belief stems from the dynamic interplay of the environment, behavior, and personal factors" (p. 7).

The TSES aims to measure three related factors:

1. Self-efficacy in student engagement
2. Self-efficacy in instructional strategies
3. Self-efficacy in classroom management

To overcome reliability and generalizability issues, while developing the TSES, it is aimed to measure self-efficacy with a wide range of relevant situations that teachers may possibly experience during their teaching. The TSES shares some commonalities with the RAND (Armor et al. 1976) and with the self-efficacy scale developed by Gibson and Dembo (1984) in the point of behaviors of disruptive students.

**Building teacher self-efficacy through training.** In his social cognitive theory Bandura (1986) claims that there are four factors that improves self-efficacy beliefs of individuals: “enactive mastery” (e.g., one’s past achievements following prior experiences and training), “vicarious experience”, “social/verbal persuasion” such as the support from a colleague or a supporting corrective feedback related to teaching performance, and “physiological arousal” which is related to switching moods in the face of new conditions.

Being regarded as the most influential factor that positively affects one’s efficacy beliefs, “enactive mastery” is based on experiences and is resulted from past performance achievements of an individual (e.g., training or previous professional experiences). Enactive mastery is crucial to improving self- efficacy beliefs because when individuals confront with similar situations, they take into consideration their prior mastery to evaluate their current capabilities. Therefore, previous successful teaching performances, especially when faced with any drawbacks, help teachers build and enforce their positive efficacy beliefs. On the other hand, teachers with negative past teaching experience tend to doubt about their personal ability and weaken their self-beliefs of present capability (Wood & Bandura, 1989b).

The implications of this factor to improve self-efficacy beliefs of teachers in-service are quite clear: Teacher training programs should be organized and implemented in a way that ensures teachers get sufficient opportunities to experience enough teaching skills to reach desired mastery level on these skills and strategies they apply. Bandura’s efficacy theory and research offer efficient ways to develop efficacy beliefs. For instance, mastery experiences in teacher training programs should be organized in a way that gives a chance to practice a teaching skill or technique highlighting how to most efficiently practice to get both learning and subsequent skill applications. It is claimed that criticized due to their ‘non-existent’ or its limited relevance, the practical aspect of in-service teacher training programs has been harshly criticized (Garet, Birman, Porter, Desimone, & Herman, 1999). Thus, this aspect should be strengthened significantly. Clark and Bates (2003) suggest that enactive mastery which is an element of in-service training is highly crucial and its application in teacher training programs should be planned meticulously and challenging as well. If teachers experience more

challenging masteries during their training programs, it is much more possible for them to establish stronger efficacy beliefs and to employ these experiences when they face with a similar situation in the classroom (Schmidt & Bjork, 1992). In addition, because teachers are probably to apply a wide range of skills during their teaching, it is crucial for them to experience various tasks in their training process. Making a change in the order of the tasks or including a variation of tasks during teaching (e.g., form or context) can result in intentional challenges that increase the quality of learning (due to requirements of the increased information processing resulted from the variety in the order) and enhance task-related self-efficacy. Furthermore, it is significant to design teacher training courses in a way that makes it possible to actively involve in learning process for learners through peer interactions and interactions with the instructor. Thus, they will have a chance to learn from both past and current experience, and their active application in the classroom (Sileo, Prater, & Luckner, 1998).

Vicarious experience, the second source of self-efficacy information, also offers different recommendations to create the best design for teachers' in-service training. The main idea behind the vicarious experiences is that observation of an important model can be influential to improve one's efficacy beliefs. When individuals observe a model, they perceive the similarity between the current model and their needs and capabilities. In other words, self-efficacy beliefs occur as a result of comparisons between different social situations by observing other individuals. As a consequence of these comparisons, individuals develop a self-perception competence using models as referents to evaluate their performances and capabilities (Schunk, 1983). The implication is that in-service training which prioritizes a focus on efficacy development should offer a chance to teachers to experience activities in which teachers can have opportunities to observe other teachers' strategies and behaviors that can be adopted by them successfully and unsuccessfully during their teaching. This is important because:

Firstly, when both positive and negative performances are observed, an individual's ability to analyze and correct behavioral patterns is improved. Secondly, collaborative training techniques which benefit from small group interaction in ways that enhance the learning process have been drawing a great body of interest. Enhancing learning through peer interaction, collaborative training

techniques offer opportunities to experience vicarious learning. (Shebilske, Gawlick, & Gluck, 1998). These techniques are both important sources of self-efficacy, and a way to improve efficacy beliefs of in-service teachers.

Verbal persuasion, despite being less powerful than previous ones, is also a notable method to foster efficacy beliefs of teachers. The main idea is that when an individual gets some verbal judgments and comments from respected or influential others, these are highly influential on his or her self-efficacy beliefs. However, this getting feedback process cannot be confused with invalid praise to hearten self-beliefs. For example, Bandura (1986) particularly warns against the use of insincere comments and suggests the use of merely real and verbal appraisals. Regarding that it can be concluded that it is much easier to decrease the level of an individual's self-efficacy beliefs through negative appraisals than enforcing self-efficacy beliefs through positive appraisals, teachers should be cautious while talking about their ideas on one's performance.

Building positive self- efficacy through verbal persuasion generally appears in an informal learning environment. Killion (1999) suggests that the numbers of the experiences of informal learning in schools which is an award-winning model of profession development is considerably high. Providing a chance to involve in activities such as conversation clubs, collaborative planning sessions, meetings, peer observations, the education in such kind of schools improves positive efficacy beliefs to a great extent. Furthermore, principles as supporters have a key role in teacher learning. Setting high expectations, principles hearten teachers and create a collaborative school culture that values positive verbal judgments.

Due to the relation between physiological states such as anxiety, stress, and fatigue and self-efficacy beliefs, they are regarded as another significant source of efficacy information. For example, the emotional response of a teacher to a situation during teaching or to a task, it defines to what degree that teacher can reach desired outcome (Pajares, 1996). Thus, it is recommended that in teacher training programs, a safe and cooperative teaching environment should be provided for teacher candidates to develop a high level of efficacy beliefs. In addition to this encouraging environment, teachers should be provided a chance to interact with each other to negotiate about their prior experiences and establish rapport with each other. In such a risk-free environment, teachers can easily

exchange ideas and have a chance to get feedback from their colleagues, staff, and administrators. When teachers feel that they will not be misjudged as a result of their mistakes, their learning experience contributes to their professional knowledge and skills and consequently enhances their self-efficacy.

**The relationship between teacher self-efficacy and effective teaching.**

According to research findings on the impact of TSE on effective teaching, Tschannen-Moran and Hoy (2001) did a list of its positive influences on teaching. In their list, they assert that highly efficacious teachers:

- are better at planning the activities and organizing their lesson (Allinder, 1994)
- have a higher level of confidence and open to try new techniques and new methods during their teaching (Berman, et al., 1977; Guskey, 1988; Stein & Wang, 1988)
- are better at coping with challenges faced during their teaching and better motivate themselves (Grant, 2006; Hong, 2012; Yost, 2006)
- are more understanding toward their learners in terms of their mistakes (Ashton & Webb, 1986)
- are more decisive and persistent to difficult or unmotivated learners (Gibson & Dembo, 1984)
- have less inclination to send students with problems to special education (Meijer & Foster, 1988; Soodak & Podell, 1996)

Many studies have indicated that TES and learners' academic achievement in standardized tests are closely related (Gordon; 2001; Henson, 2001; Lin & Tsai, 1999; Muijs & Reynolds, 2002). What is more, Ross et al. (2001), asserted that highly efficacious teachers do not only contribute to academic achievement of learners, but also it improves self-efficacy beliefs of learners.

Recently, further studies have aimed to reveal the differences between highly efficacious teachers and teachers with a low level of efficacy beliefs in terms of their characteristics and behaviors related to their instructional practices. Results of these studies have indicated that characteristics of highly efficacious teachers showed similarities with effective teachers to a considerable extent

(Raudenbush et al., 1992). Highly efficacious teachers, for instance, have a higher level of tendency to employ new techniques and strategies in their teaching to effectively fulfill emotional, social, and instructional needs of their learners. Such kind of behaviors by teachers can be regarded as a reflection of teachers' perception that "Teaching profession means much more than giving an instruction to his/her learners. More importantly, a teacher should be equipped with necessary skills and capabilities to achieve a more challenging job: find a way to help and reach even the most struggling learners in their classrooms". To contribute that Goroshit and Hen (2014) summarize Gibbs and Powell's teacher efficacy beliefs as "judgements of their capacity to have an impact on desired outcomes regarding student performance, behavior, and motivation in the classroom" (p. 27). A great number of studies have shown that thoughts of teachers about their learners and their beliefs related to their teaching capabilities affect the effectiveness of their instruction. According to Bandura (1977), another factor which affects and shapes the efficacy beliefs of teachers is their past experiences and observation of outcomes of their past actions. In regard of challenges related to student behaviors and instruction, highly efficacious teachers will experience more mastery experiences and these mastery experiences are signs of high level of self-efficacy beliefs. Furthermore, it is claimed that self-efficacy beliefs of student teachers are considerably affected by positive teaching experiences during their training (Hoy&Woolfolk, 1990). Therefore, education programs prepared for teacher education should include courses to teach them how to be successful in classrooms in terms of classroom management, effectively delivering instruction, easily dealing with challenges related to emotional issues and learners to build to a higher level of self-efficacy beliefs for undergraduate teachers.

In addition to its advantages for teachers and learners, self-efficacy comes with its criticisms. Initially, it has been revealed that environment significantly affects self-efficacy levels of individuals (Moore & Esselman, 1992). In other words, it is quite possible to see differences between in the levels of efficacy beliefs of two teachers teaching the same skill or skills owing to the differences in the environment where they do their teaching. If a teacher works in a contributing and supporting environment, s/he will possibly build a higher level of self-efficacy

beliefs than a teacher who teaches in a challenging environment. Moreover, if the environments differ from each other to a great extent, a teacher may not transfer his/her efficacy beliefs to these different environments (Bandura, 1977).

In further studies, to reveal a possible correlation between teacher self-efficacy and factors such as grades of learners, subject matter, cultural backgrounds of learners, support from administration, school culture and leadership in schools, Woolfolk and Hoy (2001) conducted a research. Their findings have shown that these factors affect efficacy beliefs of teacher candidates to a great extent (Woolfolk & Hoy, 2007). Additionally, their study has revealed the significance of the context in which teachers teach on their perception of self-efficacy beliefs. Moreover, some studies on student learning have found that teacher effectiveness is the most significant factor that affects academic achievement of learners (Barber & Mourshed, 2007; Darling-Hammond, 2000; OECD, 2005). It can be concluded that effective teachers are more probable to build higher levels of efficacy beliefs, and highly efficacious teachers are more probably to use creative methods and materials in their teaching, and better manage to classroom, and as a result, this leads to higher level of academic achievement.

Strong or weak, the correlation between teachers' self-efficacy beliefs and emotional intelligence is quite obvious. Hence, teacher education programs should include courses related to emotional intelligence of teacher candidates to help them increase the level of self-efficacy beliefs which is vital for teachers to better manage the classroom, to effectively deliver instruction, to successfully deal with challenges related to learners, administration, and environmental factors (Nagy & Wang, 2006). The courses should include various aspects of emotional intelligence such as Salovey and Mayer's (1990) four branches of emotional intelligence:

- understanding emotion
- managing emotions
- using emotions
- perceiving emotions



Due to its contributions to teacher effectiveness, self-efficacy beliefs of learners and teachers, student engagement, achievement of students, classroom management skills of teachers, emotional intelligence has been increasingly drawing a considerable amount of attention in the education world recently.

**Efficacy beliefs of preservice teachers.** Recently, studies carried on teacher efficacy have emphasized the necessity of courses in teacher education programs to build high level of efficacy beliefs among teachers. Bandura (1997), in his self-efficacy theory, focused on that efficacy beliefs tend to change in particular early in learning. Therefore, the most appropriate period to develop a high level of efficacy beliefs for preservice teachers should be their teacher training period. (Tschannen-Moran & Woolfolk-Hoy 2001). The attitudes they develop toward their learners is an effective factor on building efficacy beliefs of preservice teachers (Woolfolk & Hoy, 1990). Student teachers with lower level of teacher efficacy beliefs had a tendency toward having control, viewing students' motivation pessimistically, benefiting from extrinsic rewards, and punishments, and strict rules in schools to force their learners to reach desired academic outcomes. Efficacy beliefs also influence student teachers' teaching behaviors. It has been determined that highly efficacious student teachers, during their internship, presented their lesson in a more positive manner, and they better managed the classroom (Saklofske, Michaluk, & Randhawa, 1988). Many studies have been carried out on the development of teacher efficacy beliefs among undergraduate teachers because once teachers build their efficacy beliefs; they appear to be resistant to change. The implication for teacher training is straightforward: programs to develop teacher efficacy should be included into teacher education programs before teachers firmly establish their own efficacy beliefs during their teaching. Candidate teachers may feel unconfident in their abilities to effectively organize and exhibit their teaching tasks without any support or training. Thus, it is crucial to develop courses focusing on necessary EI, SI, and efficacy skills to help student teachers to better control their emotions, manage the classroom, establish healthy and secure relationships with their future students and colleagues, understand the relationship between emotions, social skills, and their impact on cognition and actions, and empathize students' emotions. However, it should be carefully planned and well-organized. Otherwise, confronting with the realities and

possible complexities of the actual teaching directly may damage the optimism of young and inexperienced teachers. (Hoy & Woolfolk, 1990; Spector, 1990) Therefore, the practice period of student teachers experience contributes to teaching capabilities of them by offering a chance to observe the whole process. However, when they experience it suddenly, as total immersion, with a sink or swim approach to teaching, it will possibly have a destructive effect on efficacy beliefs for teaching competence. Thus, self- efficacy teaching should be involved in teacher education programs providing that above-mentioned issues are approached with caution.

### **Related Studies**

**The relationship between emotional intelligence, social intelligence, and teacher efficacy.** Sutton and Wheatley (2003) have claimed that “the substantial variation in teacher efficacy may give birth to a part from variance in teachers’ emotions” (p.339). In his study, Chan (2004) revealed that “the elements of emotional intelligence are important predictors of efficacy beliefs (p.15) and suggested that this relationship may be affected by the differences between teachers.

Previous studies, although limited, have mainly focused on “emotions as a consequence rather than an antecedent of efficacy beliefs” (Sutton & Wheatley, 2003, p.339). Throughout his seminal work, Bandura (1997) drew attention to the strong bond between the significant role of efficacy and elements of emotional. He suggested that self-awareness and management of emotions are indicators of a stronger emotional intelligence. The literature in the field of teaching and learning mainly indicated that emotional intelligence and social intelligence although they have not evaluated as separate constructs, and teacher efficacy interact and support each other in a cyclical way. (Drew, 2006; Fabio& Palazzeschi, 2008; Gil-Olarte, Palomera, & Brackett, 2006; Penrose, Perry, & Ball, 2007). For example, in Hong Kong a study carried out by Chan (2008) aimed to reveal possible impact of efficacy beliefs of 158 Chinese pre-service and in-service teachers on their emotional intelligence in personal resources for coping strategies. According to findings, EQ and teacher efficacy beliefs contribute to teachers’ capabilities to a strategies used to cope with obstacles and difficulties faced with during teaching

process such as the ability to control emotions in the face of a stressor and to use strategies to alter their perceptions of the stressor. According to results of these studies, people who are better at successfully managing their emotions when faced with any problems or negativities more possibly develop stronger efficacy beliefs, and this leads to higher EQ. In other words, influencing the way teachers think, find solutions to problems confronted in their teaching, EQ may increase the effectiveness of their teaching. Highly efficacious and emotionally intelligent teacher will employ effective teaching techniques in their teaching that facilitates motivation of learners to participate in learning activities (Bandura, 1997). A study by Fabio and Palazzeschi (2008) on 169 Italian teachers aimed to reveal the possible relationship between emotional intelligence and occupational self-efficacy. The findings have indicated that the emotional intelligence skills related to interpersonal is highly related to teacher efficacy competencies. Another study conducted by Moafian and Ghanizadeh (2009) on the relationship between EI and teachers' self-efficacy beliefs of nearly 90 EFL teachers from different workplaces; it has been found that there is a strong positive correlation between EI and teachers' self-efficacy beliefs. Another study on emotional intelligence and efficacy beliefs of EFL teachers are carried out by Rastegar and Memarpour (2009) considering variables such as age, gender, and teaching experience. The findings indicated that these two constructs are significantly related to each other. Moreover, the study indicated that there were no significant differences in EI and self-efficacy levels of EFL teachers by age, gender and teaching experience variables.

However, the population of these above mentioned studies on emotional intelligence and self- efficacy beliefs was in-service teachers. A limited number of studies have focused on revealing self-efficacy beliefs of preservice English language teachers. Atay (2007), for example, carried out a study to be able find out whether there is an improvement in teacher efficacy beliefs of undergraduate teachers majoring in an ELT department of a state university in Turkey throughout the period of their practicum employing a scale developed by Tschannen-Moran and Woolfolk-Hoy. The finding of Atay's research have indicated that till the end of the practicum period teacher candidates improved their efficacy beliefs related to the classroom management and student engagement efficacy scores while they

had a less tendency toward using for instructional strategies. Utilizing Bandura's General Self-Efficacy Scale, Goker (2006) tried to find out whether there is an influential role of peer coaching on self-efficacy beliefs of prospective EFL teachers and on the development of their instructional skills. He found that student teachers' efficacy beliefs are positively affected by peer coaching considerably. Recently, Kocoglu (2011) have carried out a study to reveal the possible correlation between emotional intelligence and self-efficacy beliefs of Turkish EFL pre-service teachers through the Bar-On Emotional Quotient Inventory (EQ-I) developed by Reuven Bar-On (1997), and the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk-Hoy (2001). The findings of this research revealed that there is a strong positive correlation between these two constructs. However, regarding previous studies on the relationship between these concepts, there is a gap on considering social intelligence as a separate construct and investigating the relationship between emotional intelligence, social intelligence, and self-efficacy beliefs among preservice teachers. Therefore, the present study aims to go further investigating the possible relationship between emotional intelligence, social intelligence, and self- efficacy beliefs of Turkish EFL preservice teachers.

## **Chapter 3**

### **Methodology**

#### **Introduction**

The purpose of the chapter is to make an explanation about the overall design and methodology of the present research study in depth and to offer explanation the procedures of the study. It gives information on the design of the study and offers information about participants and population of the study, the way sampling was organized, instruments employed for the study, context and setting.

#### **Setting and Participants**

The purpose of this study was to investigate the correlation between emotional intelligence, social intelligence and self-efficacy among pre-service English teachers. Accordingly, population that the study addresses was defined as preservice teachers majoring in English Language Teaching Department in state universities and colleges every prospective English teacher studying English as foreign language in state universities and colleges. However, the current study was conducted in a preservice English as a Foreign Language (EFL) teacher education program at Hacettepe University in Ankara in 2018-2019 academic year. 200 undergraduate teachers majoring in English Language Teaching department participated in the study and answered three different questionnaires including 86 items in total and they were given a consent form to inform them about data collection procedure and it explained that that they were free whether to participate in the study or not and those who received questionnaires were expected to fill out the consent forms and sign them. Convenience sampling technique, a well-known non-probability sampling technique in language studies, was used in selecting the participants for the study.

The participants were expected to give answer to a part about demographic data asking information on the following areas: (a) gender, (b) age, and (c) grade. However, only gender and age factors were analyzed as individual factors

expected to influence the participants' emotional intelligence, social intelligence and self-efficacy beliefs. A very brief description of each is as the following:

a) Gender: There were 60 male (30%) and 140 female (70%) This has shown that females are dominant in ELT departments in Turkey, and as a professing English teaching is not favored by males.

Table 1

*Percentage of the Gender of Participants*

<i>Gender</i>				
	<i>N</i>	<i>%</i>	<i>Valid %</i>	<i>Cumulative%</i>
Female	140	70,0	70,0	70,0
Male	60	30,0	30,0	100,0
Total	200	100,0	100,0	

b) Age: The descriptive statistics for age groups indicated that a large proportion of both male and female participants were between '18 to 23'. In general, age of the participants ranges between 18 to 24.

Table 2

*Proportion of the Age Groups*

<i>Age</i>				
	<i>N</i>	<i>%</i>	<i>Valid %</i>	<i>Cumulative %</i>
18	33	16,5	16,5	16,5
19	58	29,0	29,0	45,5
20	40	20,0	20,0	65,5
21	37	18,5	18,5	84,0
22	19	9,5	9,5	93,5
23	9	4,5	4,5	98,0
24	4	2,0	2,0	100,0
Total	200	100,0	100,0	

**Data Collection**

The subjects majoring in English Language Teaching Department were proposed to involve in a study about the relationship between emotional intelligence, social intelligence and self-efficacy among pre-service English teachers. They took three questionnaires: the "The Schutte Self-Report Emotional Intelligence Test" (SSEIT) developed by Schutte, Malouff, Hall, Haggerty, Cooper,

Golden and Dornheim (1998), “The Teachers’ Sense of Efficacy Scale” (TSES) developed by Tschannen-Moran and Woolfolk-Hoy (2001), and “The Tromsø Social Intelligence Scale” developed by Silvera, Martinussen, and Dahl (2001).

## **Instruments**

The data for this study will be collected using three different scales that are briefly described.

**Instrument 1. The Schutte Self-Report Emotional Intelligence Test (SSEIT).** “The Schutte Self-Report Emotional Intelligence Test” (SSEIT) is a scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) to assess general Emotional Intelligence (EI). The scale includes three subscales: “emotion perception, utilizing emotions, managing self-relevant emotions, and managing others’ emotions”.

There are 41 self-report items in the questionnaire which consists of a 5 point-scale. The scale ranges from 1 (strongly agree) to 5 (strongly disagree) for responses. Each sub-test score is graded and then added together to give the total score for the participant.

**Instrument 2. The Teachers’ Sense of Efficacy Scale (TSES).** The short version of the Teachers’ Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk-Hoy (2001) was used in the current study. There are 24 items in three subscales:

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

Efficacy for Student Engagement aims to measure to what degree they believe in their competences to facilitate positive behaviors among their learners, and to what extent they can increase their students’ motivation. Efficacy for Classroom Management aims to measure to what degree teachers believe in themselves to handle behavioral problems of their students. Efficacy for Instructional Strategies aims to measure to what degree teachers believe in themselves to facilitate effective learning by applying various instructional

strategies to reach better learning outcomes. It is a 5-point scale (1 = nothing, 2 = very little, 3 = some influence, 4 = quite a bit, and 5 = a great deal). 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

**Instrument 3. The Tromsø Social Intelligence Scale (TSIS).** TSIS (Silvera, Martinussen, & Dahl, 2001) was used in the present study to find out social intelligence levels of undergraduate teachers. The scale consists of 21 self-evaluation items based on a 7-point scale. The option 1 means that choice defines the participant poorly while option 7 means that choice defines the participant quite well. There are three sub-scales based on 3 factors:

- 1) SP-social information processing
- 2) SS-social skills
- 3) SA-social awareness

### **Data Analysis**

After obtaining approval for the study from the institute of educational sciences and the ELT department of the faculty of foreign languages at Hacettepe University in Ankara/Turkey, data collection started in February 2019 and collection process was completed in April 2019. For data collection, 200 online and paper-based questionnaires were collected from preservice English teachers at the ELT department of Hacettepe University in Ankara/Turkey.

In this study, three different questionnaires were used to identify participants' emotional intelligence, social intelligence and efficacy beliefs; The Schutte Emotional Intelligence Scale, The Tromso Social Intelligence Scale, and The Teacher Sense of Efficacy Scale regarding three variables; age, gender and grade.

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) to assess general Emotional Intelligence (EI). The scale includes three sub-scales: "emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions". In the current study, due to reliability issues



Turkish version of the SSEIT was administrated and the reliability of the scale was estimated as 0,616 by Cronbach's alpha coefficient. It includes a 41-item self-report using a 1 (strongly agree) to 5 (strongly disagree) scale for responses.

The short version of "The Teachers' Sense of Efficacy Scale" developed by Tschannen-Moran and Woolfolk-Hoy (2001) was employed in the current study. Turkish translation of the TSES includes 24 items and its reliability was estimated as 0,921 by Cronbach's alpha coefficient.

Tromso Social Intelligence Scale (Silvera, Martinussen, & Dahl, 2001) was used in the present study. Turkish version of TSIS consists of 21 items based on a 7-point scale which indicates their degree of agreement. The option 1 means that choice defines the participant poorly while option 7 means that choice defines the participant quite well. The reliability of the construct was estimated as 0,607 by Cronbach's alpha coefficient.

The quantitative data obtained from these three scales were analyzed by the SPSS version 25.0. Regarding non-normally distributed variables of the study, non-parametric tests were used to explain results; spearman correlation coefficient analysis and Kruksal Wallis H-test were used to reveal the potential relationship between these three constructs and to reveal differences among variables of the study.

## Chapter 4

### Findings

#### Introduction

This section aims to provide an explanation related to statistical findings of the research result. First, the information about validity and reliability of the measures will be presented and following this part, statistical data and results will be evaluated regarding each research question.

#### Reliability of the Research Instruments

As a consequence of the initial reliability analysis of the The Schutte emotional intelligence scale, its Cronbach's alpha coefficient was estimated as 0,381. Following respectively eliminating of items 41, 17, 36, 34, 16, 10, 2 and 32, it was reanalyzed and its Cronbach's alpha coefficient was found as 0,616.

Table 3

#### *Eliminated Items of Emotional Intelligence Scale*

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Eliminated Items
41. I have difficulty in having close friendships.
17. I often misunderstand the things in my social life
36. I know what other people are feeling just by looking at them
34. My emotions have no impact on the way I solve problems
16. I arrange events others enjoy.
10. My emotions have no impact on my life quality
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.
32. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself

---

Consisting of 24 questions, teachers' self-efficacy scale's Cronbach's alpha coefficient was found as 0,921.

The Tromso social intelligence scale ,which includes 21 items, was estimated as 0,346 by Cronbach's alpha coefficient. Items 10, 18 and 7 were

respectively eliminated. With re-analysis of the construct, its Cronbach's alpha coefficient was found as 0,607.

Table 4

*Eliminated Items of Social Intelligence Scale*

Eliminated Items
10. I am good at entering new situations and meeting people for the first time.
18. I am good at getting on good terms with new people.
7. I fit in easily in social situations.

**Factor Analysis of the Scales**

To find out factor analysis of the scales Kaiser-Meyer-Okin (KMO) and Bartlett Test of Sphericity were used.

**Factor analysis of the Shutte Emotional Intelligence Scale.** According to Kaiser-Meyer-Olkin (KMO) test on emotional intelligence scale, the sample of the study is found adequate to find out its factor analysis (KMO,769).

Further, the result of Barlett Sphericity test is found significant (1913,462;  $p<,001$ ). It was based on items with eigervalue above 1 and with factor loading above 0,35 as a result of factor analysis and varimax rotation. It was found that emotional intelligence scale has 10 sub-factors and it is valid enough to explain the whole variance (61,045%).

Table 5

*Factor Analysis of Emotional Intelligence Scale*

*Explained Variation*

Component	Initial Eigenvlues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variation	Cumulative	Total	Variation	Cumulative	Total	Variation	Cumulative
			Variation (%)			Variation (%)			Variation (%)
1	6,500	19,698	19,698	6,500	19,698	19,698	3,886	11,775	11,775
2	2,683	8,129	27,827	2,683	8,129	27,827	2,232	6,763	18,538
3	1,799	5,450	33,277	1,799	5,450	33,277	2,080	6,303	24,841
4	1,639	4,966	38,244	1,639	4,966	38,244	1,853	5,615	30,455
5	1,518	4,599	42,843	1,518	4,599	42,843	1,834	5,558	36,013
6	1,439	4,361	47,204	1,439	4,361	47,204	1,700	5,150	41,164

7	1,302	3,944	51,149	1,302	3,944	51,149	1,696	5,140	46,304
8	1,123	3,403	54,552	1,123	3,403	54,552	1,690	5,121	51,424
9	1,076	3,261	57,813	1,076	3,261	57,813	1,676	5,078	56,502
10	1,067	3,232	61,045	1,067	3,232	61,045	1,499	4,543	61,045
11	,954	2,892	63,937						
12	,927	2,809	66,746						
13	,916	2,777	69,522						
14	,836	2,532	72,054						
15	,827	2,505	74,559						
16	,791	2,396	76,956						
17	,699	2,118	79,074						
18	,657	1,990	81,064						
19	,627	1,899	82,962						
20	,611	1,851	84,814						
21	,563	1,705	86,519						
22	,537	1,626	88,145						
23	,512	1,553	89,697						
24	,464	1,405	91,102						
25	,440	1,335	92,437						
26	,381	1,156	93,593						
27	,374	1,133	94,726						
28	,352	1,068	95,795						
29	,337	1,021	96,815						
30	,301	,911	97,726						
31	,281	,852	98,578						
32	,250	,758	99,336						
33	,219	,664	100,000						

Table 6

*Sub-dimensions of Emotional Intelligence Scale and Factor Loadings of Items*

	Sub-dimensions									
	1	2	3	4	5	6	7	8	9	10
S3	,851									
S1	,623									
S3	,616									
S24	,587									
S26	,559									
S23	,547									
S22	,546									
S12	,536									

S8	,508								
S9	,815								
S21	,624								
S18	,350								
S37	,678								
S38	,659								
S27	,650								
S14		,814							
S13		,744							
S5			,786						
S40			,555						
S6			,530						
S39			,392						
S4				,784					
S20				,581					
S19				,448					
S25					,657				
S33					,623				
S31					,380				
S30						,778			
S7						,720			
S15							,771		
S11							,473		
S29								,710	
S28								,703	

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**Factor analysis of the Teachers' Sense of Efficacy Scale.** Kaiser-Meyer-Olkin (KMO) test on teachers' sense of efficacy scale has shown that the sample of the study is found adequate to find out its factor analysis (KMO,931).

Moreover, the result of Barlett Sphericity test is found significant (1771,397;  $p<,001$ ). It was based on items with eigervalue above 1 and with factor loading above 0,35 as a result of factor analysis and varimax rotation. It was found that teachers' sense of efficacy scale has 5 sub-factors and it is valid enough to explain the whole variance (55,668%).

Table 7

*Factor Analysis of Teacher's Sense of Efficacy Scale**Explained Variation*

Component	(Initial Eigenvlues)			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variation	Cumulative	Total	Variation	Cumulative	Total	Variation	Cumulative
			Variation			Variation			Variation
			(%)			(%)			(%)
1	8,728	36,368	36,368	8,728	36,368	36,368	3,769	15,705	15,705
2	1,370	5,708	42,076	1,370	5,708	42,076	3,121	13,004	28,709
3	1,172	4,883	46,960	1,172	4,883	46,960	2,481	10,337	39,046
4	1,067	4,447	51,407	1,067	4,447	51,407	2,167	9,028	48,074
5	1,023	4,261	55,668	1,023	4,261	55,668	1,823	7,595	55,668
6	,915	3,814	59,483						
7	,873	3,636	63,119						
8	,762	3,176	66,295						
9	,756	3,151	69,446						
10	,686	2,858	72,304						
11	,670	2,790	75,094						
12	,645	2,688	77,781						
13	,588	2,449	80,231						
14	,582	2,425	82,655						
15	,557	2,320	84,976						
16	,513	2,139	87,114						
17	,490	2,040	89,155						
18	,468	1,951	91,106						
19	,417	1,739	92,845						
20	,402	1,674	94,519						
21	,362	1,507	96,026						
22	,357	1,487	97,513						
23	,310	1,293	98,807						
24	,286	1,193	100,000						

Table 8

*Sub-dimensions of Teachers' Sense of Efficacy Scale and Factor Loadings of Items*

	Sub-dimensions				
	1	2	3	4	5
S23	,744				

S24	,662			
S5	,592			
S10	,580			
S11	,540			
S16	,531			
S7	,445			
S22	,427			
S12		,657		
S15		,622		
S20		,579		
S8		,508		
S4		,507		
S13		,499		
S14		,459		
S17			,623	
S18			,621	
S1			,607	
S6			,561	
S19			,421	
S3				,707
S9				,647
S2				,779
S21				,704

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**Factor analysis of TromsoSocial Intelligence Scale.** It has been revealed that the sample of the study is found adequate to find out its factor analysis (KMO, 908) as a result of Kaiser-Meyer-Olkin (KMO) test on teachers' sense of efficacy.

Additionally, the result of Barlett Sphericity test is found significant (1701,382;  $p < ,001$ ). It was based on items with eigervalue above 1 and with factor loading above 0,35 as a result of factor analysis and varimax rotation. The findings have indicated that teachers' sense of efficacy scale has 3 sub-factors and it is valid enough to explain the whole variance (58,30%).

Table 9

*Factor Analysis of SI Scale**Explained Variation*

Component	Initial Eigenvlues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variation	Cumulative Variation (%)	Total	Variation	Cumulative Variation (%)	Total	Variation	Cumulative Variation (%)
1	7,376	40,980	40,980	7,376	40,980	40,980	4,125	22,918	22,918
2	1,785	9,915	50,895	1,785	9,915	50,895	3,267	18,151	41,068
3	1,333	7,405	58,300	1,333	7,405	58,300	3,102	17,232	58,300
4	,989	5,495	63,795						
5	,868	4,823	68,618						
6	,710	3,946	72,564						
7	,620	3,446	76,010						
8	,566	3,143	79,153						
9	,534	2,966	82,120						
10	,499	2,773	84,893						
11	,431	2,392	87,285						
12	,421	2,341	89,626						
16	,316	1,758	97,495						
17	,230	1,279	98,774						
18	,221	1,226							

Table 10

*Sub-dimensions of Social Intelligence Scale and Factor Loadings of Items*

1	Sub-dimensions	
	2	3



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S15	,733		
S5	,655		
S4	,654		
S14	,653		
S1	,648		
S2	,615		
S21	,611		
S13	,561		
S20	,512		
S6		,760	
S19		,750	
S9		,735	
S3		,652	
S17		,641	
S8			,753
S11			,669
S12			,634
S16			,598

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## Findings Related to Research Questions

**Findings related to sub research questions.**

***a) Is there a relationship between preservice EFL teachers' EQ and their SQ?***

The relationship between Turkish prospective English teachers' EQ and SQ is presented in Table 11.

Table 11

*Correlation between EQ and SQ of Preservice EFL Teachers**Correlation*

			Emotional Intelligence Level	Social Intelligence Level
Spearman's rho	Emotional Intelligence Level	Correlation Coefficient	1,000	,624**
		<i>Sig. (p)</i>	.	,000
		<i>N</i>	200	200
Spearman's rho	Social Intelligence Level	Correlation Coefficient	,624**	1,000
		<i>Sig. (p)</i>	,000	.
		<i>N</i>	200	200

The Spearman's rho correlation test to reveal participants' emotional intelligence and social intelligence levels has shown that there is a strong positive relationship between their EQ and SQ levels ( $R=,624$ ,  $p<,05$ ).

The findings revealed that preservice teachers with a high level of emotional intelligence also possess a high level of social intelligence. Competencies related to emotional intelligence and social intelligence of teachers contribute to each other. Further, these two constructs share many commonalities which explains this positive correlation between EQ and SQ.

***b) Is there a relationship between preservice EFL teachers' self-efficacy beliefs and their SQ?***

The relationship between prospective EFL teachers' self-efficacy beliefs and their SQ is presented in Table 12.

Table 12

*Correlation between Self-Efficacy Beliefs and SQ of Preservice EFL Teachers**Correlation*

			Social Intelligence Level	Teacher Efficacy Level
Spearman's rho	Social Intelligence Level	Correlation Coefficient	1,000	,413**
		<i>Sig. (p)</i>	.	,000

	<i>N</i>	200	200
Teacher Efficacy Level	Correlation Coefficient	,413**	1,000
	<i>Sig. (p)</i>	,000	.
	<i>N</i>	200	200

The result Spearman's rho correlation test has indicated that there is a moderate level positive correlation between the total level of teacher efficacy and SQ of the participants. ( $R=,413$ ,  $p<,005$ ). It can be concluded that as the level of SQ increases, so does the level of the teacher efficacy.

Goleman, well-known with his Emotional Intelligence theory, describes social intelligence as knowledge and facilitation of social world (Goleman, 2007a). Moreover, social consciousness, a sub-element of social intelligence, is the awareness of one's own and others' inner worlds. When a person has the knowledge of other's inner worlds, s/he can develop healthier relationships with others and feel more confident which positively contribute to her/his efficacy beliefs.

***c) Is there a relationship between preservice EFL teachers' self-efficacy beliefs and their EQ?***

The relationship between prospective EFL teachers' self-efficacy beliefs and their SQ is presented in Table 13.

Table 13

*Correlation between Self-Efficacy Beliefs and EQ of Preservice EFL Teachers*

*Correlation*

			Emotional Intelligence Level	Teacher Efficacy Level
Spearman's rho	Emotional Intelligence Level	Correlation Coefficient	1,000	,413**
		<i>Sig. (p)</i>	.	,000
		<i>N</i>	200	200
Teacher Efficacy Level		Correlation Coefficient	,413**	1,000
		<i>Sig. (p)</i>	,000	.
		<i>N</i>	200	200

According to the Spearman's rho correlation test on the total level of participants' emotional intelligence and teacher efficacy beliefs, there is a moderate level positive relationship between their EQ and teacher efficacy ( $R=,624, p<,05$ ).

The findings have indicated that highly emotionally intelligent preservice teachers are able to manage difficulties in their professional and daily lives, to better cope with occupational burn-out, to maintain their positive emotions and motivation in the face of negativities.

The results are relevant to previous studies conducted by Chan (2008), Penrose, Perry, and Ball (2007), and Kocoğlu (2011). Sutton and Wheatley (2003) have claimed that "the substantial variation in teacher efficacy may result in part from variance in teachers' emotions" (p.339).

**d) Is there a significant difference in EQ, SQ, and self-efficacy beliefs of preservice EFL teachers by?**

**a. age, and**

**b. gender?**

The difference in EQ levels of preservice EFL teachers by age and gender factors is shown in tables below.

Table 14

*Relationship between EQ and Age of Preservice EFL Teachers*

	Emotional Intelligence Level
Kruskal-Wallis H	17,725
Degree of Freedom	6
Asymp. Sig.(p)	,007

a. Categorical Variable: Age

To reveal the difference in EQ levels of preservice EFL teachers by age factor, Kruskal Wallis H testi is used. A significant difference has been found in emotional intelligence levels by age ( $X^2(6)=17,725; p= ,007$ ).

Post-Hoc tests to identify to which sub-groups of age the difference belongs to have shown that there is a significant difference in EQ levels between age 18

and 24 ( $p=,007$ ), and between 19 and 24 ( $p=,005$ ). According to results, there is no significant difference between other age groups.

Table 15

*Average Rank of Age of Preservice EFL Teachers*

	Age	N	Average Rank
Emotional Intelligence Level	Eighteen	33	89,35
	Nineteen	58	88,10
	Twenty	40	91,31
	Twenty-one	37	119,77
	Twenty-two	19	112,42
	Twenty-three	9	125,78
	Twenty-four	4	172,38
	Total	200	

Table 16

*Relationship between EQ and Gender of Preservice EFL Teachers*

*Ranks*

	Gender	N	Average Rank	Total Rank
Emotional Intelligence Level	Female	140	97,73	13681,50
	Male	60	106,98	6418,50
	Total	200		

To find out the difference in EQ levels of preservice EFL teachers by gender factor, Mann-Whitney U test is applied. According to findings, there is no significant correlation between emotional intelligence levels of participants and gender.

The difference in Teacher Efficacy levels of preservice EFL teachers by age and gender factors is demonstrated in tables below.

Table 17

*Relationship between Teacher Self-Efficacy Level and Age of Preservice EFL Teachers*

*Test Statistics*

	Teacher Self-Efficacy Level
Kruskal-Wallis H	5,540
Degree of Freedom	6

Asymp. Sig.(p) ,477

Categorical Variable: Age

Table 18

*Average Rank of Age of Preservice EFL Teachers*

<i>Rank</i>	Age	<i>N</i>	Average Rank
Teacher Self-Efficacy Level	Eighteen	33	99,11
	Nineteen	58	103,07
	Twenty	40	111,80
	Twenty-one	37	89,07
	Twenty-two	19	91,37
	Twenty-three	9	88,89
	Twenty-four	4	137,00
	Total	200	

Kruskal Wallis H test is employed to reveal possible difference in teacher efficacy levels of preservice EFL teachers by age factor. The findings of the test have shown that there is no significant difference in self-efficacy beliefs of preservice EFL teachers by age factor ( $X^2(6)=5,540$ ;  $p= ,477$ ).

Table 19

*Relationship between Teacher Self-Efficacy Level and Gender of Preservice EFL Teachers*

<i>Test Statistics</i>	Teacher Self-Efficacy Level
Mann-Whitney U	3187,000
Wilcoxon W	5017,000
Z	-2,704
Asymp. Sig. (p)	,007

b. Categorical Variable: Gender

Table 20

*Average Rank of Gender of Preservice EFL Teachers*

<i>Rank</i>				Total Rank
	Gender	N	Average Rank	
Teacher Self-Efficacy Level	Female	140	107,74	15083,00
	Male	60	83,62	5017,00
	Total	200		

To reveal the difference in efficacy beliefs of preservice EFL teachers by gender factor, Mann-Whitney U test is used. The findings have demonstrated that there is a significant difference in self-efficacy beliefs of preservice EFL teachers by gender factor ( $Z=-2,704$ ;  $p=, 007$ ).

The difference in SQ levels of preservice EFL teachers by age and gender factors is shown in tables below.

Table 21

*Relationship between Social Intelligence Level and Age of Preservice EFL Teachers*

*Test Statistics*

	Social Intelligence Level
Kruskal-Wallis H	39,522
Serbestlik Derecesi	6
Asymp. Sig.(p)	,000

Categorical Variable: Age

Kruskal Wallis H test is used to reveal the difference in social intelligence levels of preservice EFL teachers by age factor. According to results, there is a significant difference in social intelligence levels of participants by age factor ( $X^2(6) = 39,522$ ;  $p=,000$ ).

Post-hoc tests to identify to which sub-groups of age the difference belongs to have shown that there is a significant difference in SQ by age. They have demonstrated that;

- 19 – 21 ( $p= ,001$ )

- 19 – 22 ( $p= ,000$ )
- 19 – 24 ( $p= ,000$ )
- 20 – 22 ( $p= ,000$ )
- 20 – 24 ( $p= ,001$ )

A difference has been found between these age groups in their social intelligence levels; however, no significant difference has been found between other age groups.

Table 22

*Average Rank of Age of Preservice EFL Teachers*

<i>Rank</i>			
	Age	<i>N</i>	Average rank
Social Intelligence Level	18	33	97,70
	19	58	78,53
	20	40	80,70
	21	37	120,20
	22	19	145,92
	23	9	125,83
	24	4	185,25
	Total	200	

Table 23

*Relationship between Social Intelligence Level and Gender of Preservice EFL Teachers*

*Test Statistics*

	Social Intelligence Level
Mann-Whitney U	3902,500
Wilcoxon W	13772,500
Z	-,794
Asymp. Sig. (p)	,427

Categorical Variable: Gender

Mann-Whitney U test is employed to reveal the difference in SQ of preservice EFL teachers by gender. No significant difference in social intelligence levels of preservice teachers has been found by gender factor ( $Z=-,794$ ;  $p= ,427$ ).



Table 24

*Average Rank of Gender of Preservice EFL Teachers*

*Rank*

	Gender	<i>N</i>	Average Rank	Total Rank
Social Intelligence Level	Female	140	98,38	13772,50
	Male	60	105,46	6327,50
	Total	200		

## **Chapter 5**

### **Conclusion, Discussion and Suggestions**

#### **Conclusion and Discussion**

Regarding the literature related to the area, it has been found that emotionally and socially competent teachers are better at developing healthy and caring relationship with learners (Cozolino,2013), helping learners build more positive attitudes toward school, contributing academic success, engagement, learning and performance of learners (Furrer, Skinner, and Pitzer, 2014), making smart decisions and dealing with challenges in daily and professional life (CASEL,2003), maintaining their motivation (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), emotional intelligence of teachers enhances their well-beings (Nias, 1996); all these improves their sense of efficacy by contributing the effectiveness of their teaching, classroom management, and relationships with learners and colleagues (Palomera, Fernandez-Berrocal, & Brackett, 2008; Perry & Ball, 2007. The current study aimed to investigate the relationship between emotional intelligence, social intelligence, and teacher efficacy of preservice EFL teachers. The study contributed to present literature by including social intelligence as a separate construct which is either ignored in previous studies or included in emotional intelligence which is not equivalent to social intelligence.

The findings have revealed that there is a significant positive correlation between emotional intelligence, social intelligence, and efficacy beliefs of preservice teachers. That is, these three vital factors of the success of learning and teaching processes influence each others mutually. The results are relevant to previous studies in the field such as Emmer and Hickman (1991), Chan (2004), Penrose, Perry, and Ball (2007),Fabio and Palazzeschi (2008), Moafian and Ghanizadeh (2009), Rastegar and Memarpour (2009). Thorndike (1920) claimed that emotional intelligence is a complementary construct of social intelligence and they share many commonalities. Following studies investigated these two terms separately and emphasize the differences between them while embracing the similarities.

As a result of studies related to social intelligence and emotional intelligence, a relatively new concept appeared in education world called socio-

emotional learning (SEL). Considering SEL theory, Goleman (1996) claims that cognitive aspect of teaching process and notion of caring and emotionally and socially competent teacher have been increasingly gaining significance in education world. Studies carried on SEL have indicated that building positive, caring, and supportive relationship between learners and teachers are crucial to increase the effectiveness of teaching and learning process, and academic achievement of learners. When a teacher recognizes the significance of awareness of emotions in the classroom, s/he is better able to lead learners, to motivate them, to keep them engaged in the face of any distractors. When a teacher achieves to increase learners' management, motivation, and management, s/he is able to increase academic achievement of learners and her/his teacher efficacy beliefs (Gettinger & Ball, 2007).

Several research findings supported the claims of Gettinger and Ball. For example, a research by Wang, Haertel, and Walberg (1997) indicated that social and emotional factors such as interactions in classroom environment, grouping for tasks, and mood of the classroom are the most effective factors on the success of learning and teaching processes. Another study carried out by the National Center for Education Statistics (2002) has shown that social and emotional factors such as ability to develop healthy relationships with classmates and teachers, feeling secure, ability to cope with negative emotions outpoint other factors. To summarize, being competent socially and emotionally contributes to achievement in an individual's life, to his/her well-being affectively and physically, to his/her relations with peers, teachers as a student or with colleagues as a teacher.

Likewise, a study by Jennings and Greenberg (2009) has revealed that self-awareness which is a sub-skill of SEL, contributes to teachers in many aspects. First, it helps them use their emotions in their relationships with learners and to clearly observe the impacts of their emotional expressions on interactions with others. What is more, these SEL competencies also allow teachers to be aware of possible emotional hardships they may experience in the classroom and use a reflective approach in negative situations (Perry & Ball, 2007). Thus, they can easily adapt their emotions in their relationships and interactions with their learners, to motivate themselves (Stein & Book, 2000) and to give appropriate reactions to their students (Brackett, Patti, Stern, Rivers, Elbertson, Chisholm, &

Salovey, 2009). To summarize, fostering a safe and predictable environment for learners, management of emotions is a crucial part of being a teacher (Stein & Book, 2000).

Furthermore, another study claims that emotional self-awareness does not only enable teachers to understand their own emotions but also those of others, and it allows teachers to “show interest, empathy, and care” (Brackett et al., 2009). Many study findings have revealed that competencies such as empathy and interpersonal relationships which are the key components of SI are vital for teachers (Jennings & Greenberg, 2009; Stronge, 2007). It has been found that empathy and care contribute to a teacher’s ability to empathize their learners’ ideas and emotional needs (Mugno & Rosenblitt, 2001), to develop and maintain caring, meaningful and supportive relationships with students (Jennings & Greenberg, 2009), and to teach effectively (Boyd, 2005).

In addition to advantages of a high level of emotional intelligence, it has been found that highly socially intelligent teachers are better at establishing positive teacher-student relationships, fostering healthier and more positive group dynamics in classroom, encouraging collaboration and cooperation among learners, dealing with classroom conflicts easily by developing empathy toward learners, managing the classroom much effectively. Positive teacher-student relationships has always been a significant part of “quality teaching” (Birch & Ladd, 1998; Stronge, 2007) because they create a healthy, supportive, caring, safe, and pro-social classroom atmosphere which provides the best conditions to facilitate growth of learners in many aspects, their emotional well-beings, motivation, academic success and positive behaviors (Brackett & Katulak, 2006; Jennings & Greenberg, 2009). As a result, teachers’ own well-beings, their motivation, and their beliefs on their capabilities to teach are positively influenced by this positive atmosphere.

Another point is that when a teacher’s SEL skills are enhanced; it both improves his/her teaching skills, but also self-efficacy beliefs. There are many factors that may possibly influence a teacher’s efficacy beliefs in a negative way such as occupational burnout, inadequate support by administration, poverty resulting in insufficient teaching sources or equipment, low level of student motivation, probles related to colleagues and parents. SEL skills allow teachers to

effectively overcome these problems and to increase and maintain teacher motivation. Moreover, studies have shown that highly emotionally intelligent teachers perform better in providing a positive, supportive, and caring environment for learners that is a necessity for an effective teaching and learning process and help them enhance their professional skills (Cotezee & Jensen, 2007; Ramana, 2013). Moreover, emotional intelligence of teachers enhances their well-beings (Nias, 1996); as a result, their energy for their performance and creativeness on their lesson plans and materials arises (Hargreaves, 2001); when their energy rises up, it positively affects their job satisfaction (Pianta, 2006); all these improves teachers' self-efficacy and social intelligence by contributing the effectiveness of their teaching, classroom management, and relationships with learners and colleagues (Palomera, Fernandez-Berrocal, & Brackett, 2008; Perry & Ball, 2007). In cycle of EI impact on teachers starts with its contribution to a teacher's efficacy beliefs, and then a teacher with high emotional competence and self-efficacy beliefs positively effects students' feelings and achievement and decreases challenges that teachers face during their teaching, motivated learners and good student outcomes, finally it enhances teacher self-efficacy and the positive, caring, supportive relations in classroom environment. (Hargreaves, 1998). Hence, emotional intelligence for teachers is an irreplaceable property to increase learners' achievement and motivation; to cope with challenges in school and occupational burnout, to improve effective teaching, to better manage the classroom (Day, Sammons, Stobart, Kington, & Gu, 2007).

## **Suggestions**

In the light of these findings indicating significant contribution of SEL skills to teachers and achievement of learners, some researchers suggested that EI and SI programs to develop teachers EI and SI competencies should be included in teacher education programs (Drew, 2006; Palomera, Fernandez-Berrocal, & Brackett, 2008; Weare & Gray, 2003;) due to their positive impact on teacher performance and educational outcomes. Research findings demonstrated that teachers with a high level of social and emotional intelligent are better able to use proactive coping strategies when they experience stress, anxiety, burnout and other negative feelings. They can better understand themselves as well as better

analyze the possible ways to reach their educational goals, and effectively use their resources. The proactive teachers have highly competent in finding solutions when they face stressful situations, they do not hesitate to negotiate ways to overcome such situations with their colleagues, and they keep motivating themselves to follow their goals regardless of the difficulties. This makes them strong enough to endure the impact of burnout. As a result, teachers experience less job burnout through responding to potential stress factors effectively. Teacher who are highly socially and emotionally intelligent tend to work in groups effectively, to establish healthy relationships with their colleagues and students, to develop their higher levels of skills related to their jobs and knowledge of their students, to feel more satisfied, to feel more committed to their job, to have more internal work motivation and higher teacher efficacy. In his efficacy theory, Bandura (1997) emphasized that efficacy beliefs tend to change in particular early in learning. Therefore, the best time to develop a strong sense of efficacy for preservice teachers is their teacher training period (Tschannen-Moran & Woolfolk-Hoy 2001). Attitudes developed by preservice teachers toward their learners and their control are effective for their sense of efficacy (Woolfolk & Hoy, 1990). For liberal arts majors, efficacy beliefs were shaped through their tendency toward humanistic versus custodial control, (Willower, Eidell, & Hoy, 1967). Undergraduate student teachers with a low a low level of self-efficacy efficacy were prone to have an inclination toward, viewing students' motivation pessimistically, benefiting from strict rules and punishments to force students to study having control over students, and applying extrinsic rewards. Efficacy beliefs also influence student teachers' teaching behaviors. It has been determined that highly efficacious student teachers, during their internship, presented their lesson in a more positive manner, and they better managed the classroom (Saklofske, Michaluk, & Randhawa, 1988). Several research studies carried on the ways to develop self-efficacy beliefs of prospective teachers have demonstrated that once teachers develop their efficacy beliefs; it seems that it is not possible to change easily. The implication for teacher training is straightforward: programs to develop teacher efficacy should be included into teacher education programs before teachers firmly establish their own efficacy beliefs during their teaching. Candidate teachers may feel unconfident in their abilities to effectively organize and exhibit their teaching tasks without any support or training. Thus, it is crucial to develop

courses focusing on necessary EI, SI, and efficacy skills to help student teachers to better control their emotions, manage the classroom, establish healthy and secure relationships with their future students and colleagues, understand the relationship between emotions, social skills, and their impact on cognition and actions, and empathize students' emotions. However, it should be carefully planned and well-organized. Otherwise, confronting with complications that are possible to appear during actual teaching may damage the optimism of young and inexperienced teachers. (Hoy & Woolfolk, 1990; Spector, 1990) Therefore, the practice of student teaching is a chance for them to observe the general mood in the classroom environment and collect information about their own teaching capabilities. However, when they experience it suddenly, as total immersion, with a sink or swim approach to teaching, it will possibly have a destructive effect on efficacy beliefs for teaching competence. Thus, self-efficacy teaching should be involved in teacher education programs providing that above-mentioned issues are approached with caution

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## APPENDIX-A: Ethics Committee Approval



T.C.  
HACETTEPE ÜNİVERSİTESİ  
Rektörlük

Tarih: 26/06/2018 15:34

Sayı: 35853172-300-E.00000112496



E.00000112496

Sayı : 35853172-300  
Konu : Kübra ÖZEL Hk. ( Etik Komisyon İzni Hk)

### EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 05.06.2018 tarihli ve 51944218-300/00000083519 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Kübra ÖZEL**'in, **Doç. Dr. Hüseyin ÖZ** danışmanlığında yürüttüğü "**İngilizce Öğretmen Adaylarının Duygusal Zeka, Sosyal Zeka ve Öz Yeterlilikleri Arasındaki İlişki/ The Relationship Between Emotional Intelligence, Social Intelligence And Self-Efficacy Among Preservice English Teachers**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **18 Haziran 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır  
Prof. Dr. Rahime Meral NOHUTCU  
Rektör Yardımcısı

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## APPENDIX B: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(30)/(07)/(2019)

  
Kübra ÖZEL



## APPENDIX-C: Thesis Originality Report

30.07.2019

HACETTEPE UNIVERSITY  
Graduate School of Educational Sciences  
To The Department of Foreign Language Education

Thesis Title: The Relationship between Emotional Intelligence, Social Intelligence and Self-Efficacy among Preservice English Teachers

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Kübra ÖZEL  
Student No.: N16129197  
Department: Foreign Language Education Department  
Program: English Language Teaching  
Status:  Masters  Ph.D.  Integrated Ph.D.

Signature



### ADVISOR APPROVAL

APPROVED  
Assoc. Prof. Dr. Hacer Hande UYSAL



## APPENDIX-D: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezimin aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açıktır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. <sup>(1)</sup>
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren 6 ay ertelenmiştir. <sup>(2)</sup>
- o Tezimle ilgili gizlilik kararı verilmiştir. <sup>(3)</sup>

30 /07 /2019

  
Kübra ÖZEL

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ay aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarılan veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir\*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.  
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

\* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

