

**BASKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING**

**EXPLORING THE RELATIONSHIP BETWEEN PRIMARY SCHOOL
EFL TEACHERS' EMOTIONAL INTELLIGENCE AND THEIR
CLASSROOM MANAGEMENT**

**PREPARED BY
FATIMA BÜŞRA BARDAK**

MASTER THESIS

ANKARA – 2022

**BASKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING**

**EXPLORING THE RELATIONSHIP BETWEEN PRIMARY SCHOOL
EFL TEACHERS' EMOTIONAL INTELLIGENCE AND THEIR
CLASSROOM MANAGEMENT**

**PREPARED BY
FATIMA BÜŞRA BARDAK**

MASTER THESIS

THESIS ADVISOR

ASST. PROF. AHMET REMZI ULUŞAN

ANKARA - 2022

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı çerçevesinde Fatıma Büşra BARDAK tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 11/08/ 2022

Tez Adı: Exploring the Relationship Between Primary School EFL Teachers' Emotional Intelligence and Their Classroom Management

Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu)	İmza
Asst. Prof. Ahmet Remzi Uluşan
Assoc. Prof. Senem Üstünkaya
Assoc. Prof. Zekiye Müge Tavail
.....
..... Gerekli Durumda
..... Gerekli Durumda

ONAY

Servet ÖZDEMİR

Eğitim Bilimleri Enstitüsü Enstitüsü Müdürü

Tarih: .../ .../

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

Tarih: 25/ 07/ 2022

Öğrencinin Adı, Soyadı: Fatıma Büşra BARDAK

Öğrencinin Numarası:21810091

Anabilim Dalı: İngiliz Dili Öğretimi.

Programı: İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı.

Danışmanın Unvanı/Adı, Soyadı:

Tez Başlığı: İlkokul İngilizce Öğretmenlerinin Duygusal Zekası ve Sınıf Yönetimleri Arasındaki İlişkinin Keşfedilmesi

Yukarıda başlığı belirtilen Yüksek Lisans/Doktora tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 58 sayfalık kısmına ilişkin, 23/ 07 / 2022 tarihinde şahsım/tez danışmanım tarafından Ithenticate adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 16'dır. Uygulanan filtrelemeler:

1. Kaynakça hariç
2. Alıntılar hariç
3. Beş (5) kelimedenden daha az örtüşme içeren metin kısımları hariç

“Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını” inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Öğrenci İmzası:.....

ONAY

Tarih: 25 / 07 / 2022

Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

Asst.Prof. Ahmet Remzi ULUŞAN

DEDICATION

To my family who always believed in me and to my dear husband whose support and positive energy make me able to get such success and honor.

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest appreciation to my advisor Asst. Prof. Ahmet Remzi ULUŞAN, for being a marvelous mentor to me and for all his support throughout my thesis process. His bits of help and pieces of advice are invaluable for my master's degree and thesis.

I would like to thank Assoc. Prof. Senem ÜSTÜN KAYA and Assoc. Prof. Farhad GHORBANDORDINEJAD for their effort throughout my degree, my master's degree, and my thesis process.

I would like to thank Merve ARICI and Nur TAVUS for their friendship that allowed me to conduct this thesis. Last but not least, a special thanks to my husband, and all my family. Your constant support encouraged me throughout my thesis study.

ÖZET

Fatıma Büşra BARDAK

İlkokul İngilizce Öğretmenlerinin Duygusal Zekası ve Sınıf Yönetimleri Arasındaki İlişkinin Keşfedilmesi

Başkent Üniversitesi

Eğitim Bilimleri Enstitüsü

İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

2022

Bir sınıfı kontrol etmeye çalışmak öğretmenleri en çok uğraştıran şeylerden biridir. Bir öğretmenin sınıf yönetimini etkileyen çeşitli etmenler olabilir. Diğer birçok etkenin yanı sıra, bir öğretmenin kişilik özelliklerinin de yönetim becerileri üzerinde etkisi olabilir. Öğretmenleri sınıftaki performansları açısından onları diğerlerinden ayıran bir kişilik özelliği de duygusal zekalarıdır (EQ). Bu çalışma, İngilizce öğretmenlerinin duygusal zekası (EQ) ile sınıf yönetimi arasındaki ilişkiyi incelemektedir. Bu çalışmada nicel araştırma yöntemi kullanılmıştır. Bu araştırmanın katılımcıları Ankara ili Çankaya ilçesindeki özel ilkokullarda görev yapan 93 İngilizce öğretmenidir. Veri toplamak için Özellikli Duygusal Zeka Anketi (TEIQue) ve Davranış ve Öğretim Yönetimi Ölçeği (BIMS) kullanılmıştır. Bulgular, EFL öğretmenlerinin duygusal zekaları ile sınıf yönetimi arasında istatistiksel olarak anlamlı bir ilişki olduğunu göstermektedir. Bu incelemenin sonunda, ek araştırmalar için önerilerde bulunulmuştur.

Anahtar Sözcükler: Duygusal Zeka, Sınıf Yönetimi

ABSTRACT

Fatıma Büşra BARDAK

Exploring the Relationship Between Primary School EFL Teacher's Emotional Intelligence and Their Classroom Management

Baskent University Institute of Educational Sciences

Department of Foreign Languages

Master in English Language Teaching

2022

One of the things that instructors struggle with the most is trying to control a classroom. The management of a teacher's classroom can be influenced by a variety of things. Along with many other aspects, a teacher's personality may have an impact on their management skills. One personality feature that may set apart instructors in terms of their performances in the classroom is their emotional intelligence (EQ). This study investigates the relationship between EFL teachers' emotional intelligence (EQ) and their classroom management. Quantitative research method was used in this study. Participants of this study are 93 EFL teachers who work in private primary schools in Cankaya, Ankara, Turkey. Trait Emotional Intelligence Questionnaire (TEIQue) and Behavior and Instructional Management Scale (BIMS) have been used to collect data. The findings show a statistically significant correlation between the emotional intelligence of EFL teachers and their classroom management. At the conclusion of this investigation, recommendations for additional research were made.

Keywords: Emotional Intelligence, Classroom Management

TABLE OF CONTENTS

DEDICATION	i
ACKNOWLEDGEMENTS	ii
ÖZET	iii
ABSTRACT	iv
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
ABBREVIATION LIST.....	x
1. INTRODUCTION.....	1
1.1. The Background of the Study	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study.....	3
1.3.1. Research questions	4
1.4. The Significance of the Study	4
1.5. Limitations of the Study	4
1.6. Definitions of Key Terms	5
2. LITERATURE REVIEW.....	6
2.1. Emotional Intelligence	6
2.1.1. History of Emotional Intelligence	7
2.1.1. Models of Emotional Intelligence.....	7
2.1.1.1. Ability Model of Emotional Intelligence	8
2.1.1.2. Trait Emotional Intelligence	9
2.1.1.3. The Bar-On Models of Emotional Intelligence.....	11
2.1.1.4. Studies Related to Emotional Intelligence and Education	15
2.2. Classroom Management.....	15
2.2.1. Classroom Management Definitions.....	17
2.2.2. Components of Effective Classroom Management.....	19
2.2.2.1. Teacher Authority	19
2.2.2.2. Motivation	20
2.2.2.3. The Physical Environment	20
2.2.2.4. Time Management.....	20

2.2.2.5.	Lesson Management.....	20
2.2.2.6.	Developing Relationships.....	21
2.2.3.	Classroom Management in EFL	22
2.2.4.	Different Approaches for Classroom Management in EFL	23
3.	METHODOLOGY	25
3.1.	The Overall Design of the Study.....	25
3.2.	Participants.....	25
3.3.	Research Context	25
3.4.	Data Collection Instruments	26
3.5.	Reliability of Questionnaires.....	27
3.6.	Data Collection Procedures.....	28
3.7	Data Analysis Method	28
4.	RESULTS AND DISCUSSIONS	30
4.1.	Results of Demographic Features.....	30
4.1.1.	Comparison of EFL Teachers' Behavior and Instructional Management Skills by Their Ages	31
4.1.2.	Comparison of EFL teachers' behavior and instructional management skills by gender	33
4.1.3.	Comparison of EFL teachers' behavior and instructional management skills by the last graduated school	34
4.1.4.	Comparison of EFL teachers' behavior and instructional management skills by professional experience	35
4.2.	Results of EFL Teachers' Emotional Intelligence	37
4.3.	Results of EFL Teachers' Behavior and Instructional Management	39
4.4.	Examining the Relationship between EFL Teachers' Emotional Intelligence and Their Classroom Management.....	41
5.	CONCLUSION.....	45
5.1.	Overview of the Study	45
5.2.	Conclusion	45
5.3.	Pedogogical Implications.....	47
5.4.	Suggestions for Future Research.....	47
5.5.	The Limitations of the Study	48
	REFERENCES	49
	APPENDICES.....	60

- Appendix 1: Demographic Questions for Participants**
- Appendix 2: Behavior and Instructional Management Scale**
- Appendix 3: Trait Emotional Intelligence Questionnaire**
- Appendix 4: The Permission for the Use of the Behavior and Instructional Management Scale and Trait Emotional Questionnaire**
- Appendix 5: Permission from the Ministry of National Education**
- Appendix 6: Originality Report**

LIST OF TABLES

	Page
Table 2.1. The Adult Sampling Facets of Trait EI	10
Table 2.2: The EQ-I Scales and What Do They Assess	13
Table 3.1. Reliability Analysis	28
Table 3.2. Normality Tests	29
Table 4.1. Demographic Features.....	30
Table 4.2. Participant's Behavior Management Strategies Based on Age.....	32
Table 4.3. Participant's Instructional Management Strategies Based on Age	33
Table 4.4. Participant's Behavior and Instructional Management Strategies Based on Gender	34
Table 4.5. Participant's Behavior Management Strategies Based on Graduated School.....	34
Table 4.6. Participants' Instructional Management Strategies Based on Graduated Schools	35
Table 4.7 Participant's Behavior Management Strategies Based on Experience	36
Table 4.8. Trait Emotional Intelligence Questionnaire	37
Table 4.9. Behavior and Instructional Management Scale.....	40
Table 4.10. Descriptive Statistics	42
Table 4.11. Correlation Analysis	43

LIST OF FIGURES

	Page
Figure 2.1. Mayer and Salovey's Four-Branch Model of Emotional Intelligence	9
Figure 4.1. Demographic Features	31

ABBREVIATION LIST

EQ	Emotional Intelligence
IE	Emotional Intelligence
ELT	English Language Teaching
EFL	English Foreign Language
BIMS	Behavior and Instructional ManagementScale
BM	Behavior Management
IM	Instuctional Mangement

1. INTRODUCTION

The subject of the study is to examine the relationship between the trait emotional intelligence of EFL teachers and their classroom management at a private school in Turkey. The background of the study, the problem statement, the purpose of the study including research questions, the significance of the study, the limitations of the research, and definitions of key terminology are all included in the study's introductory section.

1.1. The Background of the Study

A universal problem in any class throughout the world is classroom discipline and students' misbehavior. Effective learning cannot be expected to happen in a class which is full of distractions. One of the most important roles of a teacher is to create a distraction-free classroom environment in which pupils can learn more effectively. Most distractions occur as a result of students' undesirable behavior, so teachers are expected to control such behavior. According to Wong (2009), both students and teachers suffer because they distract both teachers and students in classrooms where undesirable behaviors occur (p.14). As a result of this, neither teachers can reach their goals in teaching nor students can learn effectively. Wong (2009, p.16) mentioned in his book 'the first days of school' that in a study which lasted for 50 years, three researches; Wang et al (1993) identified 28 factors that affect student learning and placed those factors in a rank. Classroom management was discovered to be the most critical factor determining learning outcomes. In a properly-managed classroom, students' academic results, as well as their behavioral and emotional performances, could all be enhanced (Wang et al.,1993).

To Delceva (2014), teachers are the key to the teaching process, responsible for creating a positive school atmosphere. She also states that with a healthy educational environment and mutual trust between teachers and students, it is simple to overcome all challenges. Despite decades of teaching innovations and advances, it has been proved that the value of a great teacher is the only factor that enhances student achievement (Wong, 2009). Students have more than one teacher and they may behave differently in each teacher's lesson. This raises the question of why some students have more self-control in some classrooms while others have less, and why certain teachers make less office reports than others (Peterson, 2007). Each teacher may have a different impact on the same

classroom. One of the factors that causes this may be teachers' ability to control their feelings.

Emotional Intelligence (EI) is the ability to keep track of one's own and other people's feelings and thoughts (Mayer and Salovey, 1990). It has been suggested by Goleman (1995), Bar-On (1997), and Mayer et al. (1999) that emotional intelligence is a crucial factor in influencing students' problem behaviours at school. For Hargreaves (1998), teaching is an emotional performance that activates and states teachers' thoughts and, if not, impacts the feelings and behaviours of those with whom teachers interact and shape connections (p. 838).

However, little research has been done to determine what emotional intelligence (EI) in the classroom seems like, how it is connected to lowering disruption and misbehavior, or whether EI can be developed in teachers. As a result, more understanding about EI and how it pertains to classroom management is required.

1.2. Statement of the Problem

Teachers face a lot of problems in the classroom, including too much labor, indiscipline, problematic school relationships, parental expectations, and societal criticism (Okeke & Dlamini, 2013). They use many techniques to overcome these problems. These techniques are known as classroom management. Teachers have various tasks in the classroom, but one of the most important is that of classroom manager, because efficient learning and teaching necessitates a well-managed classroom (Marzano & Marzano, 2003). Building a strong classroom community, on the other hand, involves effort, attention, planning, and a methodical and consistent approach, which does not occur naturally in most classroom setting (Berenji & Ghafoori, 2015).

EI is one of the characteristics that influences behavior management in the teaching, according to Goleman (2010), BarOn (1997), and Mayer, Caruso, and Salovey (1999). EI includes three skills; emotional awareness, the ability to manage emotions, and also affecting others by calming them or cheering them up. There are several models of EI. The most popular models are ability EI, trait EI and mixed models of EI. Trait emotional intelligence, as defined by Petrides et al. (2016), is a broad component of the emotional aspects of the human personality that reflects how individuals are able to express their own emotional and social abilities. According to Nizielski et al teachers with high EI develop positive personal interactions with students and are attentive to their interests (2012). Teachers with greater EI scores cope with negative situations quite competently and are more willing to look for practical solutions (Perry & Ball, 2007); additionally, teachers' favorable self-assessment in

EI is associated with perceived efficiency in reacting to pupils and controlling the classroom (Perry & Ball, 2007).

There are many factors affecting teachers' classroom management skills (i.e., Di Fabio and Kenny, 2012). Despite all the external factors, teachers as human beings may also be affected by their feelings. According to Rust (2014), teachers who are more emotionally capable of understanding the needs of their students can have more control over their students and classroom environment, thereby increasing student achievement. In a related study made by Moafian and Ghanizadeh (2009) the emotional intelligence of Iranian EFL teachers were evaluated to find out its relationship with their self-efficacy in English Classrooms. 89 EFL teachers from different Mashhad Foreign Language classrooms were given the 'Teachers' Sense of Efficacy Scale and the 'Emotional Intelligence Questionnaire.' Researchers found that teachers' self-efficacy and emotional maturity were tightly linked in the study. This study revealed that teachers who were conscious of their emotions, interpersonal interactions, and problem-solving abilities were more likely to feel confident in their abilities. Unregulated feelings may be one of the factors that causes classroom management problems or prevents solving those problems. In order to find that out, this study focuses on identifying the relationship of teachers' EI with their classroom management. Despite rapid spread of the recent interest in EFL teachers' emotional intelligence and their classroom management strategies, very little research has been done to study the link between these two teacher constructs in the context of English language teaching and learning. The classroom management and EI levels of primary school EFL teachers will be examined in this study.

1.3. Purpose of the Study

No matter how effective a teacher's techniques, materials, lesson plans or background knowledge may be, teaching in that classroom will not be possible without good classroom management. This means that every teacher should develop their classroom management skills. Teachers are human beings, so like any other profession, their emotions can have an impact on their work. This study was done in order to find out if teachers' feelings and their ability to manage their emotions are some of the aspects which effect their classroom management skills. The study's intention is to see if there's a link between EFL teachers' emotional intelligence and classroom management.

1.3.1. Research questions

The following are the research questions:

1. Do EFL Teachers' demographic features (age, gender, last graduation of school, professional experience) have any impact on their classroom management (behavior and instructional management skills)?
2. Is there any correlation between EFL teachers' EI (Well Being, Self Control, Emotionality, Sociability) and behavior management ability?
3. Is there any correlation between EFL teachers' EI (Well Being, Self Control, Emotionality, Sociability) and instructional management ability?

1.4. The Significance of the Study

In recent years a well-managed classroom has been seen as an inevitable part of education. Numerous variables impact classroom management; however, the role of a teacher is regarded to be the most significant factor. Nevertheless, a variety of factors are affecting teachers' performance. One of the variables may be the teacher's emotions, as emotions affect every aspect of people's lives. Bar-On (2007) claims that emotionally intelligent people are more successful in many aspects of life when compared to individuals who are less emotionally intelligent than them. Teachers' classroom management skills may be hindered if teachers have low emotional intelligence.

According to a number of studies, people can improve their own emotional intelligence (Chang, 2008). Hence, if emotional intelligence is an aspect of good classroom management skills then, it is expected that findings of this study will raise awareness on teachers' emotional intelligence to improve their classroom management. Teachers who are aware of their own emotional intelligence and how it affects classroom management can seek to enhance it. Moreover, the results of this research are expected to be beneficial to the context of formal English language teaching and also studies about teachers' EQ will be an integral part of teacher education programs and education departments of universities.

1.5. Limitations of the Study

There are several limitations in this study that must be acknowledged.

1. This study has been designed as a quantitative research study. In data collection, a questionnaire to measure EI and a checklist to evaluate teachers' classroom management were used to find the relationship between EFL teachers' Emotional Intelligence and their classroom management. Since the case study method was used in this study, it was carried

out only with English teachers of a primary school. Therefore, the study is limited to the findings to be obtained with these two measurement tools.

2. Due to the spread of COVID-19, the hybrid education system was used, which caused extra technical difficulties for teachers than usual and also this situation made it difficult to reach the participants of this study.

3. It was intended to employ the classroom management observation approach to gather data, however due to restrictions of COVID-19, internet surveys were used instead.

1.6. Definitions of Key Terms

Classroom Management: According to Arends (1997) “classroom management is the ways teachers organize and structure their classrooms for the purpose of maximizing student cooperation and engagement and minimizing disruptive behavior” (p. 285).

Trait Emotional Intelligence: The ability to notice, analyze, and apply emotional information is known as trait emotional intelligence (trait EI), which is a collection of self-perceived, emotion-related skills (Sevdalis et al., 2007; Petrides, 2010). According to Petrides et al. (2016), “trait EI refers to how people perceive their own emotional and social effectiveness and represents a comprehensive dimension of the affective aspects of personality”.

2. LITERATURE REVIEW

This chapter includes two sections in accordance with the purpose of investigating the classroom management approaches and trait emotional intelligence of EFL teachers. The first part consists of the definition, models, and measurement of Emotional Intelligence. In the second part background information about classroom management, its history, and definitions of classroom management are presented.

2.1. Emotional Intelligence

Intelligence is one's ability to interact successfully with one's surroundings. Up to 20th century, IQ was the most popular way to refer to intelligence. According to Gardner, intelligence is a skill that can be developed. He suggested multiple intelligence theory and according to that individuals have many competencies; one of these competences is emotional intelligence (Gardner, 1983). The term "Emotional Intelligence – EI" or "Emotional Quotient – EQ" was first used by Mayer and Salovey (1990). Goleman (1996) specified five dimensions of emotional intelligence in his works in accordance with Mayer and Salovey's concepts;

- *Self-awareness* is recognizing one's own feelings and understand how they affect others.
- *Self-regulation* means knowing one's own feelings and being able to manage these emotions.
- *Social skills* are being a good team member, a good listener, trustworthy, confident communicator, great leader and resolving conflicts.
- *Empathy* means being aware of other's feelings.
- *Motivation* refers to setting goals and managing consistently towards these goals.

Emotional intelligence involves regulation of emotions so individuals who have high EQ are expected to have high performance as a result of positive thinking and also increase one's performance by their ability to get rid of negative feelings (Unal and Onal, 2015). Emotionally Intelligent people are aware of their own and others' feelings, they can manage their negative feelings and also affect others, they have social skills and they can motivate themselves and ones around them. Therefore EI has an impact on every aspects of human

life. However, the word "ability" emphasizes the second type of EI, which primarily existed in the realm of cognition.

2.1.1. History of emotional intelligence

EI has been recently started to be popular, however, it is not a new concept. It was mentioned by Edward Thorndike, who introduced the new concept named social intelligence in 1930s (Barrios, 2016). Gardner, in 1983, introduced the multiple intelligence theory where he suggested that all people have different kinds of intelligences. According to this theory, two of the intelligence types are *intrapersonal* (emotional) and *interpersonal* (social) *intelligences*. He notes that *interpersonal intelligence* is a person's capacity to understand the intentions, motivations, and desires of other people and consequently to work effectively with others, while *intrapersonal intelligence* involves the capacity to understand oneself, one's own desires, fears, capacities and use this information effectively to regulate one's own life (Gardner, 1999). After Goleman's book the term EI became popular and he has defined the term EI as group of skills and characteristics that affect a person's performance (Goleman, 1995). Peter Salovey and John Mayer have defined EI as the ability to monitor one's own feelings and emotions and later use them to guide their decisions. According to Colman (2008) EI is the ability to recognize one's own and others' emotions to distinguish the different feelings and to label them accurately, to use this information to guide their thinking and behavior patterns, and to designate their emotions to adapt to the environment. Rahim (2016) has defined the social intelligence as an ability to effectively interact with the environment.

2.1.2. Models of emotional intelligence

Emotional Intelligence was defined in many ways. After decades of research, analysis and scientific investigations, researchers came up with different models of EI. Understanding the history of EI and its various aspects will be enhanced by studying these models. The Ability Model of Emotional Intelligence, Trait Emotional Intelligence Model, and Mixed Models of Emotional Intelligence, including The Bar-On Model of Emotional-Social Intelligence and The Goleman Model of Emotional Intelligence, will be presented as some of the proposed models of emotional intelligence. Trait Emotional Intelligence will be used in this study.

Ability Model of Emotional Intelligence

As stated before, the term “emotional intelligence” was first used by Peter Salovey and John Mayer in 1990 (Salovey and Mayer, 1990). Their theory consists of some basic concepts in the field of emotion and intelligence. According to their theory, intelligence has the ability to make abstract reasoning. Mayer and Salovey (1997) defined emotional intelligence as the capacity to understand emotions in order to enhance thought. EI was defined by Mayer and Salovey as;

Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997, p.33).

According to Mayer and Salovey (1997) and Mayer, Salovey, and Caruso (2000), EI means the ability to recognize and state emotions, assimilate emotions in thinking, interpret and speculate with emotions, and control emotions in one's own and others. Mayer, Caruso, and Salovey define EI as:

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (Mayer, Salovey and Caruso, 2000, p.267).

EI provides individuals with a set of capabilities such as being aware of one’s feelings and being able to know how to manage and regulate these emotions. These people are willing to come to a common understanding with others. They can handle any unexpected situation.

There are two possible areas which EI includes: *experiential* and *strategic*. *Strategic area* refers to the capacity to interpret and control emotions without having a solid understanding of or experience with them. *Experiential area* refers to the ability to understand, respond to, and use emotional information without having a solid comprehension of it (Mayer et al., 2004). These areas are comprised of two branches, ranging from essential mental modes to complicated consolidation of emotion and cognition.

"Emotional perception" is the first branch, which refers to being aware of feelings, expressing them, and suggesting that others do the same. The second domain is “emotional integration,” which is the ability to distinguish the feelings and examine the ones effecting their process of thinking. Other domains exist as well, such as "Emotional understanding."

It refers to the capacity to identify more complex emotions, such as perceiving various emotions at once and interpreting how they are transmitted between one and the other. Another branch is “Emotional management” which refers to the ability to associate or disassociate with an emotion during a certain situation (Mayer and Salovey, 1997). The following Figure provides an overview of these four branches: emotional perception, emotional comprehension, emotional integration and emotional management.

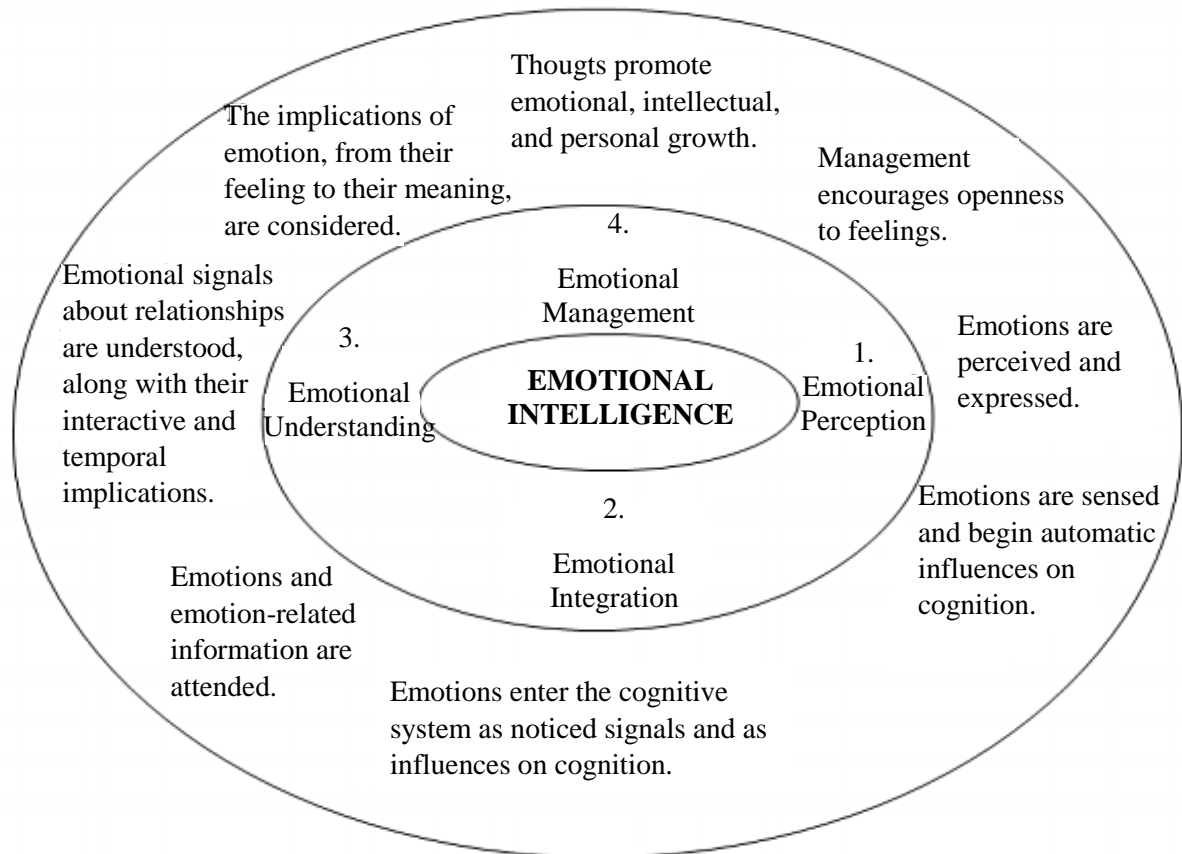


Figure 2.1. Mayer and Salovey’s Four-Branch Model of Emotional Intelligence

(Mayer and Salovey, 1997, p.3-37)

Trait Emotional Intelligence

Trait EI and ability EI are two different terms. Petrides and Furnham (2000) examined their difference in their study. According to Petrides, Furnham and Mavroveli (2007), trait EI involves the characteristics of personality and includes various emotion-based arrangements and self-perceptions under self-report, nonetheless, the ability model of emotional intelligence (EI) incorporates cognitive talents, including emotional cognition., which should be assessed by maximum performance tests.

Trait EI is defined by Petrides and Furnham (2000) as a constellation that combines social and self-perception with the ability to recognize, manage and encourage emotional knowledge. According to Petrides et al. (2016), trait EI relates to how individuals assess their own emotional and social efficacy and is a comprehensive dimension of the emotional components of personality. The trait model of EI is about social manners and self-perceived abilities assessed by self-report whereas the model of ability is connected to current abilities reflected through performance-based parameters.

Trait EI intelligence can be assessed by Trait Emotional Intelligence Questionnaire (TEIQue), which was formed by 15 facets. Petrides and Furnham (2001) defined them as adaptability, assertiveness, emotion expression, emotion management (others), emotion perception (self and others), emotion regulation, impulse control, relationship, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism. These 15 facets are introduced under four components; well-being (i.e., self-esteem, happiness, and optimism), self-control (i.e., stress management, and emotional control), emotionality (i.e., emotional perception and expression) and sociability (i.e., social awareness, emotional management, assertiveness, adaptability, and self-motivation) in the TEIQue survey. According to Petrides & Cooper (2010), TEIQue has better psychometric qualities than other EI measuring scales.

Facets	High scorers perceive themselves as...
Adaptability	"...eager to comply with new situations."
Assertiveness	"...sincere, eager to defend their truths."
Emotion expression	"...ability to communicate their emotions to others."
Emotion management (others)	"...ability to influence others' emotions."
Emotion perception (self and others)	"...be clear about one's own and other's emotions."
Emotion regulation	"...ability to manage their feelings."
Impulse control	"...controlling emotional state and incentives."
Relationships	"...ability to make good relationships with others."
Self-esteem	"...one who is successful and confident."
Self-motivation	"...impossible to give up while facing difficulties."
Social awareness	"...achieved networkers with good social skills."
Stress management	"...ability to tolerate pressure and regulating stress."
Trait empathy	"...ability to take someone else's perspective."
Trait happiness	"...joyful, pleased with her/his life."
Trait optimism	"...self-confident and full of life."

Table 2.1. The Adult Sampling Facets of Trait EI

(Petrides, and Furnham, 2001)

Several studies have discovered a high correlation between trait EI and contentment at work (e.g., Di Fabio and Kenny, 2016; Di Fabio, 2017). According to Furnham and Petrides (2003), individuals with high EI scores are thought to be more connected to their feelings and can organize them to encourage fulfillment. They are more likely to perceive themselves as more efficient, have better relationships with others, feel happier and more engaged at work, and see everyday obstacles in a positive light (Petrides and Furnham, 2004; Brackett et al., 2009).

Petrides and Furnham (2001) also mentioned that the expression 'trait' emphasizes that it not only has a complex relationship with personality dimensions, but it is also not a cognitive capacity. However, the word "ability" emphasizes the second type of EI, which primarily existed in the realm of cognition. These two different construct basically differentiated from each other with the method they're measured. Trait EI can be measured by one's self-report (emotion related self perception), however, ability EI (cognitive-emotional ability) is measured by maximum performance tests.

The Bar-On Models of Emotional Intelligence

Reuven Bar-On is the founder of the term Emotional Quotient (EQ) which describes and assesses emotional and social competencies. This model emphasizes the future performance and progress rather than focusing on the actual performance and progress. According to Bar-On, the theoretical framework for the Bar-On model can be traced back to the field's five foundations (2006).

1. Early study by Darwin that emphasizes the value of emotional expression and the durability/adjustment of it, as well as the results of emotionally and socially competent behavior,
2. Thorndike's unique approach to social intelligence and its implications for human behavior,
3. Wechsler's argument for using non-intellectual variables to assess intelligence output,
4. The idea of alexithymia (failure to convey one's feelings) as conceived by Sifneos,
5. Psychological mindedness described by Appelbaum.

Bar-on states (2006) that each of these improvements has affected the planning process of his model. To refer to both emotional and social intelligence, he used the term emotional-social intelligence. He defines emotional-social intelligence as a collection of emotional and

social abilities, skills, and facilitators that impact how well we perceive and express ourselves, react to daily requests, and understand and identify others. After describing the term, he went on to define the advantages of being emotionally and socially intelligent, including knowing and explaining oneself, comprehending and communicating with others, and effortlessly adjusting to everyday needs, troubles, and pressures. All these advantages are based on two abilities; *interpersonal* and *intrapersonal* (Bar-On, 2006). On an intrapersonal basis, being emotionally and socially intelligent requires self-awareness, understanding one's strengths and weaknesses, and non-destructively sharing one's emotions and ideas. Being emotionally and socially intelligent on an interpersonal level necessitates being mindful of others' thoughts, feelings, and needs, as well as the ability to form and maintain constructive, productive, and reciprocally satisfying relationships.

To be able to measure emotional intelligence, Bar-On developed his scale, "the Emotional Quotient Inventory." He wants to determine people's capacity for performance in terms of meeting social needs and upholding the regulations (Bar-On, 2002). The inventory is a self-report scale of 133 items. Its aim is to determine five main abilities: adaptability, intrapersonal, stress management, interpersonal, and general mood (Bar-On, 1997). The questionnaire includes items that are linked to scales that are used to assess response validity using a 5-point Likert scale.

"Self-actualization," "independence," "assertiveness," "self-regard," and "emotional self-awareness" are among the "intrapersonal" aspects, which are primarily concerned with self-awareness and self-expression. They regulate our ability to identify and appreciate our emotions and ourselves in general, as well as our strengths and weaknesses, and to communicate our emotions and ourselves in a nondestructive way. Individuals with high intrapersonal integrity have a higher degree of self-efficacy and are more comfortable expressing their emotions (Bar-On, 2003).

Table 2.2: The EQ-I Scales and What Do They Assess

Scales	Subscales	EI Competencies and skills assessed by each scale
Intrapersonal (Self-awareness and self-expression)	Self regard	"...to accurately perceive, understand and accept oneself."
	Emotional Self-Awareness	"...to be aware of and understand one's emotions and feelings."
	Assertiveness	"...to effectively and constructively express one's feelings."
	Independence	"... to be self-reliant and free of emotions dependency on others."
	Self-Actualizm	"...to strive to achieve personal goals and actualize one' potential."
Interpersonal (Socail awareness and interpersonal relationship)	Empathy	"...to be aware of and understand how others feel."
	Social Responsibility	"...to identify with one's social group and cooperate with others."
	Interpersonal Relationship	"...to establish mutually satisfying relationships and relate well with others."
Adaptability (Change management)	Reality-Testing	"...to objectively validate one's feelings and thinking with external reality."
	Flexibility	"...to adapt and adjust one's feelings and thinking to new situations."
	Problem Solving	"...to effectively solve problems of a personal and interpersonal naute."
Stress Management (Emotional management and regulation)	Stress Tolerance	"...to effectively and constructively manage emotions."
	Impulse Control	"...to effectively and constructively control emotions."
General Mood (Self-motivation)	Optimism	"...to be positive and look at the brighter side of life."
	Happiness	"...to feel content with oneself, others and life in general."

(Bar-On, 2006)

Goleman Model of Emotional Intelligence

Goleman started studying this theory, based on Gardner's multiple intelligence theory, which was unable to explain function of emotions (Goleman, 1995). Goleman's mixed model, according to Bar-on and Parker (2000), contains both mental abilities and personal characteristics. Goleman's work provides information on interpersonal and intrapersonal intelligence, referencing Gardner. (Goleman, 1995, p.39). Interpersonal intelligence refers to the ability to comprehend and interact with other people effectively. It has an impact on people's working lives by assisting them in figuring out how to collaborate more effectively (Brackett, Mayer and Warner, 2004). Contrarily, intrapersonal intelligence refers to the capacity to comprehend one's inner feelings. Individuals with high levels of emotional intelligence know their own strengths and know how to regulate one's own and also others'

feeling. Knowing one's emotions (self-awareness), controlling emotions (self-regulation), motivating oneself, empathy (understanding emotions in others), and handling relationships are the five dimensions Goleman has defined (Goleman, 1995).

The first dimension of emotional intelligence, that is *self-awareness*, according to Goleman, is the foundation of emotional intelligence. It stands for identifying emotions and developing a vocabulary for them, understanding how thoughts, feelings, and reactions are related, figuring out whether thoughts or feelings influence a choice, comprehending how other choices affect people, and applying these perspectives to other choices. Self-awareness also refers to how you see yourself, your strengths and weaknesses, and how you can see yourself more honestly and positively. Individuals who are more secure in their feelings, according to Goleman (1995), can easily manage their lives and have a clear understanding of how they feel about individual decisions.

The second dimension is *self-regulation*, which is the most fundamental component. A person who possesses this ability is good at understanding emotions and the reasons for them, as well as developing new strategies for coping with negative emotions such as anxiety, frustration, and sadness, and responding appropriately to the current situation by controlling emotions. Self-regulators can calm themselves down, have a higher level of stress tolerance, and are better at managing their anger. They are less involved in conflicts and classroom disturbances, are better at expressing their frustration in more appropriate ways, and are not fighting. They can handle stress and have better feelings about both themselves and other people (Goleman, 1995).

The third dimension of this model is *motivation*. A person who is good at this ability can be aware of what makes him/her motivated. These people can utilize emotional factors to achieve goals, enjoy learning process and persevere in the face of obstacles. These people like setting goals and achieving them (Goleman, 1995).

The other dimension, *empathy*, is the ability to understand other people's emotions and reactions. In order to be good at this dimension one has to be good at self-awareness. Goleman (1995) believed that in order to understand others, one must understand oneself. People with high empathy trait consider others when they are making a decision.

The last dimension is *social skills*. This is the ability to pick up on jokes, sarcasm, customer service, maintaining friendships, and finding common ground with others. People who score high in the dimension of social skills are good at communication, time management, and they are good leaders or managers. They are also good at resolving difficult situations or conflicts.

Studies Related to Emotional Intelligence and Education

According to Annual Review of Psychology (Mayer et al, 2008), emotional intelligence positively correlates with; better social relations for children, better social relations for adults, positive personality traits (pleasant, socially skilled, emphatic), better academic achievement, better social dynamics at teaching, better social dynamics, better well-being (higher life satisfaction, lower insecurity or depression).

Communication is one of the most important elements in foreign language classes. To increase communication, teachers create activities such as group work and pair work. To lead these studies teachers should have good competency skills. Moreover, as Inam et al (2014) stated teachers that are emotionally intelligent care their pupils, foster a positive emotional climate in the classroom, which improves the learning environment for kids and makes teachers more effective in ensuring academic success. This means emotional intelligence has an impact of both teaching and learning process.

According to a research conducted in Iran, there is a significant relationship between EFL teachers' EI and their teaching efficacy (Moafian & Ghanizadeh, 2009). This study reveals that EI makes teachers feel more effective and successful in their job. Another study conducted by Gkonou and Mercer (2017) asserted that teachers' age, gender and experience affect their level of EI, the study also showed that emotionally competent EFL teachers are more creative and they are able to make use of their prior knowledge while handling current problems. This feature may help teachers deal with management problems.

2.2. Classroom Management

Classroom management has become a widespread issue in teaching, and it has traditionally been a source of frustration for both new and experienced educators. Even though successful classroom management is a recent variation, Marzano (2003) "it is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classrooms" (p.4).

Teachers have long been concerned about managing student misbehavior because misbehaviors have harmed the learning environment (Shin & Koh, 2007). Controlling students and providing a disciplined setting are two of the most common concerns among teachers to create a positive learning environment. A well-managed classroom is without a doubt the most significant and also the most challenging component of teaching. According to Doyle (1980), one of the most important responsibilities of a teacher is to keep the classroom in order. Management activities assist in the creation and maintenance of

conditions conducive to successful and efficient instruction. According to Karip (2017), the student-teacher connection and communication, the classroom layout, student organization, and motivation are all elements that influence the classroom environment. The concept of classroom management involves minimizing obstacles for teachers, increasing student engagement in activities, effectively managing teaching time, and dealing with lesson objectives for efficiency and consistency of teaching (Erdoğan, 2008, p. 36). Today, classroom management is becoming a significant challenge for instructors in all departments.

Changes in research views have influenced classroom management concepts at various stages since the 1960s (Evertson & Harris, 1999). According to Kounin (1970), effective classroom management includes maintaining consistency, smoothness, and continuity during lesson sessions, letting students know what behaviors are required of them at a-given time, and varying and complexing the seatwork assigned to pupils. Classroom management skills, according to Brophy and Evertson (1976), are important in assessing teacher quality. They believe that management abilities are essential and fundamental and that a teacher with poor classroom management skills is unlikely to achieve anything (p. 27). According to Wang et al (1993), one of the most important parts of teacher quality is classroom management.

In the past, classroom management and discipline were commonly confused. The focus of the management study was only giving reactions to students' misbehavior. However, some researchers, Evertson, Emmer, Sanford, and Clement (1983), disagreed with this belief and claimed that managing a classroom entails a lot more than just keeping pupils in line and minimizing disruptions (p. 173-188). Evertson and Weinson (2006) defined classroom management as “the actions teachers take to construct an environment to support and develop both academic and student bonding” (p.4). While defining the classroom management, student’s needs, feeling and emotions were started to be taken into consideration, too. According to Psunder (2005) in effectively managed classrooms teachers must build strong relationships with their students and adjust their teaching methods in response to the students’ replies. Classroom management should be distinguished from a disciplinary plan, according to Good and Brophy (2003), because it involves the instructors' views and values as they relate to discipline and how they interact with a variety of other inherent elements of the class structure.

2.2.1. Classroom management definitions

The term "classroom management" refers to the process of creating an environment in which learners may study effectively. According to Duke (1976), classroom management is an essential part of teaching since it allows students to learn more effectively. According to Harmer (1983), how well the classroom is handled determines the efficiency of the educator and the learning processes. Cotton (1990) characterized effective classroom managers as teachers that maintain order in their classes, have minor student misbehavior, and spend much time on task. According to Wong and Wong (2009) classroom management is defined by teachers' capacity to maintain order, keep students involved in the learning process, and elicit student collaboration.

It has been suggested that a well-managed classroom should do more than just create a distraction-free environment; it should also support learners in a variety of different ways. One of them is to raise students' motivation to foster a trustworthy environment. The other is the pupils' sense of responsibility, which empowers them and demonstrates how to improve their abilities. Rather than forcing students to behave in a certain form, teachers should give the opportunity to develop their individual learning also regulate their behavior in order to create a positive classroom environment. Karip (2017) claims that classroom management is a method for learners to increase their ability to sense their personal responsibility and assess themselves. Classroom management, according to Evertson and Weinstein (2006), is defined as steps educators follow to develop an atmosphere that nurtures both academic and social-emotional learning, as well as pupils' social and emotional development (p. 4). According to Henley (2010), managing a classroom is an important teaching skill where good educators reduce interruptions and establish learning settings that are conducive to students' intellectual and emotional development (p. 20).

Teachers' most important task has long been thought to be effective classroom management. Teachers were advised to improve their skills to employ a variety of strategies to help their students. Classroom management, according to Stensmo (1995), includes the design of the class as an educational setting, teachers' management abilities, discipline, attention, grouping of pupils for specific activities and interactions, and student autonomy. Classroom management differs from a disciplinary plan in that it considers not just the teachers' views and ideals as they relate to discipline, but also how they interact with a variety of other underlying elements of the class' structure, according to Brophy and Good (2003). In its basic form, classroom management relates to teachers' activities and techniques for maintaining order in the classroom (Doyle, 1986). According to a study conducted by

Brophy (1996) with different types of pupils, competent classroom managers tended to use a variety of strategies. Unsuccessful managers, on the other hand, likely to utilize the same techniques regardless of the student or the conditions, regardless of the type of learner or the setting. The study recommends that teachers create a set of "helping skills" to use with various students. Good classroom managers are formed, not born, according to Marzano (2003). He defines effective classroom managers as teachers who are knowledgeable about and apply specific approaches. Being aware of this fact and receiving training in these strategies can improve teacher performance, which has a significant impact on the results of students' performance and, as a result, has a favorable impact on student accomplishment (p. 11). Marzano, Frontier, and Livingston (2011) claimed that teachers must be willing to invest time in learning about and comprehending the key concepts and practices for maintaining classroom management.

Teachers' personal characteristics may also be crucial in creating a well-managed classroom. To build and sustain a successfully managed classroom, teachers must match management theory with their own personality and the psychology of their class (Canter, 2010; Jones & Jones, 2013). Bandura (1997) argues that their efficacy influences a teacher's performance to keep a classroom in order and conducive to learning. With personal judgment, one can successfully activate the necessary knowledge and abilities to perform the behavior in unexpected situations. This judgment is defined as the belief that one can successfully execute and behave in the way required to achieve the desired result (p. 193). The general competence of teachers has a significant impact on students' performance, said Elton Report (1989). Teachers who are comfortable supervising a group of children are more likely to behave responsibly and respond calmly against inappropriate behaviors. According to Mayer, Salovey, and Caruso (2004), a person with positive emotions should be able to think positively and be productive. Especially in recent years, teachers' emotions and their ability to control their emotions have started to be taken into consideration while talking about factors that affect classroom management. Nizielski, Hallum, Lopes, and Schütz's (2012) research shows that teachers with high EI develop productive working connections with students and are attentive to their interests. According to Rust (2014), teachers who seem more emotionally gifted in understanding their students' needs may have more control over their pupils and the classroom atmosphere while simultaneously boosting student achievement.

2.2.2. Components of effective classroom management

Classroom management is a critical component of a teacher's success (Martin and Yin, 1997). Effective classroom management is critical for creating positive learning environments for both students and teachers. Effective classroom management practices are critical for ensuring that students have a positive learning experience. According to Brophy (1996), teachers who are successful at managing classrooms enhance the amount of time students spend in academic activities and increase their students' opportunities to absorb academic information, all of which lead to higher achievement test scores. There are many factors affecting teachers' classroom management such as teacher authority, their motivation, the physical environment, time management, lesson management, developing relationships, and so on.

Teacher Authority

One of the responsibilities of teachers in the classroom is to establish order (Marzano, 2011). Students must respect the teacher's authority; otherwise, managing a classroom would be impossible (Canter, 2010; Marzano, 2011; Savage, 1999). French and Raven (1959) mention five sources of authority (p.150-167);

- *Legitimate authority*, students obey rules because they understand it is an intuitional norm.
- *Reward authority*, teacher has a power to give rewards to motivate students,
- *Coercive authority*, students follow teachers' rules because teacher has power to punish them.
- *Expert authority*, students acknowledge teacher's authority as a result of nature of teacher-student interactions.
- *Referent authority*, students respect the teachers because they like their teachers and trust them.

Savage and Savage (2010) state that referent authority is the best method for maintaining the classroom. Referent authority enables teachers to show their students that they care them. Students respect their teachers willingly (Marzano, 2013). There is an emotional connection between pupils and teachers in the referen authority. Teachers are seen favorably by their students and are often described as amusing or charming. In an EFL classroom, it is crucial that students feel secure and they are not afraid to express themselves without fear of being judged by their teacher.

Motivation

According to Savage (1999), teachers must motivate their pupils to learn in order to reduce discipline problems. When students are driven to learn, there are less behavior problems (Canter, 2010). Students must be motivated in three ways: they must be shown the value of learning, they must have faith in their ability to learn the lesson, and they must be able to control their emotional reactions to the lesson (Savage, 1999). Teachers may encourage the students by demonstrating that they care about them, supporting them, and keeping everyone to high expectations.

The Physical Environment

According to Barrett, Davies, Zhang, and Barrett (2015), the physical environment of a classroom has a significant impact on students' academic performance and their behavior. Habaci et al. (2012) describe the elements in classroom as tables, chairs, desks, technology, and empty space, and they also state that these elements have a significant role on teacher-student interactions and relationship. In addition to classroom elements, the importance of arrangements in the classroom has also been emphasized in some studies (Gonzales and Yougn, 2015). Effective seating arrangements enable the teacher to be flexible, connect directly to all students, minimize the time off task, and maximize participation (Garrett, 2015). Gonzales and Young (2015) conducted a study which revealed that schools who improved learning spaces reported an increase in school performance.

Time Management

In order to control a classroom efficiently, time should be managed critically (Bandura, 2010; Marzano & Marzano, 2003). Jones (2007) stated that according to his observations, student misbehavior occurs during lessons because of lack of time management. Garret (2015) suggested that transitions between tasks should be planned, teachers must be prepared for the lesson, and given tasks should be engaging. Other than planning classroom activities, Jones (2007) also recommended to take incidentals like drinking water or distributing materials, into account while planning the time.

Lesson Management

According to Savage (1999), in order to manage a lesson, a teacher should eliminate the disruptions by clear objectives. Students must focus on the lesson, and this is only

possible when they are engaged in the lesson. When students disengage from the lesson, they show misbehavior. In order to keep them focused on the lesson, teacher clarity is crucial. Clarity of the objectives of the lesson is essential for teachers and students (Savage, 1999).

Another important factor that affects lesson management is teacher's withitness which means the ability of a teacher to be aware of what is going on within the classroom and to demonstrate that skill to his or her students (Savage, 1999; Kounin, 1970). It is also suggested that a withit teacher can offer his or her misbehaving student an alternative behavior and highlight desired behaviors other than opposing to problematic behavior. Withit strategies help teachers to respond to the problems in classroom instantly before it becomes a continuous issue (Savage, 1999).

There can be many factors that cause misbehavior or distraction, and teachers have to deal with more than one task at a time. This multitasking during the lesson is called overlapping and it is an essential tool for teachers (Kounin, 1970). Teachers who successfully adapt overlapping practices to their lessons can have more time for academic studies and less interruption.

Developing Relationships

Another critical component of classroom management is developing strong relationships. There are various learning activities but they all require a risk for students' participation, e.g. reading a text out loud, answering a question, solving a math problem, singing, etc. (Garrett, 2014). To take risks, students need to feel safe in the classroom. According Pianta (2006), quality of interactions in the classroom has a positive relationship with teacher's capacity to establish an effective learning environment. Osterman (2000) stated that students who believe their teachers care about them and respect them are more willing to collaborate, follow the classroom rules and participate in learning activities (p. 323-367). There are two types of relationships, between teacher and student and among students in the class, and it is the teacher's responsibility to develop these.

Students respond better to teachers who are caring, thus teachers should be caring as well. Teachers must discover specific methods in addition to caring as a personality quality (Garrett, 2014). You may show pupils that you care about them both intellectually and personally in a variety of ways. Teacher's sense of humor has an essential role in creating a comfortable learning environment. Students who can laugh at themselves when they make mistakes feel more confident and participate actively in classroom tasks. However, while

laughing with students, it is also important for teachers to quickly restore order. (Garrett, 2014).

Garrett (2014) also states that teachers should show their students that they are real persons. They should share some personal information about themselves with their students so that students can find something in common between them and their teachers that will make them feel more connected to their teacher. It also makes students feel that their teacher cares about their success when teachers track their students' academic success, and in order to reinforce their weaknesses, give extra assignments or provide ongoing feedback on how they progress in a particular subject. Moreover, encouraging students to regulate their own learning is also essential for their long-term success. Other than academic issues, students come to school with different problems which may interfere with their learning. Teachers are important in this regard because students are typically looking for someone to listen to them in this situation. Teachers who spend more time with pupils understand more about them and their personal interests, which can then be incorporated into academic concepts, making learning more engaging.

2.2.3. Classroom management in EFL

Controlling the classroom environment has proven difficult for many teachers, even those with 25 years of experience (Kyriacou, 1991, p.80). While it is already a major issue, adding a foreign language component worsens the situation (Fowler & Şaraplı, 2010). The concept of classroom management in EFL may differ from that of general classroom management.

Gower and Walters (1988) categorized the issues on classroom management as seating arrangements, creating pair and group work, giving instructions, monitoring, and also beginning and ending the lesson. For managing EFL classrooms, Baker and Westrup (2000) suggest a number of approaches, such as adjusting teacher and student talking time, dealing with English-language teacher neediness, offering explicit guidance, taking into account the justifications for using students' language in the classroom, using consistent language, questioning techniques, and discussing with students in different abilities. A skilled classroom manager organizes everything that takes place in the space, from seating arrangements to advice for students who complete their assigned work earlier than expected (American Federation of Teachers, 1995-96). According to McLeod, Fisher, and Hoover (2003), the following are the important aspects of a well-managed classroom; intelligent choice and effective execution of instructional tactics, efficient use of time and classroom

space, and adoption of strategies that inspire students to make good choices rather than ones that aim to control student behavior. Managing all these issues and making good choices in order to control the classroom environment makes a teacher effective classroom manager.

2.2.4. Different approaches for classroom management in EFL

Teachers' interactions with pupils are frequently shaped by their personal opinions on child development (Erden & Wolfgang, 2004). Depending on how teachers view their students, the teacher's aims and approach will change.

As explained by Glickman and Tamashiro (1980) and Wolfgang (1980), there are two approaches; *interventionist* and *non-interventionist*. Interventionist approach refers to the strong teacher-centered classroom. Non-interventionist approach, on the other hand, is considered humanistic. Over the last ten years, interventionist approach has been criticized and found ineffective especially in the field of foreign language teaching. During the 21st century the importance of non-interventionist and more student-centered educational models has been emphasized. In a student-centered approach to learning, classrooms change from direct instruction to a more community-driven learning atmosphere that fosters student empowerment, dialogues, critical thinking abilities, independence, and problem-solving strategies. Some of the common student-centered approaches for EFL classrooms are mentioned in this part.

CLT (Communicative Language Teaching) is founded on the idea that communication is the most important use of a language. Its main goal is to improve learners' conversational abilities (Hymes, 1971). Teachers use this method to generate real-life scenarios that demand interaction. CLT is a well-known student-centered approach because it gives learners the opportunity to create some groups among themselves and involve in interactions and conversation with the teacher and also other learners in the classroom.

In Task-Based Approach (TBA), the primary part of a lesson has a task. There are three fundamental steps in lessons. The first step is 'pre-task,' which covers a variety of activities that teachers and students can discuss prior to the start of the task, such as whether or not the teacher should give pupils time to plan how to complete the task. The second step, 'during task,' is concerned with the task itself and provides many instructional options, such as students being required to work under time constraints. The third phase is 'post-task,' which is following up on the task's completion. In task-based learning, only the 'during task' phase is necessary (Ellis, 2004). Both in CLT and TBA real authentic meaningful communication is emphasized to learn a language. However, CLT 's goal is creating

meaningful communication between students and teacher and students. On the other hand, TBA's goal is to achieve or do a meaningful task with the help of communication. As Nunan (2004) suggests that TBA encourages student-centered learning because it helps learners develop individual differences and supports learning autonomy (p.25).

Cooperative Learning (CL) is a classroom management strategy that allows students to interact and learn from with each other well as the teacher (Olsen and Kagan, 1992). Furthermore, in CL, a group of students is taught to collaborate on specific subjects or projects in a way that all members of the group benefit from the interaction (Kessler, 1992). In the cooperative learning classroom, group activities are critical in determining whether students succeed or fail.

Teachers who use Competency-based Language Teaching (CBLT) must teach language in conjunction with a social context rather than isolation (Paul, 2008). It necessitates learners to actively communicate in the language (Richards & Rodgers, 2001). In CBLT students learn to apply the language in real-life circumstances that they may experience outside of the classroom. For example, a student might be needed to fill out a reservation form, make a personal profile, or give an address or phone number. According to Docking (1994), CBLT is based on competency rather than subject knowledge. Curriculum, instructional methods, assessment, and reporting are all centered on competencies. Students are graded based on their ability to accomplish the assigned learning tasks (p.16). CBLT emphasizes what students can do and requires classes to be student-centered.

Teachers who seek greatness will use various behavior control strategies to involve all students in a positive learning experience. One of the most significant factors in academic achievement is effective teachers who establish and manage an organized and productive learning environment (LaCaze et al., 2012, p.1). The most common student-centered approaches in EFL were presented, effective teachers apply the most suitable approach and techniques to their lessons. Finding the most suitable techniques and applying them to lessons may be one of the most important factors of a well-managed classroom environment.

3. METHODOLOGY

In this chapter of the study, the methodology is presented. The chapter involves design of the study, research questions, people involved in this study, the setting, data gathering tools, data collection procedure, and data analysis procedure.

3.1. The Overall Design of the Study

This study is made up of two surveys that were conducted using a quantitative research method, specifically a correlation research design. This design was selected because the purpose of this study was to determine and define English teachers' emotional intelligence according to their age, experience, and educational background and its effect on their classroom management. To be specific, the main purpose of this research is to figure out how these two variables are associated. Gathering data by giving the participants a self-filled questionnaire was considered as the most appropriate method for this study because it was thought that in this way, the participants would be able to express themselves more easily without feeling judged.

The "Behaviour and Educational Management Scale" (Martin and Sass, 2010)," as well as the "Trait Emotional Intelligence Questionnaire (TEIQue-SF)" (Petrides, 2009), were employed in this study. The Statistical Package for Social Sciences (SPSS) release 22.0 was used to analyse the survey data.

3.2. Participants

93 EFL teachers from private secondary schools in Cankaya, Ankara, Turkey, took part in this study. The survey forms were issued to private-school English teachers, and 92 responses were analysed from the resulting questions, which were developed after conducting extensive literature research.

3.3. Research Context

The research was carried out in private primary schools in Cankaya, Ankara. These schools apply an intensive English program to their students. However, the survey was carried out almost entirely online due to the global COVID-19 pandemic. The quantitative data were collected using Google Forms.

3.4. Data Collection Instruments

The questionnaire form consists of 3 parts. The first part involves questions about participants' age, gender, educational background and professional experience.

In the second part, 30 questions were asked to participants in order to measure their emotional intelligence levels. The scale used in this section is the TEIQue-SF scale taken from the study of Petrides (2009). Response options of this scale were coded as 1= Completely Disagree, 2= Disagree, 3= Partially Disagree, 4= Not Sure, 5= Partially Agree, 6= Agree, 7= Completely Agree. The 1st, 5th, 6th, 11th, 12th, 15th, 17th, 19th, 21st, 23rd, 29th, 30th expressions of the scale were coded as reverse. This questionnaire involves 4 factors; emotionality, sociability, self-control, and well-being.

Emotionality: Individuals who score high on this factor can follow their own and others' emotions. These individuals can understand and express emotions and use these traits to develop strong bonds with others. However, individuals with a low score in this factor have difficulty in understanding and expressing their inner feelings, and this reflects negatively on their relationships with people.

Self-Control: A high score on this component indicates a reasonable degree of self-discipline and self-control. External demands and stress can be managed just as well as internal cravings. As a result, those with low scores are more likely to engage in impulsive conduct and struggle to cope with stress. Unlike the Emotional factor above, this element focuses on the importance of social ties and the ability to impact others.

Sociability: According to Petrides (2009) 'the focus is on the individual as an agent in social contexts, rather than on personal relationships with family and close friends. Because of this, they are more adept at mingling with other people. Good listeners can converse freely and honestly with people from various social and cultural backgrounds. Low scorers think they can't influence other people's emotions and are less likely to be skilled negotiators and communicators. In social circumstances, these people are clueless about what to say or do, and as a result, they often present themselves as timid and reticent.

Well-being: Individuals that score high on this characteristic have a positive outlook on life in general, encompassing both their previous achievements and their hopes for the future. People with high scores tend to be optimistic, joyful, and contented with their lives. Lower test scores are associated with lower self-esteem and dissatisfaction with one's achievements.

In the third part, 24 questions were asked to measure the participants' *Behavior and Instructional Management* skills. This section's scale was derived from Martin and Sass's

paper study (2010). In this survey, classroom management is divided into two sub-headings as behavior management (12 items) and instructional management (12 items). According to Martin and Sass (2010); “Behavior management (BM) is similar to, but different, from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teacher's response to it.” In conclusion, this subsection deals with the teacher establishing rules, implementing a system of rewards, and providing chances to promote student participation. On the other hand, “Instructional management (IM) addresses teachers' instructional aims and methodologies and includes aspects such as monitoring seatwork and structuring daily routines as well as the teacher's use of lecture and student practice versus interactive, participatory approaches to instruction” (Martin and Sass, 2010).

Participants enrolled in this study were asked to determine each item on a six-point scale ranging from one to six. 1 denoted "strongly disagree," 2 denoted "strong disagreement," 3 denoted "slight disagreement," 4 denoted "slight agreement," 5 signified "agreement," and 6 denoted "strong agreement" on the response scale. In the Appendices, you can find all of the questionnaire forms.

3.5. Reliability of Questionnaires

Reliability analyzes were performed by using Cronbach's Alpha reliability analysis separately for the Trait Emotional Intelligence Scale and Behavior and Instructional Management Scale (Table 3.1). According to Durmus et al. (2018), the reliability level of the measured variable is determined as follows:

- Being below 0.40 does not indicate that the scale is reliable.
- Values between 0.40 and 0.60 indicate low reliability of the scale.
- Having values between 0.60-0.80 indicates that the scale is quite reliable.
- A value between 0.80-1.00 indicates that the scale has high reliability (p.89).

As can be seen in Table 3.1., the reliability value for the Trait Emotional Intelligence Scale was found to be ,634, which shows that the scale is quite reliable. The reliability value for the Behavior and Instructional Management Scale was found to be ,835. This value shows that the scale has high reliability.

Table 3.1. Reliability Analysis

Scales	Cronbach's Alpha	N of Items
Trait Emotional Intelligence (TEIQ)	,634	25
Behavior and Instructional Management (BIMS)	,835	24

3.6. Data Collection Procedures

Due to the Corona Virus (COVID-19) epidemic, which had negative effects worldwide and, in our country, schools applied hybrid education model during 2021-2022 academic year. For this reason, an online data collection questionnaire was designed, which included the demographic information of the participants. Another reason this survey was conducted online was to protect the privacy of the participants. The questionnaire includes an informal cover letter to inform the participants about their rights and purpose of this study. In total, the survey has 54 questions. To complete the survey, 16 to 20 minutes would be enough.

3.7 Data Analysis Method

The questionnaire forms were entered into the SPSS 22.0 statistical analysis program, and after it was determined by Missing Value Analysis that there was no unmarked answer option, the analyzes were started. First of all, the people who participated in the survey were grouped according to their demographic characteristics through frequency analysis. Descriptive statistics analysis was made for the Trait Emotional Intelligence and Behavior and Instructional Management scales, and the answers to each statement that made up the scales were examined in detail. The reliability coefficients of the scales were determined by Cronbach's Alpha Analysis for Trait Emotional Intelligence Scale and Behavior and Instructional Management Scale. The relations of the sub-dimensions of the variables with each other were examined with the help of Correlation Analysis. The effects on the Behavior and Instructional Management sub-dimensions of Trait Emotional Intelligence sub-dimensions were analyzed with the help of Regression Analysis. Independent Sample t-Test and Anova Test were applied in the process of comparing the Behavior and Instructional Management skills of the teachers according to age, gender, educational background and professional experience.

In order to determine which difference tests would be applied in the comparison of the Behavior and Instructional Management skills of the instructors according to age, gender, graduated school and professional experience, first of all, the compliance of the data with the normal distribution was examined. Kolmogorov-Smirnov and Shapiro-Wilk tests were

used to test the suitability for Normal Distribution. According to these tests, if the data come from a normally distributed population, the significance (p) values are higher than .05 significance level and it is possible to perform parametric tests. Other values to be examined to test the normality of the distribution are Skewness and Kurtosis values. These values are expected to be in the range of -2.00 and +2.00 in order for the distribution to be suitable for the normal distribution (George and Mallery, 2010).

Table 3.2. Normality Tests

	Behavior	Instructional
Kolmogorov-Smirnov		
Statistic	,093	,103
df	92	92
Sig.	,049	,017
Shapiro-Wilk		
Statistic	,981	,979
df	92	92
Sig.	,193	,155
Skewness		
Statistic	,388	-,241
Std. Error	,251	,251
Normality	1,545	-,9601
Kurtosis		
Statistic	,469	,620
Std. Error	,498	,498
Normality	,9417	1,2449

As a result of the normality tests applied for the sub-dimensions of the Behavior and Instructional Management variable, the Shapiro-Wilk statistical significance values were above the ,05 significance level, and the results of the normality calculations made over the Skewness and Kurtosis values were between -2,00 and +2.00, indicating that the data exhibited a normal distribution. (Table 3.2). For this reason, it was decided to apply the Independent Sample T-Test for comparisons of two groups, and the Anova Test for comparisons to be made for demographic characteristics with more than two groups during the implementation of statistical difference tests.

4. RESULTS AND DISCUSSIONS

This chapter includes the results of demographic features, statistical results of research questions and results of correlation of EFL teachers' EI and their classroom management.

4.1. Results of Demographic Features

As seen in Table 4.1 and Figure 3, 45 of the English teachers participating in the survey are between the ages of 21-30, 36 of them are between the ages of 31-40, 8 of them are between the ages of 41-50, 2 of them are between the ages of 51-60, and 1 of them is in the age group of 61 and over. 82 female teachers and 10 male teachers participated in the survey. When asked about the last educational institution they graduated from, 47 of them stated that they graduated from faculties of education and 27 of them from other educational institutions. 15 of them had master's degrees and 3 had doctorate degrees.

Table 4.1. Demographic Features

Demographic	Group	number	%
Age	21-30 years	45	48,9
	31-40 years	36	939,1
	41-50 years	8	78,7
	51-60 years	2	82,2
	61 years and older	1	1,1
	Total	92	100
Gender	Female	82	89,1
	Male	10	10,9
	Total	92	100,0
Graduated School	Faculty of Education	47	51,1
	Masters Degree	15	16,3
	Doctorate	3	3,3
	Others	27	29,3
	Total	92	100,0
Professional Experience	5 years and less	19	20,7
	6-10 years	42	45,7
	11-15 years	8	8,7
	16-20 years	16	17,4
	21-25 years	4	4,3
	26 years and older	3	3,3

19 of the teachers grouped in terms of professional experience are 5 years and below, 42 are 6-10 years, 8 are 11-15 years, 16 are 16-20 years, and 4 are 16-20 years. It has been observed that between 21-25 years, 3 of them have more than 26 years of professional experience.

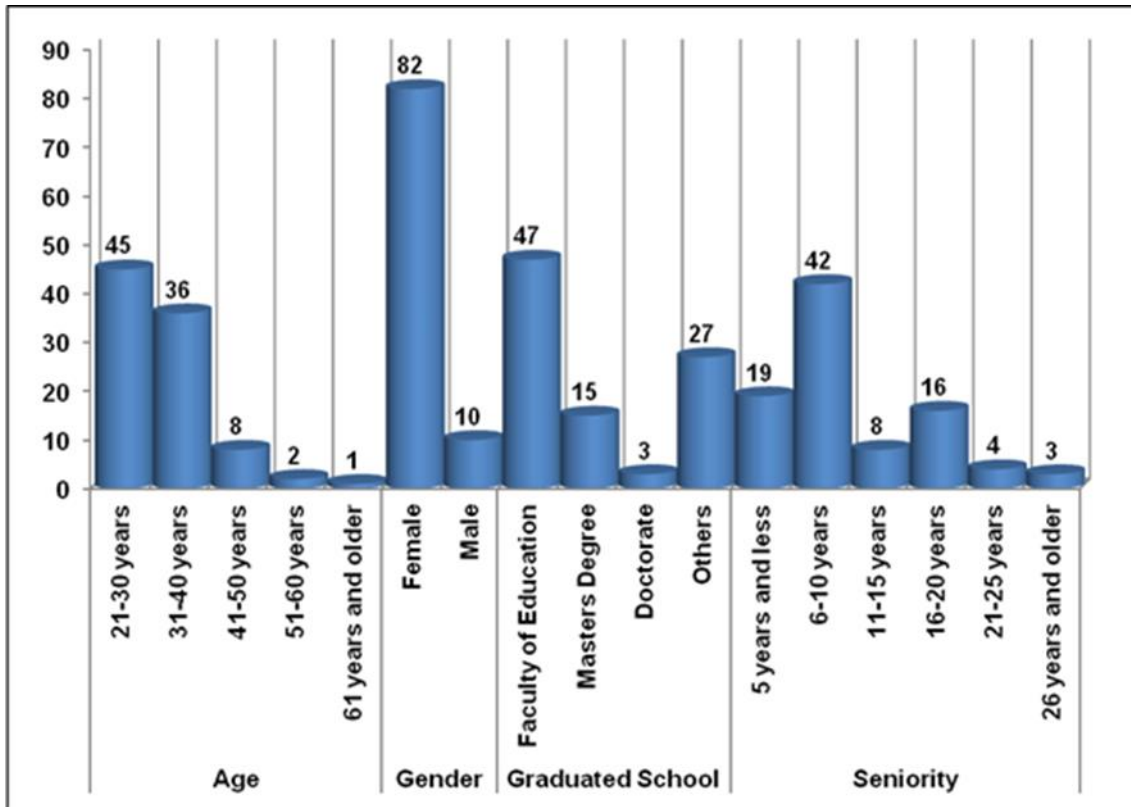


Figure 4.1. Demographic Features

4.1.1. Comparison of EFL Teachers' Behavior and Instructional Management Skills by Their Ages

At the stage of testing whether the behavior and instructional management skills of the teachers differ according to their ages, first of all, the equality of the variances of the groups was examined by the Levene Test, and when it was determined that the variances were equal, the Anova Test was performed.

The Levene Test result for Behavior management was $p = .319$. Since the variances were determined to be equal, the application of the ANOVA test was initiated (Table 4.2.). As a result of one-way analysis of variance (ANOVA), it was determined that there was no statistically significant difference in terms of age ($p = .131$; $p > .05$). When the averages of the responses to the expressions related to behavior management for each age group were

examined, it was seen that the values were quite close to each other and the statistical significance (p) values were above the .05 significance level.

Table 4.2. Participant's Behavior Management Strategies Based on Age

	Age	N	Mean	F Value	Sig. (p)
Behavior Management	21-30 years	45	5,5356	2,076	,131
	31-40 years	36	5,4889		
	41 years and above	11	5,9945		
	Total	92	5,5722		
Scheffe Test			Mean Difference	Standard Error	Sig. (p)
21-30 years	31-40 years		,04667	,16543	,961
	41 years and above		-,45899	,24884	,188
31-40 years	21-30 years		-,04667	,16543	,961
	41 years and above		-,50566	,25488	,146
41 years and above	21-30 years		,45899	,24884	,188
	31-40 years		,50566	,25488	,146

* Difference is significant at the 0.05 level

The Levene Test result for the instructional management was $p = .490$, since it was determined that the variances were equal, the application of the ANOVA test was started (Table 4.3.). As a result of one-way analysis of variance (ANOVA), it was determined that there was no statistically significant difference in terms of age ($p = .081$; $p > .05$). When the averages of the responses to the statements related to instructional management for each age group were examined, it was seen that the values were very close to each other and the statistical significance (p) values, in which each age group was compared with each other in pairs, were above the .05 significance level.

Table 4.3. Participant's Instructional Management Strategies Based on Age

	Age	N	Mean	F Value	Sig. (p)
Instructional Management	21-30 years	45	4,5082	2,580	,081
	31-40 years	36	4,5783		
	41 years and above	11	4,9536		
	Total	92	4,5889		
Scheffe Test			Mean Difference	Standard Error	Sig. (p)
21-30 years	31-40 years		-,07011	,13061	,866
	41 years and above		-,44541	,19647	,082
31-40 years	21-30 years		,07011	,13061	,866
	41 years and above		-,37530	,20123	,182
41 years and above	21-30 years		,44541	,19647	,082
	31-40 years		,37530	,20123	,182

* Difference is significant at the 0.05 level

At the stage of testing whether the behavior and instructional management skills of the teachers differ according to the school they graduated from, first of all, the equality of the variances of the groups was examined through the Levene Test and when it was determined that the variances were equal, the Anova Test was performed.

4.1.2. Comparison of EFL teachers' behavior and instructional management skills by gender

The Independent Sample t-Test was applied to test whether the behavior and instructional management skills of the teachers differ according to their genders, and the findings in Table 4.4. were obtained. As can be seen in the statistical significance values in the table, there is no significant difference in terms of gender in neither the behavior management skills nor the instructional management skills of the teachers. In other words, teachers have the same skills in behavior management and instructional management in terms of gender. For both variables, the response averages of women and men were quite close to each other. When the mean values for all variables are examined, it is seen that the values are quite close to each other. Statistical significance values are also above the .05 significance level ($p = .989$ for Behavior Management; $p > .05$; $p = .690$ for Instructional Management; $p > .05$).

Table 4.4. Participant's Behavior and Instructional Management Strategies Based on Gender

	Gender	N	Mean	t	Sig. (p)
Behavior Management	Female	82	5,5727	,015	,989
	Male	10	5,5680		
Instructional Management	Female	82	4,6001	,410	,690
	Male	10	4,4970		

* Difference is significant at the 0.05 level

4.1.3. Comparison of EFL teachers' behavior and instructional management skills by the last graduated school

The Levene Test result for Behavior management was $p = .978$. Since the variances were determined to be equal, the application of the ANOVA test was initiated (Table 4.5). As a result of one-way analysis of variance (ANOVA), it was determined that there was no statistically significant difference in terms of graduated school ($p = .991$; $p > .05$). When the averages of the responses to the statements about behavior management for each graduation group were examined, it was seen that the values were quite close to each other and the statistical significance (p) values were above the .05 significance level.

Table 4.5. Participant's Behavior Management Strategies Based on Graduated School

	Graduated School	N	Mean	F Value	Sig. (p)
Behavior Management	Faculty of Education	47	4,6409	,035	,991
	Masters Degree	15	4,4873		
	Doctorate	3	5,0833		
	Others	27	4,5000		
	Total	92	4,5889		
Scheffe Test			Mean Difference	Standard Error	Sig. (p)
Faculty of Education	Masters Degree		,01248	,22560	1,000
	Doctorate		-,11418	,45301	,996
	Others		,02952	,18370	,999
Masters Degree	Faculty of Education		-,01248	,22560	1,000
	Doctorate		-,12667	,48113	,995
	Others		,01704	,24498	1,000
Doctorate	Faculty of Education		,11418	,45301	,996
	Masters Degree		,12667	,48113	,995
	Others		,14370	,46297	,992
Others	Faculty of Education		-,02952	,18370	,999
	Masters Degree		-,01704	,24498	1,000
	Doctorate		-,14370	,46297	,992

* Difference is significant at the 0.05 level

The Levene Test result for the instructional management was $p = .451$, since it was determined that the variances were equal, the application of the ANOVA test was started (Table 4.6). As a result of one-way analysis of variance (ANOVA), it was determined that there was no statistically significant difference in terms of graduated school ($p = .327$; $p > .05$). When the averages of the responses to the statements about instructional management for each graduation group were examined, it was seen that the values were quite close to each other and the statistical significance (p) values were above the .05 significance level. The findings show that the schools from which the teachers graduated last did not affect the classroom management.

Table 4.6. Participants' Instructional Management Strategies Based on Graduated Schools

	Graduated School	N	Mean	F Value	Sig. (p)
Instructional Management	Faculty of Education	47	4,6409	1,166	,327
	Masters Degree	15	4,4873		
	Doctorate	3	5,0833		
	Others	27	4,5000		
	Total	92	4,5889		
Scheffe Test			Mean Difference	Standard Error	Sig. (p)
Faculty of Education	Masters Degree		,15352	,17572	,858
	Doctorate		-,44248	,35285	,667
	Others		,14085	,14309	,809
Masters Degree	Faculty of Education		-,15352	,17572	,858
	Doctorate		-,59600	,37476	,474
	Others		-,01267	,19082	1,000
Doctorate	Faculty of Education		,44248	,35285	,667
	Masters Degree		,59600	,37476	,474
	Others		,58333	,36061	,459
Others	Faculty of Education		-,14085	,14309	,809
	Masters Degree		,01267	,19082	1,000
	Doctorate		-,58333	,36061	,459

* Difference is significant at the 0.05 level

4.1.4. Comparison of EFL teachers' behavior and instructional management skills by professional experience

At the stage of testing whether the behavior and instructional management skills of teachers differ according to professional experience, first of all, the equality of the variances of the groups was examined through the Levene Test and when it was determined that the variances were equal, the Anova Test was performed.

The Levene Test result for Behavior management was $p = .299$. Since the variances were determined to be equal, the application of the ANOVA test was initiated (Table 4.7). As a result of one-way analysis of variance (ANOVA), it was determined that there was no statistically significant difference in terms of professional seniority ($p = .542$; $p > .05$). When the averages of the responses to the statements about behavior management for each professional seniority group were examined, it was seen that the values were quite close to each other and the statistical significance (p) values were above the .05 significance level. These results reveal that professional experience doesn't affect teachers' classroom management.

Table 4.7 Participant's Behavior Management Strategies Based on Experience

	Seniority	N	Mean	F Value	Sig. (p)
Behavior Management	5 years and less	19	5,4079	,722	,542
	6-10 years	42	5,6831		
	11-15 years	8	5,4175		
	16 years and above	23	5,5591		
	Total	92	5,5722		
Scheffe Test			Mean Difference	Standard Error	Sig. (p)
5 years and less	6-10 years		-,27520	,20791	,627
	11-15 years		-,00961	,31693	1,000
	16 years and above		-,15124	,23313	,936
6-10 years	5 years and less		,27520	,20791	,627
	11-15 years		,26560	,29009	,840
	16 years and above		,12396	,19506	,939
11-15 years	5 years and less		,00961	,31693	1,000
	6-10 years		-,26560	,29009	,840
	16 years and above		-,14163	,30866	,976
16 years and above	5 years and less		,15124	,23313	,936
	6-10 years		-,12396	,19506	,939
	11-15 years		,14163	,30866	,976

* Difference is significant at the 0.05 level

4.2. Results of EFL Teachers' Emotional Intelligence

The minimum, maximum, mean and standard deviation values of the answers given to the statements measuring the Trait Emotional Intelligence levels of the people participating in the survey are shown in Table 4.8.

When the average values of the responses to the expressions representing the Well Being dimension were examined, it was seen that almost all of them were between 5= Partially Agree and 6= Agree response options on the Likert scale. These values show that teachers predominantly have strong feelings of well-being. For example; When the averages were examined, it was determined that the highest value was 5.8804, belonging to the expression "I feel that I have a number of good qualities". In other words, the teachers stated that they agreed with this statement and that they had some good qualities. The other highest average belongs to the expression "I believe I'm full of personal strengths" with 5,4891. The teachers stated that they agreed with this statement and that they had individual strengths.

Table 4.8. Trait Emotional Intelligence Questionnaire

TRAIT DIMENSIONS	Min.	Max.	Mean	Std.Deviation
WELL BEING				
5- I generally don't find life enjoyable.	1,00	7,00	5,2174	1,74675
9- I feel that I have a number of good qualities.	2,00	7,00	5,8804	1,13721
12- On the whole, I have a gloomy perspective on most things.	1,00	7,00	4,5652	1,89449
20- On the whole, I'm pleased with my life.	1,00	7,00	5,3152	1,35816
24- I believe I'm full of personal strengths.	2,00	7,00	5,4891	1,17197
27- I generally believe that things will work out fine in my life.	2,00	7,00	5,2935	1,21834
SELF CONTROL				
4- I usually find it difficult to regulate my emotions.	1,00	6,00	2,8370	1,40076
7- I tend to change my mind frequently.	1,00	7,00	3,8478	1,39019
15- On the whole, I'm able to deal with stress.	1,00	7,00	3,2065	1,53019
19- I'm usually able to find ways to control my emotions when I want to.	1,00	6,00	2,6848	1,23972
22- I tend to get involved in things I later wish I could get out of.	1,00	7,00	3,9674	1,68674
EMOTIONALITY				

1- Expressing my emotions with words is not a problem for me.	1,00	7,00	1,9239	1,17888
2- I often find it difficult to see things from another person's viewpoint.	1,00	7,00	2,4239	1,65903
8- Many times, I can't figure out what emotion I'm feeling.	1,00	7,00	2,5217	1,68039
13- Those close to me often complain that I don't treat them right.	1,00	6,00	2,0435	1,31695
16- I often find it difficult to show my affection to those close to me.	1,00	7,00	2,6087	1,61011
17- I'm normally able to "get into someone's shoes" and experience their emotions.	1,00	6,00	2,1304	1,22445
23- I often pause and think about my feelings.	1,00	7,00	3,3696	1,47296
28- I find it difficult to bond well even with those close to me.	1,00	7,00	2,6957	1,53880
SOCIABILITY				
6- I can deal effectively with people.	1,00	7,00	2,3696	1,18338
10- I often find it difficult to stand up for my rights.	1,00	6,00	2,8913	1,53678
11- I'm usually able to influence the way other people feel.	1,00	7,00	3,0870	1,36400
21- I would describe myself as a good negotiator.	1,00	6,00	2,5326	1,22655
25- I tend to "back down" even if I know I'm right.	1,00	7,00	3,5435	1,62679
26- I don't seem to have any power at all over other people's feelings.	1,00	7,00	2,9674	1,45595

When the answers given to the statements under the Self Control heading were examined, it was seen that the average values of all of them were between 2 and 4. These values show that teachers mostly gave negative answers to the statements under the self-control heading as 2= Disagree, 3= Partially Disagree or 4= Not Sure. For example; The highest average value of 3.9674 belongs to the expression "I tend to get involved in things I later wish I could get out of". Teachers mostly gave the answer, partially disagree or not sure to this statement. In other words, teachers mostly stated that they did not do things that they would regret later. Another of the highest average values belongs to the expression "I tend to change my mind frequently" with 3.8478. Teachers are considered to be indecisive since

they are inclined to change their thoughts frequently; however, they disagree with this claim and do not believe they are indecisive.

When the averages of the responses given to the expressions under the Emotionality heading were examined, it was seen that the responses were mostly closer to the value of 3. This value shows that the answers under the emotionality heading are mostly given as 3= Partially Disagree or below. For example; The highest average value of 3.3696 belongs to the expression "I often pause and think about my feelings". It has been accepted that teachers mostly give partially disagree or disagree answers to this statement, and they generally do not think much about their feelings. Another of the highest average values of 2.6957 belongs to the expression "I find it difficult to bond well even with those close to me". In another saying; The teachers mostly gave the answer partially disagree, disagree or completely disagree to this statement and stated that they had no difficulty in establishing a bond with those close to them.

When the averages of the answers given to the statements under the title of Sociability were examined, it was seen that the answers were mostly between the values of 2 and 3. Considering that these values correspond to 2= Disagree and 3= Partially Disagree responses in the Likert scale, it was determined that teachers mostly gave these answers to the statements under the title of sociability. For example; The highest average value of 3.5435 belongs to the expression "I tend to 'back down' even if I know I'm right". It has been observed that teachers mostly give partially disagree or disagree answers to this statement, and they do not tend to withdraw when they know that they are right. Another of the highest average values belongs to the expression "I'm usually able to influence the way other people feel" with 3.0870. In other words, most teachers responded by saying they partially disagree, disagree, or completely disagree with this statement, and that they did not generally influence the feelings of others or make an attempt in this aspect.

4.3. Results of EFL Teachers' Behavior and Instructional Management

The minimum, maximum, mean and standard deviation values of the answers given to the statements measuring the teachers' Behavior and Instructional Management skills are shown in Table 4.9.

When the average values of the answers given to the 12 statements under the title of Behavior Management are examined, it is seen that the values are mostly close to or higher than the value of 4. Considering that the value of 4 on the Likert scale corresponds to the slightly agree response option, it was determined that the teachers thought that they had

sufficient skills in behavior management. For example; The highest response average of 4,9022 belongs to the expression "I use input from students to create classroom rules". Considering that this value is closer to 5= Agree on the Likert scale, it has been determined that teachers also use input from students significantly while creating classroom rules. Another high average value of 4.8913 belongs to the expression "I reward students for good behavior in the classroom". Considering that this value is closer to the agree response, it is accepted that teachers reward their students for their good behavior in the classroom.

When the average values of the responses given to the 12 statements under the Instructional Management title were examined, it was seen that almost all of the values were above the value of 4. Considering that the value of 4 on the Likert scale corresponds to the slightly agree response option, it was determined that the teachers thought that they had sufficient skills in instructional management. For example; The highest response average of 5,1630 belongs to the expression "I engage students in active discussion about issues related to real world applications". Considering that this value is above 5=Agree on the Likert scale, it was determined that teachers mostly stated that they included their students in active discussion on issues about world realities. Another high mean value of 4.9783 belongs to the expression "I nearly always use collaborative learning to explore questions in the classroom". In other words, the teachers stated that they almost always use the collaborative learning method to get possible questions in the classroom.

Table 4.9. Behavior and Instructional Management Scale

MANAGEMENT DIMENSIONS	Min.	Max.	Mean	Std.Deviation
BEHAVIOR MANAGEMENT				
1- I nearly always intervene when students talk at inappropriate times during class.	1,00	6,00	4,0109	1,36273
3- I strongly limit student chatter in the classroom	1,00	6,00	3,6196	1,45135
5- I reward students for good behavior in the classroom.	2,00	6,00	4,8913	1,11391
7- If a student talks to a neighbor, I will move the student away from other students.	1,00	6,00	3,0000	1,47507
9- I use input from students to create classroom rules.	1,00	6,00	4,9022	1,15844
11- I allow students to get out of their seat without permission.	1,00	6,00	4,5978	1,44542
13- I am strict when it comes to student compliance in my classroom.	1,00	6,00	3,8804	1,32468
15- I firmly redirect students back to the topic when they get off task.	1,00	6,00	4,2826	1,22543
17- I insist that students in my classroom follow the rules at all times.	2,00	6,00	4,3804	,94744
19- I closely monitor off task behavior during class.	1,00	6,00	4,5652	1,18882
21- I strictly enforce classroom rules to control student behavior.	1,00	6,00	3,8261	1,28908

23- If a student's behavior is defiant, I will demand that they comply with my classroom rules.	1,00	6,00	4,1739	1,08546
INSTRUCTIONAL MANAGEMENT				
2- I use whole class instruction to ensure a structured classroom.	2,00	6,00	4,8261	1,11541
4- I nearly always use collaborative learning to explore questions in the classroom.	2,00	6,00	4,9783	,97189
6- I engage students in active discussion about issues related to real world applications.	1,00	6,00	5,1630	1,08209
8- I establish a teaching daily routine in my classroom and stick to it.	1,00	6,00	4,2609	1,33317
10- I nearly always use group work in my classroom.	1,00	6,00	4,1957	1,25128
12- I use student input when creating student projects.	2,00	6,00	4,7283	1,07011
14- I nearly always use inquiry-based learning in the classroom.	2,00	6,00	4,6522	,98822
16- I direct the students' transition from one learning activity to another.	2,00	6,00	4,8152	,90091
18- I nearly always adjust instruction in response to individual student needs.	1,00	6,00	4,8152	1,04754
20- I nearly always use direct instruction when I teach.	2,00	6,00	4,3370	1,16993
22- I do not deviate from my pre-planned learning activities.	1,00	6,00	3,3478	1,14292
24- I nearly always use a teaching approach that encourages interaction among students.	2,00	6,00	4,9565	,98241

4.4. Examining the Relationship between EFL Teachers' Emotional Intelligence and Their Classroom Management

In the section below, the average values of the responses of the respondents to the sub-dimensions related to Trait Emotional Intelligence and to the sub-dimensions related to Behavior and Instructional Management, and the relationships between each dimension are shown. As shown in Table 4.10, the average of the responses to the well being dimension was 5.2932. According to the Likert scale, this value is above 5= Partially Agree. It was accepted that the teachers mostly agreed with the statements representing the dimension of well being, in other words, their well being levels were high.

The average of the responses to the statements about Self Control was 3.3196. This value is closer to the 3= Partially Disagree value on the Likert scale. It has been determined that teachers do not predominantly agree with the statements representing the self-control dimension. "I usually find it difficult to regulate my emotions", "I tend to change my mind frequently" and "I tend to get involved in things I later wish I could get out of" sentences that represent the self-control dimension were used as reverse sentences. In this case, it was accepted that the teachers mostly gave partially disagree, disagree or completely disagree answers to these sentences and they thought that their self-control levels were high. When the average of the responses given to the expressions related to the emotionality dimension

was examined, it was observed that the value was 2.4668 and was closer to the "disagree" response. When the response distributions for the expressions that make up this dimension are examined, it has been determined that mostly disagree or completely disagree responses were given. Under this dimension, some sentences had negative meaning such as "I often find it difficult to see things from another person's viewpoint", "I often find it difficult to show my affection to those close to me", "I find it difficult to bond well even with those close to me". When the distribution of the answers is examined, it is accepted that the emotionality levels are high, considering that the teachers mostly disagree or completely disagree to such negative statements.

When the average of the answers given to the statements related to the sociability dimension was examined, it was observed that the value was 4.2358 and was closer to the "not sure" answer. When the response distributions for the statements that make up this dimension were examined, it was seen that 4= Not Sure, 3= Partially Disagree, or 2= Disagree. Under this dimension, some sentences contain negative connotations such as; " I often find it difficult to stand up for my rights", " I tend to "back down" even if I know I'm right" and "I don't seem to have any power at all over other people's feelings". When the distribution of the answers is examined, it is accepted that the sociability levels of the participants are high when it is considered that the teachers mostly give not sure, partially disagree or disagree answers to such reverse statements.

Table 4.10. Descriptive Statistics

	Variable	Mean	Std.Deviation	N
Trait Emotional Intelligence	Well Being	5,2932	,92387	92
	Self Control	3,3196	,85681	92
	Emotionality	2,4668	,91323	92
	Sociability	4,2358	,66267	92
Behavior and Instructional Management	Behavior Management	5,5722	,74853	92
	Instructional Management	4,5889	,59416	92

The average of the responses given to the expressions representing the behavior management dimension, which is one of the sub-dimensions of the Behavior and Instructional Management variable, was 5,5722. This value is above the "5= Agree" value on the Likert scale. It was determined that the teachers gave the answers slightly agree, agree or strongly agree to the expressions defining the behavior management dimension, and they thought that their behavior management skills were high.

The average of the answers given to the statements representing the instructional management dimension was 4.5889. This value corresponds to "4= Slightly Agree" and "5= Agree" on the Likert scale. It was determined that the teachers mostly gave the answers slightly agree, agree or strongly agree to the statements defining the instructional management variable, and they thought that their instructional management skills were high.

Table 4.11 shows the Correlation Analysis results showing the relationships between the variables. As a result of the analysis, it was determined that none of the Emotional Intelligence dimensions were related to behavior management.

It was determined that there was a statistically significant, positive and strong relationship at the ,05 significance level between the Emotional Intelligence dimensions' well being and the Instructional Management dimension ($r = ,282$; $p = ,006$; $p < ,01$). It was determined that as the teachers' well being levels increased, their instructional management skills are also increased.

Table 4.11. Correlation Analysis

		1	2	3	4	5	6
1. Well Being	Pearson Correlation	-					
	Sig. (2-tailed)	-					
	N	-					
2. Self Control	Pearson Correlation	-,513**	-				
	Sig. (2-tailed)	,000	-				
	N	92	-				
3. Emotionality	Pearson Correlation	-,531**	,461**	-			
	Sig. (2-tailed)	,000	,000	-			
	N	92	92	-			
4. Sociability	Pearson Correlation	,018	,223*	,148	-		
	Sig. (2-tailed)	,866	,033	,159	-		
	N	92	92	92	-		
5. Behavior Management	Pearson Correlation	,058	,126	,128	,200	-	
	Sig. (2-tailed)	,580	,231	,225	,056	-	
	N	92	92	92	92	-	
6. Instructional Management	Pearson Correlation	,282**	-,080	-,058	,256*	,675**	-
	Sig. (2-tailed)	,006	,446	,583	,014	,000	-
	N	92	92	92	92	92	-

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

It was determined that there was no statistically significant relationship between Self Control, one of the Emotional Intelligence dimensions, and neither behavior management nor instructional management. It was determined that there was no statistically significant

relationship between Emotionality, one of the dimensions of Emotional Intelligence, and neither behavior management nor instructional management. There is no statistically significant relationship between sociability, one of the Emotional Intelligence dimensions, and behavior management ($r = .200$; $p = .056$; $p > .05$). On the other hand, although statistically weak, there was a positive correlation between sociability and instructional management at the .05 significance level ($r = .256$; $p = .014$; $p < .05$).

In conclusion, the classroom management was studied under two categories, Instructional Management and Behavior Management and Trait Emotional Intelligence was studied with four dimensions. First of all the correlation between participants' demographic information and their classroom management was analyzed. In this analysis it was found that teachers' demographic features such as experience, age, gender do not have an impact on their classroom management. This outcome is inconsistent with expectations. It might be caused by the way data was collected, which allowed teachers to assess their own classroom management. Further researches may employ more reliable techniques like interviews and classroom observations. Then the correlation between teachers' Behavior and Instructional Management and their Emotional Intelligence was studied. Findings revealed that teachers' ability to control misbehaviors in the classroom does not get effected by their levels of EI. However, Instructional Management of teachers correlates with EFL teachers' sociability and well being. Teachers' effectiveness in terms of teaching is affected by the level of their EI. According to these results, teachers' Emotional Intelligence has an impact on their effective classroom management.

5. CONCLUSION

This chapter of the study includes overview of the study and discussion of research questions, conclusion, pedagogical implications, suggestions for further researches, and limitations of the study.

5.1. Overview of the Study

The aim of this study was to examine whether there was a relationship between EFL teachers' Emotional Intelligence and their classroom management. The researcher presented previous studies in the literature review section. Four demographic questions and two questionnaires were used to collect the data. The participants were primary school English Teachers in Cankaya, Ankara. To answer the research questions, first of all, teachers' levels of Emotional Intelligence and Classroom Management were analyzed through questionnaires they answered. Afterwards, it was examined whether the age, gender, last graduated school and years of experience of the teachers had an effect on these. Finally, it was examined whether there was a relationship between these two variables and analyses were given detailly in chapter four. According to analyses, there is a positive and statistically significant relationship between EFL teachers' Emotional Intelligence and their classroom management.

5.2. Conclusion

Based on the literature, teachers' emotional intelligence has a significant role in their classroom management. The effect of Emotional Intelligence and its four factors mentioned in previous chapter differ in each teacher. In this study it was aimed to find out whether there was a relationship between EFL teachers' Emotional Intelligence and their classroom management. To understand the relationship between these two variables three research questions were asked.

The first research question was "Do EFL Teachers' demographic features (age, gender, last graduated school, professional experience) have any impact on their classroom management (behavior and instructional management skills)?" To answer this question teachers' answers to demographic questions and BIMS questionnaire were analysed. According to analyses, it can be said that teachers' behavior management ability does not differ depending on teachers' age, gender, last graduated school, and professional

experience. Teachers' instructional management ability also does not differ depending on their age, gender, last graduated school, and professional experience. These findings reveal that teachers' demographic features do not have any impact on their classroom management skills.

The second research question was "Is there any correlation between EFL teachers' EI (Well Being, Self Control, Emotionality, Sociability) and behavior management ability?". To answer this question TEIQue and BIMS questionnaire's questions about behavior management ability were analysed. Research shows that EFL teachers' emotional intelligence traits and behavior management ability do not significantly correlate. As it is mentioned in previous parts, behavior management includes pre-planned efforts to prevent misbehavior as well as the teacher's response to it. Therefore, managing misbehaviors in the classroom doesn't get effected from teachers level of EI.

The third research question was "Is there any correlation between EFL teachers' EI (Well Being, Self Control, Emotionality, Sociability) and instructional management ability?". To answer this question TEIQue and BIMS questionnaire's questions about instructional management ability were analysed. According to the findings, EFL teachers' well-being and sociability significantly correlates with instructional management ability. However, EFL teachers' self-control and emotionality do not significantly correlate with instructional management ability does not.

These results reveal that teachers' well being and sociability are the factors of EI that affect classroom management. Teachers with high well- being means positive, happy and fulfilled individuals. Teachers' high sociability related to their social relationships and social influence. They have good communication skills and they're confident. To sum up, positive and confident teachers are better at controlling their classroom. Therefore, in order to avoid classroom management problems teachers may try to control their own emotions to overcome negative situation and develop their social skills. According to the study of Nelis et al (2009) EI can be improved by trainings. The study's another major finding is that all positive changes in one's level of EI remain significant 6 months after the intervention. That is, the changes were not only short-term but persistent on the long-term. Also, educational institutions should avoid situations that will force or upset teachers, such as heavy workload, financial issues, comparison of achievements between classes, parent-related problems, students-related problems that cannot managed during lessons.

5.3. Pedagogical Implications

Teachers have to deal with many problems, but classroom management comes first. In order to strengthen teachers' classroom management, first of all, the factors affecting classroom management should be well known. In order to determine whether EI is one of the factors affecting classroom management, this study was carried out. Based on its findings, recommendations are made to the field of language education. Results of this study revealed that EFL teachers' EI (sociability and well-being) affect their classroom management, so the factors affecting teachers' positivity and emotional management may be detected and removed. The universities' educational departments may raise awareness of their teacher candidates about EI and also with in-service trainings teachers may be informed about how to regulate their emotions.

5.4. Suggestions for Future Research

1. In this study it is found that demographic features do not correlate with classroom management skills but according to Kazak (2010) there is a correlation between EFL teachers' tendency to teach EQ skills in their classes and their gender, workload and type of institution they work. This indicates that the study's findings conflict with current research. It might be related to teachers' self-evaluation of their own classroom management skills with an online questionnaire. This method was used because of the Corona virus' effects. Therefore, further studies may use classroom observation or interview method rather than an online survey while collecting the data to increase the reliability.
2. This study's participants are only limited with primary school EFL teachers. Teachers who instruct at various levels might also take part in future studies.
3. The findings of the study revealed that teachers' sociability and well-being highly affect teachers' classroom management skills. Also Durhan (2019) has investigated that the EI could predict teacher burnout so she has suggested to raise EFL teachers' awareness of EI to take precautions to lower burnout. Therefore, the work in this field is increasingly significant. The further studies may work on how to raise awareness of teachers to control their and also others' emotions in order to prevent further problems such as classroom management, teacher burnout, lower self-efficacy, and etc.

5.5. The Limitations of the Study

There are three limitations that can be addressed in this research. This research has been designed with quantitative research method. To collect data demographic questions and two questionnaires were used; Trait Emotional Intelligence Questionnaire (TEIQue) and Behavior and Instructional Management Scale (BIMS) to explore whether there is a relationship between EFL teachers' emotional intelligence and their classroom management. The first limitation is that data collection involves these two surveys only. Second, results and suggestions were only limited with the size of the sample. If this study could be done with larger groups and other methods such as observation could be used, much more reliable results would be obtained. Third, because of the corona virus (COVID-19) outbreak, schools implemented hybrid or online learning models, which made it more difficult to gather data.

REFERENCES

- Arends R. I. (1997) *Classroom Instruction and Management*. The McGraw-Hill Companies, Inc
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W.H. Freeman and Company. New York. 52:1-26. Brouwers, A., & T
- Bandura, Albert. (2010). Self-Efficacy. 10.1002/9780470479216.corpsy0836.
- Baker, J., & Westrup, H. (2000). *The English language teacher's handbook*. London: Continuum.
- Bar-On, R. (1997). *The emotional quotient inventory: A test of emotional intelligence*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (1997). *Bar-On emotional quotient inventory (EQ-I): Technical manual*. Toronto: Multi- Health Systems.
- Bar-On, R. (2002). Bar On Emotional Quotient Inventory: Short (BarOn EQi: S): Technical Manual. *Multi-Health Systems Inc.*, Toronto.
- Bar-On, R. (2004). The Bar-On emotional quotient inventory (EQ-i): National, description, and psychometric properties. In G. Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy* (pp. 124-142). Hauppauge, NY: Nova Science.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl), 13–25.
- Bar-On, R. (2007). *How important is it to educate people to be emotionally intelligent, and can it be done?* Westport, CT: Praeger.

- Bar-on R (2012). *The factorial structure of the Bar-On model*, retrieved from <http://www.reuvenbaron.org/bar-on-model/essay.php?i=22>
- Bean S. (2020). *Correlation of teacher emotional intelligence and teacher-student relationships: How this correlation predicts achievement of students of color* (Doctorate Thesis) <https://www.proquest.com/openview/bad3eefd9d5e7f225edf830519ef2072/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Berenji, S., & Ghafoori, N. (2015). Emotional Intelligence and Teachers' Discipline Strategies in Efl Classes. *Modern Journal of Language Teaching Methods*, 5, 446.
- Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2015). *The Impact of Classroom Design on Pupils' Learning: Final Results of a Holistic, Multi-Level Analysis*. *Building and Environment*, 89, 118-133. <https://doi.org/10.1016/j.buildenv.2015.02.013>
- Brackett, M. A., Patti, J., Stern, R., Rivers, S., Elbertson, N., Chisholm, C., & Salovey, P. A. (2009). *Sustainable skill based approach to developing emotionally literate schools*. MI: Humanics.
- Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. *Personality and Individual Differences*, 36(6), 1387–1402. [https://doi.org/10.1016/S0191-8869\(03\)00236-8](https://doi.org/10.1016/S0191-8869(03)00236-8)
- Brophy, J. E. (1996). *Teaching problem students*. New York: Guilford.
- Brophy, J. E., & Evertson, C. M. (1976). *Learning from teaching: A developmental perspective*. Boston, MA: Allyn & Bacon.
- Canter, L. (2010) *Assertive discipline: Positive behavior management for todays classroom*. Bloomington, IN: Solution Tree Press.
- Chang, Kelly B.T. (2008). Can We Improve Emotional Intelligence? Addressing the Positive Psychology Goal of Enhancing Strengths, Faculty Publications - Psychology Department. 44. https://digitalcommons.georgefox.edu/psyc_fac/44

- Colman W. (2008). On being, knowing and having a self. *Journal of Analytical Psychology*, 53(3): 351-366. <https://doi.org/10.1111/j.1468-5922.2008.00731.x>
- Cotton, K. (1990). School Improvement Research Series. School Wide and Classroom Discipline. *School Improvement Research Series*, December, 1-20.
- Delceva-Dizdarevik J. (2014). Classroom management. *International Journal of Cognitive Research in Science Engineering and Education*, 2(1):51-55
- Di Fabio A (2017) Positive Healthy Organizations: Promoting Well-Being, Meaningfulness, and Sustainability in Organizations. *Front. Psychol.* 8:1938. doi: 10.3389/fpsyg.2017.01938
- Di Fabio, A., & Kenny, M. E. (2016). Promoting well-being: The contribution of emotional intelligence. *Frontiers in Psychology*, 7, Article 1182. <https://doi.org/10.3389/fpsyg.2016.01182>
- Docking, R. (1994). Competency-based curricula – the big picture. *Prospect*, 9(2): 11 – 15.
- Doyle, W. (1980). *Classroom management*. Kappa Delta Phi.
- Duke, D.L. (1976). Who misbehaves?- A high school studies its discipline problems, educational administration. *Quarterly*, 12, 65-85.
- Durmuş, B., Yurtkoru, E.S., Çinko, M. (2018). *Sosyal Bilimlerde SPSS'le Veri Analizi*, Beta Basım Yayım, İstanbul, 2018.
- Ellis, R. (2004). *Task-based language learning and teaching*. Oxford: OUP
- Elton Report. (1989). *Discipline in schools: Report of the Committee of Enquiry*. DES and the Welsh Office, GBDS. London.
- Erden, F., & Wolfgang, C. H. (2004). An exploration of the differences in prekindergarten, kindergarten, and first grade teachers' beliefs related to discipline when dealing with male and female students. *Early Child Development and Care*, 174(1), 3-11

- Erdoğan, İ. (2008). *Sınıf yönetimi*. İstanbul: Alfa Yayınları.
- Evertson, C. M., Emmer, E. T., Sanford, J. P., & Clements, B. S. (1983). Improving classroom management: An experiment in elementary school classrooms. *The Elementary School Journal*, 84(2), 173–188. <https://doi.org/10.1086/461354>
- Evertson, C. M. & Harris, A. H. (1999). Support for managing learning-centered classrooms: The Classroom Organization and Management Program. In H. Freiberg (Ed.). *Beyond Behaviorism: changing the classroom management paradigm* (pp. 59-73). Boston: Allyn & Bacon.
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Lawrence Erlbaum Associates Publishers.
- Fowler, J., & Şaraplı, O. (2010). Classroom management: What ELT students expect. *Procedia Social and Behavioral Sciences*, 3, 94-97. DOI:10.1016/j.sbspro.2010.07.017
- French, J. R. P., Jr., & Rave, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150-167). Univer. Michigan.
- Gardner, H. (1983). *Frames of Mind: A Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. (1993). *Frames of mind*. New York: Basic Books.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. Basic Books.
- Garrett, T. (2014). *Effective classroom management: the Essentials*. Teachers College Press, New York.
- Garrett, T. F. (2015). Misconceptions of classroom management. *Education Digest*, 80(5), 45-49.

- George, D. and Mallery, P. (2010) *SPSS for Windows Step by Step: A Simple Guide and Reference* 17.0 Update. 10th Edition, Pearson, Boston.
- Gkonou, C., & Mercer, S. (2017). Understanding emotional and social intelligence among English language teachers. *British Council*.
- Glickman, C. D., & Tamashiro, R. T. (1980). Clarifying teachers' beliefs about discipline. *Educational Leadership*, 37(5), 459–464.
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books, Inc.
- Goleman, D. (1996). *Emotional Intelligence. Why It Can Matter More than IQ*. Learning, 24, 49-50.
- Goleman D. (2007). *Emotional Intelligence (why it can matter more than IQ)*, (Trans. B. Seçkin), İstanbul: Varlık yay.
- Gonzales, L., & Young, C. (2015). Delivering the “WOW” – Redesigning learning environments. *Leadership* 45(2), 28-32.
- Good, T. L., & Brophy, J. E. (2003). *Looking in classrooms* (9th ed.). Boston: Allyn and Bacon
- Habacı, İbrahim & Kaya, İbrahim & Kurt, Sultan & Kurt, İsmail & Adıgüzelli, Fadime & Adıgüzelli, Yaşar. (2012). The Evaluation Of Students And Teachers Views On Physical Arrangement Of Classroom. *Procedia - Social and Behavioral Sciences*. 64. 58–64. 10.1016/j.sbspro.2012.11.008.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835–854. [http://dx.doi.org/10.1016/S0742-051X\(98\)00025-0](http://dx.doi.org/10.1016/S0742-051X(98)00025-0)
- Harmer, J. (1983). *The practice of English language teaching*. Longman. London.
- Henley, M. (2010). *Introduction to Proactive Classroom Management*.

- Hymes, D. (1971). *On Communicative Competence*. Philadelphia: University of Pennsylvania Press.
- Inam A., Khalil H., Tahir W. B., Abiodullah M. (2014) Relationship of emotional intelligence with social anxiety and social competence of adolescents, *Research Journal of Pakistan Home Economics Association*, 8(1), 20-29.
- Jones, F. H., Jones, P. & Jones, J. L. (2007). *Fred Jones tools for teaching*. Santa Cruz, CA: Fredric H. Jones & Associates.
- Jones, V. F., & Jones, L. S. (2013). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. Sydney: Allyn and Bacon.
- Karip, E. (2017). *Sınıf yönetimi*. (14). Ankara: Pegem Akademi.
- Kessler, C. (Ed.). (1992). *Cooperative learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice Hall.
- Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart & Winston.
- Kyriacou C. (1991). *Essential Teaching Skills*. Blackwell.
- Lacaze, D., McCormick, M.C., Meyer, L. (2012), Classroom Behavior And Management For Teachers. *National Forum of Teacher Education Journal*, 22 (3), 2012.
- Martin, Nancy & Yin, Zenong. (1997). Attitudes and Beliefs Regarding Classroom Management Style: Differences Between Male and Female Teachers; 1997 January; Southwest Educational Research Association, Austin, TX.
- Martin, N. K., & Sass, D. A. (2010). Construct validation of the behaviour and instructional management scale. *Teaching and Teacher Education*, 26, 1124-1135. doi:10.1016/j.tate.2009.12.001.

- Marzano, R. J. (2013). *Defusing out-of-control behavior*. *Educational Leadership*, 71(4), 82-83.
- Marzano, R., & Marzano, J. (2003). *The key to classroom management*. Retrieved from <http://bottemabeutel.com/wp-content/uploads/2014/01/Marzano-Marzano.pdf>
- Marzano, R. J. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD
- Salovey P, Mayer JD. Emotional Intelligence. *Imagination, Cognition and Personality*. 1990;9(3):185-211. doi:10.2190/DUGG-P24E-52WK-6CDG
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–34). Basic Books. Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267–298. [https://doi.org/10.1016/S0160-2896\(99\)00016-1](https://doi.org/10.1016/S0160-2896(99)00016-1)
- Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 396–420). Cambridge University Press.
- Mayer, J. D., Salovey, P., & Caruso, D. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.
- Mayer JD, Roberts RD, Barsade SG (2008). "Human abilities: emotional intelligence". *Annual Review of Psychology*. 59: 507–36. doi:10.1146/annurev.psych.59.103006.093646
- McLead J., Fisher, Hoover G. (2003) *The key elements of classroom management: managing time and space, student behavior, and instructional strategies*. Association for Supervision and Curriculum Development, Alexandria, VA

- Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. *System*, 37(4), 708-718.
- Nizielski, S., Hallum, S., Lopes, P. N., & Schütz, A. (2012). Attention to student needs mediates the relationship between teacher emotional intelligence and student misconduct in the classroom. *Journal of Psychoeducational Assessment*, 30(4), 320–329. <https://doi.org/10.1177/0734282912449439>
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667336>
- Olsen, R., Kagan, S. (1992). About cooperative learning. In: Kessler, C. (Ed.). *Cooperative Language Learning a Teacher's Resource Book*. Prentice Hall Regents, Englewood Cliffs, NJ, 1-30.
- Okeke C., Dlamini C.C. (2013) An empirical study of stressors that impinge on teachers in secondary schools in Swaziland. *South African Journal of Education*, 33(1):1-12. <http://dx.doi.org/10.15700/saje.v33n1a607>
- Osterman K. F. (2000). Students' Need for Belonging in the School Community. *Sage Journals*, <https://doi.org/10.3102%2F00346543070003323>
- Paul, G. (2008). Competency-Based Language Teaching Report. Retrived from <http://glendapaul62.blogspot.com/2008/12/competency-based-language-teaching.html>
- Perry C., Ball I. (2007). Emotional Intelligence and Teacher Self Efficacy: The Contribution of Teacher Status and Length of Experience. *Issues in Educational Research*, 17(1):107-126.
- Peterson T. M. (2007). Motivation:How to increase project team performance. *Project Management Journal*, 38 (4), 60-69. <https://doi.org/10.1002/pmj.20019>

- Petrides, K. V., & Furnham, A. (2000). On the Dimensional Structure of Emotional Intelligence. *Personality and Individual Differences*, 29, 313-320. [http://dx.doi.org/10.1016/S0191-8869\(99\)00195-6](http://dx.doi.org/10.1016/S0191-8869(99)00195-6)
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425–448. <https://doi.org/10.1002/per.416>
- Petrides, K. V., Furnham, A., & Mavroveli, S. (2007). Trait emotional intelligence: Moving forward in the field of EI. In G. Matthews, M. Zeidner, & R. D. Roberts (Eds.), *The science of emotional intelligence: Knowns and unknowns* (pp. 151–166). *Oxford University Press*.
- Petrides K. V. (2010). Trait Emotional Intelligence Theory. *Industrial and Organizational Psychology*, 3 (2), 136-139.
- Petrides M, Tomaiuolo F, Yeterian EH, Pandya DN. (2012). The prefrontal cortex: comparative architectonic organization in the human and the macaque monkey brains. *National Library of Medicine*, 48(1):46-57. doi: 10.1016/j.cortex.2011.07.002
- Petrides K.V., Mikolajczak M., Mavroveli S. (2016). Developments in Trait Emotional Intelligence Research. *Sage Journals* <https://doi.org/10.1177/1754073916650493>
- Pianta, R. C. (2006). Classroom management and relationships between children and teachers: Implications for research and practice. In N. M. Evertson and C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 149-162). Mahwah, NJ: Lawrence Erlbaum Associates
- Psunder, M. (2005). How effective is school discipline in preparing students to become responsible citizens? Slovenian teachers' and students' views. *Teaching and Teacher Education*, 21(3), 273-286.

- Rahim, M.A. (2016). *Intelligence, Sustainability, and Strategic Issues in Management: Current Topics in Management* (1st ed.). Routledge.
<https://doi.org/10.4324/9780203788394>
- Richards, C.J., & Rodgers, S.T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rust, D. A. (2014). *Relationship between the emotional intelligence of teachers and student academic achievement* (Unpublished doctoral dissertation). University of Kentucky.
 Retrieved from
uknowledge.uky.edu/cgi/viewcontent.cgi?article=1008&context=edl.
- Scrivener, J. (2012). *Classroom management techniques*. Cambridge: Cambridge University Press.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9,185-211. <http://dx.doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Samouei, R. (2002). *Emotional quotient inventory*. Esfahan: Ravan Tajhize Sina.
- Savage, T. (1999). *Teaching self-control through management and discipline*. Boston, MA: Allyn & Bacon.
- Savage, T. V., & Savage, M. K. (2010). *Successful classroom management and discipline: Teaching self-control and responsibility* (3rd ed.). Los Angeles, CA: SAGE Publishing.
- Sevdalis, N., Petrides, K. V., & Harvey, N. (2007). Trait emotional intelligence and decision-related emotions. *Personality and Individual Differences*, 42(7), 1347–1358.
<https://doi.org/10.1016/j.paid.2006.10.012>
- Shin, S. & Koh M. S. (2007). A cross-cultural study of teachers' beliefs and strategies on classroom behavior management in urban American and Korean school systems. *Education and Urban Society*, 39(2), 286-309.

Stensmo, C.(1995, April). Classroom management styles: two case studies. *Paper presented at the annual meeting of the American Educational Research Assosiation*. San Fancisco, 18-22.

Ünal A., Önal M. (2015). Eğitim İşgörenlerinin Duygusal Zekâları İle Mesleki Tükenmişlik Düzeyleri Arasındaki İlişki. *Opus -- Türkiye Sosyal Politika ve Çalışma Hayatı Araştırmaları Dergisi* , 5 (8), 133-154

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). Toward a knowledge base for school learning. *Review of Educational Research*, 63(3), 249–294.

Wolfgang, C. H., & Glickman, C. D. (1980). *Solving disciplineproblems: Strategies for classroom teachers*. Boston: Allyn and Bacon.

Wong, H. and Wong, R., 2009. *The first days of school*. p.16.

APPENDICES

APPENDIX 1: Demographic Questions for Participants

1. Age

- a. 21-30 years
- b. 31-40 years
- c. 41-50 years
- d. 51-60 years
- e. 61 years and older

2. Gender

- a. Female
- b. Male

3. Last Graduated School

- a. Faculty of Education
- b. Masters Degree
- c. Doctorate
- d. Others

4. Professional Experience

- a. 5 years and less
- b. 6-10 years
- c. 11-15 years
- d. 16-20 years
- e. 21-25 years
- f. 26 years and older

APPENDIX 2: Behavior and Instructional Management Scale

1. I nearly always intervene when students talk at inappropriate times during class.	1	2	3	4	5	6	7
2. I use whole class instruction to ensure a structured classroom.	1	2	3	4	5	6	7
3. I strongly limit student chatter in the classroom.	1	2	3	4	5	6	7
4. I nearly always use collaborative learning to explore questions in the classroom.	1	2	3	4	5	6	7
5. I reward students for good behavior in the classroom.	1	2	3	4	5	6	7
6. I engage students in active discussion about issues related to real world applications.	1	2	3	4	5	6	7
7. If a student talks to a neighbor, I will move the student away from other students.	1	2	3	4	5	6	7
8. I establish a teaching daily routine in my classroom and stick to it.	1	2	3	4	5	6	7
9. I use input from students to create classroom rules.	1	2	3	4	5	6	7
10. I nearly always use group work in my classroom.	1	2	3	4	5	6	7
11. I allow students to get out of their seat without permission.	1	2	3	4	5	6	7
12. I use student input when creating student projects.	1	2	3	4	5	6	7
13. I am strict when it comes to student compliance in my classroom.	1	2	3	4	5	6	7
14. I nearly always use inquiry-based learning in the classroom.	1	2	3	4	5	6	7
15. I firmly redirect students back to the topic when they get off task.	1	2	3	4	5	6	7


16. I direct the students' transition from one learning activity to another.	1	2	3	4	5	6	7
17. I insist that students in my classroom follow the rules at all times.	1	2	3	4	5	6	7
18. I nearly always adjust instruction in response to individual student needs.	1	2	3	4	5	6	7
19. I closely monitor off task behavior during class.	1	2	3	4	5	6	7
20. I nearly always use direct instruction when I teach.	1	2	3	4	5	6	7
21. I strictly enforce classroom rules to control student behavior.	1	2	3	4	5	6	7
22. I do not deviate from my pre-planned learning activities.	1	2	3	4	5	6	7
23. If a student's behavior is defiant, I will demand that they comply with my classroom rules.	1	2	3	4	5	6	7
24. I nearly always use a teaching approach that encourages interaction among students.	1	2	3	4	5	6	7

APPENDIX 3: Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF)

1. Expressing my emotions with words is not a problem for	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7

18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

APPENDIX 4: The Permission for the Use of The Behavior and Instructional Management Scale and Trait Emotional Intelligence Instrument

 **Nancy Martin**
Alıcı: Daniel, ben ▾

10 Kas 2021 Çar 20:15 ★ ↶ ⋮

İngilizce ▾ > Türkçe ▾ İletiyi çevir İngilizce için kapat x

Dear Fatima,

Thank you for your interest in our work. I no longer grant permission to use the ABCC or the ABCC-R because we have developed a higher quality instrument, the Behavior & Instructional Management Scale (BIMS). You have my permission to use the BIMS instead and I believe it will serve your purpose better.

I have attached the 2010 article that describes the development, psychometric properties, and scoring of the BIMS. The scale is included in the appendix at the end of the article.

I wish you the best of luck with your study.

****EXTERNAL EMAIL****
This email originated outside of The University of Texas at San Antonio.
Please exercise caution when clicking on links or opening attachments.

psychometriclab.com/obtaining-the-teique/

VakıfBank Anasayfa - Devletin... Ziraat Bankası Sözlük English Grammar -... Fairfax County Publi... ÖL

All TEIQue forms, versions, and translations are available free of charge for academic research purposes only. Provided there is no commercial usage, TEIQue instruments can be used for research purposes without permission. Please do not email us to request permission for usage in academic or medical research, as this is unnecessary. However, any commercial or quasi-commercial usage of any TEIQue instrument or related materials is **strictly prohibited, unauthorized and illegal**. For commercial applications, click [here](#).

APPENDIX 5: Permission from the Ministry of National Education



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-37111214
Konu : Araştırma İzni

17.11.2021

BAŞKENT ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü)

İlgi : a)MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.
b)18.10.2021 tarihli ve 71045 sayılı yazımız.

Üniversiteniz Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Yüksek Lisans Programı öğrencisi Fatıma Büşra CIVİL'in "**İngilizce Öğretmenlerinin Duyusal Zeka Özellikleri ile Sınıf Yönetimi Arasındaki İlişki**" konulu çalışması kapsamında İlimiz 9 Merkez ilçesindeki İlkokul, Ortaokul ve Liselerde, uygulama talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Harun FATSA
Vali a.
Milli Eğitim Müdürü

Dağıtım:
Gereği:
Başkent Üniversitesi

Bilgi:
9 İlçe MEM

Bu belge güvenli elektronik imza ile imzalanmıştır.

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

APPENDIX 6: ORIGINALITY REPORT

Turnitin Orijinallik Raporu

İşleme kondu: 23-Tem-2022 22:10 +03
NUMARA: 1874166833
Kelime Sayısı: 15141
Gönderildi: 1

Benzerlik Endeksi	Kaynağa göre Benzerlik
%16	Internet Sources: %16 Yayınlar: %9 Öğrenci Ödevleri: N/A

EXPLORING THE RELATIONSHIP BETWEEN EFL TEACHE... Busra
Civil Civil Bardak tarafından

alıntılan dahil et	bibliyografyayı dahil et	5 kelime > çıkarılan eşleşmeler	mod: en yüksek eşleşme oranlarını bir arada göster	Change mode	yazdır	yenile	İndir
3% match (18-Şub-2022 tarihli internet) https://openaccess.izu.edu.tr/xmlui/bitstream/handle/20.500.12436/2374/640488.pdf?isAllowed=y&sequence=1							
1% match (10-Oca-2022 tarihli internet) http://www.sciencewebpublishing.net							
1% match (25-Şub-2022 tarihli internet) https://acikbilim.yok.gov.tr/bitstream/handle/20.500.12812/63893/yokAcikBilim_10159938.pdf?isAllowed=y&sequence=-1							
1% match (16-Nis-2018 tarihli internet) http://nectar.northampton.ac.uk							
1% match () Caterina Fiorilli, Paula Benevene, Simona De Stasio, Ilaria Buonomo, Luciano Romano, Alessandro Pepe, Loredana Addimando. "Teachers' Burnout: The Role of Trait Emotional Intelligence and Social Support", <i>Frontiers in Psychology</i>							
<1% match () Sample, Melina. "Emotional Intelligence And Decision-Making As Predictors Of Antisocial Behavior", Digital Commons @ Andrews University, 2017							