Research Article

An Investigation of Turkish EFL Teachers' Perceptions of Social-Emotional Learning and School Climate

Zülal Ayar [*]

ABSTRACT

The issues of teacher stress, fulfillment from the teaching practices, and efficacy have been regarded as one of the keystones of teacher development. However, limited studies in the language teaching context have associated all these factors with social-emotional learning (SEL) and school climate. Moreover, particularly after the outbreak of the pandemic, studies focusing on their relations through the lens of teachers were underrepresented in the field. Thus, this research will examine the interplays between English language teachers' SEL beliefs, perceptions of school climate, and the three foregoing teacher outcomes. To that end, 111 Turkish EFL teachers affiliated with schools in diverse districts and tutoring at different education levels were incorporated into the study. After meticulous analysis, a significant difference was detected between the teachers with nearly two decades of experience and their job satisfaction. However, no significant correlations were noted either between SEL beliefs and teachers' sense of occupational stress or school climate and SEL beliefs.

Statement of Publication Ethics	The study has been conducted by following the publication ethics. The ethics committee approval has been obtained for the current study: Name of the Board: Ankara University Ethics Committee, Date: 12.02.2021, and Decision Number: 83).
Conflict of Interest	This study has no conflict of interest.
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[*] Assist. Prof. Dr., ORCID ID: https://orcid.org/0000-0002-9029-7164, İzmir Katip Çelebi University, English Language and Literature Department, zulal.ayar@ikc.edu.tr

Introduction

As the contemporary education system brings, schools encounter more hardships compared to the past, such as isolation from the school climate due to internet addiction, bullying, violence, psychological disorders, emotional distress, and lack of trust in shareholders in the institution. Furthermore, the renewal of the school profiles with students having varied competence, dispositions, and knowledge coming from distinct cultural backgrounds due to the migrations has made this matter more complicated. Far worse, despite the limited number of professionals in the field to arrange organizations for schools in diverse settings within the country, teachers have felt the need for professional development practices than before to build or nurture their social-emotional learning (SEL) and hence navigate how to get out of such kinds of challenges (Cali, 2022; Durlak et al., 2011). Accordingly, scholars have designed some models and frameworks for teachers based on development-centric theoretical perspectives to support their skills, and credentials in such a case to be able to maintain their profession through the functioning of those structures in a socially enriched environment. Yet, apart from these school-based factors, as their associations with teacher outcomes would also bear importance to shed light on teachers' professional well-being, teaching performance, personal growth, and learner success, all of them would be warranted examining particularly considering the impact of Covid-19 on language education. Thus, the current paper will principally investigate the relationship among teacher stress, job satisfaction, teaching efficacy, SEL, and school climate from the eyes of language practitioners during Covid-19.

Literature Review

The last two decades' worth of research has dwelled on the substantiality of SEL within language education contexts. This is on account of the fact that SEL introduces the mainstream that the education system needs to foster students' social and emotional abilities aside from aiming to elevate their academic achievements (Durlak, 2020). Simply put, SEL intends to flourish learners' socio-emotional competencies according to student-centred learning to engross them within this process and hence promote their collaborative, analytical, and communicative skills (Friedlaender et al., 2014). A review of SEL literature reveals that its origin dates back to 1994 when a group of scholars, hosted by the Fetzer Institute, worked on an educational reform that took into account not merely the cognitive development of learners but their overall skills (Elias et al., 1997). They also established the Collaborative for Academic, Social, and Emotional Learning (CASEL) organization to put this conceptual framework on an evidence base spanning a large number of educational contexts like kindergarten, primary, and secondary school, and higher education. Accordingly, for 28 years, the CASEL has championed SEL programs to include the implementation of policies in order to help learners get and apply the knowledge on the way to fulfil personal and interpersonal development while managing their emotions.

**Figure 1.** SEL Model (retrieved from https://casel.org/)

As the figure tells its own story, the term 'learning' must have been intentionally selected by the CASEL to impose the fact that the acquisition of all the core competencies within the domains is a process. Another critical point the figure symbolizes is taking students to the centre of the model with the predetermined five competency domains. That is the reason why the community of education witnessed a great deal of attention in proving a reciprocal relationship between SEL and learner success. As a case in point, Weissberg et al. (2015) revealed its correlation with students' learning procedures and the growth of their 21st-century skills, prosocial behaviours, mind-sets, grit, autonomy, and habits of mind. Besides, Kılıç and Bavlı (2021) reported on the positive contributions of SEL to students' self-awareness, emotional management and motivation, communication skills, cooperation, thinking skills and academic success. Friedlaender et al. (2014) also clarified that SEL programs help learners boost interpersonal (e.g., interacting with others), intrapersonal (e.g., interpreting one's own emotions), and cognitive competence (e.g., creative or analytical thinking). Additionally, after their meta-analysis concerning SEL programs, Mahoney and Weissberg (2018) arrived at the conclusion that SEL competencies, social skills, positive manners towards others and selves as well as achievements in academic subjects were tight-knit. Distinct from the other studies, Bettencourt et al. (2016) inspected it from a different point of view and noted to what extent exposure to emotional adverse experiences would impair learners' performance socially throughout the SEL. The findings reiterated signified that though the literature has been inundated with studies on the strong liaison between the two, the role of teachers themselves has drawn scant attention within this framework (Cali, 2022; Collie et al., 2012; Hamilton & Doss, 2020; Palmer et al., 2021). However, their readiness to teach, well-being, social-emotional demands, and beliefs need to be regarded in SEL program designs since teachers will instigate learners to be well-rounded human beings, and steer their professional routes (Schonert-Reichl, 2017).

Teachers, SEL, and School Climate

In the face of the global pandemic, teachers have been ill-equipped but have had to bear tremendous responsibility towards online education policy and high academic standards, experiencing intense stress (Kılıç & Bavlı, 2021; Mahoney et al., 2021; Palmer et al., 2021; Park, 2022; Will, 2020; Veena et al., 2020). Even so, the Organisation for Economic Co-operation and Development (OECD, 2015) already alarmed educationalists and policymakers against emotional breakdowns to come that they need to advocate for a holistic program of language education elaborately underlining the significance of SEL and the senses of teachers. As SEL resides in a world of instructional approaches aiming at promoting the quality of educational settings, and theoretically grounded on social constructivist learning theories and developmental psychology thanks to its multifaceted and integrated system (Durlak et al., 2011), the programs were created accordingly. As such, emerging frameworks have considered three discrete but interrelated dimensions of SEL, and entitled them as learning context, SEL for students, and SEL for teachers. Of this triplet, we have already touched upon the importance of scrutinizing SEL practices and programs for students and their promising impact on their outcomes. However, we also need to address whether SEL interrelates with teachers' performance, rapport with learners, or their convictions about encouraging learners to build social-emotional awareness and strategies in the school climate (Cooper et al., 2023). Therefore, two essential elements of the foregoing frameworks (i.e., SEL and school climate) and their connections with teachers warrant being examined in the subsequent phases of the study.

As Erbil (2022) has stressed in a study of the Turkish context, school-based factors had a great influence on all stakeholders in the education system (i.e., teachers, learners, policymakers, principals, and parents) (Friedlaender et al., 2014; Domitrovich et al., 2016; Jennings et al., 2019). This contention has been corroborated by studies proving that learning context not only incorporates school climate and culture, but a set of distinct determinants, such as district policies, communication styles, classroom rules, commitment to success, and performance expectations (e.g., Hoy & Miskel, 2012; Schonert-Reichl, 2017). Correspondingly, different from the aforementioned SEL model in education contexts (Figure 1), Jennings and Greenberg's (2009) prosocial model displays their links:

Figure 2. Prosocial Classroom Model (Jennings & Greenberg, 2009, p.494)
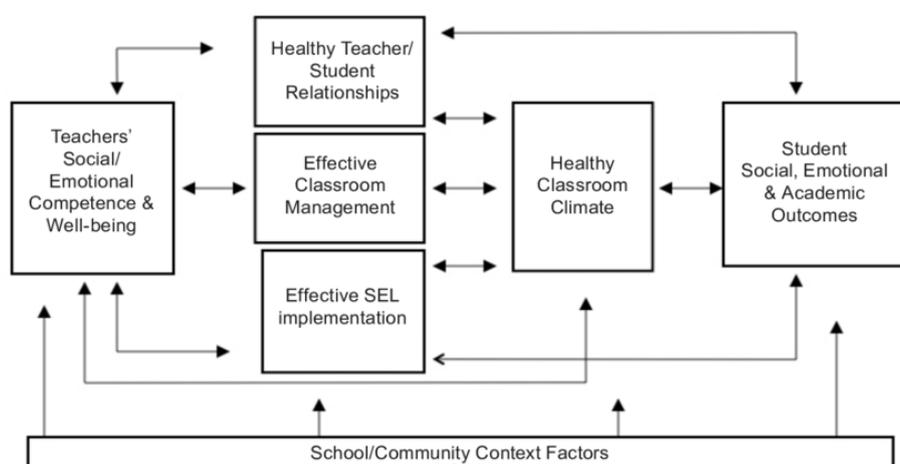
In that vein, Mahoney et al. (2021) systematized SEL practices considering several educational frameworks and finally portrayed the latest version of essential parameters (Figure 3). These two figures imply that schools should highly support SEL by taking account of each shareholder in the classroom climate, namely not just students' but teachers' senses, well-being, social-emotional awareness, and practical implementations (Bridgeland et al., 2013; Kılıç & Bavlı, 2021).

Figure 3. Updated Model of Systemic SEL in Education Contexts (retrieved from https://casel.org/)
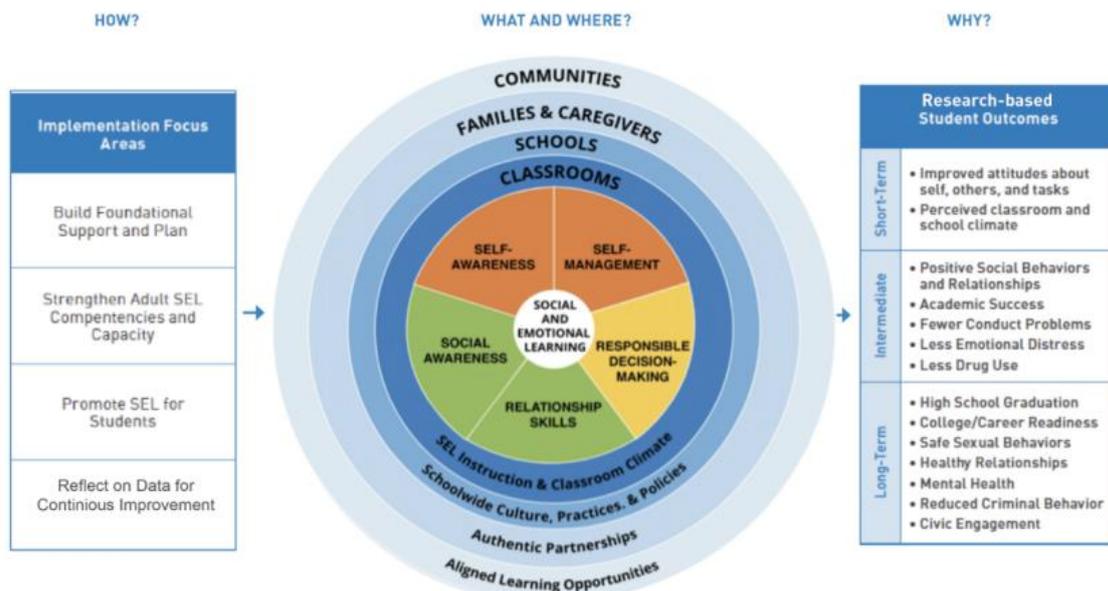
Contrary to what the figures above suggest, Eva and Thayer (2017) found that the discontentedness of teachers in this profession has drastically increased recently, though. Likewise, Brackett et al. (2019) detected the negative emotions of the vast majority of teachers (e.g., 'frustrated', 'overwhelmed'). Particularly with the outbreak of the devastating pandemic and the inception of lockdowns across the globe, disjointed efforts by policymakers and teachers, and the lack of strong leadership from school administrators caused disparities and teachers suffered most from the profound consequences. In turn, they were labelled as disempowered and had to conduct curricular imperative applications due to the lack of communication within the school climate (Cali, 2022). Consequently, the pandemic jeopardized their well-being strictly (Hamilton & Doss, 2020). That is, the problems of teacher absenteeism, turnover, and burnout appeared in the education system (Miller, 2022). By the same token, teachers, who used to be characterized as key agents of change, have been described as *lay people* in the quest to recover insufficiently coordinated SEL programs while trying to rebound from the interruptions (Mahaye, 2020). At the end of the tight global isolations around the world, they have suffered damage and all stakeholders in the school climate have been severely compromised. Then, the relationships among teachers' outcomes and these factors must be examined in-depth.

Occupational perceived stress

As a result of attaching blindly to the fads, and finding provisional solutions to the programs by adopting hodgepodge interventions without sustainability or coordination, teachers may encounter serious challenges or feel stressed while implementing the courses. In the same vein, Kyriacou (2011) underlined various stress sources for teachers, such as being judged depending on teaching performances, verbal persuasions (i.e., problems with the principal or counterparts), unmotivated learners, undefined accountabilities, or new roles. Moreover, due to the dearth of opportunities firstly for personalizing the process, applying pedagogical skills along with the proper curriculum to deepen their learning, and finally acclimatizing the positive school culture within evidence-based SEL programs, teachers were reported experiencing a high sense of occupational stress (Collie et al., 2012). Similarly, Gallup (2014) attributed high stress among teachers to their beliefs that they consider themselves the last person to have a say in school events. To put it simply, teachers' sense of stress would appear when they felt no overlap between their competence and the demands of the job or regarded a case as threatening but without any authority to interfere.

MacIntyre et al. (2020) and Veena et al. (2020) emphasized that with the global crisis, teachers' attempt to perform a delicate balance between academic and personal lives, having to work shelter-in-places, official operations with close deadlines, and curricular imperative applications concomitantly led to the perceptions of stress. Fataar (2020) also mentioned that the 'new normal' in education pushed teachers into anxiety and tension due to the failures in curriculum delivery. In parallel, Mahaye (2020) pointed out the inevitable sense of stress of teachers with the advent of the pandemic owing to its destructive effect on the curricula and some adaptation problems. Keeping the issue further, Arslan (2015) highlighted the negative connotations of stress and exposed its inverse proportion with satisfaction and commitment among teachers. Likewise, Motallebzadeh et al. (2014) affirmed that language practitioners obtaining a sense of SEL competence at significant levels were superior to others in terms of overcoming stress arising from the heavy workload. Cooper et al. (2023) also uncovered the pivotal importance of a supportive school team, school climate, and culture for teachers to practice SEL comfortably in that their depression decreased with perceived support from the school board, and colleagues throughout the Covid-19 pandemic. Finally, after conducting comprehensive research, Brockmeier (2023) found out that teachers practising SEL sensed significantly less stress and better coping with it than the ones who did not implement SEL at the time of Covid-19. As is seen, ample research has concentrated on work stress as a teacher outcome and regarded it as one of the critical predictors of further obstacles in the school context. This point also explains why Schonert-Reichl (2017) has specified stress as 'contagious' in the school setting.

Job Satisfaction

As another item to be associated with school-based factors, and the other teacher outcomes, the gratification of teachers from their profession would come into prominence. The common troubles leading teachers to dissatisfaction with their careers were detected

mainly as poor management of stress and other emotions (Darling-Hammond, 2001). Collie et al. (2012), and Schwarzer and Hallum (2008) conformably pointed out negative associations between the perceived stress of teachers and their job satisfaction. By the same token, to elucidate the diverse effects of stress on language education, McCarthy et al. (2006) touched upon the teachers' deprivation of personal resources and implied the cross-connection of their contentment with stress. At that point, the importance of being supported by the principals, superintendents, or head teachers was pointed out by some scholars (Westling & Whitten, 1996) for teachers to struggle with stress and be fulfilled with the profession.

Aside from showing the prominence of correlations between the shareholders in the education system while referring to job satisfaction, Brackett et al. (2019) claimed that it was directly proportionate to SEL practices, whereas Cooper et al. (2023) discussed it with school climate. As SEL and school culture harbour a variety of items in the system, these scholars aimed to put the spotlight on their multi-pronged nature to refer to potential interrelations of teacher satisfaction. In the end, they confirmed their overlap with one another as a result of the analyses reporting their strong correlations in the same direction. Furthermore, Vansteenkiste et al. (2007) underlined that educators' perception concerning job satisfaction was in parallel with their well-being. Finally, Kinman et al. (2011) and Özdemir and Babadoğan (2023) considered this issue from the point of teacher education and showed its parallelism with professional growth at the end of their research.

Teaching Efficacy

The last teacher outcome that would be related to the other variables was the sense of teaching efficacy. A revealing way to explore their interconnectedness would be attending to its origin in the literature, and some relevant research from the field. The term 'teacher efficacy' was initially coined by a group of scholars from *Research and Development* and was also based upon social learning theories. It was developed with the expectation of revealing teachers' beliefs about to what extent they could control their reinforcements to learners' on-task behaviour (Guskey & Passaro, 1994). In 1997, Bandura introduced his updated construct of self-efficacy which emerged in a way of a strand of social cognitive theories. Accordingly, teachers' perceptions about competencies, resilience to facing troubles, and confidence in managing cognitive processes (e.g., academic achievements, and decision-making) would contribute to their performance. This issue has struck attention since then due to displaying positive correlations with teacher emotions and their triggers aside from its multifaceted reflections on teaching foreign languages, and thereby the transmission of its impact to L2 learners. As a result, the implementations particularly in the last two decades seemed to concentrate on its potential liaison with teachers' stress, skills, job satisfaction, and well-being as well as student learning, teaching strategies, or school culture.

To refer to these studies in more detail, firstly, some scholars notably clarified the negative associations between teaching efficacy and perceived stress of teachers and its echo in job satisfaction (Arslan, 2015). By the same token, Collie et al. (2012) discovered an inverse correlation between the first two items. Further research yielded the conclusion

that high levels of perceived teacher stress led to reduced efficacy rates and hence this even provoked their quitting jobs (Skaalvik & Skaalvik, 2016). It was also reported that the sense of teaching efficacy would determine the degree to which learners thrive and teachers' engagement with the profession. In the same vein, Caprara et al. (2003) noted that teaching efficacy played a key role in discovering job satisfaction. Likewise, Brockmeier (2023) unveiled that language practitioners with SEL beliefs were observed to experience higher self-efficacy and better rapport with learners in a positive school climate but less burnout. Finally, Park (2022) uncovered that teaching efficacy was a requirement of SEL practices given that teachers implementing SEL reached higher efficacy rates and job satisfaction. Overall, despite the emergence of studies in a wide range similar to the afore-mentioned analyses designed to prove its bidirectional relationships, it seems that future research has been still necessitated to reach further conclusive results and to abound its positive or negative associations with the same or similar factors in virtual educational settings (Cali, 2022).

The Main Focus of the Study

The literature posits that the emerging body of research corroborates the links between some teacher outcomes and school-based factors. Despite the so-called century-old interest in investigating these determinants to reveal how they operate dually, we still need up-to-date research results to unveil their relations after Covid-19 (Miller, 2022; Will, 2020). In other words, to get a multipronged picture describing educators' experiences, and contribute to the studies in language education, it is necessary to investigate the potential correlation of these factors with one another (Collie et al., 2012). Furthermore, the potential concordance of SEL with all of these teacher variables has been underrepresented over the past decade, particularly in the language teaching arena (Cali, 2022). As far less is known about the liaison of these components in online learning contexts, and it cannot be left unattended in language education, the void this research addressed in the literature was twofold. Firstly, the researcher planned this study on English language teachers' sense of SEL and school climate and their dual relation to the three above-mentioned teacher outcomes to afford a window into the world of SEL practices. Put differently, we aimed to scrutinize the interrelationship between these factors. Moreover, the study set out to seek bilateral connections between the demographics of participant teachers and the factors. The questions were as follows:

1. Are there any significant differences between the teachers' demographic features and SEL beliefs, perceptions of school climate, job satisfaction, teaching efficacy, and stress?

2. What are the interrelationships between teacher outcomes and the teachers' perceptions of school climate, and SEL beliefs?

Methodology

Participants

111 volunteer EFL teachers (79.3% female and 20.7% male) from distinct provinces of Turkey working in different schools affiliated with the Ministry of Education partook in that quantitative study. Their age distribution revealed that the majority of them (52.3%) were at the age of 30-39, and the ones from 20 to 29 were ranked at the second highest level with 27.9%. Then, the attendees at 40 to 49 (14.4%) and 50-59 (5.4%) appeared on the list. When the education levels teachers gave lessons were examined, it was obvious that 11.7% of them were staffed in primary school, 32.4% tutored at secondary school, and 55.9% worked in high school. According to their seniority, 28.8% of the participants were beginning teachers, 34.2% had six to ten-year seniority, 18.9% were equipped with 11-15 years' length of service, 9% reached 16 to 20 years in the profession, and finally, 9% were seasoned teachers with 21 years or more. As for the school setting, 53.2% of the teachers worked in the city centre, 19.8% worked 50 km away from the city at most, 13.5% worked 51-100 km from the city, and 13.5% worked more than 100 km away from the city.

After getting approval from the Ankara University Ethics Committee (decision number: 83) on 28 December 2020, schools in district-advantaged and disadvantaged regions at different education levels were invited to that study. After being informed about the research by school principals, volunteer English teachers completed the online questionnaire prepared in the English language. They were each given one week to submit the survey, and the researcher sent a reminder mail to the school directors after two weeks. Accordingly, English teachers were recruited with respect to cluster sampling from twenty-one schools in distinct settings varying from remote, suburban, and rural districts. Data was gathered at the peak of the pandemic in four months, beginning in January 2021 and ending in April 2021 for the present research.

Instruments

To begin with the outcome variables, after obtaining the permission of each scholar to use their surveys in the study as was also a requirement for ethical approval, the teacher stress survey developed by Boyle et al. (1995) with nine items on a 4-point Likert scale was utilized to determine the perceived stress of the participants in online lessons. Similarly, teaching efficacy rates were measured with the adoption of a twelve-item perceived efficacy scale based on a 9-point range created by Tschannen-Moran and Woolfolk-Hoy (2001). As for job satisfaction, four items, which emphasize the nature of teaching in the work field, from Spector's (1997) 6-point Likert scale inventory were utilized to check the teachers' satisfaction with the profession.

Respecting the predictor variables, the attendees' perceptions of school climate were assessed via a 17-item questionnaire according to a 5-point Likert scale developed by Johnson et al. (2007). Finally, a similarly designed Likert scale with 11 items generated by Brackett et al. (2012) was adopted with a view to revealing their SEL beliefs. Taken together, all of these five instruments with 53 items in the English language were included

in the research after the researcher proved their high reliabilities, and by considering the evidence for their validities from the studies at different education levels (see Collie et al., 2012, for further discussion).

Table 1. Reliability Indices, Means and Standard Deviations

Variable	α	Minimum	Maximum	M	SD
Outcomes					
Stress	.78	0,00	30,00	16,36	6,09
Teaching efficacy	.91	53,00	108,00	87,69	11,25
Job satisfaction	.80	7,00	20,00	16,29	3,15
Predictors					
School climate	.07	45,00	96,00	69,30	10,55
SEL	.79	17,00	55,00	41,72	6,46

Data Analysis

The analysis of data was administered via a software program for statistical analysis. Descriptive statistical methods were utilized to evaluate the data. The conformity of the data to the normal distribution was also controlled and examined through the Q-Q Plot (Quantile-Quantile Plot) method (Chan, 2003). Moreover, Shao's (2002) caveat that the values of skewness and kurtosis should be between ± 3 in the normal distribution of the data was also considered. After the data set's analysis, it was discovered that apart from the scores for SEL, all variables in the current research showed a normal distribution.

Table 2. Normality Analysis

Variables	Skewness	Kurtosis	Normality
Stress	0,476	-0,608	Normal
Teaching efficacy	0,639	-0,448	Normal
Job satisfaction	0,915	-1,123	Normal
School climate	-0,221	-0,293	Normal
SEL	3,486	-1,239	Non-normal

In the comparison of quantitative data within normal distributions, an independent sample t-test was applied to the differences between the two independent groups. On the other hand, while comparing more than two independent groups, one-way analysis of variance (ANOVA) was embraced, and Bonferroni was also used to find the group creating a difference (Tamhane, 1977). Moreover, as emphasized by Bortz (2005), the Mann-Whitney U test was embodied for the difference between two independent groups without a normal distribution, and the Kruskal Wallis H test was also utilized for the comparison of more than two independent groups. The Bonferroni correction was again involved in the analysis process (Table 3). Finally, Pearson and Spearman's correlations were applied to test bilateral associations between numerical variables (Table 4). Consequently, this analysis allowed the revealing of the bivariate relations of the two predictors and three outcomes with one another (Das, 2016).

Results

In this study, the researcher examined potential differences between the demographic characteristics of teachers and their perceptions of SEL, school climate, sense of stress, job satisfaction, and teaching efficacy. Furthermore, bilateral relations between the predictors and outcome variables were investigated individually. To begin with the first research question, a statistically significant difference was only detected between the job satisfaction scores of the participants and their teaching experience (Table 3). As a result of the post-hoc test, the job satisfaction of the teachers with 16-20 years of experience was found to be higher than the others with seniority of one to five and twenty-one or more years.

Table 3. Demographics of Participants and Study Variables

Variables		Stress		Teaching Efficacy		Job Satisfaction		SEL			School Climate	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	Median	$\bar{X}$	SD
Gender	Female	16,6	5,9	87,0	11,6	16,3	3,0	42,0	6,1	42	69,1	11,1
	Male	15,3	6,65	90,0	9,3	16,0	3,4	40,3	7,6	40	69,9	8,0
	t value	0,893		-1,126		0,505		-1,233[Z]			-0,331	
	p	0,374		0,263		0,614		0,217			0,742	
Age	20-29[1]	16,77	6,02	84,8	14,2	15,7	4,0	43,1	7,8	43	67,8	11,9
	30-39[2]	16,4	6,1	87,5	10,1	16,4	2,6	40,8	6,3	41,5	69,8	9,5
	40-49[3]	15,3	4,9	92,4	7,6	17,0	3,3	42,0	4,2	41,5	71,3	10,5
	50-59[4]	15,6	9,8	91,3	9,6	16,3	2,7	42,6	2,9	43	66,1	13,4
	F-test	0,216		1,852		0,596		3,104[H]			0,629	
	p	0,885		0,142		0,619		0,376			0,598	
E.L.	Primary[1]	14,0	5,7	90,2	9,1	17,6	1,4	42,6	4,7	44	74,7	9,0
	Secondary[2]	15,8	6,2	87,4	11,5	16,4	3,1	41,6	5,5	42	68,1	10,0
	High[3]	17,1	6,0	87,3	11,6	15,9	3,3	41,5	7,2	42	68,8	10,9
	F-test	1,700		0,371		1,595		0,253[H]			2,062	
	p	0,187		0,691		0,208		0,881			0,132	
T.E.	1-5[1]	17,1	5,6	86,2	12,8	15,5	3,9	42,5	7,6	42,5	68,0	11,0
	6-10[2]	16,4	6,3	85,7	11,9	16,1	2,5	40,5	7,3	42	70,0	10,5
	11-15[3]	16,1	5,9	89,0	8,7	17,4	2,5	42,8	4,9	43	68,5	9,0
	16-20[4]	11,7	5,3	96,2	9,1	18,5	1,8	42,7	3,7	42,5	73,3	10,8
	21 or more[5]	18,7	6,1	88,5	5,6	14,7	3,2	40,	2,6	40,5	68,1	12,1
	F-test	2,032		2,012		3,267		3,166[H]			0,581	
	p	0,095		0,098		0,014*		0,530			0,677	
	Post-	-		-		4>1,5		-			-	

S.S.	hoc											
	a	17,1	5,0	87,8	10,3	16,3	2,9	41,6	5,3	42	67,1	9,5
	b	15,4	6,6	88,0	11,0	16,6	3,2	42,9	6,3	44	72,4	11,9
	c	16,5	5,3	87,2	11,0	17,0	1,6	39,9	9,2	41	70,8	7,7
	d	14,4	9,1	87,2	15,6	14,8	4,5	41,8	7,6	43	71,6	13,4
	F-test	0,996		0,021		1,401		2,618^H			1,836	
	p	0,398		0,996		0,247		0,454			0,145	

Note: E.L.: Education Level, T.E.: Teaching Experience, S.S.: School Setting, a: city centre, b: 50 km away from the city at most, c: 51-100 km from the city, d: schools more than 100 km away from the city, T-test: Unpaired t-test, F-test: ANOVA, Z: Mann Whitney U test, H: Kruskal Wallis H test (*p<0,05).

As for the bivariate relations, a statistically significant negative correlation was found between perceived stress and efficacy in teaching (Table 4). In the same vein, another significant negative correlation was discovered between perceived stress and satisfaction with the job. That liaison was the same for occupational stress and perceptions of school climate considering the p and r values in the table below. In what follows, despite not being significant, a negative relationship between teachers' sense of stress and SEL was also discovered at the end of the analysis. With respect to teaching efficacy, its bilateral correlations with job satisfaction, school climate, and SEL scores were all determined to be statistically significant.

Table 4. Correlation Analysis

Variables		Stress	Teaching efficacy	Job satisfaction	School climate	SEL
Stress	r	1				
	p					
Teaching efficacy	r	-0,379**	1			
	p	0,000				
Job satisfaction	r	-0,222*	0,307**	1		
	p	0,019	0,001			
School climate	r	-0,412**	0,241*	0,214*	1	
	p	0,000	0,011	0,024		
SEL	r	-0,019	0,280**	0,253**	0,077	1
	p	0,846	0,003	0,007	0,422	

*p<0,05 **p<0,01

The researcher also confirmed a significant positive correlation between teachers' job satisfaction and convictions about school climate. Table 3 already foreshadows their potential affiliation with t-test results (p=0,247) despite not displaying a significant difference. Finally, another positive relationship was noted among job satisfaction and SEL. Still, we cannot observe a significant correlation between SEL and school climate scores of the teachers.

Taken together, a statistically strong negative liaison could not be noted between SEL beliefs and teachers' sense of occupational stress. Likewise, although school climate and SEL coordination were positive, they cannot be reported as statistically significant.

Moreover, of all the demographic characteristics, the only significant difference was detected between attendees' job satisfaction and experiences in this profession. Finally, both the beginning and highly experienced teachers in the field were not reported to have contentment with giving lectures compared to the group of tutors with a seniority of 16-20 years.

Discussion

As Table 3 illustrates, the analysis relevant to the first question revealed teachers with 16 to 20 years of service in the profession reached the highest job satisfaction than other age groups. This finding signals the close link between veteran teachers with nearly 20 years of educational experience and their professional growth (Kinman et al., 2011). Accordingly, the novice (with five years' experience at most) and very experienced teachers (with two decades or more) standing at the two extreme points seemed not to pull through some possible hurdles, such as stress, or burnout (Brockmeier, 2023; Miller, 2022). Considering the consequences of the pandemic (Fataar, 2020), and the counter correlation of perceived stress with the gratification of teachers from the job, which will be addressed in the following question in detail, their discontentedness with the teaching profession and the arousal of negative emotions towards teaching seem to be reasonable (Eva & Thayer, 2017).

As for the second research question, the negative correlation between perceived stress and efficacy in teaching requires being discussed (Table 4). Having regarded occupational stress with mental, psychological, physiological, and emotional dimensions along with some external factors (e.g., the fear of being evaluated), it was quite rational to deduce that the efficacy of teaching can be vulnerable to these versatile influences and thereby cannot be linear with the perceived stress. In other words, as Collie et al. (2012), Park (2022), Skaalvik and Skaalvik (2016), and Kyriacou (2011) already underscored, the result confirming their inverse correlation was not surprising. In parallel, a similar inverse correlation was between their perceived stress and satisfaction with the profession. This finding was compatible with the inferences by Darling-Hammond, (2001), Arslan (2015), and Schwarzer and Hallum (2008) in that the lack of gratification of the teaching staff from their job would result in their anxiety or tension toward giving e-lectures.

As Table 4 indicates the p and r values, occupational stress, and perceptions of school climate were also inversely related to one another. With the same reasoning as Brockmeier (2023), Erbil (2022), Gallup (2014), Özdemir and Babadoğan (2023), and Westling and Whitten (1996), their cross-connection must have originated from the fact that teachers felt isolated from the real school culture due to the pandemic and possible misperceptions or misunderstandings among shareholders within the school system stemming from the dearth of healthy communication. Besides, the negative liaison between SEL and perceived stress revealed that occupational stress may have impeded CASEL, or in more detail, the participants' self and social awareness, self-management, decision-making, and future self (Elias et al., 1997). Furthermore, strong ties between social-emotional awareness, positive senses, and SEL beliefs must have been ruined by stress (Bridgeland et al., 2013). Overall, the sense of stress of teachers mirrored their

insufficient SEL competence in the face of the appalling impacts of the worldwide crisis (Cooper et al., 2023; Motallebzadeh et al., 2014).

As to teaching efficacy, the researcher appointed its significant and negative relation with job satisfaction, school climate, and SEL. Initially, being in the same line with the findings by Arslan (2015), and McCarthy et al. (2006), the willingness of teachers to be engaged with the profession seemed to be consistent with their judgment, perceptions, or convictions, such as resilience in the face of challenges. This result was also in parallel with Caprara et al. (2003) who drew attention to the significance of the interrelation between job satisfaction and efficacy in reporting the learner outcomes and the increasing input of the students (Durlak, 2020; Friedlaender et al., 2014). Nonetheless, similar to Weissberg et al. (2015), this finding would prompt us to examine the strong bond between these two more deeply since students' learning was only the tip of the iceberg. Accordingly, the relationship between teaching efficacy and school climate perceptions corroborated its other associations with teachers' well-being, support for learning in safety, and respect for diversity (Schonert-Reichl, 2017). Additionally, it proved that school culture did not only represent educational context but teachers' commitment to teaching as well (Hoy & Miskel, 2012). As a final point, the positive relationship between their perceived efficacy and SEL beliefs led us to review the prosocial classroom model by Jennings and Greenberg (2009) (Figure 2). These scholars already signified the weight of teachers' competence or beliefs within the community context and effective SEL delivery via this model, as accentuated by Brackett et al. (2012) as well. This liaison also proved the rational reason why OECD (2015) created a framework to display the interrelatedness of the components of SEL and the emotional values of teachers (e.g., their own SEL and efficacy) in a holistic program.

Another positive and significant correlation was disclosed among teachers' satisfaction with the profession and convictions about school climate similar to Cooper et al. (2023). Similarly, the link was the same for their job satisfaction and SEL, which was in tune with Brackett et al. (2019), and Özdemir and Babadoğan (2023). On the other hand, the researcher could not determine this significant and positive relationship between SEL and school climate. Yet, the classroom climate appeared to be inextricably intertwined with the implementation of the SEL even when we only regard the standardized SEL programs by Mahoney et al. (2021) (Figure 3). By the same token, Mahoney and Weissberg (2018) reported the interdependence between social environment, school connectedness, and inter- and intrapersonal relationships. In that case, the participants must have experienced a lack of on-going professional development throughout Covid-19, within the academic year. This can also be grounded on the findings by Will (2020) who reported that less than one-third of the teachers received professional training in SEL during the pandemic, whereas one-fifth held no training opportunities to enhance their SEL competence.

Furthermore, as highlighted in the discussion of the link relevant to perceived stress and satisfaction with the profession above, the participants must have taken this stance due to problematic rapport with colleagues or other stakeholders or undefined roles assigned to them throughout the pandemic (Cali, 2022; Friedlaender et al., 2014; Domitrovich et al.,

2016; Jennings et al., 2019). Owing to the heavy workload of Covid-19, superintendents might have pushed the participant teachers to overwork, which would cause to eliminate or disrupt the school-wide culture and school communities, and their linkages (MacIntyre et al., 2020; Mahaye, 2020; Veena et al., 2020). Though maintaining lessons online, another motive might be the school setting where they could not feel secure or can be worried about their well-being when we followed an identical perspective to Hamilton and Doss (2020), and Vansteenkiste et al. (2007). In a corroborative way, Table 3 indicates an approximate value to mention a significant difference between convictions of school climate and the location of schools (p=0,145). This result was also congruent with Bettencourt et al. (2016) who clarified that the setting of schools would have a negative correlation with the SEL along with some external factors.

Conclusion

The study shows the interrelationships between the two school-based factors and the three teacher outcomes according to the online teaching experiences of the educators at the peak of the pandemic. The researcher discovered that the beliefs of teachers about SEL were directly correlated with their sense of efficacy, and job satisfaction. In other words, their social-emotional skills, competence, aptitude to be self-reflective, and contentment with the education procedure would matter to the effectiveness of the course. However, their perceptions of school climate and SEL beliefs were not detected to have a significant liaison with each other despite moving in a positive direction. Overall, it afforded a window into the world of SEL practices from EFL teachers' perspectives by presenting corroborating results to prior studies with similar scopes. Finally, this research contributes to the studies on teacher education by proving how EFL teachers' beliefs and perceptions regarding SEL and school climate would be associated with substantial teacher outcomes. More importantly, as their liaisons would also be reflected on learners' success or outcomes, its implications would not be restricted to EFL teachers but extend to the field of English language teaching (ELT).

Suggestions for Practice

In light of the findings, the researcher will draw a set of implications for language teaching practices. Initially, this research alarms us of the devastating impact of the pandemic on a safe, supportive school environment, and its strong afflict on teachers' personal and interpersonal values (e.g., self-esteem, commitment, empathy, motivation, or self-awareness). Although we assume that the pandemic is in the post-phase, in case of a new wave of the crisis, more emphasis should be placed on language practitioners' perceptions of school climate on the way to enhance SEL in the system and learner outcomes. Therefore, the current educational policy should be revisited to reveal whether it provides social-emotional support for educators in ELT to better their online and on-set language teaching practices.

To keep it further, given the significant difference between seniority and job satisfaction, the teachers who have reached the highest job satisfaction with 16-20 years of experience must be considered important figures to further the organizations of Continuing

Professional Development (CPD) activities in the field. This is because the teachers who lagged behind this group (i.e., the novice and very experienced teachers) should take professional support from teacher trainers in foreign language teaching at once (Cali, 2022). Furthermore, the upcoming research should also examine the CPD practices of teachers, especially from the foregoing ranges of seniority to reduce the interventions of Covid-19 on language education. Finally, future or on-going implementations should recruit teachers, principals, and other collaborators in the school setting as participants in their designs to compensate for the limitation of the current study.

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