



DECEMBER 2021 / Vol:7, Issue:46 / pp.2182-2198

Arrival Date : 04.10.2021

Published Date : 25.12.2021

Doi Number : <http://dx.doi.org/10.31589/JOSHAS.717>

Cite As : Torun, M.G. & Göksoy, S. (2021). "The Relationship Between The Emotional Intelligence Levels Of Teachers And Their Behaviours Of Instructional Leadership In Classroom Management", Journal Of Social, Humanities and Administrative Sciences, 7(46):2182-2198.

Research Article

## THE RELATIONSHIP BETWEEN THE EMOTIONAL INTELLIGENCE LEVELS OF TEACHERS AND THEIR BEHAVIOURS OF INSTRUCTIONAL LEADERSHIP IN CLASSROOM MANAGEMENT

Öğretmenlerin Duygusal Zekâ Düzeyleri ile Sınıf Yönetiminde Öğretim Liderliği Davranışları Arasındaki İlişki

Teacher. Muammer Gökhan TORUN

Düzce Directorate of National Education, Düzce, Turkey

ORCID ID: 0000-0002-4136-7162

Prof. Dr. Süleyman GÖKSOY

Düzce University, Faculty of Education, Department of Educational Sciences, Düzce, Turkey

ORCID ID: 0000-0002-7151-0863



### ABSTRACT

The purpose of this research is to analyze the correlations between the emotional intelligence levels of teachers and instructional leadership in classroom management. The research has been conducted in correlational survey model. The population of the research consists of teachers of Turkish, Mathematics and Science, who work in public secondary schools in Düzce and its counties. "Instructional Leadership Scale in Classroom Management" developed by Kovaç (2011), "Trait Emotional Intelligence Questionnaire Short Form" developed by Petrides and Furnham (2001) and adapted to Turkish by Deniz, Özer, Işık (2013), and "Personal Information Form" prepared by the researcher have been used as the data collection tools of the research. SPSS 25.0 has been used to analyze the data and Spearman's Rank Correlation Coefficient was calculated to find the correlations between the emotional intelligence levels of the participants and behaviours of instructional leadership in classroom management, which have been found out to be statistically significant and positive. According to the findings obtained at the end of the research, the emotional intelligence levels of the participants show statistically significant difference depending on their age, professional seniority and major; however, they do not show statistically significant difference depending on gender. Furthermore, the levels of the participants' exhibiting instructional leadership in classroom management behaviours show statistically significant difference by age and professional seniority variables, whereas no statistically significant difference is found by gender and major.

**Key words:** Emotional Intelligence, Leadership, Instructional Leadership, Instructional Leadership in Classroom Management

### ÖZET

Bu araştırmanın amacı, sınıf yönetiminde öğretmenlerin duygusal zeka düzeyleri ile öğretim liderliği arasındaki ilişkileri incelemektir. Araştırma ilişkisel tarama modelinde gerçekleştirilmiştir. Araştırmanın evrenini Düzce ve ilçelerinde bulunan devlet ortaokullarında görev yapan Türkçe, Matematik ve Fen Bilimleri öğretmenleri oluşturmaktadır. Kovaç (2011) tarafından geliştirilen "Sınıf Yönetiminde Öğretimsel Liderlik Ölçeği", Petrides ve Furnham (2001) tarafından geliştirilen ve Deniz, Özer, Işık (2013) tarafından Türkçeye uyarlanan "Sürekli Duygusal Zeka Ölçeği Kısa Formu" ve "Kişisel Bilgi Formu" araştırmanın veri toplama aracı olarak araştırmacı tarafından hazırlanan " ifadesi kullanılmıştır. Verilerin analizinde SPSS 25.0 kullanılmış ve katılımcıların duygusal zeka düzeyleri ile sınıf yönetiminde öğretim liderliği davranışları arasında istatistiksel olarak anlamlı ve pozitif yönde korelasyonlar bulmak için Spearman Sıra Korelasyon Katsayısı hesaplanmıştır. Araştırma sonunda elde edilen bulgulara göre, katılımcıların duygusal zeka düzeyleri yaş, mesleki kıdem ve branşa göre istatistiksel olarak anlamlı farklılık göstermekte; ancak cinsiyete göre istatistiksel olarak anlamlı farklılık göstermemektedir. Ayrıca, katılımcıların sınıf yönetimi davranışlarında öğretim liderliği sergileme düzeyleri yaş ve mesleki kıdem değişkenlerine göre istatistiksel olarak anlamlı farklılık gösterirken, cinsiyet ve branşa göre istatistiksel olarak anlamlı bir farklılık bulunmamıştır.

**Anahtar Kelimeler:** Duygusal Zeka, Liderlik, Öğretim Liderliği, Sınıf Yönetiminde Öğretim Liderliği

## 1. INTRODUCTION

### 1.1. Problem Status

The only element that does not change in education, where continuously systems are dwelled on, policies are developed and changed is teachers. Regardless of which system is applied, it is the teacher who will implement this system. All system and curriculum changes made without improving the role of the teacher do not have the desired effect. Today, fast information and data flow focuses on the cognitive part of the human being and

puts other important parts of being a human into the background. In today's communities, where data flow is fast, the emotional part of human is ignored. In the last 30 years, the overlooked part of human beings has started to come to light with the concept of emotional intelligence that has started to take place in the literature. The concept of emotional intelligence was first introduced by Mayer and Salovey (1990). To them, emotional intelligence is the ability to be in the mind of the feelings of himself and others, to distinguish between emotions, to use emotions as a guide in their thinking and actions (Mayer and Salovey, 1990). New York Times writer Daniel Goleman's book "Emotional Intelligence" helped make the concept popular. According to Goleman (2018), emotional intelligence is to be able to mobilize oneself, to be able to move on despite setbacks, to postpone satisfaction by controlling impulses, to be able to regulate mood, to put oneself in someone else's shoes and to have hope." The concept of emotional intelligence, in which researchers such as Goleman, Mayer, Salovey, Bar-On made important contributions; it has been the subject of various researches in fields such as business, education, politics and leadership.

Education and training is a very social and emotional practice. In parallel, the concept of emotional intelligence is an emerging concept in the field of education. As a matter of fact, one of the most basic characteristics of being a teacher and teaching process is the emotional connection with the student (Koçoglu, 2011: 471-484). Although many education systems have based the role of teachers on cognitive skills, the role of social and emotional skills in teacher effectiveness has increased significantly. In addition, Yate (1997) listed teaching among ten professions that require emotional intelligence for success (Reporting by Dolev and Leshem, 2017: 21-39). Wong, Wong and Peng (2010) stated that teachers with high levels of emotional intelligence attach more importance to the emotional needs of students and offer a wider range of individualized learning opportunities. Teachers with high emotional competence are likely to develop a positive relationship with students. It is for sure that this will affect the student's learning success and in-class performance.

When the leadership studies in the field of education were examined, it was seen that these studies were converged on the concept of instructional leadership (Gümüseli, 1997:7). Şişman (2018) has described instructional leadership as "the power and behavior of the principal, teachers and auditors that they use to influence individuals and situations related to the school." In the literature, the concept of instructional leadership is mostly used in refer to school principals. However, all individuals in the school have been given the opportunity to lead with the structuring approach, arguing that school development can be achieved in a atmosphere where all individuals in the school take various responsibilities, support each other and learn from each other in cooperation (Lambert, 2003). Baloglu (2001) stated that the instructional leadership includes more roles that teachers should take on than the principals. With his own leadership role, the teacher is expected to be able to lead the class like a maestro. Therefore, the leadership of the teacher is an important element for classroom environment (Transfer: Kaya, 2017:13).

The leadership of the teacher is important in creating a positive atmosphere in the classroom. The leader teacher; is the person who organizes and directs the learning experiences of the students. The leader teacher, who organizes the classroom environment and pays maximum attention to the student, may encounter positive results in the participation of the students in the course. Hence, Austin (1978) found that teachers who demonstrated effective instructional leadership within the classroom had significant success in enabling students to participate in classroom activities (Transfer: Atman, 2010). Although the teacher has legal power in the classroom, he can use his leadership skills to contribute to the emotional and mental development of the students. It has been found that successful teachers in their profession show leadership qualities, but also have an emotional connection with their students and do not shy away from dealing with their problems (Can, 2014). This shows that the leader teacher needs strong emotional bonds, not just knowledge, to impress his/her student and lead him/her to positive behaviors.

One of the important elements of the emotional connection between the leader teacher and the student is the level of emotional intelligence that the teacher has. Teachers with a high level of emotional intelligence can pay more attention to the emotional needs of students, communicate effectively with students and manage their own feelings effectively. Perry and Bal (2005) stated in their study that good teaching studies are in line with the use of emotional intelligence (Reporting by Vesely, Saklofske and Leschied, 2013:71-79). As a teaching leader, it is an indication that the teacher will provide a more effective teaching environment by mobilizing the feelings of his students within the classroom and encouraging them to pursue the objectives of the course. The

leader teacher with a high level of emotional intelligence can develop a vision of education by perceiving the student as a whole in the classroom and take on his mind and heart to work together.

According to the results of the International Student Assessment Program (PISA) 2015, which Turkey participated in by the Organization for Economic Cooperation and Development (OECD); 44% of the students in the field of science literacy were first level and below, 51% in the field of Math literacy were first level and below, and 30% of students in the field of reading skills remained first level and below (MEB, 2016). In PISA 2018, improvements were seen in the specified areas compared to PISA 2015, but the desired level of success was not achieved (MEB, 2019). At the same time, when the 2016 report of the Monitoring and Evaluation of Academic Skills (ABIDE) conducted by the Turkish Ministry of National Education is examined, the eighth grade students; In the Turkish test, it was determined that 66% were at the intermediate and lower level, 86% were at the intermediate and lower level in the field of Math, and 83% were at the intermediate and lower level in the field of science (MEB, 2017). It is certain that the students are not at the desired level of success. In these national and international success monitoring exams, it was seen that the focus was mainly on science literacy, Math literacy and reading skills. In addition, the common purpose of PISA and ABIDE assessments is to determine the level of transfer of the information learned in the school to daily life by the students. Considering the transfer of the learned knowledge to daily life and its contribution to the positive communication to be established with the student; It is thought that the instructional leadership behavior of the teacher and the level of emotional intelligence that the teacher has in the teaching function in the school are two important concepts for effective teaching. In order to give a different perspective to these studies, teachers in the fields of science, Math and Turkish were included in the study.

### 1.2. The Aim Of The Research

The aim of the research is; to determine the relationship between teachers' emotional intelligence levels and instructional leadership behaviors in classroom management. In the research, it is aimed to determine the relationship between self-control, well-being, sensuality, sociality and teacher's instructional leadership sub-dimensions of trust building, sourcing, individualized support, idealism and individualized interest in classroom management. The other purpose of the research is to determine the relationship between teachers' emotional intelligence levels and instructional leadership behaviors in classroom management and gender, age, professional experience and branch variables.

### 1.3. Sub-Problems of The Study

- ✓ What is the level of teachers' views on their emotional intelligence?
- ✓ What is the level of instructional leadership behavior of teachers in classroom management?
- ✓ Is there a significant difference between teachers' views on gender, age, professional experience and branch variables and emotional intelligence levels?
- ✓ Is there a significant difference between teachers' views on gender, age, professional experience and branch variables and instructional leadership behaviors in classroom management?
- ✓ Is there a relationship between teachers' views on emotional intelligence levels and instructional leadership behaviors in classroom management?

## 2. METHOD

### 2.1. Research Model

This study was designed as a relational screening model to determine the relationship between teachers' emotional intelligence levels and instructional leadership behaviors in classroom management. The relationship revealed in relational scanning type research indicates that some of the change observed in one of the two variables may be due to the other variable, but this change cannot be interpreted in the context of causality between variables (Büyüköztürk et al. 2016:185). Teachers' views on emotional intelligence levels and instructional leadership behaviors in classroom management were taken from data obtained through scales.

### 2.2. Population and Sample

The population of the research consists of Turkish, Math and Science teachers working in official secondary schools affiliated with the Ministry of National Education in Duzce province in the 2019-2020 academic year. According to the statistics obtained from Duzce National Education Directorate; There are 118 science, 125 Math and 140 Turkish teachers in 89 secondary schools in Duzce province. In the research, the entire

population was tried to be reached without using the sample selection method. Sampling is not needed in situations where the entire population is accessible (Karasar, 2012:109). A total of 321 of the 383 teachers received feedback. In the study, the return rate is 83%.

Demographic characteristics of the teachers who participated in the study are gender, age, professional seniority, teaching branch. Frequency and percentage tables for these variables are given in Table 1.

Table 1. Demographic Information About Teachers Participating in the Study

Variable	Categories	f	%
Gender	Female	201	62,6
	Male	120	37,4
Age	21-30	136	42,4
	31-40	143	44,5
	41 and older	42	13,1
Professional Seniority	1-5 year	92	28,7
	6-10 year	119	37,1
	11-15 year	54	16,8
	16 and more	56	17,4
Teaching Branch	Turkish	127	39,6
	Math	111	34,6
	Science	83	25,9
<b>Total</b>		<b>321</b>	<b>100</b>

When Table 1, which contains the demographic characteristics of the teachers who participated in the study, is examined, the teachers who participated in the study; 201 are female and 120 are male. In terms of age variable; It was determined that 136 teachers were 21-30 years old, 143 teachers were 31-40 years old and 42 teachers were 41 years old or older. When examined in terms of teaching, 127 of the teachers who participated in the study are in Turkish, 111 in Math and 83 in science.

### 2.3. Data Collection Tools

The data collection tool consists of three parts. In the first part, there are four questions about the demographics of teachers (gender, age, professional seniority, teaching branch). In the second part, "Emotional Intelligence Scale Short Form" developed by Petrides and Furnham (2001) and conducted validity and reliability studies with Turkish adaptation by Deniz, Özer, Işık (2013) was used to determine the emotional intelligence competence of teachers. In the third part, the "Instructional leadership Behaviors in Classroom Management" scale developed by Kovaç (2011) was used to determine the instructional leadership behaviors showed by teachers in classroom management.

### 2.4. Analysis of Data

In the study, data from the scales of emotional intelligence and instructional leadership behaviors in classroom management were analyzed using the SPSS 25.0 program. The descriptive statistical method was used to find the answer to the first and second research questions. In order to answer the third and fourth research question, the coefficient of distortion and pressure was calculated to calculate whether the distribution of dependent variables "Emotional Intelligence" and "Instructional leadership in Classroom Management" levels was normal. Levene's homogeneity test was applied to determine the use of parametric/non-parametric tests in the third and fourth research questions, and independent groups t-test, one-way variance analysis (ANOVA), Kruskal Wallis test and Post Hoc (LSD) test were used according to the results of this test. Spearman Sequence Differences Correlation Coefficient was calculated to find the answer to the fifth research question.

## 3. RESULTS

### 3.1. Findings of the First Sub-Problem

The first sub-problem of the study is the determination of the emotional intelligence levels of the teachers participating in the study. Descriptive statistics on the sub-problem are given in Table 2.

Table 2. Teachers' Views on Emotional Intelligence

Subdivisions	N	$\bar{X}$	Ss
Well-Being	321	5,46	,87
Self-Control	321	4,87	1,21
Sensuality	321	4,98	,97
Sociability	321	5,00	1,11
General Emotional Intelligence	321	5,10	,77

When the opinions of teachers regarding emotional intelligence levels are examined in Table 2; teachers' overall emotional intelligence levels ( $\bar{X}=5,10$ ) are "slightly higher". When the subdivisions were examined, it was observed that the sub-dimension of "well-being" was at the level of "high" ( $\bar{X}=5.46$ ). Other subdivisions appear to be below the average general emotional intelligence ( $\bar{X}=5.10$ ) and "slightly higher".

### 3.2. Findings of the Second Sub-Problem

The second sub-problem of the study is the determination of the opinions of the teachers participating in the study regarding instructional leadership behaviors in classroom management. Descriptive statistics on the sub-problem are given in Table 3.

Table 3. Teachers' Opinions on Instructional leadership Behaviors in Classroom Management

Subdivisions	N	$\bar{X}$	Ss
Building Trust	321	4,59	,48
Using Resources	321	4,35	,48
Individualized Support	321	4,41	,50
Individualized Interest	321	4,50	,49
Being Ideal	321	4,54	,44
General Education Leadership	321	4,47	,40

Table 3 examined teachers' views on instructional leadership behaviors in classroom management; opinions appear to be at the level of "I fully agree" ( $\bar{X}=4,47$ ). It is seen that the views on instructional leadership in classroom management are positive. When the subdivisions of the scale are examined; the lowest average confidence generation subdivision ( $\bar{X}=4.59$ ) is seen to have a level of "totally agree". Although it has the lowest average resource usage size ( $\bar{X}=4.35$ ) from the lower dimensions, its level has been determined to be "totally agree".

### 3.3. Findings of the Third Sub-Problem

The third sub-problem of the study is to determine whether the emotional intelligence levels of teachers show a statistically significant difference according to gender, age, professional seniority and branch variables.

#### 3.3.1. Findings Regarding the Gender Variable

Independent Groups t-Test analysis technique was used in the dimension of well-being, self-control, sensuality, sociality and general emotional intelligence to determine whether teachers' emotional intelligence levels differed significantly according to gender variable. The results are given in Table 4.

Table 4. T-Test Results for Independent Groups by Gender Variable of Teachers' Emotional Intelligence Levels

Subdivisions	Categories	N	$\bar{X}$	Ss	sd	t	p
Sociability	Male	120	4,93	1,08	319	-,814	,416
	Female	201	5,04	1,13			
Sensuality	Male	120	4,88	,99	319	-1,405	,161
	Female	201	5,04	,95			
Self-Control	Male	120	4,80	1,30	319	-,176	,861
	Female	201	4,82	1,15			
Well-Being	Male	120	5,41	,94	350	-,888	,375
	Female	201	5,50	,83			
General Emotional Intelligence	Male	120	5,04	,84	319	-1,214	,22
	Female	201	5,14	,72			

According to the results of the Independent Groups t-Test given in Table 4; teachers' emotional intelligence levels in terms of gender variability; sociality ( $t=-,819$  and  $p=416$ ), sensuality ( $t=-1,405$  and  $p=,161$ ), self-control ( $t=-,176$ ;  $p=861$ ), well-being ( $t=-,888$ ;  $p=,375$ ) does not differ statistically significantly for general emotional intelligence ( $t=-1,214$ ;  $p=.22$ ) dimensions ( $p>,05$ ).

#### 3.3.2. Findings Regarding the Age Variable

One-Way Variance Analysis (ANOVA) Test was applied to determine whether teachers' emotional intelligence levels differed significantly according to age variable. The results are given in Table 5.

Table 5. One-Way Variance Analysis (ANOVA) Test Results by Age Variable of Teachers' Emotional Intelligence Levels

Subdivisions	Categories	N	$\bar{X}$	Ss	F	p	Difference (LSD)	Eta Squared ( $\eta^2$ )
Well-Being	21-30 age	136	5,34	,89	3,46	,03	21-30<41 and older	,02
	31-40 age	143	5,51	,84				
	41 and older	42	5,72	,89				

Self-Control	21-30 age	136	4,56	1,23	6,54	,00	21-30<31-40	,04
	31-40 age	143	4,91	1,11			21-30<41 older	
	41 and older	42	5,26	1,30				
Sensuality	21-30 age	136	4,98	,98	,13	,87		
	31-40 age	143	4,97	,96				
	41 and older	42	5,05	,97				
Sociability	21-30 age	136	5,08	1,06	,84	,43		
	31-40 age	143	4,97	1,17				
	41 and older	42	4,83	1,07				
General Emotional Intelligence	21-30 age	136	5,04	,78	1,22	,29		
	31-40 age	143	5,13	,76				
	41 and older	42	5,24	,75				

According to the results of the One-Way Variance Analysis (ANOVA) in Table 5, there was no statistically significant difference in the distribution of emotional intelligence (F=.87), sociality (F=.84) and general emotional intelligence (F=1.22) as a result of the analysis of teachers' emotional intelligence levels by age variable (p>.05). However, it was concluded that the sub-dimensions of well-being (F=3.46) and self-control (F=6.54) differed statistically significantly in terms of age variable (p>.05).

When considered in terms of the well-being; It can be said that teachers aged 41 and over have higher levels of emotional intelligence than teachers aged 21-30. When considered in terms of self-control; It can be said that the emotional intelligence levels of the teachers between the ages of 31-40 and those aged 41 and over are higher than teachers in the age range of 21-30.

### 3.3.3. Findings Regarding the Occupational Seniority Variable

One Way Analysis of Variance (ANOVA) Test was applied to determine whether the emotional intelligence levels of teachers differ significantly according to the professional seniority variable. Results are given in Table 6.

Table 6. One-Way Analysis of Variance (ANOVA) Test Results of Teachers' Emotional Intelligence Levels According to Professional Seniority Variable

Subdivisions	Categories	N	$\bar{X}$	Ss	F	p	Difference (LSD)	Eta-Squared( $\eta^2$ )
Well-Being	1-5 year	92	5,30	,89	3,49	,01	1-5 year<16 year more 6-10 year<16 year and more	,03
	6-10 year	119	5,41	,89				
	11-15 year	54	5,57	,80				
	16 year and more	56	5,75	,81				
Self-Control	1-5 year	92	4,50	1,32	4,50	,00	1-5 year<11-15 year 1-5 year<16 year and more 6-10 year<16 year and more	,04
	6-10 year	119	4,80	1,07				
	11-15 year	54	4,95	1,14				
	16 year and more	56	5,21	1,25				
Sensuality	1-5 year	92	4,97	,99	,55	,67		
	6-10 year	119	5,00	,98				
	11-15 year	54	4,87	,94				
	16 year and more	56	5,10	,95				
Sociability	1-5 year	92	5,02	1,09	,40	,74		
	6-10 year	119	5,05	1,11				
	11-15 year	54	5,00	1,20				
	16 year and more	56	4,85	1,08				
General Emotional Intelligence	1-5 year	92	4,99	,78	1,16	,32		
	6-10 year	119	5,11	,77				
	11-15 year	54	5,18	,76				
	16 year and more	56	5,21	,74				

According to the results of the One-Way Analysis of Variance (ANOVA) Test in Table 6, according to the professional seniority variable of the emotional intelligence levels of teachers, emotionality (F =, 55), sociability (F =, 40) and general emotional intelligence (F = 1.16), no statistically significant difference was found for the distributions (p>.05). Nevertheless, it was concluded that well-being (F = 3.49) and self-control (F = 4.50) sub-dimensions differ significantly in terms of professional seniority variable (p<.05).

When considered in terms of the well-being; It can be stated that the emotional intelligence levels of teachers with professional seniority of 16 years or more are higher than teachers with 1-5 years and 6-10 years of professional seniority.

When considered in terms of self-control; It can be said that the emotional intelligence levels of teachers with professional seniority of 16 years or more are higher than teachers with both 1-5 years and 6-10 years of professional seniority. However, when teachers with 11-15 years of professional seniority were examined in terms of self-control sub-dimension, it was found that their emotional intelligence levels were higher than teachers with 1-5 years of professional seniority.

### 3.3.4. Findings Regarding the Branch Variable

One Way Analysis of Variance (ANOVA) Test was applied to determine whether the emotional intelligence levels of teachers differ significantly according to the branch variable. Results are given in Table 7.

Tablo 7. One-Way Analysis of Variance (ANOVA) Test Results of Teachers' Emotional Intelligence Levels by Branch Variable

Subdivisions	Categories	N	$\bar{X}$	Ss	F	p	Difference (LSD)	Eta-Squared( $\eta^2$ )
Well-Being	Turkish	127	5,47	,92	,04	,95		
	Math	111	5,47	,86				
	Science	83	5,44	,83				
Self-Control	Turkish	127	4,93	1,13	1,19	,30		
	Math	111	4,77	1,18				
	Science	83	4,68	1,35				
Sensuality	Turkish	127	5,23	1,00	7,36	,00	Math<Turkish Science<Turkish	,04
	Math	111	4,88	,92				
	Science	83	4,75	,91				
Sociability	Turkish	127	5,05	1,11	1,89	,15		
	Math	111	4,84	1,16				
	Science	83	5,13	1,03				
General Emotional Intelligence	Turkish	127	5,19	,78	1,32	,26		
	Math	111	5,04	,75				
	Science	83	5,06	,77				

According to the One-Way Analysis of Variance (ANOVA) results in Table 7, as a result of the analysis studies on the emotional intelligence levels of teachers according to the branch variable, well-being ( $F = ,04$ ), self-control ( $F = 1.30$ ), sociability ( No statistically significant difference was found for  $F = 1.89$ ) and general emotional intelligence ( $F = 1.32$ ) distributions ( $p>,05$ ). Nevertheless, it was concluded that the distribution of emotionality ( $F = 7.36$ ) sub-dimension differed statistically significantly in terms of the branch variable ( $p<,05$ ).

When viewed in terms of sentimentality dimension; It can be said that Turkish teachers have higher levels of emotional intelligence than Math and science teachers.

### 3.4. Findings Regarding the Fourth Sub-Problem

The fourth sub-problem of the study is to determine whether teachers' instructional leadership behaviors in classroom management differ statistically significant according to gender, age, professional seniority and branch variables.

#### 3.4.1. Findings Regarding the Gender Variable

In order to determine whether teachers' instructional leadership behaviors in classroom management differ significantly according to gender variable, Independent Groups t-Test analysis technique was used in the individualized interest dimension, while the Mann - Whitney U Test was applied in the dimensions of trust building, resource use, individualized support, ideality and general instructional leadership. Results are given in Table 7 and Table 8.

Tablo 8. T-Test Results of Teachers' Instructional Leadership Behaviors in Classroom Management According to Gender Variable for Independent Groups

Subdivisions	Category	N	$\bar{X}$	Ss	sd	t	p
Individualized Interest	Male	120	4,46	,53	319	-1,158	,248
	Female	201	4,50	,46			

According to the results of the Independent Groups t-Test given in Table 8, there is no statistically significant difference for the individualized interest ( $t = -1,158$ ) dimension of the teachers' instructional leadership behaviors in terms of gender variable ( $p>,05$ ).

Table 9. Mann Whitney - U Test Results of Teachers' Instructional Leadership Behaviors in Classroom Management by Gender Variable

Aspects	Categories	N	S.O	S.T	U	p
Building Trust	Male	120	155,09	18610,50	11350,50	,37
	Female	201	164,53	33070,50		
Using Resource	Male	120	153,16	18379,50	11119,50	,24
	Female	201	165,68	33301,50		
Individualized Support	Male	120	152,79	18334,50	11074,50	,21
	Female	201	165,90	33346,50		
Being Ideal	Male	120	151,80	18215,50	10955,50	,16
	Female	201	166,50	33465,50		
General Instructional Leadership	Male	120	153,69	18443,50	11183,50	,27
	Female	201	165,36	33238,50		

According to the results in Table 9, in terms of teachers' gender variable; building trust ( $U=11350,50$ ;  $p>,05$ ), using resources ( $U=11119,50$ ;  $p>,05$ ), individualized support ( $U=11074,50$ ;  $p>,05$ ), being ideal ( $U=10955$ ;  $p>,05$ ) and the distribution of general education leadership ( $U=11183$ ;  $p>,05$ ), no statistically significant difference was found.

### 3.4.2. Findings Regarding the Age Variable

The One-Way Variance (ANOVA) Test analysis technique was used to determine whether the instructional leadership behaviors of teachers in classroom management differ significantly according to age variable, while using the One-Way Variance (ANOVA) Test analysis technique in the dimension of being ideal and general instructional leadership, Kruskal Wallis - H Test has been applied. Results are given in Table 10 and Table 11.

Table 10. One-Way Analysis of Variance (ANOVA) Test Results in terms of Age Variable of Teachers' Instructional Leadership Behaviors in Classroom Management

Subdivisions	Categories	N	$\bar{X}$	Ss	F	p	Difference (LSD)	Eta-Squared( $\eta^2$ )
Being Ideal	21-30 age	136	4,51	,44	3,92	,02	21-30<41 and more 31-40<41 and more	,02
	31-40 age	143	4,52	,45				
	41 and more	42	4,72	,35				
General Instructional Leadership	21-30 age	136	4,44	,41	2,60	,07		
	31-40 age	143	4,46	,41				
	41 and more	42	4,60	,31				

According to the results in Table 10, there is no statistically significant difference for the general instructional leadership distribution ( $F = 2.60$ ) of teachers' instructional leadership behaviors according to age variable ( $p>,05$ ). However, considering the dimension of being ideal, it was seen that teachers' levels of performing instructional leadership behaviors significantly differed according to the age variable ( $p<,05$ ).

Regarding the dimension of being ideal; It has been determined that teachers in the age group of 21-30 and 31-40 have lower instructional leadership behaviors than those in the age group 41 and over.

Table 11. Kruskal Wallis - H Test Results of Teachers' Instructional Leadership Behaviors in Classroom Management by Age Variable

Subdivisions	Category	N	S.O	sd	$\chi^2$	p	Difference
Building Trust	21-30 age	136	159,52	2	2,03	,36	
	31-40 age	143	156,92				
	41 and more	42	179,67				
Using Resource	21-30 age	136	152,53	2	5,30	,07	
	31-40 age	143	160,48				
	41 and more	42	190,19				
Individualized Support	21-30 age	136	156,64	2	1,05	,58	
	31-40 age	143	161,53				
	41 and more	42	173,32				
Individualized Interest	21-30 age	136	149,36	2	11,57	,03	21-30<41 and more 31-40<41 and more
	31-40 age	143	159,55				
	41 and more	42	203,62				

As a result of the Kruskal Wallis - H Test conducted in Table 11, teachers' instructional leadership behaviors in classroom management according to age variable ( $= 2.03$ ;  $p = ,36$ ), resource use ( $= 5.30$ ;  $p = ,07$ ), individualized support It was concluded that there was no statistically significant difference in terms of ( $= 1.05$ ;  $p = ,58$ ) dimension ( $p>,05$ ). However, a statistically significant difference was found in the individualized interest ( $= 11.57$ ;  $p = ,03$ ) subscale in terms of the age variable ( $p<,05$ ).



Regarding the dimension of individualized interest, it was determined that teachers in the 21-30 and 31-40 age groups exhibited instructional leadership behaviors at a lower level than teachers in the age group 41 and over.

### 3.4.3. Findings Regarding the Occupational Seniority Variable

The Kruskal Wallis-H Test was applied in all sub-dimensions to determine whether the instructional leadership behaviors of teachers in classroom management differ significantly according to the professional seniority variable. Results are given in Table 12.

Table 12. Kruskal Wallis - H Test in Terms of Professional Seniority Variable of Teachers' Instructional Leadership Behaviors in Classroom Management

Subdivisions	Category	N	S.O	sd	x <sup>2</sup>	p	Difference
Building Trust	1-5 year	92	164,28	3	1,96	,58	
	6-10 year	119	156,21				
	11-15 year	54	152,65				
	16 year and more	56	173,84				
Using Resource	1-5 year	92	155,53	3	2,86	,41	
	6-10 year	119	154,93				
	11-15 year	54	166,14				
	16 year and more	56	177,93				
Individualized Support	1-5 year	92	160,79	3	,23	,97	
	6-10 year	119	159,93				
	11-15 year	54	158,39				
	16 year and more	56	166,14				
Individualized Interest	1-5 year	92	149,72	3	8,87	,03	1-5 year< 16 year and more 6-10 year<16 year and more
	6-10 year	119	156,03				
	11-15 year	54	157,88				
	16 year and more	56	193,12				
Being Ideal	1-5 year	92	159,85	3	7,63	,58	
	6-10 year	119	150,80				
	11-15 year	54	154,64				
	16 year and more	56	190,71				
General Instructional Leadership	1-5 year	92	158,30	3	2,86	,41	
	6-10 year	119	155,79				
	11-15 year	54	157,47				
	16 year and more	56	179,92				

As a result of the Kruskal Wallis - H Test made in Table 12, according to the professional seniority variable of the instructional leadership behaviors of the teachers; building trust (=, 1.96; p =, 58), using resources (= 2.86; p =, 41), individualized support (=, 23; p =, 97), being ideal (= 7.63; It was concluded that there was no statistically significant difference in terms of p =, 58) sub-dimensions and general instructional leadership (= 2.86; p =, 41) dimension (p>.05). Nevertheless, a statistically significant difference was found in terms of professional seniority variable in the individualized interest (= 8,87; p =, 03) sub-dimension p<.05).

Regarding the dimension of individualized interest, it has been determined that teachers with 1-5 years and 6-10 years of professional seniority display instructional leadership behaviors at a lower level than teachers with professional seniority of 16 years or more.

### 3.4.4. Findings Regarding the Branch Variable

One-Way Analysis of Variance (ANOVA) Test was applied in the dimensions of resource use, being ideal, individualized interest sub-dimensions and general instructional leadership in order to determine whether the instructional leadership behaviors of teachers in classroom management differ significantly according to the branch variable. The Kruskal Wallis - H Test was used for trust building and individualized support sub-dimensions. Results are given in Table 13 and Table 14.

Table 13. One-Way Analysis of Variance (ANOVA) Test Results in Terms of the Branch Variable of Teachers' Instructional Leadership Behaviors in Classroom Management

Subdivisions	Categories	N	X̄	Ss	F	p
Using Resource	Turkish	127	4,36	,48	3,18	,06
	Math	111	4,27	,52		
	Science	83	4,44	,40		
Being Ideal	Turkish	127	4,57	,45	,60	,54
	Math	111	4,51	,47		
	Science	83	4,53	,38		
Individualized Interest	Turkish	127	4,56	,48	2,55	,08

	Math	111	4,42	,52		
	Science	83	4,52	,44		
General Instructional Leadership	Turkish	127	4,49	,40	2,31	,10
	Math	111	4,40	,44		
	Science	83	4,52	,35		

According to the results in Table 13, teachers' instructional leadership behaviors according to the branch variable are using resources ( $F = 3.18$ ), being ideal ( $F = ,60$ ), individualized interest ( $F = 2.55$ ) sub-dimensions and general instructional leadership ( $F = 2.31$ ) does not show a statistically significant difference for the distribution ( $p > ,05$ ).

Tablo 14. Kruskal Wallis - H Test in terms of Branch Variable of Teachers' Instructional Leadership Behaviors in Classroom Management

Subdivisions	Category	N	S.O	sd	$x^2$	p	Difference
Building Trust	Turkish	127	164,06				
	Math	111	150,95	2	2,20	,33	
	Science	83	169,76				
Individualized Support	Turkish	127	162,72				
	Math	111	152,61	2	1,68	,43	
	Science	83	169,59				

As a result of the Kruskal Wallis - H Test conducted in Table 14, teachers' instructional leadership behaviors were statistically significant in terms of the sub-dimensions of trust building ( $= 2.30$ ;  $p = ,33$ ) and individualized support ( $= 1.68$ ;  $p = ,43$ ) according to the branch variable. It was concluded that it did not show a significant difference ( $p > ,05$ ).

### 3.5. Findings Regarding the Fifth Sub-Problem

The fifth sub-problem of the study is to determine whether there is a statistically significant relationship between the emotional intelligence levels of teachers and their instructional leadership behaviors in classroom management. On the other hand, it is determined whether there is a significant relationship between the sub-dimensions of the emotional intelligence levels of teachers and the sub-dimensions of their instructional leadership behaviors in classroom management.

Tablo 15. The Relationship Between Emotional Intelligence Levels of Teachers and Instructional Leadership Behaviors in Classroom Management

Aspects	Well-Being	Self-Control	Sensuality	Sociability	General Emotional Intelligence
Building Trust	,32**	,23**	,25**	,34**	,39**
Using Resource	,39**	,25**	,24**	,30**	,40**
Individualized Support	,28**	,20**	,20**	,27**	,33**
Being Ideal	,42**	,27**	,30**	,25**	,41**
Individualized Interest	,37**	,21**	,29**	,22**	,35**
General Instructional Leadership	,40**	,27**	,29**	,32**	,44**

Based on Table 15, it has been determined that there are positive and significant relationships between the emotional intelligence levels of teachers and their instructional leadership behaviors in classroom management. It was determined that there is a statistically significant, positive and low level relationship between the total scores of teachers obtained from the general total of the emotional intelligence scale and the scores they obtained from the instructional leadership scale in classroom management ( $r = ,44$ ;  $p < ,01$ ). When the sub-dimensions were examined, the highest relationship was found between the well-being sub-dimension of the emotional intelligence scale and the idealness sub-dimension of the instructional leadership ( $r = ,42$ ;  $p < ,01$ ). The lowest correlation was found between the emotionality sub-dimension of the emotional intelligence scale and the individualized support sub-dimension of the instructional leadership scale ( $r = ,20$ ;  $p < ,01$ ). A statistically significant, positive and low level relationship was found between all sub-dimensions.

## 4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

### 4.1. Results Regarding the First Sub-Problem

According to the data obtained in the study, it was seen that the emotional intelligence levels of the teachers corresponded to the expression "Partly Agree", which has the third highest level on a 7-point Likert-type scale. However, when examined in terms of sub-dimensions, the dimension of "Well-being" corresponds to the expression "agree" unlike the overall scale, while the sub-dimensions of "Self-Control", "Emotionality",

"Sociability" correspond to the expression "Partly Agree", similar to the overall scale. Based on this result, it can be stated that teachers perceive their emotional intelligence competencies as "slightly high".

When the literature was reviewed on the subject, the emotional intelligence levels of teachers were found to be high in the study conducted by Sağlam (2018) on the emotional intelligence levels of teachers. In the study of Şayan (2018) and Kabar (2017); The emotional intelligence levels of the teachers were found to be slightly above the average. In addition, in both studies, "well-being" is the sub-dimension in which the highest average is obtained. In this sense, the studies conducted by Şayan (2018) and Kabar (2017) support the current research in this respect. However, in the study conducted by Tunca (2010), it was determined that teachers evaluated their emotional intelligence levels at an average level. In this aspect, the aforementioned research differs with the current research.

## **4.2. Results Regarding the Second Sub-Problem**

According to the data obtained as a result of the research, it was seen that the level of teachers' realization of instructional leadership behaviors in classroom management corresponded to the highest level, "totally agree". Nevertheless, when examined in terms of sub-dimensions, all sub-dimensions correspond to the highest level of "totally agree" statement in accordance with the overall scale. According to this result, we can say that teachers participating in the study have a high level of instructional leadership behaviors and that teachers have a positive attitude towards instructional leadership.

In the study conducted by Kovaç (2011), who developed the scale used in the current study, when the literature was reviewed on the subject, the levels of teachers' instructional leadership behaviors, as in the current study, were found to be at the level of "totally agree". This situation can be interpreted as that teachers who participated in both studies found themselves sufficient to exhibit instructional leadership behaviors and displayed a positive attitude towards this issue. However, in their studies, Gün (2012), Güzel (2015), Demirtaş (2016) and Kaya (2016) found that teachers felt themselves competent in exhibiting their instructional leadership behaviors. Studies conducted in this sense coincide with the current study. This situation is an important indicator that teachers are aware of the importance of the concept of instructional leadership and that they have knowledge about this subject.

## **4.3. Results Regarding the Third Sub-Problem**

### **4.3.1. Examination in Terms of the Gender Variable**

As a result of the study, according to the perceptions of the teachers, there was no significant difference in emotional intelligence levels between both the total value and the sub-dimensions of the scale and the gender variable. In the studies conducted by Kabar (2017), Toytok (2013), İşliel (2013), Tunca (2010), Edannur (2010), it was concluded that there was no significant difference in the emotional intelligence levels of teachers according to the gender variable. These results support the current research.

In some studies on emotional intelligence, it was found that the level of emotional intelligence differs in favor of women according to the gender variable (Sağlam, 2018; İnci, 2014; Kandaz, 2018; Durdu, 2015). It can be stated that this situation stems from the skills and abilities of women, such as expressing their inherent feelings more easily, understanding their own feelings and the feelings of the other person, and expressing their feelings more easily than men. The reason that there is no difference in terms of gender variable in the present study may be due to characteristics such as the number of samples, the use of different scales, and the sociocultural status of the group included in the sample.

### **4.3.2. Examination in Terms of Age Variable**

According to the results of the research, the emotional intelligence levels of the teachers according to the age variable; While a significant difference emerged in terms of the "Well-Being" and "Self-Control" sub-dimensions of the scale, no significant difference was found in terms of the overall total and other sub-dimensions of the scale. The difference in the "Well-Being" sub-dimension is in favor of teachers in the age group 41 and over compared to teachers in the 21-30 age group. When this result is evaluated; It can be said that teachers in the age group of 41 and over are generally satisfied with life, look to the future with hope and personally see themselves as equipped, compared to teachers in the 21-30 age group. This situation can be interpreted as people have a more positive approach in evaluating themselves with increasing life experience.

In the "Self-Control" sub-dimension, the difference is in favor of teachers in the age group 31-40 compared to teachers in the age group of 21-30 and teachers aged 41 and over compared to teachers in the age group of 21-

30. According to this, it can be concluded that teachers in both 31-40 and 41 and over age groups do not give up their decisions, they can easily regulate their emotions, cope with stressful situations more easily, and do not feel regret after their actions, compared to teachers in the age group 21-30.

In his study, Tunca (2010) found that the emotional intelligence levels of teachers in the age group 51 and over were higher in the emotional awareness dimensions of general emotional intelligence and emotional intelligence than teachers in the 20-30 age group. Likewise, Karagözoğlu (2016) found an increase in emotional intelligence levels as the age groups of the participating teachers grew. In this respect, the studies of Tunca (2010) and Karagözoğlu (2016) coincide with the current research. Based on these studies with similar results, it can be concluded that emotional intelligence skills continue to develop throughout life, and over the years, people find themselves more competent in this regard. However, in some studies, no significant difference was found between emotional intelligence level and age variable (Cook, 2006; Sağlam, 2018; Daştan, 2013; Yavuz, 2018).

#### 4.3.3. Examination in Terms of Occupational Seniority Variable

According to the results of the research, there was a significant difference in the emotional intelligence levels of the teachers according to the professional seniority variable in terms of the "Well-Being" and "Self-Control" dimensions of the scale, while no significant difference was found in terms of the overall total and other sub-dimensions of the scale. The difference in the "Well-Being" sub-dimension is in favor of teachers with professional seniority of 16 years or more, compared to teachers with 1-5 years and 6-10 years of professional seniority. The difference in the professional seniority variable supports the difference in the age variable. Along with the increasing professional experience of teachers, their views on their own lives and the future are at a positive level.

The difference in the "Self-Control" sub-dimension is in favor of teachers with professional seniority of 16 years or more compared to teachers with 1-5 years and 6-10 years of professional seniority. Another difference that emerges is in favor of teachers with a professional seniority of 11-15 years compared to teachers with a professional seniority of 1-5 years. This situation can be evaluated as the increase in professional seniority, teachers do not have difficulty in controlling their emotions, they do not regret their decisions, and they can cope better with stressful situations with increasing experience.

When the literature is checked, it is seen that three different situations related to the professional seniority variable emerge in emotional intelligence studies. Some studies are in line with the results of the present study. Accordingly, people's perceptions of their emotional intelligence levels increase with their professional seniority (Özmen, 2012; Tunca, 2010; Toytok, 2013). The second situation that emerges in the literature is that the emotional intelligence levels of individuals do not differ according to the professional seniority variable (Güler, 2006; Akgül, 2011; Kabar, 2017). The third situation that needs to be evaluated is the differentiation of emotional intelligence levels of individuals compared to the professional seniority variable in favor of individuals with less seniority (Durdu, 2015; Kızıl, 2014). When these three situations are examined, it is that emotional intelligence skills increase with age and professional experience, as well as can be developed by learning later. At this point, the important thing is that the individual should develop awareness of himself and his emotions and use these skills in their relationships.

#### 4.3.4. Examination in Terms of Branch Variable

According to the results of the research, there was a significant difference in the emotional intelligence levels of the teachers according to the branch variable, in terms of the "Emotionality" sub-dimension of the scale, while no significant difference was found in terms of the overall total and other sub-dimensions of the scale. The difference in the "emotionality" sub-dimension is in favor of Turkish teachers compared to Math and science teachers. This situation shows that Turkish teachers can distinguish their emotions better than Math and science teachers, they do not have difficulty in showing the emotions they feel, and they are more successful in connecting with people in social relationships. This may be due to the fact that science and Math teachers concentrate more on numerical and logical intelligence due to their branches. In addition, it can be stated that the emotional intelligence levels of Turkish teachers are at a better level, since Turkish lesson is a discipline in which mutual communication is experienced more intensively, both in written and verbal.

Various branches were included in the studies that examined whether the emotional intelligence levels of teachers differ according to the branch variable. While some of these studies overlap with the current research in one aspect, some of them differ. Kızıl (2014) found in his study that the emotional intelligence levels of classroom teachers were higher than that of science and Math teachers. On the other hand, Muştu (2019) found

that teachers with the lowest level of emotional intelligence are Math teachers in his research involving various branches. These researches coincide with the current research in one aspect. On the other hand, it has been determined in many studies that the level of emotional intelligence does not differ according to the branch of teachers (Akgül, 2011; Turan, 2015; Tunca, 2010). The reason for the difference in the studies may be the participation of various branches in the research, the differences in the sample numbers and the scales used in the studies. As a result, regardless of the branch, teaching is a profession with predominant social and emotional aspects. From this point of view, emotional intelligence is an important concept for all teachers in order to both direct their emotions and discover the language of positive and effective communication with students and others.

#### **4.4. Results Regarding the Fourth Sub-Problem**

##### **4.4.1. Analysis According to the Gender Variable**

As a result of the study, according to the perceptions of the teachers, there was no significant difference between the total value and the sub-dimensions of the scale and the gender variable in the level of instructional leadership behaviors in classroom management. Beycioğlu (2009) could not find a significant difference in terms of gender variable in his research aimed at determining the instructional leadership roles of teachers. Gürler (2019) could not find a significant difference in terms of gender variable in his research to determine the instructional leadership perceptions of Turkish teachers. Likewise, Yermaz (2018) did not find a meaningful difference according to the gender variable in his study, where he investigated the degree to which teachers exhibit instructional leadership behaviors. These results support the current research.

##### **4.4.2. Examination in Terms of Age Variable**

As a result of the research, a statistically significant difference has emerged in terms of the "Being Ideal" and "Individualized Interest" sub-dimensions of the scale according to the age variable in the teachers' instructional leadership behaviors in classroom management. There was no significant difference for the other sub-dimensions and the overall scale. The difference in the sub-dimensions of "Being Ideal" and "Individualized Interest" is in favor of those in the age group of 41 and over compared to those in the 21-30 and 31-40 age groups. When the literature was examined, Gürler (2019), Buyrukçu (2007), Ağırman (2016) and Ülger (2015) could not find a statistically significant difference between instructional leadership and the age variable in their studies. The aforementioned studies support the current research since there is no difference in terms of the total value of the scale.

##### **4.4.3. Examination in Terms of Occupational Seniority Variable**

According to the results of the research, there was a difference in the level of teachers' instructional leadership behaviors in classroom management in terms of the "Individualized Interest" dimension according to the professional seniority variable, while no statistically significant difference was found for the other sub-dimensions and the overall total of the scale. The significance emerging in terms of the "Individualized Interest" sub-dimension is in favor of teachers with a professional seniority of 16 years or more compared to teachers with 1-5 years and 6-10 years of professional seniority. According to this result, it can be stated that teachers with professional seniority of 16 years or more exhibit behaviors such as trust, taking into account the individual differences of students, motivating students in line with their goals, and giving confidence to parents. It can be stated that as the professional experience of teachers increases, they take a closer interest in individual students and improve their existing communication with parents. Teachers who develop positive relationships with both students and parents can be more successful in attracting students' attention and can more easily detect individual differences that arise during learning. As a matter of fact, teachers who take care of students individually can learn more about their students and plan their lesson in line with this information. The result obtained from the research coincides with the findings obtained by examining the levels of exhibiting instructional leadership behaviors according to the age variable.

When the researches were examined, it was found that the levels of teachers' displaying instructional leadership behaviors did not differ according to the professional seniority variable (Coşar, 2010; Gün, 2012; Tekeş, 2018; Gürler, 2019). This situation coincides with the result obtained according to the total scale of the present study. On the other hand, Kovaç (2011) found that teachers with 1-5 years of seniority show higher level of instructional leadership behaviors than teachers in other age groups. In this aspect, the aforementioned research does not coincide with the current research..

The results of the variable of professional seniority and age are generally parallel to each other. When the results are examined, it can be stated that teachers with more life and professional experience have higher levels of instructional leadership behaviors in classroom management. It is not easy to exhibit instructional leadership behaviors in all settings and conditions. Time-related reasons, difficulties in classroom management, communication problems with other stakeholders of the educational environment are the biggest obstacles to the teacher who is the teaching leader. It can be concluded that teachers have gained experience in dealing with these difficulties thanks to life and professional experience and that they consider themselves competent in offering different learning experiences to their students with this experience.

#### **4.4.4. Examination in Terms of Branch Variable**

As a result of the study, according to the perceptions of teachers, there was no significant difference between the level of instructional leadership behaviors in classroom management, both the total value and the sub-dimensions of the scale and the branch variable. However, it was determined that the Turkish, Math and science teachers participating in the study displayed their instructional leadership behaviors at the level of "totally agree" in classroom management. This is an indication that the branch teachers are aware of the concept of instructional leadership and that they see themselves competent in exhibiting these behaviors.

When the literature was examined, it was found in many studies that teachers' display leadership behavior levels did not show a statistically significant difference in terms of the branch variable (Kovaç, 2011; Kaya, 2016; Yermaz, 2017; Yermaz, 2018). In this respect, these studies support the current research. Since the studies conducted in general are related to the concept of instructional leadership with school administrators, studies that have been examined in the literature have not found any studies in which teachers' display leadership behaviors differ in terms of branch variable.

#### **4.5. Results Regarding the Fifth Sub-Problem**

At the end of the study, it was revealed that there was a statistically significant, positive and low level relationship between the emotional intelligence levels of teachers and their instructional leadership behaviors in classroom management. It was determined that there is a statistically significant, positive and low level relationship between sub-dimensions of emotional intelligence scale and sub-dimensions of instructional leadership in classroom management. According to this result, it can be said that as the emotional intelligence levels of teachers increase, their level of instructional leadership behaviors in classroom management will increase.

The concepts of instructional leadership and emotional intelligence are important for the class administrator and the teacher who is an active member of the school environment. The education system needs qualified teachers to raise up-to-date young people. In this sense, teachers are expected to be leaders in their classes and to establish positive relationships based on trust with their students as a requirement of leadership. As a matter of fact, while organizing the learning experiences of the students, the instructor's own emotions and the feelings of the students should also be arranged in line with the teaching purposes. If teachers cannot regulate their emotions when they feel sad and unhappy and reflect this to their students, this will affect the learning process negatively. The positive contribution of teachers, who are aware of their emotions, who can look to the future with hope and who value students' emotions, both to the academic success and emotional development of students cannot be denied. Leadership is a relationship rather than a position. The teacher, who is the teaching leader, must establish strong relationships with his students. The way to build strong relationships is through responding positively to students' emotional needs and changes in their mood. At this point, emotional intelligence becomes a key concept for the teacher who is the teaching leader.

The positive relationship to be established between the teacher and the student is important in terms of the effectiveness of the teaching. At this point, the teacher's emotional intelligence and instructional leadership skills come to the fore. When the results of the study are evaluated in general, it can be stated that the Turkish, Math and science teachers who participated in the study considered themselves sufficient in terms of both emotional intelligence and instructional leadership behaviors. The positive contribution of these skills to the teaching process cannot be denied. Although teachers consider themselves competent in these two skill areas, the failure of students especially in Turkish, Math and science disciplines draws attention in both national and international exams.

## 5.2. Suggestions

It has been determined that teachers with more age and professional experience perceive themselves to be more competent in terms of emotional intelligence and instructional leadership in classroom management. In this context, these teachers can be assigned various tasks in regions where student success is low.

It has been determined that teachers with less age and professional experience consider themselves less sufficient in terms of emotional intelligence and instructional leadership behaviors in classroom management compared to older teachers. In this context, training activities on these subjects can be organized for young teachers who have just started their profession, or teachers with a higher age and professional experience can be assigned as mentors in this regard.

## REFERENCES

- Ağırman, N. (2016). "Evaluation of Teacher Competence and Teacher Leadership Levels of Classroom Teachers", Master Thesis, Atatürk University Institute of Educational Sciences, Erzurum.
- Akgül, G. (2011). "The Relationship Between Emotional Intelligence Levels of Teachers Working in Primary Schools and Conflict Management Strategies", Master Thesis, Maltepe University Institute of Social Sciences, Istanbul.
- Atman, B. R. (2010). "The Effect of Teachers' Leadership Qualities on Classroom Management Skills", Master Thesis, Marmara University, Institute of Science and Technology, Istanbul.
- Avcı, Ö. (2017). Emotional Intelligence and Communication, Beta Publishing, Istanbul.
- Aydın, M. (2013). Organizational Behavior in Education, Gazi Bookstore, Ankara.
- Beycioglu, K. (2009). "An Evaluation of the Leadership Roles of Teachers in Primary Schools", PhD Thesis, İnönü University Institute of Social Sciences, Malatya.
- Buyrukçu, F. (2007). "Instructional Leadership Roles of Classroom Teachers", Master Thesis, Abant İzzet Baysal University, Institute of Social Sciences, Bolu.
- Büyüköztürk, Ş.; Çakmak, E.; Akgün, Ö.; Karadeniz, Ş. & Demirel, F. (2016). Scientific Research Methods, Pegem Academy Publications, Ankara.
- Can, N. (2014). Teacher Leadership, Pegem Akademi Publications, Ankara.
- Cook, C. R. (2006). "Effects Of Emotional Intelligence On Principals' Leadership Performance", Montana State University, Montana.
- Coşar, N. (2010). "Level of Fulfillment of Instructional Leadership Roles of Classroom Teachers", Master's Thesis, Abant İzzet Baysal University Institute of Social Sciences, Bolu.
- Daştan, Z. (2013). "The Relationship Between Employees' Emotional Intelligence Levels and Their Perspectives on Business Ethics and a Research", Master's Thesis, Marmara University Institute of Social Sciences, Istanbul.
- Demirtaş, K. (2016). "An Investigation of Turkish Teachers' Perceptions of Teacher Leadership Skills in Terms of Various Variables" Master's Thesis, Gazi University Institute of Educational Sciences, Ankara.
- Deniz, M. E.; Özer, E. & Işık, E. (2013). "Emotional Intelligence Trait Scale-Short Form: Validity And Reliability Study", Education and Science, 38(169): 407-419.
- Dolev, N.& Leshem, S. (2017). "Developing Emotional Intelligence Competence Among Teachers", Teacher Development, 21(1): 21-39.
- Durdu, I. (2015). "The Relationship Between Emotional Intelligence And Classroom Climate", Master's Thesis, Dokuz Eylul University Institute of Educational Sciences, İzmir.
- Edannur, S. (2010). "Emotional Intelligence Of Teacher Educators", International Journal of Educational Sciences, 2(2):115-121.
- Goleman, D. (2018). Emotional Intelligence: Why It Is More Important Than IQ? (Translated by: Banu Seçkin Yüksel), Varlık Publications, İstanbul.

- Güler, A. (2006). "Investigation of the Relationship Between Emotional Intelligence Levels and Problem Solving Skills of Teachers Working in Primary Schools", Master's Thesis, Yeditepe University Institute of Social Sciences, İstanbul.
- Gümüşeli, A. I. (1996). "Factors Limiting The Instructional Leadership Of School Principals", Educational Management in Theory and Practice, 2(2):201-209.
- Gün, P. (2012). "Investigation of the Relationship Between Emotional Intelligence Competencies and Instructional Leadership Behaviors of Preschool Teachers", Master's Thesis, Gaziantep University Institute of Social Sciences, Gaziantep.
- Gürler, A. (2019). "Investigation of Turkish Teachers' Perceptions on Teacher Leadership", Master's Thesis, Kırşehir Ahi Evran University Institute of Social Sciences, Kırşehir.
- Güzel, E. (2015). "Instructional Leadership Roles of Classroom Teachers", Master's Thesis, Zirve University Institute of Social Sciences, Gaziantep.
- İnci, S. (2014). "The Relationship Between Emotional Intelligence and Life Satisfaction Levels of Prospective Teachers", Master's Thesis, Çanakkale Onsekiz Mart University Institute of Educational Sciences, Çanakkale.
- İşliel, K. (2013). "Emotional Intelligence and Leadership", Master's Thesis, Dokuz Eylül University Institute of Educational Sciences, İzmir.
- Kabar, M. (2017). "The Relationship Between High School Teachers' Levels of Work Engagement and Emotional Intelligence Levels", Master's Thesis, İstanbul Sabahattin Zaim University, İstanbul.
- Kandaz, U. (2018). "Investigation of the Relationship Between Leadership Traits and Emotional Intelligence of Administrators Working in Educational Institutions", Master's Thesis, Avrasya University Institute of Social Sciences, Trabzon.
- Karagözoğlu, N. (2016). "The Relationship Between Social Studies Teachers' Levels Of Using Their Emotional Intelligence Competencies In Their Profession And The Classroom Management Models They Adopt". Asos Journal, 4 (29): 269-287.
- Karasar, N. (2012). Scientific Research Method. Nobel Akademik Publishing, Ankara.
- Kaya, B. (2016). "Teachers' Instructional Leadership Competence", Master's Thesis, Yüzüncü Yıl University Institute of Educational Sciences, Van.
- Kaya, N. (2017). "Teachers' Expectations and Perceptions of Instructional Leadership Behaviors", Master's Thesis, Düzce University Institute of Social Sciences, Düzce.
- Kızıllı, S. (2014). "The Relationship Between Teachers' Emotional Intelligence and Organizational Commitment (Balıkesir Province Example)", Master's Thesis, Okan University Institute of Social Sciences, İstanbul.
- Koçoğlu, Z. (2011). "Emotional Intelligence and Teacher Efficacy: A Study of Turkish EFL Pre-service Teachers", Teacher Development, 15(4): 471-484.
- Kovac, F. (2011). "A Comparative Study on Teachers' Level of Realization of Instructional Leadership Behaviors in Classroom Management (The Case of Turkey-Kosovo)", Master Thesis, Sakarya University Institute of Educational Sciences, Sakarya.
- Lambert, L. (2003). "Leadership Redefined: An Evocative Context For Teacher Leadership", School Leadership & Management, 23(4): 421-430.
- Marzano, R. J.; Marzano, J. S. & Pickering, D. (2003). "Classroom Management That Works: Research-Based Strategies for Every Teacher", ASCD.
- MEB (2019). "PISA 2015 National Report", Ministry of National Education, General Directorate of Assessment, Evaluation and Examination Services, Ankara.
- MEB (Turkey Ministry Of National Education) (2016). PISA 2015 "National Report", Ministry of National Education, General Directorate of Assessment, Evaluation and Examination Services, Ankara.



MEB (Turkey Ministry Of National Education) (2017). "Monitoring and Evaluation of Academic Skills 8th Grade Report", Ministry of National Education, General Directorate of Assessment, Evaluation and Examination Services, Ankara.

Muştu, D. (2019). "The Effect of Emotional Intelligence of Teacher Candidates on Leadership Orientations (Anadolu University Faculty of Education Example)", Master's Thesis, Anadolu University Institute of Educational Sciences, Eskişehir.

Sağlam, H. (2018). "Examining the Relationship between Teachers' Emotional Intelligence and Self-Efficacy Beliefs and Classroom Management Skills", Master's Thesis, Kastamonu University Institute of Social Sciences, Kastamonu.

Salovey, P. & Mayer, J. D. (1990). "Emotional Intelligence", *Imagination, Cognition and Personality*, 9(3): 185-211.

Strauss, Valerie (October 16, 2013). "Howard Gardner: Multiple intelligences are not 'learning styles'", *The Washington Post*.

Şayan, N. (2018). "The Relationship Between Emotional Intelligence Competencies and Instructional Leadership Behaviors of Teachers Working in Private and Formal Education Institutions", Master's Thesis, Çanakkale Onsekiz Mart University Institute of Educational Sciences, Çanakkale.

Şişman, M. (2018). "Instructional Leadership", Pegem Academy Publications, Ankara.

Toytok, E. H. (2013). "Teachers' Levels of Using Their Emotional Intelligence Competencies In The Classroom Management Process: The Case Of Sakarya Province", *Anatolian Journal of Educational Leadership and Teaching*, 1(1): 27-43.

Turan, M. (2015). "Examination of the Relationship Between Emotional Intelligence and Burnout Levels of Teachers", Master's Thesis, İstanbul Gelişim University Institute of Social Sciences, İstanbul.

Ülger, M. (2015). "A Study on the Relationship of Secondary School Teachers' Perceptions of Teacher Leadership with Levels of Organizational Citizenship and Engagement", Master's Thesis, Zirve University Institute of Social Sciences, Gaziantep.

Vesely, A. K.; Saklofske, D. H. & Leschied, A. D. (2013). "Teachers-The Vital Resource: The Contribution of Emotional Intelligence to Teacher Efficacy And Well-Being", *Canadian Journal of School Psychology*, 28(1): 71-89.

Wong, C. S.; Wong, P.M. & Peng, K.Z. (2010). "Effect of Middle-Level Leader And Emotional Teacher Intelligence On School Teacher's Job Satisfaction: The Case Of Hong Kong", *Educational Management Administration & Leadership*, 38 (1): 59-70.

Yavuz, S. (2018). "Examination of Emotional Intelligence of Vocational High School Teachers in Terms of Various Variables", Master's Thesis, İstanbul Sabahattin Zaim University Institute of Social Sciences, İstanbul.

Yeşilyaprak, B. (2001). "Emotional Intelligence And Its Implications For Education", *Journal of Educational Administration in Theory and Practice*, 7(1): 139-146.

Yılmaz, A. I. (2018). "Bureaucratic Structure And Teacher Leadership in Schools", Master's Thesis, Dokuz Eylül University Institute of Educational Sciences, İzmir.

Yılmaz, D. C. (2017). "The Relationship Between Professional Professionalism and Teacher Perceptions of Teacher Leadership", Master's Thesis, Abant İzzet Baysal University Institute of Educational Sciences, Bolu.