

**Öğretmenlerin Duygu Yönetimi Becerileri ile Mesleki İşbirliğine Yönelik Tutumları
Arasındaki İlişki***

***The Relationship Between Teachers' Emotion Management Skills and Their Attitudes Towards
Professional Collaboration***

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Öz

Bu araştırmada, öğretmenlerin duygu yönetimi becerileri ile mesleki işbirliğine yönelik tutumları arasındaki ilişkinin incelenmesi amaçlanmıştır. Araştırmanın örneklemini, Muğla ilinde görev yapan, oransız küme örnekleme tekniği kullanılarak belirlenmiş 487 devlet ve özel ilkokul, ortaokul ve lise öğretmeni oluşturmuştur. Araştırma, ilişkisel tarama modelinde desenlenmiştir. Araştırmanın verileri “Rotterdam Duygusal Zekâ Ölçeği” ve “Öğretmenler Arasında Mesleki İşbirliğine Yönelik Tutum Ölçeği” kullanılarak elde edilmiştir. Verilerinin analizinde, betimsel istatistikler, karşılaştırma istatistikleri ve çoklu regresyon analizi kullanılmıştır. Araştırmadan elde edilen sonuçlara göre, öğretmenlerin duygu yönetimi becerilerinin yüksek düzeyde olduğu ve cinsiyet, çalışılan okul türü, eğitim kademesi ve mezun olunan fakülte türü değişkenlerine göre anlamlı farklılıklar bulunduğu görülmüştür. Öğretmenlerin mesleki işbirliğine yönelik tutumları ise çok yüksek düzeydedir ve cinsiyet, eğitim düzeyi ve çalışılan eğitim kademesi değişkenlerine göre anlamlı farklılıklar göstermiştir. Ayrıca, öğretmenlerin duygu yönetimi becerileri ile mesleki işbirliğine yönelik tutumları arasında doğrusal ve pozitif yönde bir ilişki olduğu ve öğretmenlerin duygu yönetimi becerilerinin mesleki işbirliğine yönelik tutumlarının anlamlı bir yordayıcısı olduğu görülmüştür.

Anahtar Kelimeler: Duygu yönetimi, işbirliği, mesleki işbirliği, öğretmen, öğretmen işbirliği.

Abstract

This study examined the relationship between teachers' emotion management skills and their attitudes towards professional collaboration. The sample consisted of 487 public and private primary, elementary, and high school teachers working in Muğla, determined through a disproportionate cluster sampling technique. The research was designed using a correlational survey model. Data for the study were obtained using the “Rotterdam Emotional Intelligence Scale” and the “Attitude Scale for Professional Collaboration among Teachers.” Descriptive statistics, comparison statistics, and multiple regression analysis were employed for data analysis. The study results indicated that teachers possessed high levels of emotion management skills, with significant differences observed based on gender, type of school, education level, and the type of faculty from which they graduated. Teachers' attitudes towards professional collaboration were also notably high and showed significant differences based on gender, education level, and the level of school they worked in. Additionally, a linear and positive relationship was found between teachers' emotion management skills and their attitudes towards professional collaboration, with emotion management skills being a significant predictor of attitudes towards professional collaboration.

Keywords: Emotion management, collaboration, professional collaboration, teacher, teacher collaboration.

Introduction

For schools to perform their functions effectively, it is essential for all stakeholders in education to adopt a culture of continuous learning. One of the most important means of professional development is peer collaboration. The attitudes of teachers implementing educational programs towards collaboration can significantly impact quality within an organizational framework. Today, teacher collaboration is regarded as an aspect of professionalism. In fact, the collaborative culture among teachers was included as one of the indicators assessing the professionalism of teaching in the 2018 application of the Teaching and Learning International Survey (TALIS), conducted by the OECD with the participation of many of its member countries (OECD, 2019). Schools where professional collaboration occurs are environments in which teachers share collective responsibility for student learning, work together to enhance their teaching, view individual and collective professional development as a natural part of their work, and where mutual trust and respect permeate relationships (Bolam et al., 2005; Brown et al., 2021). These schools create an environment where teachers can coordinate with one another, take a holistic view of learning processes, and offer opportunities to benefit from each other's experience and knowledge (Hattie, 2015). It is undoubtedly important that schools and the systems in which they operate foster a culture that promotes professional collaboration, as it dramatically influences the establishment of such interactions among teachers. Furthermore, maintaining a positive attitude towards collaboration and a willingness to collaborate is vital. In this sense, the collaboration process, which encourages sharing, interaction, communication, and diversity among teachers, can significantly enhance individuals' emotional, personal, and social skills and competencies (Bar-On et al., 2000). Therefore, considering that personal and interpersonal social skills and emotional states may influence teachers' perceptions of professional collaboration, this study's main problem is investigating the relationship between teachers' emotion management skills and their attitudes towards professional collaboration.

When examining the literature on professional collaboration, it is observed that almost all of these studies emphasize the collective and voluntary effort of all stakeholders to achieve the shared goal of the organization (Achinstein, 2002; Ainscow et al., 2006; Cerit, 2009; Connolly & James, 2006; Fullan, 2002; Friend & Cook, 1993; Gajda & Koliba, 2007; Howland & Picciotto, 2003; Kelchtermans, 2006; Kolley, 2019; Kubilay, 2020; Locke, 2014; Tschannen-Moran, 2001; Vangrieken et al., 2015; Watson, 2005). Furthermore, these studies suggest that although this process has the potential to be influenced by various variables and may be challenging, it can contribute to teachers' professional development, school effectiveness, and students' educational and instructional success (DuFour, 2003, 2004; Goddard et al., 2007; Goddard et al., 2010; Smith & Scott, 1990). The notion that professional collaboration can be a challenging process appears to stem from its interpersonal and communication-oriented nature, making it plausible to assert that individuals' empathetic communication and interaction skills play a crucial role in the collaboration process. In turn, personal and interpersonal communication skills are associated with emotion management skills. The literature on the professional collaboration process and emotion management is examined in the following sections.

1. Professional Collaboration

Professional collaboration is recognized as the most effective method for the professional development of teachers, which is a crucial factor in enhancing the quality of schools (Fullan, 2007). Studies on this topic indicate that professional collaboration among teachers is typically related to concepts such as interpersonal relationships, common purpose, joint decision-making, voluntariness, at least two equal parties, and direct interaction (Friend & Cook, 1993), as well as systematicity, process orientation, improvement of outcomes (DuFour, 2004), productivity, sharing, and analysis. It is also associated with functions such as review, examination, scheduling, planning, and evaluation (Howland & Picciotto, 2003), along with expression, examination, and inquiry (Tschannen-Moran, 1998). Considering all this information, professional collaboration at the school level can be defined as (a) voluntary interaction between at least two colleagues aimed at achieving a common goal, evaluating the process, or improving outcomes by participating in the decision-making process, or (b) a voluntary process of productivity and communication among teachers to perform functions such as exchanging ideas, consulting, planning, scheduling, reviewing, evaluating, inquiring, and improving in order to create effective teaching and learning environments. Various teacher collaboration structures have been noted in the literature. However, this study focuses on key formations, including teacher groups and

teacher working groups, teacher coaching, professional dialogue, collaborative inquiry, teacher networks, and professional learning communities.

Teacher groups and teacher working groups. Teacher working groups are seen as support groups and as a form of collaborative learning (Murray, 2010). These groups, which consist of three or four teachers from the same grade level, subject area, or those sharing special interests or needs, are established by school administrators and coordinated by group leaders. In an organizational context, teacher groups serve as practical tools that promote learning and development among teachers (Edmondson, 2003). Effective groups are expected to have shared goals, work in harmony, and foster solidarity (Lyubovnikova et al., 2015). Teacher groups, believed to create a complementary and holistic synergy between existing strengths and areas needing improvement, have positive effects on effective collaboration processes (Lockton, 2019). To achieve this, all group members must move away from individuality and isolation, taking steps towards team integration within a framework of social cohesion and solidarity (Vangrieken et al., 2015).

Teacher coaching. This practice can be compared to the teacher mentorship system in Türkiye. It is typically defined as a form of support in which experienced teachers provide instructional demonstrations to those in need within real classroom settings (Breidenstein et al., 2012). This process generally takes place between novice and experienced teachers.

Professional dialogue. Professional dialogue is considered a collaborative tool that provides teachers with opportunities for verbal communication, allowing them to exchange ideas and share insights about teaching and learning processes. It is anticipated that professional dialogue, which fosters a productive interaction process among participants, can activate teachers' abilities to reflect, reconsider, and evaluate their practices in light of shared beneficial information (Robertson & Timperley, 2011).

Collaborative inquiry. Defined as a process in which teacher groups collaboratively investigate issues perceived as problematic in teaching and learning, collaborative inquiry involves identifying a problem, framing it, proposing possible solutions, presenting evidence, and ultimately determining sustainable resolutions through evaluation (Langer & Colton, 2005; Weinbaum, 2004).

Teacher networks. The social network theory, originally developed to examine social and psychological interactions among individuals, has been increasingly applied to school settings with contributions from researchers over time. This approach, which examines individuals' and groups' communication and interactions within and between organizations through relational ties and structures (Borgatti et al., 2013; Borgatti & Ofem, 2010; Carolan, 2014), consists of three fundamental elements: actors, the individual characteristics of actors, and at least one relational connection between them (Carolan, 2014). Since teachers engage in interactions within dyads or larger groups as participants in collaborative school processes, they function within a social network. Therefore, it is reasonable to assert that the principles of social network theory align with the concept of teacher collaboration, professional learning communities, and how these structures operate. When teachers collaborate on instructional practices, the resulting teacher collaboration network can serve as a bridge between the school's social actors, facilitating the exchange of knowledge, skills, strategies, social support, and problem-solving approaches (Hite, 2003).

Professional learning communities. This structure is generally defined as groups of teachers who collectively take responsibility for questioning how to improve their instructional practices and exploring ways to achieve this (Hargreaves, 2019).

Teaching is a field of expertise where the empowering and developmental effects of communication, experience sharing, peer solidarity, teamwork, and collaboration are effectively utilized (Yılmaz & Çelik, 2020). However, since educational activities can be carried out independently of colleagues, it can be considered an isolated profession. The desired approach is for teaching to be conducted in a school culture and climate that encourages collaboration, as a professional field always open to learning and development. Such a culture would increase the interaction between administrators and teachers, teachers and teachers, families and schools, and teachers and students (Tschannen-Moran, 1998), bringing about desirable outcomes for all stakeholders and removing teaching from being an isolated profession (Kelchtermans, 2006).

When teachers collaborate and engage with one another, they not only break free from isolation but can also concentrate more on their students' academic and behavioral outcomes than they could

alone (Goddard et al., 2007). Additionally, they can develop their teaching methods and techniques more effectively, along with enhancing skill diversity, mastering the curriculum, fulfilling intermediary roles, improving management skills, and boosting parent communication (Pounder, 1998). Although collaboration in this form is regarded as a promising joint force to combat teacher isolation and address deficiencies in school practices, very little is known about its prevalence, effectiveness, and awareness levels in schools, the obstacles that might be faced during the process, and potential solutions (Tschannen-Moran, 1998). This lack of knowledge about these factors presents an obstacle in itself for collaborative practices.

Moreover, structural problems can hinder the development of this culture in schools. The implementation of neoliberal economic policies has begun to alter the structure and, consequently, the culture of educational organizations. The emphasis on individualism encouraged by neoliberalism, the absence of collaborative features in performance evaluation criteria, and the job insecurity felt by teachers create an environment in which teachers may view each other as competitors (Çolak, 2021; Parker, 2017). These conditions are believed to lead individualism to take precedence over collaboration, heighten competition among school staff, and indirectly diminish the effectiveness of schools (Ball, 2016). Therefore, it seems unlikely that schools, which are open systems constantly exchanging energy with all their subsystems and the larger system, can remain unaffected by these policies.

Another factor that can serve as a barrier to collaborative practices is the inadequacy of educational administrators in management, along with the policies and approaches they adopt and implement. In Türkiye, school administration is still not regarded as a professional field, and the criteria for selecting administrators do not adequately encompass the theoretical and practical competencies related to management. This results in individuals entering the profession without acquiring these necessary competencies (Kaya & Hoşgörür, 2024). The inability of school administrators to foster a school culture that supports teachers in working collaboratively can negatively impact the perspectives and willingness of all school stakeholders towards collaboration. The leadership roles assumed by school principals can also significantly influence the loyalty and collaborative attitudes of other administrators, teachers, students, parents, and staff towards the school (Erdoğan, 2014). Research indicates that in schools governed by an especially oppressive and authoritarian approach, the lack of teacher involvement in decision-making processes adversely affects their loyalty to the school and their work, leading them to approach their assigned tasks with reluctance (Sarwar et al., 2022; Zheng et al., 2020). This situation could cause even those teachers who are inclined to collaborate to show a tendency to distance themselves from working with other teachers.

In Türkiye, teachers in educational institutions currently participate in board and committee meetings in which they are either actively involved or are natural, permanent members within the framework of collaborative practices. When examining the Ministry of National Education's Directive on Educational Boards and Committees, it is noted that the Teachers' Board meets at least three times during an academic year, except in extraordinary circumstances: before the start of the school year, at the beginning of the second term, and at the end of the school year. The Class/Branch Teachers' Board also meets at least three times during the academic year. The Class/Field Committees meet at least three times in an academic year—before the school year begins, at the start of the second term, and at the end of the school year—and at least two times in high schools, in November and April (Milli Eğitim Bakanlığı [MEB], 2024). However, to achieve more realistic, high-quality, and qualitative results within the organizational network, it is crucial for teachers to maintain a continuous attitude towards professional collaboration, in addition to these and other board and committee activities. A positive perspective can create a constructive force to address or effectively manage any problems they encounter in educational environments. Nevertheless, despite teachers' willingness, various obstacles may arise. Moreover, the lack of sufficient time for collaboration can hinder teachers with heavy teaching schedules from creating common time (Friend & Cook, 2009; Watson, 2005). Additionally, the absence of realistic evaluations regarding the outcomes and effectiveness of collaborative efforts can create a dilemma about whether to continue or discontinue, leading the process to drift into uncertainty (Smith & Scott, 1990). Furthermore, it is necessary to assess the situation of teachers who are reluctant to collaborate. The unwillingness of some teachers may arise from insufficient knowledge about collaboration; some may fear communication issues and conflicts due to diversity, while others may be influenced by personality traits or personal preferences.

Effective communication, interaction, and the sharing of information and knowledge among teachers are crucial for the overall success of the school. More specifically, they enhance teacher performance, motivation, creativity, professional development, and foster a positive school climate and conducive learning environments. These forms of engagement can be cultivated through strong personal and interpersonal skills, as well as emotional awareness and management. The literature often links these skills and competencies to the concept of emotional intelligence (Ordu & Çobanoğlu, 2020). This research focuses on teachers' attitudes towards collaboration in relation to various personal, social, and emotional competencies. It examines their ability to develop emotional awareness both in themselves and in others, along with their personal and interpersonal communication and interaction skills, within the context of the relationship between emotion management and professional collaboration.

2. Emotion Management

In studies related to individuals' emotion management skills, the most frequently encountered concept is emotional intelligence. This concept has facilitated the discussion of two distinct areas of psychology, emotion and cognition (intelligence), under a single umbrella term (Nagar, 2016). Peter Salovey and John Mayer (1990) introduced the term emotional intelligence to the literature. They defined it as “a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions” (p. 189). In their later research, they further refined this definition, describing emotional intelligence as “a set of abilities involving the perception of emotions, access to and generation of feelings to facilitate thought, understanding emotions and emotional knowledge, and reflective regulation of emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 5). The popularization of the concept occurred with Goleman's 1995 book, “Emotional Intelligence: Why It Can Matter More Than IQ?” (Tanrıoğen & Türker, 2019). Goleman (1998) suggested that emotional intelligence is the ability to understand one's and others' emotions, motivate oneself, and manage emotions effectively within oneself and in relationships. Bar-On (2006) defined the concept as (a) “a set of non-cognitive abilities, competencies, and skills that influence one's ability to cope with environmental demands and pressures successfully,” and (b) “a cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (p.14).

Although the concretization and increased recognition of the concept occurred in the 1990s, as mentioned above, it is observed that scientists studied this structure for much of the 20th century, with its historical roots extending back to the 19th century. It can be said that the works and research of Edward Thorndike (1920), Edgar Doll (1935), David Wechsler (1943), and Howard Gardner (1983) had significant impacts on the shaping of the concept. Thorndike (1920) conducted studies on social intelligence, while Doll (1935) developed the first measurement tool for social intelligence in adolescents. Wechsler (1943), in turn, included two subscales in a cognitive intelligence test to measure social intelligence characteristics, later emphasizing non-cognitive factors and arguing that intelligence models could not be completed without adequately defining these factors. Gardner (1983) proposed the Multiple Intelligences Model, highlighting the distinction between cognitive and emotional skills. He included in his model two personal domains, namely social intelligence and intrapersonal intelligence, beyond the conventional verbal and mathematical skills (Gardner, 1983; Yeşilyaprak, 2001).

When the literature on the subject is reviewed, it is observed that emotional intelligence essentially measures an individual's emotion management skills (Peña-Sarrionandia et al., 2015). Studies have shown that high levels of emotion management skills predict better psychological and physical health (Martins et al., 2010; Schutte et al., 2007), are associated with better social and intimate relationships (Lopes et al., 2004; Lopes et al., 2005), and play a significant role in outcomes related to academic achievement and job performance (Ashkanasy & Daus, 2005; Hogan et al., 2010; Jaeger, 2003; Joseph & Newman, 2010; Marquez et al., 2006; Newman et al., 2010; O'Boyle et al., 2011; Rooy et al., 2005; Rooy & Viswesvaran, 2004). In these studies, experts from psychology, human resources management, organizational behavior, and other various fields have examined emotion management skills, employing a range of terminology related to emotion management, including social intelligence, personal-interpersonal intelligence, emotional intelligence, emotional literacy, and emotional-social intelligence (Asrar-ul Haq et al., 2017; Nagar, 2016). In this research, emotion management skills are considered as the set of emotional competencies that an individual employs in both personal and

interpersonal communication and interaction processes, including (a) the ability to use the information gained from being aware of one's own and others' emotions to establish healthy communication, (b) the ability to regulate one's own and others' emotional states by coping with daily situations and problems, and (c) the ability to manage an effective communication process with the social environment by using efficient communication channels. Since the tool used for data collection in the study adopts a similar approach in terms of its dimensions, the term 'emotion management skills' was preferred over 'emotional intelligence' in this study.

The assumption that forms the starting point of this study—that teachers' emotion management skills may be related to their attitudes towards professional collaboration—is concerned with the role that personal and interpersonal social skills, such as communication, social relations, empathy, teamwork, and conflict resolution, play in the collaborative interaction process. Effective emotion management has the potential to impact overall teacher performance and instructional outcomes in schools where successful integration of negotiation and collaboration is desired (Asrar-ul-Haq et al., 2017; Cherniss, 2001; Cox & Cole, 2017; Luca & Tarricone, 2001; Rasiah et al., 2019). Emotion management skills, which significantly affect teachers' job performance, manifest themselves in dimensions such as emotional self-awareness, self-confidence, achievement, developing others, and conflict resolution (Asrar-ul-Haq et al., 2017). Positive and effective interpersonal relationships are crucial factors that influence the productivity of group work. The emotional bond among group members has a profound impact on the work produced and overall success (Luca & Tarricone, 2001). Communities that deprioritize the importance of positive and professional interpersonal relationships and achieving goals are observed to have lower levels of personal and professional standards compared to groups that value and are aware of these factors (Johnson & Johnson, 1999, 2009). Considering that teachers are expected to engage in professional learning and group-focused activities as part of professional collaboration practices in schools, it is possible to emphasize the need for a positive emotional climate in achieving common goals. In this context, this research, conducted to determine the relationship between teachers' management skills and their attitudes towards professional collaboration, may contribute to the discussion in the literature on the factors that facilitate or hinder collaboration among teachers in terms of personal and interpersonal communication skills and competencies. In this study, the following questions were sought within this general framework:

- 1- What is the level of teachers' emotion management skills?
- 2- Do teachers' emotion management skills significantly differ based on gender, school type, education level, the school level at which they teach, the type of faculty from which they graduated, and professional seniority?
- 3- What is the level of teachers' attitudes towards professional collaboration?
- 4- Do teachers' attitudes towards professional collaboration significantly differ based on gender, school type, education level, the school level at which they teach, the type of faculty from which they graduated, and professional seniority?
- 5- Are teachers' emotion management skills a significant predictor of their attitudes towards professional collaboration?

Methodology

1. Research Design

This study, conducted to determine the relationship between teachers' emotion management skills and their attitudes towards professional collaboration, was designed within a correlational survey model. In research designed with a survey model, a sample is selected from the population in order to describe opinions or characteristics related to the subject, and the data collection process is shaped by the responses given to the questions directed to the sample (Büyüköztürk et al., 2021).

2. Population and Sampling

The population of this study comprises 14,500 teachers working in public and private primary, elementary, and high schools in Muğla during the 2023-2024 academic year (Muğla İl Milli Eğitim Müdürlüğü, 2023). An unproportional cluster sampling technique was used to determine the sample.

The sample size was calculated as 374 participants for a 95% confidence level. Anticipating potential issues with the return of the scales, it was decided to collect responses from 500 teachers. The analyses were conducted using 487 data collection tools that were returned and determined usable. The descriptive statistics related to the teachers who constitute the sample group of the study are presented in Table 1.

Table 1.
Descriptive Statistics of the Teachers in the Sample Group

Variables	<i>n</i>	%
Gender		
<i>Female</i>	310	63.7
<i>Male</i>	177	36.3
Marital Status		
<i>Married</i>	384	78.9
<i>Single</i>	103	21.1
School Type		
<i>Public</i>	418	85.8
<i>Private</i>	69	14.2
School Level		
<i>Primary School</i>	96	19.7
<i>Elementary School</i>	182	37.4
<i>High School</i>	209	42.9
Branch		
<i>Primary School Teacher</i>	90	18.5
<i>Branch Teacher</i>	366	75.2
<i>Vocational High School Teacher</i>	31	6.4
Graduation		
<i>Faculty of Education</i>	348	71.5
<i>Faculty of Science and Literature</i>	106	21.8
<i>Other</i>	33	6.8
Level of Education		
<i>Bachelor's Degree or Below</i>	370	76.0
<i>Postgraduate</i>	117	24.0
Professional Seniority		
<i>1-10 years</i>	153	31.4
<i>11-20 years</i>	194	39.8
<i>21 years and above</i>	140	28.8

Note. N = 487.

As seen in Table 1, among the teachers who participated in the study, 63.7% were female ($n = 310$) and 36.3% were male ($n = 177$). It was observed that 85.8% of the teachers worked in public schools ($n = 418$) and 14.2% in private schools ($n = 69$); 42.9% worked at the high school level ($n = 209$), 37.4% at the elementary school level ($n = 182$), and 19.7% at the primary school level ($n = 96$). Additionally, 71.5% were graduates of faculties of education ($n = 348$), 21.8% were graduates of faculties of science and literature ($n = 106$), and 6.8% were graduates of other faculties ($n = 33$). While 76.0% had a bachelor's degree or lower levels of education ($n = 370$), 24.0% had postgraduate education ($n = 117$), 39.8% had 11 to 20 years of professional experience ($n = 194$), 31.4% had 1 to 10 years ($n = 153$), and 28.8% had 21 years or more ($n = 140$).

3. Data Collection Tools

Rotterdam Emotional Intelligence Scale (REIS)

The “Rotterdam Emotional Intelligence Scale,” developed by Pekaar et al. (2018) and adapted into Turkish by Tanrıöğen and Türker (2019), was prepared to determine teachers’ emotional intelligence levels based on their self-assessment. The Likert-type scale consists of 28 items and four dimensions: Self-Emotional Appraisal (SEA), Others’ Emotional Appraisal (OEA), Self-Emotional Regulation (SER), and Others’ Emotional Regulation (OER). The scale items are rated from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher scores indicating a higher level of emotional intelligence. The variance explained by the four factors of the scale is 68.14%, and the Cronbach’s alpha internal consistency coefficients were found to be .91 for SEA, .91 for OEA, .89 for SER, .93 for OER, and .94 for the entire scale. The confirmatory factor analysis results showed a χ^2/df ratio of 2.64. The goodness-of-fit indices were GFI = 0.87, AGFI = 0.85, RMSEA = 0.05, RMR = 0.04, SRMR = 0.57, CFI = 0.94, NNFI = 0.93, IFI = 0.94. For this study, the Cronbach’s alpha coefficients were recalculated as .90 for SEA, .87 for OEA, .85 for SER, .92 for OER, and .92 for the entire scale.

Attitude Scale Towards Professional Collaboration Among Teachers (ASTPCAT)

Developed by Yılmaz and Çelik (2020), this scale was created to assess teachers’ attitudes towards professional collaboration. It includes 13 Likert-type items within a single dimension. Respondents rate the items from 1 (Strongly Disagree) to 5 (Strongly Agree), with the fourth, fifth, and sixth items being reverse-scored. A higher score on the scale reflects a positive attitude towards professional collaboration. The Cronbach’s alpha internal consistency coefficient for reliability was calculated to be .87. The goodness-of-fit indices obtained through confirmatory factor analysis were GFI = 0.95, AGFI = 0.93, RMSEA = 0.04, RMR = 0.02, CFI = 0.97, NFI = 0.91, IFI = 0.97. In this study, the Cronbach’s alpha internal consistency coefficient was recalculated and found to be .89.

4. Data Analysis

Before conducting the data analysis, preliminary analyses were performed according to the recommendations of Tabachnick and Fidell (2012). These preliminary analyses included examining data accuracy, missing values, outliers, and the assumptions of the analyses. The maximum and minimum values, along with frequency distributions of demographic variables, ASTPCAT, and REIS items, were reviewed to verify data accuracy. It was noted that all variables fell within the expected value range. However, due to the limited number of teachers with doctoral ($n = 9$) and associate degree ($n = 3$) levels of education, the education level variable was regrouped into bachelor’s degree and below, and postgraduate to facilitate parametric statistical analyses. No missing values were detected in the dataset.

To examine univariate outliers, the z-score method was used (Field, 2014; George & Mallery, 2022; Hair et al., 2018; Tabachnick & Fidell, 2012). According to Tabachnick and Fidell (2012), a z-score beyond the ± 3.29 range indicates an outlier. As a result of the univariate outlier analysis, five univariate outliers were detected in the SEA subdimension, two in the OEA subdimension, two in the SER subdimension, and three in the ASTPCAT, which were subsequently removed from the dataset. Mahalanobis distance was employed to identify multivariate outliers (Tabachnick & Fidell, 2012). After examining multivariate outliers, one multivariate outlier was identified and removed from the dataset. Consequently, although data were initially collected from 500 participants, the analyses were conducted with data from 487 participants.

Descriptive statistics were used to provide information about teachers’ demographic characteristics, emotion management skills, and attitudes towards professional collaboration. To examine the differences in the mean scores of the Self-Emotional Appraisal (SEA), Others’ Emotional Appraisal (OEA), Self-Emotional Regulation (SER), Others’ Emotional Regulation (OER), Rotterdam Emotional Intelligence Scale (REIS), and Attitude Scale Towards Professional Collaboration Among Teachers (ASTPCAT) based on teachers’ gender, school type, and education level, an independent samples t-test was employed. For analyzing the differences in mean scores of SEA, OEA, SER, OER, REIS, and ASTPCAT according to the school level at which teachers teach, the faculty from which they graduated, and their professional seniority, a one-way analysis of variance (ANOVA) was utilized.

Multiple regression analysis was conducted to determine the predictive power of SEA, OEA, SER, and OER on the total scores of ASTPCAT.

The independent samples t-test, one-way ANOVA, and multiple linear regression analysis have specific assumptions related to normality, homogeneity of variances, linearity, multicollinearity, and homoscedasticity depending on the analysis used (Field, 2014; George & Mallery, 2022; Hair et al., 2018; Tabachnick & Fidell, 2012). Considering the sample size of this study, the normality assumption was examined based on skewness and kurtosis values. Values of skewness and kurtosis within the ± 2 range indicate that the data exhibit a distribution close to normal (Field, 2014; George & Mallery, 2022; Pituch & Stevens, 2016).

The analyses showed that the skewness and kurtosis values of the subscales and total scores were within the ± 2 range, indicating that the data distribution was approximately normal. In instances where the assumption of homogeneity of variances was violated, the results of Welch's t-test or Welch's F-test were reported. When Welch's F-test results were significant, the Games-Howell post-hoc test was utilized. When the assumption of homogeneity of variances was upheld, the Tukey HSD post-hoc test was applied. Linearity and homoscedasticity assumptions were evaluated using scatterplots, and the multicollinearity assumption was assessed through VIF (Variance Inflation Factor) and tolerance values. These evaluations showed that the assumptions of linearity, multicollinearity, and homoscedasticity were satisfied. In all statistical procedures, a Type I error rate of $p < .05$ was accepted.

Findings

This section of the study presents the findings related to teachers' perspectives on emotion management and attitudes towards professional collaboration. First, the teachers' views are examined to determine whether they vary based on factors such as gender, type of school, level of education, school level worked at, type of faculty graduated from, and years of experience. Following this, the results of the multiple regression analysis conducted to ascertain whether teachers' emotion management skills significantly predict their attitudes towards professional collaboration are provided.

According to the results obtained from the data analysis, teachers' emotion management levels are high ($\bar{X}= 3.97$, $SD= 0.46$). Teachers reported demonstrating behaviors in the dimensions of SEA ($\bar{X}= 4.39$, $SD= 0.55$), OEA ($\bar{X}= 4.00$, $SD= 0.57$), SER ($\bar{X}= 3.77$, $SD= 0.68$), and OER ($\bar{X}= 3.73$, $SD= 0.71$), respectively. There is a significant difference in the total mean scores of OER ($t(485) = 3.88$, $p < .001$) and SEA ($t(485) = -2.15$, $p < .05$) based on teachers' gender. Accordingly, the total mean OEA scores of female teachers ($\bar{X}= 28.54$, $SD= 3.93$) are significantly higher than those of male teachers ($\bar{X}= 27.08$, $SD= 4.02$), while the total mean SER scores of male teachers ($\bar{X}= 27.01$, $SD= 4.50$) are significantly higher than those of female teachers ($\bar{X}= 26.04$, $SD= 4.90$). There is a significant difference in the total mean scores of SER ($t(485) = 2.96$, $p < .01$), OER ($t(485) = 3.45$, $p < .001$), and REIS ($t(83.79) = 2.37$, $p < .05$) based on the type of school teachers work. The total mean scores for SER ($\bar{X}= 27.96$, $SD= 5.60$), OER ($\bar{X}= 28.03$, $SD= 5.24$), and REIS ($\bar{X}= 115.12$, $SD= 15.00$) are significantly higher for teachers working in private schools compared to those working in public schools (SER ($\bar{X}= 26.13$, $SD= 4.59$); OER ($\bar{X}= 25.83$, $SD= 4.86$); REIS ($\bar{X}= 110.60$, $SD= 12.31$). Significant differences were found in the total mean scores for SEA ($F(2, 484) = 3.74$, $p < .05$), OEA ($F(2, 484) = 9.09$, $p < .001$), and REIS ($F(2, 484) = 6.91$, $p < .01$) based on the school level at which the teachers teach. Accordingly, the total mean scores for SEA, OEA, and REIS of teachers working in primary schools (SEA ($\bar{X}= 31.67$, $SD= 3.59$), OEA ($\bar{X}= 29.48$, $SD= 4.31$), REIS ($\bar{X}= 115.47$, $SD= 13.33$) are significantly higher than those of elementary school (SEA ($\bar{X}= 30.41$, $SD= 4.01$), OEA ($\bar{X}= 27.92$, $SD= 3.78$), REIS ($\bar{X}= 110.67$, $SD= 11.60$) and high school teachers (SEA ($\bar{X}= 30.52$, $SD= 3.78$), OEA ($\bar{X}= 27.41$, $SD= 3.94$), REIS ($\bar{X}= 109.79$, $SD= 13.20$) in these respective areas. It was determined that there was a significant difference in the total mean scores of OEA ($F(2, 484) = 4.80$, $p < .01$), SER ($F(2, 484) = 4.39$, $p < .05$), and REIS ($F(2, 484) = 3.97$, $p < .05$) according to the faculty type from which the teachers graduated. The findings showed that the OEA ($\bar{X}= 28.33$, $SD= 3.98$), SER ($\bar{X}= 26.74$, $SD= 4.59$) and REIS ($\bar{X}= 112.17$, $SD= 12.52$) total mean scores of teachers who graduated from the faculty of education were significantly higher than the OEA ($\bar{X}= 26.96$, $SD= 3.97$), SER ($\bar{X}= 25.19$, $SD= 4.96$) and REIS ($\bar{X}= 108.19$, $SD= 13.08$) total mean scores of teachers who graduated from the faculty of science and literature. No significant difference was found in the sub-dimensions or total scores according to education level and professional seniority variables.

The attitude levels of teachers towards professional collaboration are very high ($\bar{X}= 4.32$, $SD= 0.55$). As a result of the t-test for independent samples, there is a significant difference in the total mean scores of teachers according to their gender in ASTPCAT ($t(485) = 3.71$, $p < .001$). The total mean scores of female teachers ($\bar{X}= 57.12$, $SD= 6.99$) in ASTPCAT are significantly higher than those of male teachers ($\bar{X}= 54.64$, $SD= 7.30$). It was determined that there was a significant difference in the total mean scores of teachers according to their level of education in ASTPCAT ($t(485) = 2.28$, $p < .05$). The total mean scores of teachers with bachelor's degree and below ($\bar{X}= 56.64$, $SD= 6.96$) are significantly higher than those of teachers with postgraduate education ($\bar{X}= 54.91$, $SD= 7.76$). It was found that there was a significant difference in the total mean scores of teachers in ASTPCAT ($F(2, 484) = 3.80$, $p < .05$) according to the level of school they work at. Accordingly, it was determined that the total mean scores of teachers working in primary schools ($\bar{X}= 57.72$, $SD= 7.01$) are significantly higher than the total mean scores of high school teachers in ASTPCAT ($\bar{X}= 55.33$, $SD= 6.84$). No significant difference was found in the total mean scores according to the variables of the school type they work at, the faculty type they graduated from, and professional seniority.

The final purpose of the study was to determine to what extent teachers' emotion management skills predict their attitudes towards professional collaboration. The findings obtained from the multiple regression analysis conducted for this purpose are presented in Table 2.

Table 2.

Analysis Results Regarding the Prediction of Attitude Level Towards Professional Collaboration

	<i>B</i>	<i>Se</i>	β	<i>t</i>	<i>p</i>	<i>sr</i>
Constant	31.61	2.90		10.90	.001***	
SEA	.46	.09	.25	5.32	.001***	.23
OEA	.27	.10	.15	2.81	.005**	.12
SER	.12	.07	.08	1.55	.122	.07
OER	.00	.07	.00	.00	1.00	.00
<i>R</i> = 0.37		<i>R</i> ² = .13		<i>F</i> ₍₄₋₄₈₂₎ = 18.71		<i>p</i> =0.001

Note. $p < .01$ **. $p < .001$ ***.

The model created to predict teachers' attitude scores towards professional collaboration was found to be statistically significant ($F(4, 482) = 18.71$, $p < .001$, $R^2 = .13$). The sub-dimensions of emotion management as a whole explain approximately 13% of the change in teachers' attitude scores towards professional collaboration. As seen in Table 1, while the emotion management sub-dimensions of SER ($\beta = .08$, $t(482) = 1.55$, $p > .05$) and OER ($\beta = .00$, $t(482) = .00$, $p > .05$) are not significant predictors of attitudes towards professional collaboration, SEA ($\beta = .25$, $t(482) = 5.32$, $p < .001$) and OEA ($\beta = .15$, $t(482) = 2.81$, $p < .01$) are positively significant predictors of attitudes towards professional collaboration. In other words, in this sample, teachers with high levels of self-emotional appraisal and others' emotional appraisal have more positive attitudes towards professional collaboration. According to the regression analysis results, the regression equation predicting teachers' attitudes towards professional collaboration is as follows:

Teachers' Attitudes Towards Professional Collaboration = (0.46 x Self-Emotional Appraisal) + (0.27 x Others' Emotional Appraisal) + (0.12 x Self-Emotional Regulation) + 31.61

Discussion and Conclusion

This study examined the relationship between teachers' emotion management skills and their attitudes towards professional collaboration. In line with this overarching goal, the study explored the extent of teachers' emotion management skills and whether these skills significantly differed based on gender, school type, education level, school level they teach, the type of faculty they graduated from, and their professional seniority. Additionally, the study investigated the level of teachers' attitudes towards professional collaboration and whether these attitudes significantly differed based on the same demographic variables. Finally, the study sought to answer whether teachers' emotion management skill levels significantly predict their attitudes towards professional collaboration.

The findings of the study regarding teachers' emotion management skills indicate that teachers perceive themselves to possess these skills at a high level. This outcome is consistent with the results of many studies in the literature (Balkır, 2022; Çağlayan-Yılmaz, 2023; Erdem et al., 2013; Gürşimşek et al., 2008; İnci, 2014; Kabar, 2017; Kılıç-Özmen, 2009; Torun, 2011; Usta, 2015). It is possible that this situation could enhance the quality of communication, interaction, and, consequently, collaboration in both personal and professional lives, thereby increasing teachers' life and job satisfaction. Among the teachers' emotion management skills, the level of self-assessment of their own emotions is very high, while their abilities to assess others' emotions, regulate their own emotions, and others' emotions are at a high level. It is expected that individuals' awareness of their own emotions would be higher than that of others. The differences in levels between appraisal and regulation may stem from the relative difficulty between being aware of emotions and being motivated to manipulate them—similar to the relationship between attitude and behavior (Bechler et al., 2021). Teachers possessing very high levels of emotion management skills could facilitate complex and comprehensive processes, such as professional collaboration, which require successful personal and interpersonal social skills management.

Teachers' emotion management skills did not show significant differences based on gender in the sub-dimensions of self-emotional appraisal and others' emotional regulation, as well as in the overall scores. Similar findings were reported in studies by Erdem et al. (2013), Erdem and İpek (2021), Kabar (2017), and Şat, Amil, and Özdevecioğlu (2015). However, significant differences were found in others' emotional appraisal and self-emotional regulation sub-dimensions. Barrett et al. (2000) found that women outperformed men in emotional awareness, which could explain the superiority of women in evaluating others' emotions in this study. Despite this, Ciarrochi et al. (2005) found no significant gender differences in emotional awareness, and Fischer et al. (2018) reported no significant differences in emotional sensitivity between men and women. Therefore, more detailed studies are needed to explore this topic further.

The findings related to emotion management skills and the type of school reveal that teachers working in private schools scored higher in self-emotional regulation, others' emotional regulation, and overall compared to those in public schools. It can be suggested that teachers in private schools work in environments where fear of job loss, loss of benefits, and financial concerns contribute to anxiety and stress. A recent study by Ergen and Çokkeser (2022) also indicated that teachers in private schools face issues such as job insecurity, excessive workload, low salaries, and parental pressure. Similarly, Yolbakan (2019) found that private school teachers experience moderate stress levels. Another important aspect is that emotion management skills are learnable (Cherniss et al., 1998; Goleman, 1998). This research suggests that private school teachers may have developed their skills in regulating and controlling emotions to cope with the motivation driven by the fear of losing their jobs. Further studies involving in-depth interviews with private school teachers could facilitate the establishment of more rational cause-and-effect relationships regarding this issue.

The emotion management skills of teachers did not show significant differences in any sub-dimensions or overall when analyzed according to the variable of educational level. Similarly, studies by Babaoğlu (2010), Çağlayan-Yılmaz (2023), Kabar (2017), and Turan (2015) also found similar results among teachers with bachelor's degrees and postgraduate education. However, when analyzed according to the variable of school level they teach, it was found that teachers working at the primary school level possess higher emotion management skills in the sub-dimensions of self-emotional appraisal and others' emotional appraisal, as well as overall, compared to teachers working at the elementary school and high school levels. This finding is consistent with studies by Babaoğlu (2010) with school administrators and Tekin (2021) with teachers regarding the school-level variable. Research indicates that primary school students need to feel recognized and valued due to their age group characteristics, experience consistency and continuity in relationships, and seek more emotional and social support than other age groups (Darling-Hammond et al., 2019). Teachers may have developed greater awareness of both their own emotions and those of their students in interactions with these more vulnerable students, leading to more effective responses to their needs.

The study's findings regarding the type of faculty from which teachers graduated indicate that teachers who graduated from faculties of education possess higher emotion management skills in the dimensions of others' emotional appraisal and self-emotional regulation, as well as overall, compared to teachers who graduated from faculties of science and literature. The literature does not reveal any

studies that specifically examine the positive impact of the faculty-type variable on emotion management levels. The comprehensive nature of their training explains the greater competence of education faculty graduates in regulating their own emotions, being aware of others' emotions, and managing emotions in general. Over four years, they receive specialized education in teaching methodologies, including theoretical and practical components such as classroom instruction and internships. This extended training period contributes to the acquisition of social skills required by the teaching profession and mentally prepares them to become teachers, potentially leading to a readiness in terms of emotion management. The study also found no significant differences in emotion management skills across sub-dimensions or overall when analyzed according to the variable of professional seniority. Similarly, Akgül (2011), Babaoğlu (2010), Balkır (2022), Erdem et al. (2013), Kabar (2017), and Turan (2015) also found no impact of professional seniority on emotion management skills.

The study's findings regarding professional collaboration indicate that teachers display a strongly positive attitude towards collaboration. This aligns with the research conducted by Gün (2021), Özdoğru (2021), Selimoğlu and Saylık (2022), Toptaş (2023), and Yılmaz (2022). Teachers' strong attitudes towards professional collaboration are likely to foster an organizational structure and culture that promotes the implementation of collaborative practices. Moreover, it is well-known that effective collaboration enhances the school's climate, teachers' professional development, job satisfaction, motivation, performance, sense of belonging, and problem-solving skills (Yılmaz, 2022). However, while the results of this study indicate that teachers have a positive attitude towards professional collaboration, the measurement tool used does not permit determining the extent to which this attitude translates into behavior and practice. Therefore, it is recommended that measurement tools be developed to evaluate teachers' collaborative behaviors and practices and that qualitative research be designed to gain deeper insights into this subject.

When examining teachers' attitudes towards professional collaboration based on gender, it is evident that female teachers maintain a more positive attitude towards collaboration than their male counterparts. Similar findings were reported in studies by Çınkır and Çetin (2010) and Gümüş et al. (2013). The difference in favor of women indicates that female teachers may be more inclined to collaborate. However, considering that existing research on the gender variable yields inconsistent results, there appears to be a need for further experimental studies in this area (Balliet et al., 2011; Eckel et al., 2008).

Examining teachers' attitudes towards professional collaboration based on the type of school they work in revealed no significant difference between the attitudes of teachers in public schools and those in private schools. However, significant differences were observed in professional collaboration attitudes based on the teachers' educational levels. Teachers with bachelor's degrees or below exhibited higher levels of professional collaboration attitudes compared to those with postgraduate degrees. The lack of career advancement opportunities, such as promotions, for teachers who pursue postgraduate education may lead to a loss of motivation. This, in turn, could result in a reluctance to work collaboratively with others to produce higher-quality work and continue their professional development. Conversely, studies conducted by Çevik and Köse (2017), Gün (2021), Sezgin (2022), and Toptaş (2023) with teachers and school administrators found that the educational level variable did not significantly affect attitudes towards professional collaboration.

The study's findings regarding the school-level variable indicate that teachers at the primary school level exhibit a stronger professional collaboration attitude than those at the high school level. These results align with the observation that primary school teachers possess superior emotional regulation skills compared to other groups. It is suggested that this situation may also be related to the age-related needs of primary school students. Furthermore, the results concerning the faculty variable from which teachers graduated and their professional seniority showed no significant differences in teachers' attitudes towards collaboration. Similar findings have been reported in the literature (Moolenaar et al., 2014; Toptaş, 2023).

The study conducted multiple regression analyses to determine whether teachers' emotion management skills predict their attitudes towards professional collaboration. The results indicate that teachers' emotion management skills are a significant predictor of their attitudes towards professional collaboration. Specifically, teachers' emotion management skills account for 13% of the variance in

their attitudes towards professional collaboration. The results suggest a linear and positive relationship between teachers' levels of emotion management skills and their attitudes towards professional collaboration. This finding indicates that teachers who are aware of their own emotions and can control them, as well as those who can understand and manage the emotions of others, are more willing to collaborate with others to develop and achieve the school's goals. Based on this, interventions aimed at promoting collaborative practices in schools and fostering this culture should also include training that equips teachers with effective emotion management skills.

Enhancing the quality of interpersonal relationships among teachers is believed to create the necessary infrastructure for collaboration (Ashkanasy & Daus, 2002; Hadar & Brody, 2010). Positive relationships among group members, along with trust and emotional stability, can profoundly impact work output and overall success (Luca & Tarricone, 2001). Research indicates that the collaborative process has the potential to influence overall job performance, teacher performance, and performance outcomes (Asrar-ul-Haq et al., 2017; Cherniss, 2001; Cox & Cole, 2017; Luca & Tarricone, 2001; Rasiah et al., 2019). It is affected by various dimensions of emotion management, including emotional self-awareness, self-confidence, achievement, development of others, and conflict resolution (Asrar-ul-Haq et al., 2017). Additionally, as social interaction, communication, and sharing among teachers increase, there is a corresponding growth in their professional development, which can potentially influence their attitudes and competencies in professional collaboration (Lave, 1991; Schön, 2017). At this point, it is essential to emphasize the importance of analyzing and understanding teachers' social and professional relationships, as well as socio-cultural norms and values, to comprehend the nature of professional collaboration among teachers (Rahman, 2020). Members who can manage their emotions wisely play a significant role in the group's interaction and effectiveness, facilitating the collaborative process. For instance, teachers with high empathetic skills who view conflict situations as opportunities for interaction among group members are more likely to seek the advice and support they need from their colleagues during a crisis. Consequently, they tend to perform better in group work (Achinstein, 2002; Singh, 2006). Therefore, in collaborative groups formed by teachers, it is necessary to establish emotion-focused norms to develop collective belief, conduct an in-depth examination of how the group is affected by emotions, and understand the personal and interpersonal impacts of effective emotion management on the group (Druskat & Wolff, 2001). Considering that teachers are expected to engage in professional learning and group-oriented activities within the framework of professional collaboration, it is possible to underline the need for a positive emotional climate in achieving common goals.

In this study, which aimed to determine the relationship between teachers' emotion management skills and their attitudes towards professional collaboration, data were collected based on the teachers' perceptions. Moreover, the professional collaboration attitude scale does not provide insights into how attitudes are translated into behavior. Future research could develop assessment tools that evaluate the collaboration culture in schools and the emotion management skills of teachers and school administrators from the perspective of colleagues who interact with them, thus enabling an assessment based on observable behaviors. Additionally, further studies could be conducted to identify organizational structure factors that hinder teachers from collaborating effectively.

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The article is based on the data from Macide ŞENEL's master's thesis. The first author contributed %60 and the second author %40 to the article. (Makale, Macide ŞENEL'in yüksek lisans tez çalışmasının verilerine dayalı olarak oluşturulmuştur. Birinci yazar makaleye %60, ikinci yazar ise %40 oranında katkı sağlamıştır.)

Conflict of Interest Statement (Çıkar Beyanı)

There is no conflict of interest between the authors. (Yazarlar arasında çıkar çatışması yoktur.)

Ethics Committee Approval (Etik Kurul İzni)

The implementation of the data collection tools used in this study was approved by the Ethics Committee for Social and Human Sciences Research of Muğla Sıtkı Koçman University with the decision dated 12 July 2023 and numbered 73. (Bu çalışmada kullanılan ölçeklerin uygulanması Muğla Sıtkı Koçman Üniversitesi Sosyal ve Beşerî Bilimler Araştırmaları Etik Kurulunun 12.7.2023 tarih ve 73 sayılı kararıyla uygun görülmüştür.)