

Mapping the Needs? Analysis of the Emotional and Pedagogical Abilities for New Teachers in their First Year of Teaching

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Abstract

Keywords:

In-service Teacher Training; Professional Development of Teachers; SEL (social emotional learning); 21st Century Skills; First Year Teachers; Training Program; Resilience; Wellbeing

In their first year of teaching, teachers should develop mental and emotional resilience as they develop their teaching skills, strengthen their resilience, and develop their professional identity alongside social-emotional competencies that can increase teachers' resilience and enhance their personal and professional development. Teachers can be resilient to a certain degree, but this can vary depending on the time, situation, or location where they teach, they also may experience times in their careers when they cannot control some changes, but others may be beyond their control especially due to the recent global pandemic that increased the understanding of the need to strengthen emotional resilience. For this, it's necessary to map and analyse the components that build the emotional resilience of the new teachers in their first year at school. This article presents doctoral research results focusing on mapping primary competencies and needs in the first year of teaching so that teachers can cope with daily challenges. The article emphasizes the importance of these skills. This article presents doctoral research results focusing on mapping primary competencies and needs in the first year of teaching so that teachers can cope with daily challenges. New teachers need to develop SEL and resilience skills in service. The article emphasizes the importance of these skills. Based on the results of a focus group conducted on new teachers at the end of their first year of teaching, we examined the primary needs that affect emotional resilience and wellbeing, which are key for integrating new teachers into the classroom.

Zusammenfassung

Schlüsselworte:

Lehrerfortbildung; Berufliche Weiterentwicklung von Lehrkräften; SEL (sozial-emotionales Lernen); Fähigkeiten des 21. Jahrhunderts; Lehrer im ersten Jahr; Trainingsprogramm; Widerstandsfähigkeit; Wohlbefinden

In ihrem ersten Lehrjahr sollten Lehrkräfte mentale und emotionale Resilienz entwickeln, während sie ihre Lehrfähigkeiten entwickeln, ihre Resilienz stärken und ihre berufliche Identität neben sozial-emotionalen Kompetenzen entwickeln, die die Resilienz der Lehrkräfte erhöhen und ihre persönliche und berufliche Entwicklung fördern können. Lehrer können bis zu einem gewissen Grad belastbar sein, aber dies kann je nach Zeit, Situation oder Ort, an dem sie unterrichten, variieren. Sie können auch Zeiten in ihrer Karriere erleben, in denen sie einige Veränderungen nicht kontrollieren können, andere jedoch möglicherweise außerhalb ihrer Kontrolle liegen auf die jüngste globale Pandemie, die das Verständnis für die Notwendigkeit verstärkt hat, die emotionale Widerstandsfähigkeit zu stärken. Dazu ist es notwendig, die Komponenten abzubilden und zu analysieren, die die emotionale Widerstandsfähigkeit der neuen Lehrer im ersten Schuljahr aufbauen. Dieser Artikel stellt Doktorarbeitsergebnisse vor, die sich darauf konzentrieren, primäre Kompetenzen und Bedürfnisse im ersten Lehrjahr abzubilden, damit Lehrkräfte die täglichen Herausforderungen bewältigen können. Der Artikel betont die Bedeutung dieser Fähigkeiten. Dieser Artikel stellt Doktorarbeitsergebnisse vor, die sich darauf konzentrieren, primäre Kompetenzen und Bedürfnisse im ersten Lehrjahr abzubilden, damit Lehrkräfte die täglichen Herausforderungen bewältigen können. Neue Lehrer müssen SEL- und Resilienzfähigkeiten im Dienst entwickeln. Der Artikel betont die Bedeutung dieser Fähigkeiten. Basierend auf den Ergebnissen einer Fokusgruppe, die mit neuen Lehrern am Ende ihres ersten Lehrjahres durchgeführt wurde, untersuchten wir die primären Bedürfnisse, die sich auf die emotionale Belastbarkeit und das Wohlbefinden auswirken, die für die Integration neuer Lehrer in den Unterricht von entscheidender Bedeutung sind.

1. Introduction

The Mackenzie Report from 2007, contains two famous quotes that discuss the topic of how to transform a school into one that is excellent. According to Braun, H. (2008) the first quote focuses on the quality of teachers, while the second focuses on the quality of learning and its relationship with teacher-student interaction. Consequently, promoting

student-teacher interaction can enhance teaching and learning. To accomplish this, teachers and students must develop several components of interaction: social-emotional learning and 21st-century competencies, recognizing the emotional processes that contribute to this process, and the importance of developing emotional competence in teacher training

programs. It seeks to improve the quality of this interaction through that competence. This study aims to examine how this interaction can be improved, the emotional processes that influence it, and the importance of fostering competence in teachers during their first year of teaching.

2. Theoretical foundation

It is widely recognized that teachers' success is determined by providing comprehensive and coherent training programs that address the diverse needs of the system (Corujo-Vélez et al., 2021). It has been proven that teachers who develop social-emotional competencies are more likely to reduce risk-taking behaviors, increase resilience, improve wellbeing, and enhance their personal and professional development by developing these skills (Strong & McMain, 2020). In the first stages of their professional development, first-year teachers must emphasize the importance of emotional skills in the 21st century (Kamei et al., 2021). Developing emotional resilience is crucial for enhancing the professional development of teachers. The ability of teachers to deal with the natural stresses and setbacks associated with teaching is essential. Several factors contribute to resilience, including job satisfaction, responsiveness, effectiveness, self-efficacy, pride, agency, interpersonal relationships, competence, autonomy, optimism, positive interpersonal emotions, empathy, and emotionally intelligent teacher (Schonert-Reichl, 2017; Beltman, 2020; Xie & Derakhshan, 2021). Teaching is a challenging profession, and it is essential for new teachers to feel supported and have a sense of agency during their first year. In addition to the fact that this resilience is not a psychological quality inherent, it is instead a socially constructed capacity that recognizes that teaching is a complex, demanding and unpredictable profession. Thus, developing teachers' resilience through comprehensive teacher education programs in academic settings is essential. Every day, teachers encounter complex situations inside and outside of the classroom—this emotional state and readiness influence educational outcomes worldwide (Derakhshan & Nazari, 2022).

Social-emotional learning (SEL) is historically and theoretically based on several theories of human development (Kamei & Harriott, 2021). The purpose of social and emotional learning (SEL) is to enable teachers to demonstrate empathy for others, understand and manage emotions, and make responsible decisions. All teachers must possess these

skills, particularly first-year teachers (Schonert-Reichl et al., 2017). An analysis of social-emotional competencies' role in training new teachers shows that training teachers are essential to any education improvement or change. School and classroom integration and implementation of social-emotional learning (SEL) programs have increased, as well as the development of comprehensive SEL implementation programs. As a result, teacher professional development programs must incorporate resilience, emotional and practical learning, and teaching skills (Cheng, 1996). While new teachers face demands and pressures entering schools, they only sometimes possess the appropriate tools to meet them.

Consequently, it becomes increasingly essential to accompany new teachers during their initial professional development. Teachers are most likely to develop emotional and mental resilience during their first year of teaching since this is when they can learn about themselves and develop their professional identity and resilience (Cornu, 2013). It has become increasingly crucial for the global education system to focus on teacher training, empowerment, and the successful integration of new teachers into the classroom (Borko, 2004). This stage is crucial to developing a new teacher and the relationship between emotional intelligence and learning (Turan, 2021). The importance of a training program that specifically addresses the needs of new teachers has increased even more considering the recent pandemic and the need to develop a training program that will provide more accurate responses for new teachers due to the pandemic. It has become increasingly important for teachers to possess emotional skills to cope with changes due to the global pandemic. A teacher's development of social-emotional competencies has been shown to significantly reduce risk-taking behaviors, improve resilience and wellbeing, and contribute to personal and professional growth (Burakgazi et al., 2019; Durgesh, 2020; Chalkiadaki, 2018; Imran, 2018; Alahmad et al., 2021; Corujo-Vélez et al., 2021). Consequently, understanding the needs of first-year teachers after the pandemic can increase the strength of their resilience.

3. Research methodology

The research aimed is to map the new teachers' essential components and needs in their first year of teaching.

3.1. Process of Conducting Research

Data Muserment - Develop the focus group guide.

Focus groups were conducted using a focus group guide that contained a series of questions and prompts. The same focus group guide was used for each focus group in this study. The main themes of this study dealt with the research topic and various issues and components related to teaching work in general ("Managing and making sense of focus group data", 2011). They focused on teachers at the end of their first year of teaching and how these components were incorporated into their training program during this first year.

- To examine the progression and improvement of new teachers' pedagogical abilities during the first year of their teaching careers.
- Valuate the tools given to the new teachers for classroom management and handling disciplinary problem
- To examine the progress in practically applying 21st century skills and using digital tools during the lessons.
- Emotional aspects Examine whether their perceptions of their professional identity changed in their first year of teaching and the effects they had on their emotional intelligence and motivation.

3.2. Research Question

Are there any unique components or skills for new teachers with different professional backgrounds that the existing training program does not refer to?

3.3. Participants

The study included 32 new teachers after completing a regular training program and was conducted by random sampling. Because the study used the Zoom app, it was possible to reach more participants throughout Israel. As a result, teachers from across the country participated in the study, which gave a broad picture of the various training programs available in Israel.

3.4. Research Tools

Qualitative- Focus groups. Uses of a focus group in this research came from a need for quick

information gathering that will help build the intervention program (Wilkinson, 1998), and because of a new outbreak of Cubid 19 in Israel at the time of the study, the study was conducted remotely using the Zoom app.

3.5. Data Collection and Analysis

Data collection is done in several stages. Manual recording of the main points said during the focus group, in addition to this, the participants were asked to write down key points in the chat, which allowed for the concentration of the information at the end of the meeting. The use of zoom as a research tool has advantages and disadvantages. One of the advantages in the aspect of collecting the information was the possibility of making a consistent and accurate record of the participants' statements. The main drawback was the lack of non-verbal communication which is very important. All information collected was kept confidential and anonymous. The data management and analyses were performed using thematic analysis and categorizing. Using thematic analysis makes it possible to analysed the data collected under different circumstances and precisely ascertain the relation between concepts and weigh them according to their recurrence frequency about the content (Gibbs, 2021).

3.6. Consent and ethical considerations

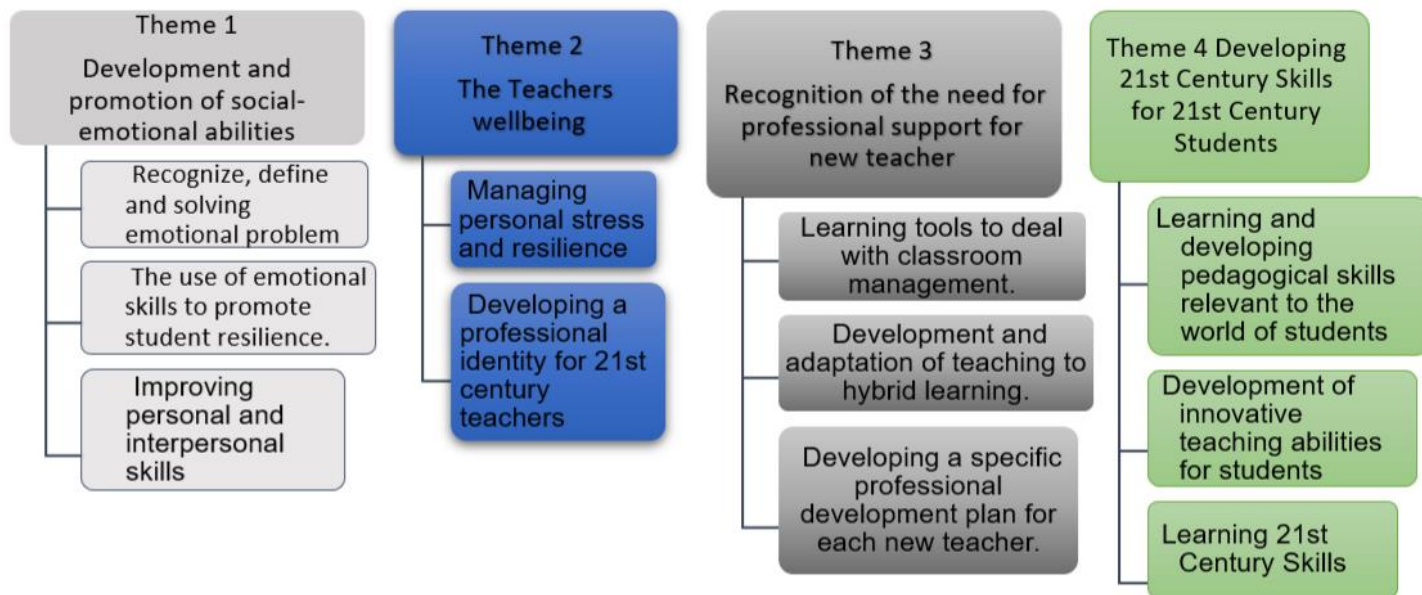
The focus group was conducted via Zoom, so all participants received prior informed consent. It was stated that the participants were participating voluntarily in the study, that they could stop and participate at any time, and that they were free not to answer any questions.

Furthermore, participants were not recorded or photographed during the Zoom discussion, complete anonymity was maintained during the analysis of the results, and no information could be used to identify them.

4. Results

Thematic analysis was done to find patterns and develop themes, The following figure shoes the main themes and categories:

Figure 1: The Main Themes and Categories



Upon analysing the thematic and categorized data, two of the four themes deal with emotional aspects, which illustrates how important these aspects are to teachers. In the first theme, we discuss the

development of students' emotional abilities, and in the second theme, we discuss the development of the teacher's emotional abilities. The following examples are provided to clarify each theme further:

Table 1. Theme 1

	Development and promotion of social-emotional abilities	
Categories	1. Recognize, define and solve emotional problems.	"The training program contributed to my learning and diversifying teaching methods and strategies for dealing with complex situations."
	2. The use of emotional skills to promote student resilience.	"...but we have hardly dealt with emotional issues. Especially during the Corona period"
	3. Improving personal and interpersonal skills	"I do not know how to create the initial motivation, the connection with the students."

1. Theme 1 - Development and promotion of social-emotional abilities

The categories in this theme are part of the accessibility of theoretical and research knowledge, in the intervention program, about the development and social-emotional learning of teachers and students. What has emerged from this theme is a need to develop teachers' and students' social and emotional abilities (Kamei & Harriott, 2021; Bunăiașu, 2018).

1.1 Category 1- From the content analysis, the category recognizes, defines, and solves emotional problems. Evidence of this category is found in the teacher's words: "The training program contributed to my learning and diversifying teaching methods, strategies for dealing with complex situations."

Moreover, reinforcement of this can be seen in the following words of another teacher: "I have no tools to identify problems New. " A quote that strengthens this category is "I had a hard time recognizing and defining the emotional problems that arose among the students during the Corona period. "

- In conclusion, the ability to identify and define responses to emotional problems is needed during learning and teaching.

1.2 Category 2- From the content analysis emerges the category using emotional skills to promote student resilience. Evidence of this is in the teachers' words who said: "I lacked tools to strengthen the emotional resilience of students" and, "but we have hardly dealt with emotional issues." An additional quote that reinforces this category is, "During the Corona period,

many students did not zoom in and drop out of school ... I felt a decrease in their resilience and did not know what to do" "

- In conclusion, the same training programs do not provide tools for identifying and strengthening emotional abilities, and teachers raise the need to provide such tools to the new teacher.

1.3 Category 3- From the content analysis emerges the category of improving personal and interpersonal skills. Evidence of this can be found in the words of the teachers who said: "I do not know how to create the initial motivation, the connection with the students" The importance of the relationship and its development is also reflected in the following, which are, in my eyes, the most important topics for a teacher in the 21st

Table 2. Theme 2

Theme 2	The Teachers wellbeing	
Categories	1. Managing personal stress and resilience.	"I think my emotional resilience and strengthening the discourse in the classroom will make me a better teacher."
	2. Developing a professional identity for 21st-century teachers.	"I did not feel a unique contribution to the training program to develop my professional identity."

2. Theme 2 - The Teachers' wellbeing. The categories in this theme are part of a contemporary research development that emphasizes the teacher's wellbeing. The wellbeing development of the teacher is essential for the teachers, the school, and the whole system to cope with a negative and stressed situation (Hascher & Waber, 2021). The need to strengthen their professional identity and emotional resilience stems from the teachers' words.

2.1. Category 1- From content analysis comes the managing personal stress and resilience category. Evidence of this is "I think what will make me a better teacher is my emotional resilience and strengthening the discourse in the classroom "and " I do not feel that the training program has contributed much to me when it comes to emotional resilience....we see great importance in the teacher's resilience and ability to cope in class." Further reinforcement for this category is in the following words of the following teachers: " We talked a lot about the emotional resilience of the new teacher, but we received almost no practical tools for developing our resilience, In the teachers' room with the parents and more."

century "and further reinforcement for this category can also be seen in the following:" I felt I lacked personal abilities to strengthen the motivation and connection between the students and me."

To summarize, there is a need to develop abilities for identifying, defining, and responding to emotional problems that emerge during learning and teaching. **There is a connection between these abilities and students' ability to motivate and create a personal relationship that promotes learning. Same training programs do not provide tools for identifying and strengthening emotional abilities, and new teachers raise the need to provide such tools to strengthen their abilities.**

- In conclusion, one can see the importance of the emotional resilience of the teacher, especially in his first year of teaching.

2.2. Category 2- The next category emerges from the content analysis, developing a professional identity for 21st-century teachers. From the teachers' words, one can see many references to developing their professional identity: "I did not feel a unique contribution to the training program to develop my professional identity."

"The training program dealt extensively with the development of professional identity" Further reinforcement can be seen in the following: "especially in shaping my identity as a beginning teacher we would like to engage and develop my professional identity as a teacher... I think the first year is significant for developing my professional identity."

- In summary, teachers emphasize developing their professional identity, especially in the first year of teaching, and the significance of emotional resilience for maintaining their wellbeing.

Table 3. Theme 3

Theme 3	Recognition of the need for professional support for new teachers	
Categories	1. Learning tools to deal with classroom management.	" I still feel that I lack knowledge on the subject, especially with regards to classroom management."
	2. Development and adaptation of teaching to hybrid learning.	"...to solve discipline problems that arose in Zoom."
	3. Develop a specific professional development plan for each new teacher.	" In the training program, we dealt a lot with peer feedback, which was a significant tool for my professional advancement."

3. Theme 3- Recognition of new teachers' need for professional support. The categories in this theme are part of providing tools and professional help to teachers. The categories in this subject are part of the accessibility of theoretical and research knowledge, which deals with teachers' professional and personal development as a person who learns throughout life. From this theme arises the need to develop tools that address the new teacher's full range of professional needs (Styfanyshyn & Yurko, 2020; Kelleher, 2003; Durgesh, 2020).

3.1. Category 1- From the content analysis, the category that emerges is learning tools to deal with classroom management. From the conversation with the teachers came much evidence for this: "I still feel that I lack knowledge on the subject, especially regarding classroom management" and "We still feel that more classroom management tools are needed... there are students in the class who interfere and have many difficulties, and we do not know what to do". This category can be strengthened in these words: "We did very little class management in our training program sessions. Although we talked about discipline issues, we did not get enough practical tools."

- In conclusion, it can be said that teachers raise a need for tools for classroom management and discipline.

3.2 Category 2- From the content analysis, the category that emerges is the development and

adaptation of teaching for hybrid learning. Evidenced in the following words: "...to solve discipline problems that arose in Zoom " and" I did not get enough knowledge and digital tools for distance learning ... I cannot combine distance learning with close learning ". This claim is reinforced in the following words: "Especially during the Corona period, it was indispensable, and I felt that these were capabilities that I lacked."

- In conclusion, it can be said that from the teachers' words, there is a need to provide tools for the development of hybrid learning and tools for distance learning from the professional development of the teachers.

3.3. Category 3- An analysis has created the category of developing a specific professional development plan for each new teacher from the content. The need for this arose in the following words: "Sometimes I felt lonely and did not have information whether I studied well or not ... I did not know what I needed to improve and how .. Watch me in classes but did not get feedback that promotes me or a neat work plan for personal development."

- In summary, professional guidance and personal and professional development are necessary for the new teacher. Also, teachers emphasize the need to develop tools for the management and discipline of classrooms. Additionally, to provide tools for distance learning and hybrid learning.

Table 4. Theme 4

Theme 4	Developing 21st Century Skills for 21st Century Students	
Categories	1. Learning and developing pedagogical skills relevant to the world of students	"I lacked tools for providing assessment to a student with behavioral and academic difficulties."
	2. Development of innovative teaching abilities for students	"I still lack ways to improve teaching processes for my students."

	3. Learning 21st Century Skills	"I felt I did not get enough tools and skills for the 21st century."
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Theme 4- The theme that emerges from the following categories deals with developing 21st-century skills for 21st-century students. That the teachers raised in their words as a place for professional development (Burakgazi et al., 2019; Durgesh, 2020; Chalkiadaki, 2018; Imran, 2018).

4.1. Category 1- From the teachers' content analysis, a category, learning and developing, deals with pedagogical skills relevant to the world of students.

The teachers refer to the development and learning of these tools such as: "I lacked tools for providing assessment to a student with behavioral and academic difficulties" and "students today are different from what they used to be, and I need to learn how to promote the relevance of my teaching." Further reinforcement can be seen in these things: "I had students who only when I brought them topics from their world, they began to learn... I lack the knowledge and accessibility to learning and knowledge of how to develop such tools."

- In conclusion, the teachers' need arises for learning tools that will strengthen the relevance of learning marriages and teaching methods to the world of students in the 21st century.

4.2. Category 2- From the teachers' content analysis, the category Development of innovative teaching abilities for students emerges. "I still lack ways to improve teaching processes for my students" "I learned in my training program innovative assessment methods for students ."In addition to strengthening this category, we learned several tools for developing enriching experiences and "Various experiences for students. However, I still feel that I lack knowledge on the subject ... When students come to me and ask for new teaching methods, I do not always know what to do."

- In conclusion, the teachers said that developing their ability to design innovative teaching methods is essential.

4.3. Category 3- The Learning 21st Century Skills category emerges from the teachers' content analysis. Teachers have often referred to skills for learning development in the 21st century. For example: "I felt I did not get enough tools and skills for the 21st century,

there is great importance to the development of 21st-century skills, and it seems that we did not emphasize it in the training program ", and " These skills are essential. We need to teach differently in a way more adapted to the 21st century. We need to learn more about these skills practically. We mainly dealt with this in theory".

In summary, teachers recognize the necessity and significance of developing 21st-century learning skills during the training program. In the 21st century, teachers require learning tools that will enhance the relevance of learning marriages and pedagogy.

The teachers said that developing their ability to design innovative teaching methods is essential.

5. Discussions

A new training program was developed as a result of this research, which aimed to map the needs of new teachers during their first year of teaching. A new training program will be implemented as a component of the intervention program. This study used qualitative research to explore, describe, and learn about individual viewpoints and develop theories based on participant opinions (Pardede, 2018).

The results of the research are consistent with those found in various studies. According to them, the first year of teaching is complex, and teachers face several challenges. During their first year of teaching, it is essential for first-year teachers to have several components in their training program. In addition to teaching pedagogical or didactic skills, new teachers must also receive training that includes social and emotional skills and assist them in adapting the curriculum to the unique needs of 21st Century students. (Corujo-Velez et al., 2021; Mahoney et al., 2018; Jones et al., 2021).

According to the research question, new teachers with different professional backgrounds may require specialized skills or components not addressed in the existing training program. Answering The answer to this question can be divided into two parts.

We examined and explored whether there are any unique components that new teachers should be aware of in the first part of the question. During the study, teachers were highly engaged in four main areas: 21st-century pedagogy, social and emotional skills

development, professional development, and professional identity. It is important to note that these points are consistent with the findings of additional studies that have been conducted in recent years on the needs of first-year teachers.

A second part of the research question revolves around the needs of teachers in their first and second careers. Based on the study's results, teachers in their first career had no significant difference in their needs and requirements concerning developing the necessary skills. Following the teachers' statements, the teachers encountered similar needs and difficulties

6. Conclusions

A set of competence has been identified in this study that includes knowledge, skills, and abilities that contribute to teachers' emotional resilience at the end of their first year as teachers.

There are several conclusions that can be drawn from the first study regarding the significance of a teacher's first year in school

The impact of the training program

There are several ways in which the training program impacts the new teacher:

- An effective teacher training program will enhance a teacher's ability to translate theory into practice
- An effective teacher training program will provide the teacher with the skills necessary for the 21st century.
- An effective teacher training program will influence a new teacher's perspective regarding the development of open and close relationships between students, their colleagues, and their teachers.
- Hence, a program emphasizing the skills of SEL can contribute to the influence and perspective of new teachers on teaching processes and the importance of communication in providing a conducive learning environment
- It is also suggested in this study that teachers at the end of their first year of teaching should facilitate a development of communication skills

This study also suggests that the teacher should be able to:

- Develop interpersonal and personal relationships.

- Enhance their emotional wellbeing and identify their emotional abilities
- Develop their professional identity.
- Learn how to design innovative teaching methods.

The conclusions led to the development of a new training program. At the end of the year, a new model of teachers' SEL will be developed, with the anticipated results relating to knowledge, abilities, and professional identity.

Authors note:

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