


Teacher Candidates' Training Needs for Social-Emotional Competencies

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Abstract

This study aims to identify the training needs of teacher candidates in social-emotional competencies. The study has a convergent parallel design in which qualitative and quantitative data were collected and analyzed during the same phase, and the two sets of results were subsequently merged into an overall interpretation. The qualitative data were obtained through unstructured interviews with 15 academicians selected using convenient sampling, and these data were analyzed through descriptive analysis. The quantitative data were analyzed using the mean scores of the responses to the scenario-based questionnaire administered to 161 teacher candidates selected using convenient sampling. According to the qualitative data analysis, the academicians stated that the social-emotional competencies teacher candidates should own are communication, empathy, self-awareness, and problem-solving competencies, followed by self-management, taking responsibility, entrepreneurship, critical thinking, cooperation, and decision-making competencies. Quantitative data on the mean scores obtained from the answers of the teacher candidates to the scenarios showed low self-knowledge and responsible decision-making competencies and high relationship skills, self-management, and social awareness competencies. When the qualitative data from the interviews and the quantitative data from the scenario-based questionnaire results were interpreted together, it was found that the social-emotional competencies identified by the academics were similar to the needs of teacher candidates in terms of social-emotional competencies. It is recommended that social-emotional competencies be supported by integrating lessons on these competencies in teacher training programs, extra-curricular activities, or curriculum development studies.

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Introduction

Today, the questions of what competencies individuals need to adapt to the new, globalized world and how these competencies can be developed in the best way have gained importance. The world's ever-changing demands make it clear that a wide range of competencies are needed to prepare individuals for the challenges they might face in the future (Winthrop & McGivney, 2016). Rapid technological changes, increased interconnectedness, new forms of employment, population growth, ecological changes, natural disasters, wars, migrations, and pandemics require rapid adaptation to the emerging world, recognition of the nature of change, assessment of the current circumstances, and understanding of the present and future in respect to comprehensive competencies. It has become essential to consider the competencies needed presently and in the future (Kowal et al., 2022).

An essential part of the global discourse on the competencies needed to meet the demands of changing conditions is related to the concept of social-emotional learning (SEL) and social-emotional competencies (SEC) (Yoder et al., 2021). The concepts of SEL and SEC are prominent in educational research as well as in policy documents from global organizations such as the Organization for Economic Cooperation and Development (OECD), the Collaborative for Academic, Social, and Emotional Learning (CASEL), and the United Nations Educational, Scientific and Cultural Organization (UNESCO). In general, social-emotional learning goals start with the individual with self-awareness and self-management competencies and show a continuity toward applying self-regulation in the social environment (Omasta et al., 2021). Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are defined as social-emotional competencies. These competencies are necessary for the individual's well-being and for coping with complex situations (Jones & Bouffard, 2012). It is pointed out that developing these competencies positively impacts school and work life (Zins et al., 2007).

Educational institutions, businesses, and employers support the development of socially and emotionally competent individuals, stating that these competencies increase productivity at school and in the workplace (Elias et al., 1997). Kress (2000) emphasizes teachers' competence development by stating that the previous period required education for stability, and the subsequent period required education for instability. He states that the understanding of education, which requires more competencies, should be planned according to the demands of the age. The future will be different from the past and present in some respects, so teachers need new competencies to cope with all these changes, and their competencies need to be redefined (Selvi, 2010).

According to CASEL (2022a), SEL and SEC have become increasingly important, particularly in the current coronavirus pandemic (COVID-19). As the world struggles with the COVID-19 pandemic, the social-emotional needs of individuals and communities have emerged. Children, families, and communities have faced and coped with fear, anxiety, stress, curiosity, and uncertainty throughout the pandemic. The importance of demonstrating empathy and resilience, building relationships across distances, and supporting individuals and societies in a social-emotional context has become more evident, and social-emotional learning has become a necessity for the whole world (CASEL, 2022a).

SEL is an integral part of education and human development. It is a process by which individuals acquire and apply the knowledge, skills, and attitudes necessary to develop a healthy identity, manage their emotions, achieve personal and collective goals, establish and maintain empathetic and supportive relationships with others, and make responsible and thoughtful decisions. CASEL identifies five core SEC that underlie the fulfillment of life's many tasks. These competencies are listed as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, and the domains of SEL competencies are defined as follows (CASEL, 2022b).

- Self-awareness is the ability to recognize one's feelings and thoughts and their impact on behavior.
- Self-management is the ability to regulate one's emotions, thoughts, and behavior in different situations.
- Social awareness is the ability to take the perspective of others from different cultures, empathize with them, and understand social and ethical norms of behavior.
- Relationship skills are the ability to establish and maintain healthy and rewarding relationships.
- Responsible decision-making is the ability to make constructive and respectful choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, taking into account the well-being of oneself and others.

However, researchers, educators, and policymakers find it difficult to define the scope of SEL. In essence, Jones and Doolittle (2017) define SEL as a tool that benefits children and young people, as well as other areas such as school, workplace, citizenship, and interpersonal relationships. It includes skills related to managing emotions and relationships that will help them succeed. In addition to this view, SEL is defined as the process by which children develop their thoughts, feelings, and behaviors to accomplish essential life tasks (Zins et al., 2007). Goleman (1995) also points to the importance of SEL to be effective in all critical areas of life, including school. On the other hand, SEC refers to a person's knowledge, skills, and motivation to master social and emotional situations, which are included in SEL (Elias et al., 1997; Weinert, 2001). Competencies related to SEL are defined as recognizing and managing emotions, establishing healthy relationships, setting positive goals, making responsible and ethical decisions, and meeting personal and social needs (Zins et al., 2007).

SEC has been emphasized by educators such as Dewey and psychiatrists such as Anna Freud, and educational efforts have focused on developing primary SEC. Although it has long been known that grades and test scores do not predict life satisfaction, success in the workplace, being an active, responsible, and caring individual in society, or building satisfying friendships, these views have often been confirmed in recent longitudinal studies (Goleman, 1995; Lettau, 2021; McCluskey, 2017; Rode et al., 2005; Tabbodi et al., 2015). Different theoretical perspectives from the fields of emotional intelligence (Boyatzis et al., 2000; Mayer et al., 2008) and SEL (Zins et al., 2007) have been used to define further the conditions that enable people to be successful in social-emotional situations. Studies have confirmed the need for SEC (Collie et al., 2017; Kyllonen, 2013; Matthews et al., 2004; Nangle et al., 2010; Paolini, 2020; Rose-Krasnor, 1997). These studies emphasize awareness of one's own emotions and the ability to regulate emotions on the one hand and awareness of others' emotions and the ability to manage relationships on the other. Awareness of one other's emotions is considered a

prerequisite for skills such as emotion regulation and relationship management, and these competencies are thought to have a hierarchical order (Joseph et al., 2015; Mayer & Salovey, 1997).

SEC does not exist in isolation but develops together throughout life. While the interpersonal function of emotions is central to other aspects of emotional competence (Denham et al., 2002), social interactions and relationships are regulated by the emotional process (Halberstadt et al., 2001). At this point, SEC could be defined as the ability to understand, manage, and express the social and emotional aspects of one's life in a way that enables the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (Elias et al., 1997).

Beyond different conceptualizations, SEL is the keystone of positive development. Implementing each of the competencies defined for SEL with effective practices plays an essential role in enhancing the well-being of teachers and students and supporting learning by creating a positive classroom climate (Berg et al., 2021). The SEL movement, which is accelerating worldwide, is an essential issue that should be addressed holistically within the policy framework, given the impact it will have on large scales, starting with the individual. SEL, defined as the zeitgeist in education, has now captured the attention of scholars, legislators, and practitioners and is seen by many as the missing element in their efforts to provide practical education to all children and youth (Humphrey et al., 2020). The explosion of knowledge about the importance of emotions in predicting social and academic outcomes has led to the development of several intervention curricula aimed at developing global SEC in childhood (Greenberg et al., 1995). These curricula demonstrate that children's competence in the emotional domains can be developed through well-delivered, carefully planned instruction (Domitrovich et al., 2007). The value of the SEL curriculum has also been well-documented, and partnerships have been created to support the social-emotional development and academic achievement of children and youth around the world, with federal, state, and local perspectives established (Weissberg et al., 2015). Studies have been conducted that highlight the role of SEL in the educational system in the context of educational reform and its integration into the educational system, and curriculum development studies related to SEL were carried out (Damodaran et al., 2022; Jones & Doolittle, 2017; Mori, 2022; Reicher, 2010; Schonert-Reichl, 2019). SEL standards have been established, educational practices in schools have begun to change within the framework of these standards, and the effectiveness of well-designed SEL curricula has been demonstrated (Weissberg et al., 2015; Jones & Bouffard, 2012).

In the context of increasing interest and demand for SEL, teachers, who play an essential role in developing competencies through interpersonal and student-centered classroom interactions, are emphasized in achieving effective SEL. According to Williford and Wolcott (2015), SEL is developed by encouraging student participation and supporting positive student-teacher relationships. Therefore, teacher practices provide students with social-emotional support and create opportunities for students to make their voices, autonomy, mastery, and experiences heard, encourage student participation in the educational process, and provide opportunities for students to interact with each other and their environment. According to Jones et al. (2013), teachers in classrooms and schools are seen as the locomotives that prepare the curriculum and practices for SEL. In this sense, the development of teachers'

SEC plays a critical role in the well-being of the classroom and the integration of SEL in classrooms and schools in the context of learning. As teaching is considered one of the most stressful professions, teachers' SEC is essential for coping with their profession's social-emotional challenges and building positive teacher-student relationships (Aldrup et al., 2020). Teachers have to cope with daily routines based on social interactions involving their own emotions and those of students, parents, and peers. (Brotheridge & Grandey, 2002). Their relationship management skills influence their learning, health, the quality of social relationships, academic achievement, and job performance (Brackett & Caruso, 2007).

According to Roorda et al. (2011), caring teacher-student relationships are essential at all levels of K-12 education. SEL is a developmental process that affects children, adolescents, and adults in an interrelated developmental spiral (Jones & Bouffard, 2012). Classrooms with healthy teacher-child relationships and responsive interactions in a solid social-emotional environment can better promote deep learning among students (Merritt et al., 2012). In contrast, when teachers ignore social-emotional classroom expectations or disregard the strengths of diverse cultures in the classroom, students demonstrate lower levels of achievement and poorer on-task behavior. When the quality of the classroom environment deteriorates, it often triggers personal and interpersonal burnout that negatively impacts students' behavioral health, well-being, and academic performance (Jennings & Greenberg, 2009).

Considering the developments in the world regarding SEL, the practices of SEL in Türkiye are carried out with the contributions of civil organizations and universities beyond local and national education policies (Göl-Güven, 2016; Türk Sanayicileri ve İş İnsanları Derneği, 2019). Taking the findings of the OECD Report on social and emotional skills report (Ministry of National Education, 2021) into account, there is a need to develop strategies for SEL. Today, systematic attempts to integrate SEL into the education system are insufficient, but there are studies conducted within SEL to determine students' SEC at different levels of education (Abanoz et al., 2022; Demirci et al., 2022; Kılıç & Alıcı, 2022). In addition, studies on the definition, scope, and applications of SEL (Göl-Güven, 2022; Kurna, 2022; Verme, 2022) and studies on the determination and development of teachers' SEC (Kılıç & Alıcı, 2022) are found in the literature. In reviewing the studies on the effectiveness of SEL curricula around the world, it was seen that the development of teachers' existing SEC and the importance of teacher training are emphasized (Davis et al., 2021; Lozano-Peña et al., 2022; Schonert-Reichl, 2017; Supriatna et al., 2022; Tran & Nguyen, 2021). SEL should become part of teacher education, contributing to developing these competencies during pre-service training through systematic learning and teaching experiences.

Within the scope of this study, it is considered essential to identify the social-emotional competencies that will form the basis for curriculum development research and course content design to improve the social-emotional competencies of teacher candidates. Considering the identified social-emotional competencies, the courses in teacher training programs can be reviewed for social-emotional competencies. It may be possible to integrate these competencies into the course content. The study may guide the development of competency-based course designs and curricula. Extra-curricular activities can also be reviewed and structured in the context of these competencies.

Because of these contributions to the field, this study aims to identify the needs of teacher candidates for social-emotional competencies from the perspectives of teacher educators and candidates. In this regard, the following research questions were sought to be answered:

- What are the views of academics on social-emotional competencies?
- What are the social-emotional competencies of teacher candidates?

Method

Research Design

This research is conducted with a convergent parallel design in which qualitative and quantitative data were collected and analyzed independently and simultaneously. Then the two findings were merged into an overall interpretation (Creswell & Clark, 2018). Equal importance was given to qualitative and quantitative methods within the scope of the research questions, and these data were analyzed separately. The data obtained from the academicians on social-emotional competencies and the data obtained from the teacher candidates were compared, and whether they confirmed each other was determined. Afterward, the data analyzed separately were interpreted together, and the results were reached. In the study, the first set of data consisted of interviews conducted with academicians regarding the social-emotional competencies of teacher candidates. In the second set of data, what social-emotional competencies the teacher candidates had were determined with a questionnaire. After these two sets of data were analyzed separately, the needs of teacher candidates for social-emotional competencies were summarized and presented in the final stage.

Study Group

For the qualitative part, the study group consisted of 15 academicians who volunteered to participate in this study and worked in five different departments at the faculties of education of five universities in Türkiye. The participants were determined by the convenient sampling method. Demographic information for the first study group is presented in Table 1.

Table 1

The Departments of the Academicians Participating in the Interviews

<i>Interviewee</i>	<i>Gender</i>	<i>Department</i>
A ₁	Male	Computer Education and Instructional Technologies
A ₂	Female	Elementary Education
A ₃	Male	Computer Education and Instructional Technologies
A ₄	Female	Computer Education and Instructional Technologies
A ₅	Female	Mathematics and Science Education
A ₆	Female	Elementary Education
A ₇	Female	Mathematics and Science Education
A ₈	Male	Mathematics and Science Education
A ₉	Female	Mathematics and Science Education
A ₁₀	Female	Turkish and Social Sciences Education
A ₁₁	Female	Turkish and Social Sciences Education
A ₁₂	Female	Educational Sciences
A ₁₃	Male	Educational Sciences
A ₁₄	Female	Educational Sciences
A ₁₅	Male	Educational Sciences

For the quantitative part, the convenient sampling method was utilized in the first to fourth years in different departments at the faculties of education of four universities. The sample consisted of 161 teacher candidates who volunteered to participate in this study. Demographic information for the second study group is presented in Table 2.

Table 2

The Departments of the Teacher Candidates Responding to Scenario-Based Questionnaire

<i>Department</i>	<i>Gender</i>	
	<i>Female (n)</i>	<i>Male (n)</i>
Elementary Education	24	18
Mathematics and Science Education	15	13
Educational Sciences	18	14
Turkish and Social Sciences Education	15	12
Computer Education and Instructional Technologies	13	19

Data Collection Instruments

Two types of data collection instruments were used in this study. The first data collection tool was the interview questions form used in the interviews with academics to determine the social-emotional learning needs of teacher candidates. Firstly, a draft interview form was developed with questions to identify social-emotional learning needs. A curriculum development specialist and a measurement evaluation specialist trained in social-emotional learning were consulted on the interview questions in the draft form. It was recommended that new questions be added to the questions on the draft form. The semi-structured interview form questions were revised and finalized in line with the recommendations.

Examples of the interview questions are given below:

- What are the competencies related to SEL?
- Which SEC should teacher candidates have?
- Is the development of SEC supported in teacher training programs? In what way?
- Are there courses in current teacher training programs that support SEC? Can you give an example?

The second data collection tool is a questionnaire form consisting of scenario-based questions to identify the social-emotional competencies of teacher candidates. In order to identify the social-emotional competencies of teacher candidates, scenarios corresponding to five social-emotional competencies in the CASEL classification were written, along with sample behavioral statements related to these scenarios. The opinions of a curriculum development specialist and a measurement evaluation specialist in social-emotional learning were sought. The number of sample behavioral reactions related to the scenarios was reduced to four. After the expert opinions, the form was given its final version, and an online pre-application was administered to 20 students from years 1 to 4 in the educational sciences department. The statements that needed to be understood after the pretest were corrected.

A scenario example in the questionnaire is presented below:

Scenario. *In the new school year, you are assigned to a different group. You do not know any of the teachers in the group you have just joined, but you have been warned by others*

that the teachers you will be working with need to take the necessary responsibility for the work related to the group. Here are the actions you can take in this situation. Please rate the level of effectiveness of each action.

- Not communicating with relevant people.
- Trying to get more detailed information about the people.
- Considering opinions and acting cautiously.
- Communicating with the people in the group without considering warnings.

Data Collection Process

The ethical approval of the study was granted by the decision of the Ankara University Ethics Committee dated 12/02/2021 and issues 03/45. Due to the pandemic conditions, the data collection process was conducted through online platforms. In order to identify the SEC needs of teacher candidates, 20-minute interviews with academics were conducted via the Zoom application, and the interviews were recorded. Scenario-based questions developed to identify the social-emotional competencies of teacher candidates were shared with the teacher candidates via Google Forms. Before data collection, the purpose of the study was explained to the participants, who were asked to complete the consent forms.

Data Analysis

The data, including academicians' opinions on SEL competencies, were interpreted using descriptive content analysis. The opinions of academicians were grouped and coded under six categories (SEL competencies that the teacher candidates should have, compulsory/elective subjects to promote social-emotional competencies, extra-curricular activities to develop social-emotional learning competencies, SEL competencies to be included in the teacher training programs, instructional techniques to be considered in a curriculum, measurement, and assessment tools to be considered in the curriculum designed). Codes were created under the categories according to the answers given by the academicians to the open-ended questions after the online interviews, and the opinions of the academicians about each question were tabulated under more than one code. In the analysis of the qualitative data, the data of the interviews were read, and member checking was carried out by asking the participants in the study about the accuracy of the comments and results. The analysis ensured that all aspects of the analysis were reviewed by a measurement and evaluation specialist with peer debriefing. In addition, data triangulation, using multiple data sources in research, was used in this study. The data from the interviews with the academicians were compared and checked with the data from the questionnaires of the teacher candidates, and they were interpreted together.

The study used a questionnaire to assess the social-emotional competencies of teacher candidates based on 17 scenarios and four behavioral examples within each scenario. Teacher candidates were asked to rank the four behaviors in each scenario from most effective to least effective. With the suggestions of two psychologists and two psychological counselors who are social and emotional learning experts, the behaviors in each scenario were scored from 0 to 3, from the most to the least effective. The highest score that can be obtained from each scenario is 3, and the lowest score is 0. The scores obtained by the teacher candidates from the scenarios and their total scores were calculated. The descriptive statistics obtained according to the total scores are presented.

Results

Academics' Views about the SEC

The findings on academics' views on social-emotional competencies were examined. The results of the academics' views on the competencies they defined in the context of SEL and the social-emotional competencies that teacher candidates should have are presented in Table 3.

Table 3

The Social-Emotional Competencies Defined by Academics

<i>Code</i>	<i>Main competencies related to SEL (f)</i>	<i>SEC that teacher candidates should have (f)</i>
Empathy	14	13
Self-awareness	14	10
Communication	13	13
Decision-making	13	6
Collaboration	12	6
Sense of responsibility	12	8
Problem-solving	11	10
Entrepreneurship	10	7
Critical thinking	9	7
Leadership	8	-
Productivity	6	-
Self-management	2	8

The competencies that were frequently emphasized were self-awareness ($f = 14$), empathy ($f = 14$), communication ($f = 13$), decision-making ($f = 13$), collaboration ($f = 12$), sense of responsibility ($f = 12$), and problem-solving ($f = 11$). In addition to these competencies, competencies such as creativity ($f = 11$), entrepreneurship ($f = 10$), critical thinking ($f = 9$), leadership ($f = 8$), and productivity ($f = 6$) were mentioned.

On the other hand, when the academics' views on the competencies that teacher candidates should have in SEL were examined, it was found that the competencies which are frequently mentioned were communication ($f = 13$), empathy ($f = 13$), self-awareness ($f = 10$), and problem-solving ($f = 10$). Creativity, entrepreneurship, productivity, and leadership, defined by academics as social-emotional competencies, are not among the competencies that teacher candidates should have.

The academics' views on the elective or compulsory courses implemented to support SEL in the current teacher training programs were indicated as social skills training ($f = 3$), human relations and communication ($f = 3$), drama in education ($f = 2$), and effective communication ($f = 2$). Academics' views on social-emotional competencies courses in teacher training programs are presented in Table 4.

Table 4*Courses on Social-Emotional Competencies in Teacher Training Programs*

<i>Code</i>	<i>f</i>	<i>Sample statements from the participants</i>
Social skills training	3	The elective social skills training in preschool education contributes to this area. A ₆
Human relations and communication	3	In the second year, for Psychological Counselling and Guidance, we have human relations and communication lessons. A ₁₄
Effective communication	2	There are "Social Service Practices" and "Effective Communication" courses among the general culture courses. A ₁₁ I am a biology teacher. There is a course on effective communication in our curriculum. A ₁₀
Drama in education	2	I am a biology teacher. Many classes I teach here have this course, like drama, play, and physical education lessons. These lessons provide students to express themselves confidently. A ₁₀
Practices of community service	1	Students can experience these skills through "Practices of Community Service" one of the general knowledge courses. A ₁₁
Social psychology	1	"Social Psychology." A ₇
Morals and ethics in education	1	"Morals and Ethics in Education" A ₄
Economy and entrepreneurship	1	"Economy and Entrepreneurship" A ₅
Critical and analytical thinking	1	I think the "Critical and Analytical Thinking" lesson can help students develop problem-solving skills and look at things from different perspectives. A ₆

The academicians' views on extra-curricular activities to develop social-emotional learning competencies of teacher candidates were indicated as student club activities ($f = 10$) and social responsibility projects ($f = 4$). The results of the academicians' views on extra-curricular activities to develop social-emotional competencies in current teacher training programs are presented in Table 5.

Table 5*Extra-curricular Activities to Develop Social-Emotional Competencies*

<i>Code</i>	<i>f</i>	<i>Sample statements from the participants</i>
Student club activities	10	Student clubs include creative drama in education, folk dance, theatre club, psychological counseling, guidance club, etc. A ₂ Student clubs in which students find opportunities to use and develop their various skills exist. A ₁₀ There are creative drama, theatre, and art clubs that help students to develop self-awareness and social awareness competencies. A ₈ Well-designed drama activities are important for students to develop self-expression competencies. A ₅
Social responsibility initiatives	4	Students organize a fundraiser or kermes and plan campaigns to raise awareness of environmental issues. A ₁₁ Activities are organized for socially disadvantaged groups. A ₆

Table 5. (Cont.)

Seminars	1	Seminars are planned with field experts for effective communication skills and personal development. A ₄
Traveling	1	Field trips are organized in the biology education department (such as trips to Mount Ida). A ₃
Extra-curricular activities	1	Empathy, problem-solving, and decision-making competencies are developed through discussions and debates on current global issues. A ₁₂
PCG meetings	1	Students' social-emotional competencies are supported in socio-drama, self-awareness, self-management, and conflict management. A ₈

The results of the academicians' views on the competencies to be included in the teacher training programs are presented in Table 6.

Table 6*Competencies to be Included in Teacher Training Programs*

<i>Code</i>	<i>f</i>
Self-awareness	12
Communication	10
Empathy	10
Self-management	10
Problem-solving	5
Decision-making	5
Sense of responsibility	5
Collaboration	4
Critical thinking	2
Entrepreneurship	1

The academicians' views on the competencies to be included in the teacher training programs are listed as self-awareness ($f= 12$), self-management ($f= 10$), empathy ($f= 10$), and communication ($f= 10$).

The results of academicians' views on instructional techniques that can be used to develop social-emotional competencies are presented in Table 7.

Table 7*Instructional Techniques That Can be Used to Develop SEC*

<i>Code</i>	<i>f</i>
Group discussion	13
Brainstorming	13
Opinion pool	12
Drama	12
Speaking circle	12
Case study	10
Visual interpretation	10
Six thinking hats	10
Station	8
Text analysis	8

The academicians' views on instructional techniques that can be used for the development of social-emotional competencies were group discussion ($f = 13$), brainstorming ($f = 13$), speaking circle ($f = 12$), opinion pool ($f = 12$), drama ($f = 12$), case study ($f = 10$), and six thinking hats ($f = 10$) methods and techniques.

The results of the academicians' views on the measurement and assessment tools to be used for assessing social-emotional competencies are presented in Table 8.

Table 8

Measurement and Evaluation Tools to be Used to Assess SEC

<i>Code</i>	<i>f</i>
Reflection paper	14
Observation form	13
Self-evaluation form	13
Interview form	11
Peer evaluation form	10
Attitude scale	10
Questionnaire	8
Checklist	3

When the views of the academicians on the measurement and assessment tools to be used for the evaluation of social-emotional competencies were examined, reflection papers ($f = 14$), observation form ($f = 13$), self-evaluation form ($f = 13$), interview form ($f = 11$), peer evaluation form ($f = 10$), and attitude scale ($f = 10$) were found to be frequently mentioned as assessment tools.

Social, Emotional Competencies of Teacher Candidates

As part of the second question of the research, the answers given by the teacher candidates to the scenarios in the questionnaire were scored, and the total scores were calculated (the highest score that can be obtained in each scenario is 3, and the lowest score is 0). Table 9 shows that the mean, mode, and median total scores for teacher candidates' needs were very close. The score difference (range) between the candidate with the highest score and the candidate with the lowest score was 71. As the results indicated, the values ranged from 140 to 160. The descriptive statistics resulting from the total scores are presented in Table 9.

Table 9

The Descriptive Statistics of Total Scores

<i>Mean</i>	<i>Mode</i>	<i>Median</i>	<i>Maximum</i>	<i>Minimum</i>	<i>Variance</i>	<i>Standard Deviation</i>
146,7	147	147	171	100	135.52	11.64

Of the mean scores of teacher candidates for social-emotional competencies, the lowest mean scores belonged to the skills of "self-awareness" and "responsible decision-making," and the highest mean score belonged to "relationship skills," which were examined in four scenarios. The mean scores indicate that teacher candidates' self-awareness and responsible decision-making competencies need further development. The mean scores of teacher candidates in five different areas of social-emotional skills are presented in Table 10.

Table 10*Mean Scores of Teacher Candidates in Social-Emotional Competencies*

<i>Social-emotional competence</i>	<i>Related scenarios</i>	<i>Mean</i>
Self-awareness	S ₄ , S ₁₄	1.88
Self-management	S ₂ , S ₁₇	2.24
Social awareness	S ₁ , S ₃ , S ₇ , S ₈ , S ₉ , S ₁₂	2.15
Relationship skills	S ₆ , S ₁₁ , S ₁₃ , S ₁₆	2.38
Responsible decision making	S ₅ , S ₁₀ , S ₁₅	1.72

Discussion, Conclusion, and Implications

According to the first research question, academicians' views on social-emotional competencies are examined, and the frequently emphasized competencies are self-awareness, empathy, communication, decision-making, collaboration, sense of responsibility, and problem-solving.

Social-emotional competencies are the characteristics necessary for individuals to adapt to social life, understand and manage their emotions, and express themselves based on these characteristics (Elias et al., 1997). By using these skills, individuals cope with situations that are necessary for their development, such as learning, building relationships, and solving daily problems. To do this, they need to be aware of their characteristics, control their impulses, work cooperatively, and be sensitive to others. Therefore, social and emotional skills are a framework encompassing a wide range of skills (Gueldner et al., 2020).

When academicians' views on the competencies that teacher candidates should have in SEL are examined, the most frequently mentioned competencies are communication, empathy, self-awareness, and problem-solving. Ministry of National Education (2017), under the general competencies of the teaching profession, defined the general attitudes and values of the teaching profession. Under the attitudes and values, national, spiritual, and universal values, approach to students, communication, and cooperation, personal and professional development competencies, and social-emotional competencies that teacher candidates should have are emphasized. Looking at the indicators defined under these competencies, the academics' views on the competencies that teacher candidates should own are parallel to the general competencies of the teaching profession. In this context, the course content in teacher training programs should be enriched to improve the social-emotional competencies of teacher candidates.

Similar to the views of academicians on social-emotional competencies, Khan et al. (2017) stated that most students learn well from teachers who have good communication skills in internal and external relationships and stated that communication skills are among the crucial skills teacher candidates should have. Loss (2000) supported that good communication skills strengthen the student-teacher relationship by improving the understanding between teachers and students. In addition, Cohort Nominate (2017) concluded that only fifty percent of teaching is about knowledge, and fifty percent is about interpersonal or communication skills, also stating that a teacher should have good communication skills rather than high-quality knowledge. Teachers in frequent contact with many stakeholders should consider how to

express themselves and correctly convey their feelings and thoughts as an essential issue. The social-emotional development of individuals should be addressed together with their professional development.

In parallel with the views of the academicians interviewed in this study, researchers and educators in educational psychology and related fields also identify empathy as a critical emotion for teaching, learning, and prosocial development, noting that empathy is often overlooked in teaching, especially in colleges and universities (Hoffman, 2000; Ormrod, 2000). Empathy is seen as an integral part of the teacher's behavior in creating positive relationships and an altruistic and conducive atmosphere for learning in educational settings (Whitford & Emerson, 2018). Woolfolk (1998) believes that it is vital for teachers to use empathic listening in the classroom, which he defines as hearing the intentions and emotions behind what others are saying and reflecting on them through paraphrasing. According to Makoelle (2019), teacher empathy tends to lead teachers to be reflective, act objectively, treat students fairly, and reduce biases. Therefore, the role of the teachers should be remembered in creating a classroom atmosphere free from biases and discrimination and respectful of cultural and individual differences. Teachers with advanced empathy competencies will encourage empathy in pupils. For this reason, it is necessary to draw attention to different perspectives by conducting studies on the development of empathy competencies in teacher candidates through scenarios and problem situations in everyday life.

Another social-emotional competence that the majority of academics believe teacher candidates should have is self-awareness. In the area of teachers' social-emotional competence, studies have pointed to the importance of self-awareness in the classroom (Jennings & Frank, 2015; Payton et al., 2008) and emphasized that a clear sense of self is necessary to develop an understanding of others. Lantieri (2001) argued that teacher training programs focus primarily on content delivery and neglect the development of teacher candidates' self-awareness. Baum and King (2006) argued that self-awareness helps teachers become aware of the impact of their emotions and behaviors on their students and helps teachers make informed decisions about their teaching practices. From the professional to the social world, from personal to social goals, a person can achieve success by becoming aware of himself and who he is. One of the most significant characteristics of leaders is their ability to healthily assess their strengths and weaknesses. A teacher with self-awareness will succeed by evaluating himself and his team in this way. Teachers should therefore be allowed to evaluate themselves objectively, with activities to raise awareness of feelings and debates that enable teachers to respect different perspectives and organize their thoughts.

It is seen that the views of academicians on the competencies that they define in the context of SEL and their views of the social-emotional competencies that teacher candidates should have to differ. The creativity, entrepreneurship, productivity, and leadership competencies that the academicians defined within the scope of social-emotional competencies are outside the competencies that teacher candidates should possess. These views of the academicians demonstrate that teacher candidates are expected to have only some competencies within the scope of social-emotional competencies. Cherniss (2012) stated that there are curricula that include different competencies for different professionals for the development of social-emotional competencies in business life. Some examples include curricula for competencies such as communication and empathy for doctors and coping with conflict, stress management,

and self-management for police officers. In addition, there are programs for motivation and self-confidence competencies for developing social-emotional competencies for individuals who do not have a job. In this framework, it becomes essential to focus on the development of social-emotional competencies in line with the priority needs of the relevant professionals beyond the development of the same and all social-emotional competencies for every professional group. Thus, the definition and scope of the teaching profession should be considered while conducting studies on the social-emotional competencies of teacher candidates. Considering the target audience and professional problems teachers face, priority should be given to developing specific social-emotional competencies.

In the study of Yoke and Panatik (2015) on teachers, the relationship between all dimensions of emotional intelligence and job performance was found to be significant. The study Shamsuddin and Rahman (2014) conducted using the data obtained from call center employees found emotional intelligence to affect job performance. In this study, the relationship of other dimensions with job performance was found to be significant, except for self-evaluation. According to Wong and Law (2017), the dimension of the use of emotions is related to the ability of individuals to use their emotions by directing them to constructive activities and personal performance, and the need for different professionals is different.

Academics' views about courses on social-emotional competencies in teacher training programs indicated that the academics needed sufficient knowledge about the elective or compulsory courses related to SEC. Academics could give a limited number of examples for the courses included in teacher training programs. Allbright et al. state (2019) that schools can promote engagement, relationships, and SEL-related skills through elective courses and extra-curricular activities. Elective courses, such as music, physical education, or other classes, provide opportunities to model good communication and group interaction and to form trusting relationships between adults and students. Student clubs also promote kindness, compassion, and positive behavior. When examining academics' views on extra-curricular activities to improve teacher candidates' social-emotional learning skills, student clubs such as theatre, drama, and art activities, as well as social responsibility initiatives, are at the top of these activities, with a few examples of the activities presented. In line with these results, Schiepe-Tiska et al. stated (2021) that teachers in schools teach students to express their thoughts by gaining self-confidence through painting clubs and painting exhibitions. They also stated that workshops that develop social-emotional competencies, such as cookery workshops, develop students' self-awareness and self-management skills.

The views of the academics about the teaching techniques that can be used in the development of social-emotional competencies are listed as techniques such as inquiry-based group discussions, opinion pools, station techniques, conversation groups, and drama studies. These activities, which encourage different thinking and enable students to express their feelings and thoughts freely, are essential in developing social-emotional competencies. Uşaklı (2018) defined the drama method as a social interaction involving contact, communication, and negotiation of meaning within a group. It further elaborates that it supports social-emotional learning with contributions such as promoting independent thinking and cooperation, creating social awareness, and adopting the perspective of others.

When the academics' views on the measurement and evaluation tools to be used for evaluating social-emotional competencies are examined, measurement tools such as reflection

papers, self-evaluation forms, checklists that allow students to assess their competencies, and measurement and assessment tools that allow students to be assessed by others, such as observation forms and peer forms are suggested. Self-assessment and reflection papers are essential processes for self-regulating skills, and they imply becoming aware of the objectives of the task and monitoring students' progress (Panadero & Alonso-Tapia, 2013). It is assumed that these tools will contribute to the development of competencies such as self-awareness, self-control, ethics, respect for other views, and the responsibility expected of students, and they will determine social-emotional competencies.

Within the scope of the second research question, the total scores obtained from the scenario-based questionnaire aimed at determining the social-emotional competencies of teacher candidates were interpreted. Findings are in parallel with the findings obtained from academicians within the scope of the research. Academicians listed communication, empathy, self-awareness, problem-solving, and decision-making skills as social-emotional competencies that teacher candidates should have. According to the academicians, self-awareness and responsible decision-making competencies, on which teacher candidates had low scores, are the competencies to be possessed in the first place.

Gold and Roth (1993) defined self-awareness as getting in touch with emotions and behaviors. They also stated that increased self-awareness allows us to more accurately understand how students affect our emotional processes and behaviors and how we affect students. It highlights that self-awareness is essential for teachers working with students with emotional and behavioral disorders.

Jennings and Greenberg (2009) also drew attention to the importance of self-awareness and self-management competencies. They stated that these competencies could provide teachers with essential skills in dealing with emotional demands in the teaching process. In addition, Dung and Zsolnai (2022) stated that teachers with high self-awareness have high social-emotional competencies. They further explained that these teachers are fully aware of their strengths and weaknesses in managing their emotions, and they develop strategies to determine and decide how best to use their emotions to motivate students and promote learning.

On the other hand, teacher candidates score high on relationship skills, including communication skills, and are seen as one of the critical social-emotional competencies that a teacher should own. Considering the opinions obtained from academicians within the scope of the research, communication skills are among the first competencies that teacher candidates should have.

Göksoy (2014) stated that teacher candidates are aware of the necessity and importance of communication in his research, which determines the communication skills of teacher candidates based on their perceptions. He also asserted that teacher candidates know that the prerequisite for being a successful and social individual and professional is to be healthy and communicate well with others.

In parallel with the findings of the research, Yavuz and Güzel (2020) revealed that while the communication skills of the teacher candidates were at a high level, their social problem-solving skills were at a medium level in their study that aimed to determine the level and direction of the relationship between the communication skills of Turkish education teacher

candidates and their social problem-solving skills. Yılmaz stated that (2011) teachers with low communication skills will have low professional performance and personal competencies. In a study conducted at Hanoi Pedagogical University, it was demonstrated that very few teachers trusted their communication and emotion regulation skills during their classroom performances, and it was reported that they could adapt to constantly changing teaching conditions and situations (Dung & Zsolnai, 2022). At this point, they drew attention to the importance of communication skills for teachers.

Communication skills include researching, investigating, and combining possible perspectives and definitions about the event that the person is faced with. Someone who has gained this skill can have the ability to make sense of different perspectives instead of a single point of view in the face of a warning, criticism, or complaint (Özer, 2008). In addition, individuals with improved communication skills can cope with the problems they encounter healthily, develop satisfying relationships, and be more successful in their social lives (Cüceloğlu, 2004). These views point out that communication skills include empathy and problem-solving competencies and draw attention to the intertwining of social-emotional competencies. When we look at the literature, social-emotional competencies are not seen as separate structures from each other, but the effect of these competencies on each other is predicted. Kesicioğlu and Güven (2014) examined the relationship between preschool teacher candidates' self-efficacy levels and their problem-solving, empathy, and communication skills. Their problem-solving, communication, and empathy skills can predict teacher candidates' self-efficacy.

To keep up with the new world and the changes it demands, developing social-emotional competencies of teacher candidates is a crucial issue in teacher training. Social-emotional competencies should be integrated into the course content in teacher training programs, and professional development and social-emotional development should be evaluated as a whole. It should be started with the development of social-emotional competencies of the individual, such as self-awareness and self-regulation. Then the development of competencies for relations with others should be supported. Characters, events, and situations that may be encountered in daily life that the teacher candidates are familiar with should be varied; examples should be diversified, and they should be enabled to think about problem situations, express their opinions, empathize with characters, and criticize events. The development of empathy for situations in the triangle of parent-children-school management should be supported. Compulsory and elective courses and extra-curricular activities for developing social-emotional competencies should be included. Social responsibility projects should provide opportunities for the development of teacher candidates' social and emotional competencies. These studies should not be limited to teacher training programs only. Supporting the social-emotional development of teacher candidates in the context of daily life through their participation in voluntary projects should be adopted. Systematic and holistic interventions are needed to train teacher candidates, who are responsible for raising future generations, as individuals with strong social-emotional competencies. Beyond teacher training programs, social-emotional learning should be included in government policies. The development of social-emotional competencies of individuals from the beginning of the first school years should be given importance. Teachers' social and emotional competencies should be followed throughout their professional life, and guidance support should be given.

The information obtained from this study will provide a scope for social-emotional competencies to be addressed in teacher training programs and offer suggestions for developing social-emotional competencies for future studies. It also draws attention to the necessity of raising strong individuals in terms of social-emotional competencies for the changing conditions of the new world.

Author Contributions

This study is derived from the PhD dissertation of the first author. The second author is the supervisor of the dissertation. The authors contributed equally to all stages of this paper.

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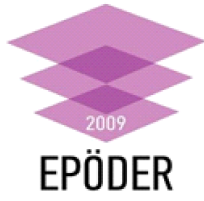
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TÜRKÇE GENİŞ ÖZET

Öğretmen Adaylarının Sosyal-Duygusal Yetkinliklere Yönelik Eğitim İhtiyaçlarının Belirlenmesi

Giriş

Eğitim politikaları belgelerinde sosyal-duygusal öğrenme (SDÖ) ve sosyal-duygusal yetkinlikler (SDY) kavramları ön plana çıkmış (Omasta vd., 2021); öz farkındalık, öz yönetim, sosyal farkındalık, ilişki becerileri ve sorumlu karar verme yetkinlikleri bireylerin karmaşık koşullarla başa çıkabilmeleri için gerekli olan yetkinlikler olarak belirtilmiştir (Jones & Bouffard, 2012). Küresel salgın sürecinde de SDÖ ve SDY'ler önem kazanmış, bireyleri ve toplumları sosyal-duygusal bağlamda güçlendirme ihtiyacı ortaya çıkmıştır (CASEL, 2022a).

SDÖ, eğitim sisteminde bireylere etkili eğitim sağlama arayışındaki eksik parça olarak görülmeye başlanmış (Humphrey vd., 2020); DÖ'ye yönelik programların önemi anlaşılmış (Weissberg vd., 2015); bireylerin sosyal-duygusal yetkinliklerinin planlı öğretim etkinlikleri yoluyla geliştirilebileceği ortaya koyulmuştur (Domitrovich vd., 2007). SDÖ'nün gerçekleştirilmesinde öğretmenler, sınıflarda SDÖ'ye yönelik programları ve uygulamaları yönlendiren rehberler olarak görülmüştür. Ancak yakın zamana kadar SDÖ'nün gerçekleştirilmesinde öğretmenlerin sosyal-duygusal yetkinliklerinin geliştirilmesine yeterince odaklanılmamıştır.

SDÖ sürecinde öğretmenlerin SDY'ye yönelik ihtiyaçlarının belirlenmesini ve yetkinliklerin gelişimini sağlayacak eğitim programlarına ihtiyaç duyulmaktadır. Sosyal-duygusal yetkinliklerin hizmet öncesi öğretmen yetiştirme programlarına, ders içi ve dışı etkinlikler aracılığıyla uyumlandırılmasının öğretmenlerin bireysel ve mesleki gelişimlerine katkı sağlayacağı düşünülmektedir.

Bu araştırmanın amacı SDÖ'nün önemli aktörleri olan öğretmen adaylarının SDY'ye yönelik eğitim ihtiyaçlarını belirlemektir (Buchanan vd., 2009; Jones & Doolittle, 2017). Bu doğrultuda aşağıdaki araştırma sorularına yanıt aranmıştır.

- Akademisyenlerin sosyal-duygusal yetkinliklere ilişkin görüşleri nelerdir?
- Öğretmen adaylarının sosyal-duygusal yetkinlikleri nelerdir?

Yöntem

Çalışma, eğitim fakültelerinde görev yapan akademisyenlerin sosyal-duygusal yetkinliklere ilişkin görüşleri ile öğretmen adaylarının sahip oldukları mevcut sosyal-duygusal yetkinliklerin belirlenerek birlikte yorumlandığı yakınsayan paralel desen karma yöntem araştırmasıdır.

Çalışma grubunu, uygun örnekleme yöntemiyle belirlenen Türkiye'deki beş üniversitenin eğitim fakültelerinde farklı öğretmen yetiştirme programlarında görev yapan 15 akademisyen ile Türkiye'deki dört üniversitenin eğitim fakültelerinde farklı programlara kayıtlı 161 öğrenci oluşturmaktadır.

Akademisyenlerin SDY'ye ilişkin görüşleri pandemi nedeniyle çevrimiçi görüşmelerde açık uçlu sorularla toplanmış, betimsel içerik analiz yöntemiyle analiz edilerek yorumlanmıştır. Nicel veriler ise öğretmen adaylarının mevcut sosyal-duygusal yetkinliklerini belirlemeye yönelik hazırlanan senaryo temelli sorulardan oluşmuş, çevrimiçi anket yoluyla toplanmış, uzmanların önerileriyle senaryolara ait her seçenek puanlanmış, öğretmen adaylarının toplam puanları hesaplanarak elde edilen betimsel istatistikler analiz edilerek yorumlanmıştır. Uygulamalar öncesi katılımcılardan onam formları alınmıştır.

Bulgular

Akademisyenlerin SDÖ kapsamını oluşturan yetkinliklere ilişkin görüşleri öz farkındalık, empati, iletişim ve karar verme iken SDY kapsamında iletişim, empati, öz-farkındalık ve problem çözme olarak sıralanmıştır. Öğretmen yetiştirme programlarında SDY'nin gelişimine yönelik derslerin yer verilmesine bakıldığında SDY'lerin; öğretmen yetiştirme programında yer alan İnsan İlişkileri ve İletişim, Eğitimde Drama gibi zorunlu dersler ile Sosyal Beceri Eğitimi ve Etkili İletişim seçmeli derslerinde ele alındığı belirtilmiştir. SDY'lerin gelişimine yönelik ders dışı etkinliklere ilişkin akademisyen görüşleri sırasıyla öğrenci kulübü etkinlikleri, drama, sanat etkinlikleri ve sosyal sorumluluk projeleri şeklindedir. Hizmet öncesi öğretmen yetiştirme programında ele alınması gereken SDY'ler; öz farkındalık, özyönetim, empati ve iletişim yetkinlikleri olarak tanımlanmış, SDY'ye yönelik geliştirilecek bir öğretim programında kullanılması gereken öğretim yöntem ve teknikleri arasında grup tartışması, beyin fırtınası, konuşma halkası, görüş geliştirme, drama, beyin fırtınası, vaka analizi, altı şapkalı düşünme teknikleri sıralanmıştır. Ayrıca SDY'ye yönelik yetkinliklerin değerlendirilmesinde yansıtıcı yazı, gözlem formu, öz değerlendirme formu, görüşme formu, akran değerlendirme formu, tutum ölçekleri gibi ölçme-değerlendirme araçlarının kullanılabilmesi belirtilmiştir. Öğretmen adaylarının mevcut SDY'ye yönelik puan ortalamalarına göre en düşük ortalama kendini tanıma ve sorumlu karar verme yetkinlikleri, en yüksek ortalama ilişki becerilerine aittir.

Tartışma, Sonuç ve Öneriler

Sosyal-duygusal yetkinlikler; çeşitli becerileri içeren genel bir çerçeve, bireylerin sosyal yaşama uyum sağlamalarını kolaylaştıran, kendilerini tanımlarına katkı sağlayan yetkinlikler olarak görülmektedir (Elias vd., 1997; Gueldner vd., 2020). Araştırmanın birinci sorusu kapsamında akademisyenler; SDÖ'yü oluşturan yetkinlikler olarak öz-farkındalık, empati, iletişim, karar verme, iş birliği, sorumluluk ve problem çözme yetkinliklerini sıralamış; yanı sıra yaratıcılık, girişimcilik, eleştirel düşünme, liderlik, verimlilik gibi 21. yüzyıl yetkinliklerini SDY'ler arasında belirtmiştir. Ayrıca akademisyenler öğretmen adaylarının sahip olmaları gereken sosyal-duygusal yetkinlikler olarak iletişim, empati, öz farkındalık, problem çözme yetkinliklerini sıralamıştır. Bu yetkinlikler MEB (2017) öğretmenlik mesleğinin genel yetkinlikleriyle paralellik göstermektedir. Araştırmalar, iletişim becerisinin öğretmenler ve öğrenciler arasındaki anlayışı geliştiren, öğretmenlerin sahip olmaları gereken bir yetkinlik olduğunu belirtmektedir (Cohort Nominate 2017; Khan vd., 2000; Zia-UI-Islam & Khan, 2017). Ayrıca empati becerisinin öğretme,

öğrenme ve toplum yararına gelişimde önemli bir yetkinlik olduğu belirtilerek önemine vurgu yapılmaktadır (Hoffman, 2000; Ormrod, 2000; Woolfolk, 1998). Önyargılardan ve ayrımcılıktan uzak, kültürel ve bireysel farklılıklara saygılı sınıfların oluşturulmasında öğretmenin rolü unutulmamalı; sosyal-duygusal gelişimleri mesleki gelişimleriyle birlikte ele alınmalıdır. Empati becerileri gelişmiş öğretmenlerin öğrenciler arasında empatiyi teşvik edeceği hatırlanmalı, günlük yaşantılarla ilişkilendirilmiş senaryolarla yetkinliklerinin geliştirilmesine yönelik çalışmalar gerçekleştirilmelidir.

Akademisyenlerin çoğunluğunun SDY'ler arasında belirttiği öz farkındalık yetkinliğine yönelik çalışmalar, sınıfta öz farkındalığın önemine işaret etmekte (Jennings & Frank, 2015; Payton vd., 2008) ve bir anlayış geliştirmede açık bir benlik duygusunun gerekliliğini vurgulamaktadır (Park vd., 2020). Öz farkındalığı gelişmiş bir öğretmen güçlü ve zayıf yanlarının farkındalığıyla kendisini ve ekibini başarıya ulaştırabilir. Duygular ve beden üzerindeki farkındalık ve sorgulayıcı çalışmalarla öğretmenlerin kendilerini keşfetmeleri sağlanmalıdır.

Akademisyenler SDY'ler kapsamında yaratıcılık, girişimcilik, üretkenlik ve liderlik yetkinliklerini tanımlarken öğretmen adaylarının sahip olmaları gereken yetkinlikler kapsamında bu yetkinlikleri öncelikli olarak sıralamamışlardır. Bu görüşler, akademisyenler tarafından tanımlanan SDY'lerin tümüne, öğretmen adaylarının sahip olmalarının beklenmediğini göstermektedir. Öğretmenlik mesleği, kişilerarası sosyal ilişkiler temelli bir meslek olması nedeniyle ele alınması gereken yetkinliklerin öncelikle iletişim, empati, ilişki becerileri gibi yetkinlikler olması gerektiği düşünülmektedir. İş yaşantısında farklı meslek dallarındaki çalışanlar için ilgili meslek dalının çalışma alanları ve sunduğu hizmet türlerine yönelik geliştirilmiş SDY programlarının varlığı, meslek dalının ihtiyacı doğrultusunda ele alınacak yetkinliklerin değişebileceği görüşünü desteklemektedir (Cherniss, 2012; Shamsuddin & Rahman, 2014; Wong & Law, 2017; Yoke & Panatik, 2015). Öğretmen adaylarının sosyal-duygusal yetkinliklerine yönelik çalışmalar planlanırken öğretmenlik mesleğinin gereksinimleri göz önüne alınmalıdır.

Öğretmen yetiştirme programlarında SDY'lere yönelik derslerin varlığına ilişkin görüşler incelendiğinde akademisyenlerin SDY'lere yönelik derslere ilişkin yeterli bilgi sahibi olmadığı görülmekte, öğretmen yetiştirme programlarında SDY'lere yeterince vurgu yapılmadığı düşünülmektedir. Bu bağlamda öğretmen yetiştirme programlarındaki derslerde sosyal-duygusal yetkinliklerle ilişkileri kurulmalı, ders süreçlerine uyumu sağlanmalıdır.

Öğretmen adaylarının SDY'lerini geliştirmeye yönelik ders dışı etkinlikler, öğrenci kulüpleri, tiyatro/drama/sanat etkinlikleri ve sosyal sorumluluk projeleri şeklinde sıralanmıştır. Bulgular sosyal-duygusal yetkinliklerin günlük hayatta ders dışı sosyal etkinliklerle, yapılandırılmamış rastlantısal öğrenme deneyimlerle geliştirildiğini göstermektedir.

Öğretmen adaylarının SDY'lerinin geliştirilmesine yönelik yöntem ve tekniklere ilişkin görüşleri, sorgulamaya dayalı grup tartışmaları, görüş geliştirme, drama, istasyon gibi etkileşimli yöntem ve tekniklerdir. Ayrıca SDY'lerin değerlendirilmesine yönelik önerilen ölçme araçları; yansıtıcı yazılar, gözlem formları, öz değerlendirme formları gibi ölçme araçlarını içermektedir.

İkinci araştırma sorusunda öğretmen adaylarının mevcut SDY'lerini belirlemeye yönelik senaryoların toplam puanlarına bakıldığında ortalama puanların en düşüğünün kendini tanıma ve sorumlu karar verme, en yüksekinin ise ilişki becerilerine ait olduğu görülmektedir. Bu

bulgular, akademisyenlerden elde edilen bulgularla paraleldir. Arařtırmalar benzer şekilde öğretmen adaylarının öz farkındalık, iletişim, empati, problem çözme yetkinliklerinin gelişiminin önemine dikkat çekmektedir (Dung & Zsolnai, 2022; Göksoy, 2014; Güzel & Yavuz, 2020; Jennings & Greenberg, 2009; Richardson & Shupe, 2003; Yılmaz, 2011). Ancak sosyal-duygusal yetkinliklerin her birini birbirinden ayrı yapılar şeklinde ele almaktan öte birbiriyle etkileşim içinde düşünmek doğru olacaktır. Arařtırmalar sosyal-duygusal yetkinliklerin birbiri üzerindeki yordayıcılığını raporlamakta bütüncül bakmayı önermektedir (Güven & Kesiciođlu, 2014; Güzel & Yavuz, 2020; Özer, 2008).

Sonuç olarak öğretmen adayları, SDY'lerinin öğretmen yetiştirme programlarına gömülmesini ya da öğrenci kulüpleri aracılığıyla sürecin yürütülmesini istemektedirler. Öğretmenlerin kendi SDY'lerini keşfetmelerine yönelik farkındalık çalışmaları, senaryo temelli örnekler üzerinde empatik düşünmeyi destekleyecek çalışmalar, sosyal sorumluluk uygulamaları derslere eklenmelidir. Gerek üniversitelerde gerekse devlet politikalarında SDÖ konusu irdelenmeli, sosyal-duygusal alanda bireylerin gelişimi desteklenmelidir.

Araştırma sonuçlarının öğretmen adaylarının SDÖ süreçlerinin planlanmasına ışık tutacağı, SDY'lerin gelişimine yönelik hazırlanacak eğitim programlarına temel oluşturacağı, sosyal-duygusal yetkinlikler açısından güçlü bireyler yetiştirilmesinde rehberlik edeceği düşünülmektedir.