

## Social-Emotional Development in the Primary School Guidance Curriculum: A Q-Methodology Study

**Hanife Esen-Aygün**, Çanakkale Onsekiz Mart University,  
hanifeesen@comu.edu.tr,  0000-0001-9363-7083

**Şerife Gonca Zeren**, Çanakkale Onsekiz Mart University,  
gonca.zeren@comu.edu.tr,  0000-0002-4904-4085

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### Abstract

This research, which examined the views of teachers regarding social-emotional development outcomes in the Ministry of National Education 2020 Primary School Guidance Curriculum in the learning-teaching process, was designed using the Q methodology. In this context, the consensus among primary school teachers regarding the implementation of the outcomes in the primary school guidance curriculum in the learning-teaching process and whose outcomes come to the fore in the implementation of the Primary School Guidance Curriculum were examined. The research data were collected with the Q string prepared considering the social-emotional development area outcomes in the Primary School Guidance Curriculum. Forty-nine primary school teachers participated in the research. Data analysis was conducted using PQ Method 2.35 program. As a result of the research, it was found that there was a consensus among primary school teachers regarding the implementation of the outcomes in the primary school guidance curriculum in the learning-teaching process. Although the opinions of the teachers were mostly concentrated in the right and responsibility factor, the opinions are gathered in six factors, and the relationship between the factors was found to be low in general. As a result of this research, it was found that there is a consensus among primary school teachers regarding the implementation of the outcomes in the primary school guidance curriculum in the learning-teaching process.

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## Introduction

The view that children's social-emotional development affects their whole lives has brought about changes in perspectives towards children in recent years. Social-emotional skills can be learned and developed at any age, but the advantages are greater if developmental strategies are applied at an early age (Irina-Mihaela & Olga, 2020). Social-emotional skills are a concept that includes knowledge, skills, and attitudes to identify and manage emotions, to care about others, to act ethically and responsibly to make good decisions, to develop positive relationships, and to avoid negative behavior (Elias & Moceris, 2012). Social-emotional skills affect children's daily lives (Ellingsen et al., 2014). Children with stronger social-emotional skills can easily meet someone, participate in the play of their peers, communicate positively with others, express themselves, communicate their wishes, and protect others' boundaries as their own. Therefore, it can be predicted that a child who can demonstrate such skills more likely not to have communication problems when he or she starts school, and his school success will be high. Irina-Mihaela and Olga (2020) also state that these children will be able to establish long-term friendships in their future lives, they will be effective parents, they will be able to find a job, and that they are more likely to be mentally and physically healthy.

To support children's social-emotional development at school, teachers may choose to implement a pre-designed social skills curriculum or incorporate teacher-created interventions into the classroom (Whitted, 2011). Therefore, they can help children overcome their social-emotional skill deficiencies. It is suggested that a content aiming to develop children's social-emotional competence should be in the following form: self-awareness (development of one's self-consciousness, self-awareness); self-control; management of emotions; problem-solving skills; responsibility; empathy; pro-social behavior; and interpersonal communication skills (Irina-Mihaela & Olga, 2020; Whitted, 2011). With a curriculum prepared by the Turkish Ministry of National Education (2020) skills related to social-emotional development to be acquired at primary school level were brought to the attention of teachers. In this curriculum, within the scope of social-emotional development, competencies were determined under the headings of students' self-awareness, understanding, and managing emotions, interpersonal communication skills, decision-making, and personal security. In this study, the opinions of teachers regarding the competencies in this curriculum prepared by the Turkish Ministry of National Education are discussed.

There have been a number of studies examining the effectiveness of the primary school guidance curriculum and teachers' opinions in regard to the curriculum. In a study conducted by Nazlı (2008), teachers perceived inadequacies in developmental-preventive practices in schools and they found the guidance services provided partially sufficient, adopted primary school guidance practice, wanted primary school guidance to be carried out every week rather than once every fifteen days, and evaluated primary school guidance as being beneficial for the development of students. It was concluded that the majority of them adopted the role of teachers in the guidance service and tried for this, but they had difficulties in fulfilling the duties given to teachers by the Ministry of National Education wanting in-service training to be given to them. Demirel (2010) also concluded that teachers were of the opinion that the primary school guidance curriculum, although it is a comprehensive curriculum with a broad vision aimed at the development of students in all aspects, does not include certain regulations that would solve the problems in practice. In a study in which the opinions of school counselors

regarding the curriculum are discussed, the implementation of a comprehensive counseling and guidance curriculum in schools is evaluated positively, especially in terms of providing integrity among the practices, meeting the developmental needs of the students, and bringing the psychological counselor identity to the fore. It was revealed that a number of difficulties have been experienced (Terzi et al., 2011). In a study, it was found that 53.00% of primary school teachers were willing to participate in classroom guidance activities, 85.60% thought that classroom guidance activities were important for students, and 72.70% wanted help from school counselors regarding classroom guidance activities (Siyez et al., 2012). In another study, in which the opinions of school principals, primary school guidance teachers, students, and school guidance teachers regarding guidance services in secondary education were discussed, it was concluded that the participants defined these services differently from each other (Karataş & Baltacı, 2013). In this study, unlike others, the focus is on the opinions of primary school teachers concerning the extent to which the social-emotional development area in the primary school guidance curriculum is given importance by primary school teachers, and to which they are included in the teaching-learning process.

The purposes of the social-emotional development as portrayed in the Primary School Guidance Curriculum (Turkish Ministry of National Education, 2020) are as follows: (1) students acquire the necessary knowledge, attitudes and behavior to get to know themselves, understand and manage their emotions, and develop healthy interpersonal relationships; (2) to make decisions with regard to situations they are given, in the form of creating goals, taking the necessary measures to reach the goals, and making efforts in this direction; and (3) ensuring their personal safety and developing life skills. The following competencies have been determined for these purposes: A) Self-awareness; B) Understanding and managing emotions; C) Interpersonal skills; D) Decision-making; and E) Ensuring personal safety. This study focuses on social-emotional development area in the Guidance Curriculum. Teachers' practices and experiences were examined regarding to social-emotional development in classes. Accordingly, the research questions were determined as follows:

- Is there a consensus among primary school teachers regarding the implementation of the outcomes in the guidance curriculum in the learning-teaching process?
- According to the opinions of the primary school teachers, which outcomes come to the fore in the implementation of the guidance curriculum?

## Method

This research was designed using the Q methodology. The data obtained in the Q methodology approach are subjected to factor analysis, but this analysis, unlike the known factor analysis, considers the harmony between the response patterns of the participants (Polat, 2022). This methodology is an innovative application that allows participants to see their views from a broad perspective (Lee, 2017; Schink et al, 2021). In the Q methodology, it is determined whether the views of the participants are united under a common theme (Yıldırım, 2017), and whether interpersonal correlations are revealed, unlike in factor analysis (Karasu & Peker, 2019). Therefore, the consensus of the participants and their differences of opinion are determined.

## Participants

In studies designed in the Q methodology, it is considered sufficient for the participant group to be between forty and sixty people, since the aim is to reveal the main opinion on a particular subject (Watts & Stenner, 2005). Within the scope of this research, sixty-three primary school teachers were contacted through easily accessible sampling. However, the research was completed with the data of a total of forty-nine primary school teachers after fourteen primary school teachers were removed from the data set because of incorrect or incomplete coding. Twenty-two females, eight males, and nineteen teachers who did not specify their gender participated in the research. The years of professional seniority of teachers varied between fourteen and thirty years. Identification of the participants, before the data analysis, was made by considering the demographic information. Then, a number was assigned to each participant.

## Data Collection

The data of this research were collected with the Q string prepared by the researchers considering the social-emotional development outcomes determined in the Primary School Guidance Curriculum (2020). In this curriculum there are the dimensions of *Ensuring Personal Safety, Self-Awareness, Interpersonal Skills, Understanding and Managing Emotions, and Decision Making*, which are under the social-emotional development field. Under these dimensions, there are a total of seventy-one outcomes for primary school level: eighteen in the first grade; seventeen in the second and third grades; and eighteen in the fourth grade. While creating the Q string, all the outcomes were examined separately by the researchers, and then a consensus was reached on the Q strings prepared by the researchers independently. In this process, in terms of the fact that a few of the outcomes take place in more than one class level and other outcomes contain common features, a total of twenty-five outcomes were determined.

The Q string prepared by the researchers was presented for the opinion of three different academicians (one field expert from Primary School Education, one from Guidance and Psychological Counseling, and one from Measurement and Evaluation) to get expert views. In line with the suggestions from the experts, three items were rearranged in terms of expression. A pilot study was carried out by applying the learning outcomes and the Q string that were prepared for application by two primary school teachers who were similar to the target group of the research. The form was finalized in line with the suggestions from the primary school teachers. In the teaching-learning process, the participants were asked to mark the social-emotional development outcomes that they used most in the range of +4 and +1, those that they included moderately in the range of 0, those that they used the least in the range of -1 to -4, and to mark the item numbers in the Q string table. The Q string used in the research is given in Table 1.

*Q String*

[illegible]

## Data Analysis

The formula of McKeown and Thomas (2013)  $(1/\sqrt{\text{number of expressions}}) \times 2.58$  was used to determine the level of significance in the study. There are twenty-five Q statements in the research. For this study, it was determined as to whether the opinions of the participants with a factor load of over .51 had a significant value (McKeown and Thomas, 2013). The rotation and the resulting factor structures are explained in detail in the findings section.

## Results

Within the scope of the research, firstly, it was examined whether there is a common view between the views of primary school teachers on using social-emotional development outcomes. For this purpose, factor loadings of the Q string were determined first (Table 2).

### Unrotated Factor Loads

	1st Factor	2nd Factor	3rd Factor	4th Factor	5th Factor	6th Factor	7th Factor	8th Factor
P1	0.61	0.39	0.15	-0.05	0.31	-0.35	0.16	-0.08
P2	0.59	-0.74	0.00	0.19	-0.07	-0.09	0.11	0.02
P3	0.62	0.01	0.30	-0.03	0.25	0.45	-0.10	0.24
P4	0.10	0.50	-0.24	0.33	0.07	0.29	0.16	-0.14

Table 2 (Cont.)

P5	0.39	-0.20	0.48	-0.23	0.35	-0.08	-0.12	-0.23
P6	-0.01	0.64	0.59	0.24	-0.11	-0.11	-0.02	-0.03
P7	0.56	0.21	0.48	-0.02	0.24	-0.22	0.12	0.11
P8	0.62	-0.16	-0.23	-0.32	-0.39	-0.02	-0.23	-0.36
P9	0.14	0.42	0.40	0.45	0.39	0.11	-0.03	-0.16
P10	0.79	-0.27	-0.10	-0.13	-0.11	0.03	0.21	0.19
P11	0.53	-0.31	0.30	-0.23	0.03	0.53	0.03	0.29
P12	0.72	-0.33	0.25	-0.03	-0.17	-0.24	0.12	0.14
P13	0.32	0.71	0.17	0.02	-0.16	0.10	0.01	0.00
P14	0.47	-0.62	0.29	-0.20	0.20	-0.07	-0.15	0.07
P15	0.47	-0.62	0.29	-0.20	0.20	-0.07	-0.15	0.07
P16	-0.26	-0.16	0.32	0.21	0.04	0.31	0.51	-0.05
P17	0.36	0.03	-0.54	0.01	-0.37	0.06	0.44	0.18
P18	0.76	-0.47	-0.05	0.07	-0.22	0.10	-0.10	0.06
P19	0.76	-0.36	-0.09	-0.01	-0.09	0.05	-0.07	0.22
P20	0.67	0.12	-0.39	0.45	-0.02	-0.11	-0.28	0.00
P21	0.68	0.16	-0.42	0.49	0.05	-0.08	-0.20	-0.02
P22	0.68	0.16	-0.42	0.49	0.05	-0.08	-0.20	-0.02
P23	0.28	0.35	-0.07	-0.02	-0.38	0.43	-0.02	-0.40
P24	0.32	0.45	-0.07	-0.22	-0.08	0.33	-0.12	0.53
P25	0.47	0.52	0.15	-0.22	-0.07	-0.12	-0.12	0.15
P26	-0.13	0.63	0.03	-0.42	-0.10	-0.02	-0.06	0.34
P27	0.21	-0.02	-0.05	0.28	0.50	-0.26	0.19	0.27
P28	0.56	0.25	-0.16	0.06	0.25	0.14	0.28	0.05
P29	0.50	0.56	0.01	-0.31	-0.01	0.00	-0.17	0.25
P30	0.81	-0.14	0.15	-0.26	-0.11	0.07	-0.12	-0.17
P31	0.08	-0.24	0.36	0.66	0.11	-0.09	-0.03	0.33
P32	0.57	-0.46	0.28	0.04	-0.35	-0.20	-0.04	-0.05
P33	-0.21	-0.08	-0.09	-0.43	0.18	-0.34	-0.28	0.04
P34	0.33	0.04	-0.09	0.06	0.15	-0.11	-0.56	-0.15
P35	0.68	0.16	-0.42	0.49	0.05	-0.08	-0.20	-0.02
P36	0.22	0.01	0.51	0.16	-0.12	-0.40	0.20	-0.15
P37	0.50	-0.15	-0.21	-0.22	0.58	0.33	0.16	-0.29
P38	0.62	-0.07	-0.13	-0.29	-0.38	-0.08	0.25	-0.21
P39	0.69	0.35	0.28	-0.24	0.04	-0.05	-0.09	-0.11
P40	0.51	0.50	0.23	-0.26	0.15	-0.25	0.23	-0.14
P41	0.50	-0.15	-0.21	-0.22	0.58	0.33	0.16	-0.29
P42	-0.06	0.28	0.78	0.03	0.08	-0.04	-0.18	-0.07
P43	0.27	0.32	-0.59	-0.23	0.18	-0.43	0.29	0.05

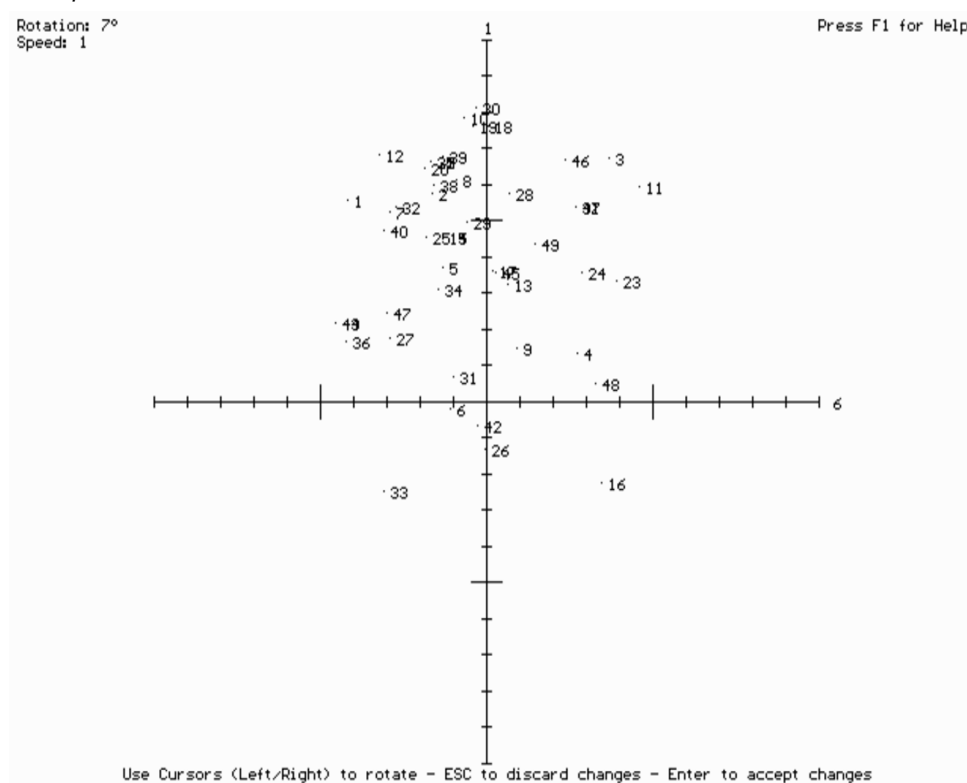
Table 2 (Cont.)

P44	0.27	0.32	-0.59	-0.23	0.18	-0.43	0.29	0.05
P45	0.35	0.26	0.54	0.14	-0.31	0.07	0.22	0.16
P46	0.63	0.09	0.29	0.26	-0.12	0.31	0.23	-0.18
P47	0.28	0.47	0.36	0.05	-0.43	-0.27	0.05	-0.19
P48	0.01	0.73	-0.08	-0.18	0.14	0.33	-0.24	0.01
P49	0.42	0.20	-0.39	0.06	-0.16	0.20	-0.08	0.05

When the unrotated factor loads in Table 2 are examined, it can be seen that the loads of the eleventh person in the first and sixth factors are extremely close. For this reason, rotation was applied between the first and sixth factors. The findings of the rotation process are presented in Figure 1.

**Figure 1**

*Results of Rotation*



When the rotation findings in Figure 1 are examined, it can be seen that +7 degrees left rotation was made between the first and sixth factors. As a result of the rotation, the eleventh person had a significance value of 0.53 and 0.53 in the first and sixth factors, respectively. The positive rotation result of +7 degrees took place under the first factor with a significance value of 0.59. In addition, the thirty-seventh and forty-first participants were moved to the third factor with a significance level of 0.54 as a result of rotation. The new factor loadings resulting from the rotation are presented in Table 3.

**Table 3***Rotated Factor Loads*

	Right & Responsibility	Problem Solving	Self esteem	Emotional Awareness	Identifying Emotions	Conflict Resolution
1.	<b>0.56X</b>	0.39	0.15	-0.05	0.16	0.08
2.	0.58	<b>-0.74X</b>	0.00	0.19	0.11	0.02
3.	<b>0.67X</b>	0.01	0.30	-0.03	-0.10	0.24
4.	0.13	0.50	-0.24	0.33	0.16	-0.14
5.	0.37	-0.20	0.48	-0.23	-0.12	-0.23
6.	-0.02	<b>0.64X</b>	0.59	0.24	-0.02	-0.03
7.	<b>0.53X</b>	0.21	0.48	-0.02	0.12	0.11
8.	<b>0.62X</b>	-0.16	-0.23	-0.32	-0.23	-0.36
9.	0.15	0.42	0.40	0.45	-0.03	-0.16
10.	<b>0.79X</b>	-0.27	-0.10	-0.13	0.21	0.19
11.	<b>0.59X</b>	-0.31	0.30	-0.23	0.03	0.29
12.	<b>0.68X</b>	-0.33	0.25	-0.03	0.12	0.14
13.	0.33	<b>0.71X</b>	0.17	0.02	0.01	0.00
14.	0.45	<b>-0.62X</b>	0.29	-0.20	-0.15	0.07
15.	0.45	<b>-0.62X</b>	0.29	-0.20	-0.15	0.07
16.	-0.22	-0.16	0.32	0.21	0.51	-0.05
17.	0.36	0.03	<b>-0.54X</b>	0.01	0.44	0.18
18.	<b>0.76X</b>	-0.47	-0.05	0.07	-0.10	0.06
19.	<b>0.76X</b>	-0.36	-0.09	-0.01	-0.07	0.22
20.	<b>0.65X</b>	0.12	-0.39	0.45	-0.28	0.00
21.	<b>0.66X</b>	0.16	-0.42	0.49	-0.20	-0.02
22.	<b>0.66X</b>	0.16	-0.42	0.49	-0.20	-0.02
23.	0.33	0.35	-0.07	-0.02	-0.02	-0.40
24.	0.36	0.45	-0.07	-0.22	-0.12	<b>0.53X</b>
25.	0.46	<b>0.52X</b>	0.15	-0.22	-0.12	0.15
26.	-0.13	<b>0.63X</b>	0.03	-0.42	-0.06	0.34
27.	0.18	-0.02	-0.05	0.28	0.19	0.27
28.	<b>0.58X</b>	0.25	-0.16	0.06	0.28	0.06
29.	0.50	<b>0.56X</b>	0.01	-0.31	-0.17	0.25
30.	<b>0.81X</b>	-0.14	0.15	-0.26	-0.12	-0.17
31.	0.07	-0.24	0.36	<b>0.66X</b>	-0.03	0.33
32.	<b>0.54X</b>	-0.46	0.28	0.04	-0.04	-0.05
33.	-0.25	-0.08	-0.09	-0.43	-0.276	0.04
34.	0.31	0.04	-0.09	0.06	<b>-0.56X</b>	-0.15
35.	<b>0.66X</b>	0.16	-0.42	0.49	-0.20	-0.02
36.	0.17	0.01	<b>0.51X</b>	0.16	0.20	-0.15
37.	<b>0.54X</b>	-0.15	-0.21	-0.22	0.16	-0.29



Table 3 (Cont.)

38.	<b>0.60X</b>	-0.07	-0.13	-0.29	0.25	-0.21
39.	<b>0.68X</b>	0.35	0.28	-0.24	-0.09	-0.11
40.	0.47	0.50	0.23	-0.26	0.23	-0.14
41.	<b>0.54X</b>	-0.15	-0.21	-0.22	0.16	-0.29
42.	-0.06	0.28	<b>0.78X</b>	0.03	-0.18	-0.07
43.	0.22	0.32	<b>-0.59X</b>	-0.23	0.29	0.05
44.	0.22	0.32	<b>-0.59X</b>	-0.23	0.29	0.05
45.	0.36	0.26	<b>0.54X</b>	0.14	0.22	0.16
46.	<b>0.67X</b>	0.09	0.28	0.26	0.23	-0.18
47.	0.25	0.47	0.36	0.05	0.05	-0.19
48.	0.05	<b>0.73X</b>	-0.08	-0.18	-0.24	0.01
49.	0.44	0.20	-0.39	0.06	-0.08	0.05

When the data in Table 3 is examined, it is clear that the views of forty-nine teachers included in the study group within the scope of this research form a 6-factor structure. When the factors of the participants were examined according to their frequencies, the first factor was twenty-one; nine in the second factor; and five in the third factor. It can be seen that there is one participant each in factors four, five and six. The fact that the opinions of a significant number of the participants are gathered under the first factor can be expressed as a consensus. Correlations between the factors are given in Table 4.

Table 4

*Correlation Among Factors*

Factors	1	2	3	4	5	6
	Right & Responsibility	Problem Solving	Self Esteem	Emotional Awareness	Identifying Emotions	Conflict Resolution
1	1					
2	-0.21	1				
3	-0.12	0.09	1			
4	0.08	-0.28	0.32	1		
5	-0.30	-0.03	0.05	-0.05	1	
6	0.27	0.49	-0.13	-0.06	-0.17	1

When the correlation between the factors in Table 5 is examined, it can be seen that the highest correlation is between Factor 2 and Factor 6 with a positive directional medium level ( $r = .49$ ). In addition, there is a low negative level between Factor 3 and Factor 4 ( $r = .32$ ); between Factor 1 and Factor 5, there is a low negative level ( $r = .30$ ); and between Factor 2 and Factor 4 there is a low negative level ( $r = .28$ ). It was found that there was a low positive correlation ( $r = .27$ ) between Factor 1 and Factor 6, and a low positive correlation between Factor 1 and Factor 2 ( $r = .21$ ).

In order to determine the common denominator that the participants converged, and to determine which outcomes they give more priority to in the teaching-learning process, the Z

scores of the Q string and the order of these scores were determined, with the findings being given in Table 5.

**Table 5**

Z-scores and Order of Importance

	Right & Responsibility		Problem Solving		Self Esteem		Emotional Awareness		Identifying Emotions		Conflict Resolution	
	Z	Rank	Z	Rank	Z	Rank	Z	Rank	Z	Rank	Z	Rank
1.	2.55	1	-0.53	17	-1.13	23	0.00	15	-0.49	19	0.00	15
2.	1.43	2	-0.49	16	-0.97	20	0.49	10	-0.00	15	1.47	3
3.	1.21	3	-0.99	21	-0.93	19	1.47	3	-1.47	24	0.49	19
4.	-0.43	16	-1.20	23	-0.99	21	0.00	15	0.49	10	-1.96	25
5.	0.46	10	-1.14	22	-1.29	25	0.00	15	-0.00	15	-0.98	22
6.	-0.69	19	-1.56	25	-0.43	15	-0.98	22	0.98	6	-0.49	19
7.	0.33	11	0.92	6	2.10	1	0.00	15	-0.49	19	0.49	10
8.	0.64	6	0.59	7	1.43	4	0.49	10	-0.00	15	0.00	15
9.	-0.28	15	0.58	8	1.53	2	0.98	6	0.49	10	-0.49	19
10.	-1.01	21	0.26	11	0.60	6	-0.49	19	-0.98	22	-0.49	19
11.	1.01	4	-0.37	13	1.43	3	-0.49	19	-1.47	24	-0.98	22
12.	-0.25	14	-0.72	20	0.59	7	-0.49	19	0.98	6	-0.98	22
13.	0.47	9	-0.69	19	-0.60	17	0.00	15	-1.96	25	0.98	6
14.	0.80	5	-0.44	14	-0.19	13	0.49	10	0.98	6	1.96	1
15.	0.62	7	-0.15	12	1.32	5	0.98	6	-0.00	15	0.98	6
16.	-0.86	20	-1.33	24	0.33	10	-0.98	22	0.49	10	-1.47	24
17.	-0.61	17	-0.63	18	-0.01	12	1.47	3	-0.98	22	0.00	15
18.	-1.25	23	-0.45	15	0.29	11	0.98	6	1.96	1	-1.47	24
19.	-0.00	13	0.46	10	0.49	8	0.49	10	1.47	3	0.49	10
20.	-1.04	22	1.15	4	-0.28	14	-0.49	19	1.47	3	0.49	10
21.	-0.63	18	0.49	9	-0.50	16	-0.98	22	-0.00	15	0.00	15
22.	-1.60	25	1.01	5	0.41	9	1.96	1	-0.49	19	0.00	15
23.	0.08	12	1.72	2	-0.91	18	-1.47	24	-0.98	22	1.47	3
24.	0.55	8	1.95	1	-1.26	24	-1.96	25	0.49	10	0.49	10
25.	-1.47	24	1.56	3	-1.03	22	-1.47	24	-0.49	19	0.49	10

In Table 5, it can be seen that the outcome that twenty-one participants included in Factor 1, included in the teaching-learning process, was the acquisition, *"It is ensured that they know their own rights and responsibilities"*. The outcome that they give the least place to is, *"Making people realize how events and thoughts affect emotions"*, which appears to be an outcome. When the findings related to Factor 2 are examined, the most important outcome of the nine participants in this factor is the acquisition, *"It is ensured that they know the ways to solve problems"*. The outcome that they care least about is, *"Teaching how to protect themselves in the use of information technologies"* appears to be an outcome. The five participants below Factor 3 are mostly, *"It is made to realize that they are special"*, while giving importance to outcome, and attaching least importance to the acquisition, *"It is taught that one should struggle with peer pressure"*. Participants in Factor 4 chose, *"Recognize how events and thoughts affect emotions"*. While this gives the greatest priority to the learning outcome, it gives the least

place to acquisition, *"Knowing and applying the ways of solving problems"*. When Factor 5 is examined, it can be seen that the participant under this factor attaches the most importance to the acquisition, *"They are taught to recognize and name different emotions"*, while he attaches the least importance to the acquisition, *"He is taught to observe the rights of his friends"*. Finally, in Factor 6, the most important outcome is, *"Teaching how to solve problems with his friends"*, and the least important outcome is, *"Teaching to offer help appropriately to the individual in need of help"*, which appears to be an outcome. The opinions of eleven teachers participating in the research are not included under any factor. This indicates that teachers' views are not grouped enough to form any factor.

### Discussion, Conclusion and Implications

In this paper, it can be seen that a significant number of the participants are gathered under the first factor. The most common outcome in the teaching-learning process of the teachers, whose opinions are under the first factor, is the outcome, *"It is ensured that they know their own rights and responsibilities"*. Based on these findings, it can be said that the dimension that primary school teachers care most about in social-emotional development is interpersonal skills. This dimension, which is expressed as interpersonal skills in the Primary School Guidance Curriculum (Turkish Ministry of National Education, 2020), is defined as *"Students acquire the knowledge, attitudes and behavior necessary for them to develop healthy interpersonal relationships"*. CASEL (2013) defines this skill, which is included under the dimension of relationship building, as the ability to establish and maintain healthy relationships and to value various individual and group relationships, while the Organization for Economic Cooperation and Development (2018) defines it as empathy, honesty and cooperation in the cooperation dimension. In the dimension of interaction with others, CASEL (2018) defines it with the skills of sociability, reliability and energy. In addition to these definitions, the World Health Organization [WHO] (2020) defines the skills in the dimension of communication skills and interpersonal skills, as interpersonal communication skills, negotiation and rejection skills, empathy, cooperation and teamwork, and advocacy skills. Within the scope of twenty-first century skills (P21, 2019), communication and cooperation skills are included in the category of learning and renewal skills are clearly defined as communicating and cooperating with others. Based on these definitions, it is understood that the child's communication with other individuals is important in terms of social-emotional development. It is thought that teachers care about interpersonal skills in the teaching-learning process and give more space to the outcomes under this dimension, in order to facilitate the adaptation of the child, who is included in a large social group, with the other members of the group. This is because establishing positive relationships is an important component of supporting social-emotional skills (Whitted, 2011). To start the school is the new phase of childrens' life (Esen-Aygun, 2021). Therefore, children should establish good relations with their peers and other school stakeholders at school. It is closely related to liking school, feeling belonging and safe, and enjoying academic success. In this respect, when interpersonal skills are examined in terms of the teacher-student relationship, the quality of the relationship that the child establishes with his/her teacher determines the child's adaptation to school, success at school and peer communication (Spilt et al., 2021; Szejnberg et al., 2004; Wubbels et al., 2016). From the teacher's point of view, it can be seen that a positive teacher-student relationship influences the teacher's classroom management, creating a qualified learning environment, and job

satisfaction (Fraser & Walberg, 2005; Goldstein & Lake, 2000; Klem & Connell, 2004; Sztejnberg et al., 2004). The teacher's approach to their student, with values such as understanding, closeness, acceptance, warmth, honesty, respect, and cooperation, plays a role in the child's relationship with his peers (Pianta, 1999). Teachers draw attention to the fact that teaching social-emotional skills at school not only improves teacher-student relationship, but also strengthens relationships between students and reduces peer bullying (Bridgeland et al., 2013). In other words, a positive teacher-student relationship also contributes to positive peer relationships.

All kinds of relationships with peers during the primary school period cause certain changes in the child's social world (Gifford-Smith & Brownell, 2003). For example, positive peer relationships between the ages of 6-12, called the primary school years or childhood, contribute positively to children's social acceptance, adaptation to school, social behavior and academic performance (Diehl et al., 1998; Ekornåås et al., 2011; Kiuru et al., 2015; Shin, 2007; Wentzel et al., 2009). When evaluated in terms of the curricula in Türkiye, it can be seen that the outcomes for knowing personal and interpersonal rights, duties, and responsibilities are also included in the Primary School Life Sciences (2018) and Primary School Social Studies (2018) curriculums. In addition, studies examining social-emotional skills within the scope of interpersonal skills in Türkiye seem to support this finding. For example, in a study by Esen-Aygün and Şahin Taşkın (2017), in which they examined the social-emotional skills of primary school students, it can be seen that the students' friendship relations and friendship perception skills are at a good level. It is thought that the ability to establish relationships in children is related to the fact that teachers make a large space for interpersonal skills in the learning environment. Based on this information, it is thought that the learning of rights and responsibilities has a wide place in the teaching-learning process as a result of both the nature of social-emotional development and interdisciplinary teaching. The outcome to which the teachers who expressed their opinions under this factor gave the least place in the teaching-learning process is, *"It is made to realize how events and thoughts affect emotions"*, which appears to be an outcome. This outcome is in the "Understanding and Managing Emotions" dimension of the Primary School Guidance Curriculum (Turkish Ministry of National Education, 2020) which is defined as understanding, recognizing, expressing and managing emotions. Self-management in the framework of CASEL (2013), Life and Career Skills in the Twenty-First Century (P21, 2019), Coping and Self-Management in the classification of the World Health Organization (2020), and Emotion Regulation in the classification of the Organization for Economic Cooperation and Development (OECD) (2018). The dimension generally refers to the processes that affect individuals when they have emotions and how they experience and express these emotions (Gross, 1998). When the OECD Social and Emotional Skills Research (OECD, 2021) report is examined, it can be seen that the stress resistance, optimism and emotion control skill levels of the students participating in the research from Türkiye are lower than the other participating countries. It can be thought that this is related to the inclusion of few outcomes in understanding and managing emotions by teachers in the teaching-learning process. In addition, it is understood that the results of studies on emotion regulation at primary school level (Sarısoy & Orhan, 2016; Esen-Aygün & Şahin-Taşkın, 2017) show parallelism with this finding and the OECD data. This skill, called the emotion regulation or self-management skill, includes not only understanding and appropriately expressing emotions,

but also time management, and setting priorities and goals. In this direction, it is understood that children need self-management/emotion regulation skills in order to achieve life success.

When the findings regarding Factor 2, in which the views of the nine participants participating in the research are combined, are examined, it can be seen that these participants mostly give place to the outcome, *"Learning the ways of solving problems"* in the teaching-learning process. The other two factors that teachers, whose opinions are gathered under factor 2, mostly include in the teaching-learning process are, *"It is taught that they should make their own choices and take responsibility for their choices"* and, *"It is ensured that they know the factors that affect their decisions/preferences"*. It is understood that the outcomes are also under the "Decision-Making" dimension of the Primary School Guidance Curriculum (Turkish Ministry of National Education, 2020). When the studies on the teaching of decision-making skills of primary school teachers in Türkiye are examined, it is understood that there is a lack of knowledge on the part of primary school teachers as to how to outcome decision-making skills and, in this sense, teachers do not find the curriculums to be sufficient (Sever, 2020). However, it can be seen that the decision-making skill levels of primary school students are not well-developed (Nemli, 2018; Sever, 2020; Tekin & Ulaş, 2016). In this direction, it can be seen that the findings that are obtained within the scope of this study does not overlap with the literature. It is expected that teachers attach importance to decision-making skills in the learning-teaching process, that their knowledge level on this subject is improved, and that as a result of including these achievements, students' decision-making skills will be improved. It is thought that the difference between this finding of the study and the literature is related to the grade level. This is because age effects decision-making skills of primary school students. Studies examining the decision-making skills and the factors affecting the development of decision-making skills in primary school students are considered in the first and second grades in terms of decision-making in childhood and in the third, fourth and fifth grades as young children and older children (Davidson, 1991; Howse et al., 2003; Mettas & Norman, 2011). While younger age groups consider their emotions more in decision-making, older age groups consider positive and negative options (Howse et al., 2003). According to these studies, children's decision-making skills develop in the years following primary school. For future research, while examining the decision-making dimension of social-emotional learning, it is recommended to conduct research by considering the variables of teachers' use of decision-making skills and students' ages. The outcome that the teachers who expressed their opinions under this factor gave the least place to in the teaching-learning process is, *'How to protect themselves in the use of information technologies'*. is the outcome. This outcome is located under the dimension of "Ensuring Personal Safety" of the Primary School Guidance Curriculum (Turkish Ministry of National Education, 2020). In this context, in studies examining teachers' views on cyber security, it has been found that teachers' knowledge and awareness regarding the use of information technologies and social media use (Alrabaee & Manna, 2021; Altınöz et al., 2019; Yılmaz et al., 2016) are low. It is thought that this finding, obtained within the scope of this study, is related to the fact that teachers do not include these outcomes in the teaching-learning process as a result of their low level of knowledge and awareness. With the pandemic in particular, the fact that we spend more time in digital learning environments brings cyber security problems. In this context, it is thought that teachers should be supported to improve their awareness, knowledge and skill levels in order to ensure their personal safety in the social-emotional development of children.

When the findings regarding Factor 3, in which the five teachers who participated in the research agreed, are examined, the most common outcome in the teaching-learning process is, *"It is ensured that he/she realizes that he/she is special"*. This outcome is under the "Self-Awareness" dimension of the Primary School Guidance Curriculum (Turkish Ministry of National Education, 2020). This dimension, which is expressed as self-awareness or with its contemporary name (Aronson et al., 2012), is defined as a person's understanding of his/her own feelings, thoughts, and values, and being able to notice the effects of these on his/her behavior (CASEL, 2013). The concept of self-awareness refers to the concentration of one's own self (Feldman, 1998). Understanding oneself is a prerequisite for understanding other individuals (Tekke & Coşkun, 2019). In this direction, it is important in terms of social-emotional development that teachers include elements that will support self-awareness skills in the teaching-learning process. Considering the sample size of the research, it is understood that the self-awareness skill is supported by a small number of teachers. Self-awareness is an important component of social-emotional development. In this context, it is thought that teachers should be supported more to include self-awareness skills in the teaching-learning process. However, it is seen that the teachers under this factor at least include the outcome, *"It is taught that one should struggle with peer pressure"*. This outcome is in the dimension of "Ensuring Personal Safety" of the curriculum (Turkish Ministry of National Education, 2020). When the studies on peer pressure/bullying are examined, it is understood that primary school students in Türkiye are frequently exposed to peer pressure/bullying at school (Akpınar & Akpınar, 2022; Bekiroğlu & Güllühan, 2022; Çarkıt & Bacanlı, 2020; Kale & Demir, 2017; Kocuk, 2022; Öksüz et al., 2012). Although studies generally state that primary school students are victims (Burnukara & Uçanok, 2010; Pişkin, 2010), there are also studies revealing bullying behavior of primary school students (Kale & Demir, 2017; Sarı & Demirbağ, 2019). Based on this information, it is understood that primary school students are both exposed to peer bullying and practice peer bullying. However, while exposure to peer bullying decreases with age (Collins et al., 2004; Wolke et al., 2001), bullying increases with age (Juvonen & Graham 2014). Peer bullying has many negative physical, social and psychological consequences for students (Bradshaw, 2015). It is understood that peer bullying affects children negatively in terms of development in every aspect. For this reason, it is thought that teachers should include more measures to prevent peer bullying in classrooms.

There is one participant in each of the last three factors that emerged in the research. A participant in Factor 4 stated, *"It is noticed how events and thoughts affect emotions"*. While giving place to the learning outcome, it includes at least the outcome, *"Knowing and applying the ways of solving problems"*. While the most mentioned outcome is in the dimension of understanding and managing emotions, the least included outcome is in the dimension of interpersonal skills. In this context, it is understood that the practices of the teacher, who expressed an opinion under this factor, in the field of social-emotional development are completely different from the opinions of the teachers in Factor 1. When Factor 5 is examined, it can be seen that the participant under this factor attaches the most importance to the outcome, *"She/He is taught to recognize and name different emotions"*, while she/he attaches the least importance to the outcome, *"She/He is taught to observe the rights of her/his friends"*. The first of these outcomes is in the dimension of understanding and managing emotions, while the second is in the dimension of ensuring personal safety. Finally, in Factor 6, the most important outcome is, *"Teaching how to solve the problems with her/his friends"*, and the least

important outcome is, *"Teaching to offer help appropriately to the individual in need of help"*, which appears to be an outcome. While the dimension that this teacher gives the most place to is interpersonal relations, the dimension that she/he gives the least place to is the dimension of providing personal security. When the research findings are examined in general, it is understood that the dimension that teachers give the most importance to in social-emotional development, and that they include in the teaching-learning process, is interpersonal skills. The order of importance and scoring of different factors of interpersonal skills confirms this situation. Similarly, the dimension that the teachers participating in the research give the least place to in the teaching-learning process is the outcomes aimed at ensuring personal safety. This situation can be interpreted as there being a consensus on the issues that teachers attach importance to in social-emotional development, although there are differences in the implementation process.

As a result of this research, it was found that there is a consensus among primary school teachers regarding the implementation of the outcomes in the primary school guidance curriculum in the learning-teaching process. Although the opinions of the teachers are mostly concentrated in the first factor, the opinions are gathered in six factors, and it can be seen that the relationship between the factors is generally low. In addition, according to the teachers' opinions, in the implementation of the primary school guidance curriculum, the first factor is to know personal rights and responsibilities; knowing the ways of solving problems in the second factor; making her/him realize that she/he is special in the third factor; knowing the effect of events and thoughts on emotions in the fourth factor; and it was concluded that the outcomes on recognizing different emotions in the fifth factor and solving the problems with his friends in the sixth factor came to the fore. The fact that the opinions of a significant part of the participants are gathered under the first factor may be expressed as a consensus.

Considering the importance of social-emotional development in the primary school, it is understood that primary school teachers have an important role to play in this regard (Bozgün & Baytemir, 2019; Esen-Aygun, 2021; Özdemir & Bacanlı, 2020). The primary school teacher, who is present at the beginning of education for many children, contributes to the students' strong attitudes towards the future with their approach to problems and solution suggestions (Dogan & Zeren, 2019). However, just as many children start primary school low social-emotional skills (Türnüklü, 2004), a significant number of teachers had extremely limited information about social-emotional development up until the last ten years (Esen-Aygun & Şahin, Taşkın, 2017). However, the social-emotional competence of teachers provides many positive contributions in terms of cognitive and affective aspects, such as the emotional resilience of students, their stability, and the creation of effective learning environments (Durlak et al., 2011; Jennings & Greenberg, 2009; Schonert-Reichl, 2017). In line with developments throughout the world on social-emotional learning, the curricula implemented in Türkiye and the academic researchers have managed to draw attention to the importance of social-emotional learning. The inclusion of social-emotional skills in the teaching-learning process, considering the social-emotional development within the scope of the primary school guidance curriculum, is a result of these developments. The dimensions of the social-emotional development in the primary school guidance curriculum are compatible with the universal skills considered in social-emotional development. Within this context, it is thought that the primary school guidance curriculum has an important role in supporting the social-emotional

development of children. However, the responsibility for the implementation of the primary school guidance curriculum in primary schools' rests with the primary school teachers. Primary school teachers are the people who know the children best during this period. In this respect, it is an important advantage that the primary school teachers are responsible for the implementation of the primary school guidance curriculum. However, as it can be understood from the findings obtained within the scope of this research, it can be seen that while teachers give more importance to certain areas of development in the development of social-emotional skills, they do not pay enough attention to others. Based on this information, it is understood that primary school teachers should be better informed within the scope of pre-service and in-service training in order to ensure the development of social-emotional skills in children during primary school years. As a result, it is thought that social-emotional development would take place in the learning-teaching process with all its dimensions. Besides, the primary school guidance curriculum consists of the areas of "academic development", "career development" and "social-emotional development". Focusing on the social-emotional development area of the primary school guidance curriculum can be considered a limitation of this study. Related to this limitation, it is recommended that other areas of (academic, career and social-emotional) development can be considered in future studies.

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## **TÜRKÇE GENİŞ ÖZET**

### **İlkokul Sınıf Rehberlik Programında Sosyal-Duygusal Gelişim: Q-Metodoloji Çalışması**

#### **Giriş**

Çocukların sosyal-duygusal gelişimlerinin, onların tüm hayatlarını etkilediği görüşü, son yıllarda çocuklara yönelik bakış açıları da değişimleri beraberinde getirmiştir. Sosyal-duygusal beceriler, duyguları tanımlamak ve yönetmek için bilgi, beceri ve tutumları içeren, başkalarını önemsemek, iyi kararlar vermek için etik ve sorumlu davranmak, olumlu ilişkiler geliştirmek ve olumsuz davranışlardan kaçınmak gibi özellikleri içinde barındıran bir kavramdır (Elias & Mocer, 2012). Sosyal-duygusal becerileri daha güçlü olan çocuklar, kolayca birisi ile tanışabilir, yaşatlarının oynadığı oyuna dahil olabilir, diğerleriyle olumlu iletişim kurabilir, kendisini ifade edebilir, isteklerini iletebilir, bir diğerinin sınırlarını, kendi sınırları gibi koruyabilir. Dolayısıyla bu tür beceriler gösterebilen bir çocuğun, okula başladığında iletişim sorunları yaşamayacağı ve okul başarısının yüksek olacağı tahmin edilebilir. Türkiye'de Millî Eğitim Bakanlığı tarafından hazırlanan bir kılavuzla, ilkökul düzeyinde kazandırılması hedeflenen sosyal-duygusal gelişim alanlarına yönelik beceriler, öğretmenlerin dikkatine sunulmuştur. Bu çalışmada da MEB tarafından hazırlanan bu kılavuzda yer alan yeterlikler hakkında öğretmenlerin görüşleri ele alınmıştır.

Sınıf Rehberlik Programında sosyal-duygusal gelişim alanına ait amaçlar: (1) Öğrencilerin kendilerini tanımaları, duygularını anlamaları ve yönetmeleri, kişilerarası sağlıklı ilişkiler geliştirmeleri için gerekli bilgi, tutum ve davranışları edinmeleri, (2) Kararlar vermeleri, amaçlar oluşturmaları, amaçlara ulaşmak için gerekli önlemleri almaları ve bu yönde çaba göstermeleri ve (3) Kişisel güvenliğini sağlamaları ve yaşam becerileri geliştirmeleri biçiminde verilmektedir ve bu amaçlar için şu yeterlikler belirlenmiştir: A) Öz-farkındalık (benlik farkındalığı) B) Duyguları anlama ve yönetme C) Kişiler arası beceriler D) Karar verme E) Kişisel güvenliğini sağlama. Bu çalışmada programda yer alan sosyal-duygusal gelişim alanına yönelik yeterliklerin ilkökul 1–4. sınıf düzeyinde öğrenme-öğretme sürecinde ne şekilde yer bulduğuna ilişkin öğretmen görüşlerinin incelenmesi amaçlanmıştır. Buna göre araştırma soruları aşağıdaki gibi belirlenmiştir:

(1) Sınıf öğretmenleri arasında sınıf rehberlik programında yer alan kazanımların öğrenme-öğretme sürecinde uygulanmasına ilişkin görüş birliği bulunmakta mıdır?

(2) Öğretmenlerin görüşlerine göre sınıf rehberlik programının uygulanmasında hangi kazanımlar ön plana çıkmaktadır?



## Yöntem

Bu araştırma, Q metodolojisiyle tasarlanmıştır. Bu araştırma kapsamında kolay ulaşılabilir örnekleme yoluyla 63 sınıf öğretmenine ulaşılmıştır. Ancak 14 sınıf öğretmenin hatalı ve eksik kodlama yapması sonucu veri setinden çıkarılmasıyla toplam 49 sınıf öğretmenine ait veriler ile araştırma tamamlanmıştır.

Araştırmanın verileri araştırmacılar tarafından MEB Sınıf Rehberlik Programında (2020) belirlenen sosyal-duygusal gelişim alanı kazanımları dikkate alınarak hazırlanan Q dizgisi ile toplanmıştır. Verilerin analizi PQMethod 2.35 programı kullanılarak yapılmıştır. Veri girişleri yapılmış ve temel bileşenler analizi (principal component analysis) uygulanmıştır.

## Bulgular

Araştırma kapsamında ilk olarak sınıf öğretmenlerinin sosyal-duygusal gelişim kazanımlarını kullanmaya yönelik görüşleri arasında ortak bir görüşün olup olmadığı incelenmiştir. Bu amaçla, öncelikle Q dizgisine ait faktör yükleri belirlenmiştir. Döndürülmemiş faktör yükleri incelendiğinde 11. Kişinin (11K25) birinci ve altıncı faktörlerdeki yüklerinin çok yakın olduğu görülmektedir. Bu nedenle birinci ve altıncı faktörler arasında döndürme işlemi uygulanmıştır. Döndürme bulguları incelendiğinde 1. ve 6. faktörler arasında +7 derecelik pozitif yönde sola döndürme yapıldığı görülmektedir. Döndürme sonucunda 1 ve 6. faktörlerde sırasıyla 0.53 ve 0.53 anlamlılık değerine sahip olan 11. kişi (11K25). +7 derecelik pozitif rotasyon sonucu 0.59 anlamlılık değeri ile 1. faktör altında yer almıştır. Buna ek olarak. 37. ve 41. katılımcılar döndürme sonucu 0.54 anlamlılık düzeyi ile 3. faktöre taşınmıştır. Döndürme bulguları incelendiğinde bu araştırma kapsamında çalışma grubuna dâhil edilen 49 öğretmenin görüşlerinin 6 faktörlü bir yapı oluşturduğu anlaşılmaktadır. Katılımcıların yer aldığı faktörler frekanslarına göre incelendiğinde birinci faktörde 21; ikinci faktörde 9; üçüncü faktörde 5; dördüncü, beş ve altıncı faktörlerde de birer katılımcının yer aldığı görülmektedir. Katılımcıların önemli bir bölümünün görüşlerinin ilk faktör altında toplanması, görüş birliği olduğu şeklinde ifade edilebilir. Faktörler arası korelasyon incelendiğinde, en yüksek ilişkinin Faktör 2 ile Faktör 6 arasında pozitif yönlü orta düzeyde ( $r = .49$ ) bir ilişki olduğu görülmektedir. Ayrıca Faktör 3 ile Faktör 4 arasında negatif yönlü düşük düzeyde ( $r = .32$ ); Faktör 1 ile Faktör 5 arasında negatif yönlü düşük düzeyde ( $r = .30$ ); Faktör 2 ile Faktör 4 arasında negatif yönlü düşük düzeyde ( $r = .28$ ); Faktör 1 ile Faktör 6 arasında pozitif yönde düşük düzeyde ( $r = .27$ ) ve Faktör 1 ile Faktör 2 arasında pozitif yönde düşük düzeyde ( $r = .21$ ) ilişki olduğu bulunmuştur.

## Tartışma, Sonuç ve Öneriler

Bu araştırmanın sonucunda, sınıf öğretmenleri arasında sınıf rehberlik programında yer alan kazanımların öğrenme-öğretme sürecinde uygulanmasına ilişkin bir görüş birliğinin olduğu bulunmuştur. Öğretmenlerin görüşleri büyük oranda ilk faktörde yer almakla birlikte, görüşlerin altı faktörde toplandığı ve faktörler arası ilişkinin genel olarak düşük olduğu görülmüştür. Ayrıca öğretmenlerin görüşlerine göre sınıf rehberlik programının uygulanmasında, ilk faktörde kişisel hak ve sorumlulukları bilmek; ikinci faktörde sorun çözme yollarını bilmek, üçüncü faktörde kendisinin özel olduğunu fark ettirmek; dördüncü faktörde olayların ve düşüncelerin duygular üzerindeki etkisini bilmek; beşinci faktörde farklı duyguları tanımak ve altıncı faktörde



de arkadaşlarıyla yaşadığı sorunları çözebilmek konulu kazanımların ön plana çıktığı sonuçlarına ulaşılmıştır. Katılımcıların önemli bir bölümünün görüşlerinin ilk faktör altında toplanması, görüş birliği olduğu şeklinde ifade edilebilir. Sosyal-duygusal öğrenme konusunda dünyada yaşanan gelişmeler doğrultusunda ülkemizde uygulamaya konan öğretim programları ve yapılan akademik araştırmalar sosyal-duygusal öğrenmenin önemine dikkati çekmeyi başarmıştır. Sınıf rehberlik programı kapsamında sosyal-duygusal gelişim alanının dikkate alınarak öğretme-öğrenme sürecinde sosyal-duygusal becerilere yer verilmesi bu gelişmelerin bir sonucudur. Sınıf rehberlik programındaki sosyal-duygusal gelişim alanına ait boyutlar sosyal-duygusal gelişimde dikkate alınan evrensel beceriler ile uyumludur. Bu kapsamda, sınıf rehberlik programının çocuklarda sosyal-duygusal gelişimi desteklemede önemli bir görevi olduğu düşünülmektedir. Bununla birlikte, ilkokulda sınıf rehberlik programının uygulanmasındaki sorumluluğun sınıf öğretmenlerindedir. Sınıf öğretmenleri bu dönemde çocuğu en iyi tanıyan kişilerdir. Bu doğrultuda, sınıf rehberlik programının uygulanmasındaki sorumluluğun sınıf öğretmenlerinde olması önemli bir avantajdır. Bu bilgilerden hareketle, ilkokul yıllarında çocuklarda sosyal-duygusal becerilerin gelişimini sağlamak üzere sınıf öğretmenlerinin hizmet öncesi ve hizmet içi eğitimler kapsamında daha fazla bilgilendirilmesi gerektiği anlaşılmaktadır. Böylece, sosyal-duygusal gelişimin tüm boyutlarıyla öğrenme-öğretme sürecinde yer alacağı düşünülmektedir. Bu araştırmada, programın sosyal-duygusal gelişim alanının ele alınması bir sınırlılık olarak kabul edilebilir. Gelecek çalışmalarda programda yer alan kariyer gelişimi, akademik ve sosyal-duygusal gelişim alanlarının da dikkate alınması önerilir.