



Predictive Role of Self-Perception on Social-Emotional Competence in Pre-Service Preschool Teachers*

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Okul Öncesi Öğretmen Adaylarında Benlik Algısının Sosyal-Duygusal Yeterliği Yordayıcı Rolü*

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Etik Not: Araştırma ve yayın etiğine uyulmuştur.

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Abstract

Social-emotional learning is a lifelong process in which individuals develop their social-emotional skills and abilities. It encompasses various characteristics such as being aware of and managing emotions, setting and achieving goals, respecting different perspectives, establishing and maintaining positive relationships with the environment, making decisions, and being constructive in relationships. The social-emotional competencies of teachers significantly influence children's social-emotional skills. To teach and develop children's social-emotional skills, it is crucial for the teacher—the one who teaches—to possess a certain level of social-emotional competence. The preschool teacher, who introduces children to the concept of school for the first time, plays a critical role in preparing children for school and ensuring their adaptation. Their positive self-perception and social-emotional competence are vital in this regard. However, it is expected that teachers will acquire these skills during pre-service training. Considering this information, this study examines the relationship between the social-emotional competencies and self-perception of pre-service preschool teachers. Accordingly, it investigates whether there is a significant relationship between pre-service preschool teachers' social-emotional competencies and self-perception and to what extent social-emotional competence predicts self-perception. The data for the study were collected using the Social-Emotional Competence Questionnaire and the Self-Theory Scale. The research findings indicate that pre-service teachers' self-perception significantly predicts their social-emotional competence.

Article Info

Keywords: Social-emotional competence, self-perception, pre-service teacher, preschool

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Okul Öncesi Öğretmen Adaylarında Benlik Algısının Sosyal-Duygusal Yeterliği Yordayıcı Rolü

Öz

Sosyal-duygusal öğrenme; bireylerin yaşamları boyunca kendi sosyal-duygusal beceri ve yeteneklerini geliştiren bir süreçtir. Bireylerin duygularının farkında olma ve yönetme, hedef belirleme ve hedefe ulaşma, farklı bakış açılarına saygı duyma, çevreyle olumlu ilişki kurma ve sürdürme, karar alma, ilişkilerde yapıcı olma gibi birtakım özellikleri içinde barındırmaktadır. Çocukların sosyal-duygusal becerilerini, öğretmenlerin sosyal-duygusal yeterlilikleri önemli derecede etkilemektedir. Çocuklara sosyal-duygusal becerileri öğretmek ve bu becerilerini geliştirmek için öğreten kişinin yani öğretmenin birtakım sosyal-duygusal yeterliliğe sahip olması çok önemlidir. Çocukları okul kavramı ile ilk kez tanıştıracak olan okul öncesi öğretmenin olumlu benlik algısı ve sosyal-duygusal yetkinliği; çocukları okula hazırlama ve okula uyumlarının sağlanmasında oldukça önemlidir. Ancak, öğretmenin bu becerileri hizmet öncesi eğitim sırasında edinmiş olması beklenmektedir. Bu bilgiler ışığında bu çalışmada, okul öncesi öğretmen adaylarının sosyal-duygusal yeterlilikleri ve benlik algısı arasındaki ilişki incelenmiştir. Böylece, okul öncesi öğretmen adaylarının sosyal-duygusal yeterlilikleri ve benlik algısı arasında anlamlı bir ilişki olup olmadığı incelenmiş ve sosyal-duygusal yeterliğin benlik algısını ne ölçüde yordadığı araştırılmıştır. Araştırma verilerinin toplanmasında Sosyal-Duygusal Yeterlilik Anketi ve Benlik Kuramı Ölçeği kullanılmıştır. Araştırma bulguları öğretmen adaylarının benlik algısının sosyal-duygusal yeterliği anlamlı düzeyde yordadığına işaret etmektedir.

Makale Bilgisi

Anahtar Kelimeler: Sosyal-duygusal yeterlik, benlik algısı, öğretmen adayı, okul öncesi

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Geniş Özet

Sosyal-duygusal öğrenme (SDÖ), çocukların ilgi ve gereksinimleri doğrultusunda hazırlanmış, sosyal-duygusal becerileri geliştiren bir öğrenme alanını ifade eder. Sosyal-duygusal becerilerin (SDB) gelişimi, bireylerin problemlerle başa çıkma ve çözüm üretme, öfke kontrolünü sağlama ve duygularını yönetme, olumlu arkadaşlık ilişkileri kurma gibi birtakım özellikleriyle bireylerin kendilerini olduklarından daha olgun ve güvende hissetmelerine katkı sağlamaktadır. Sosyal-duygusal beceriler, başkalarıyla olan ilişkilerimizi etkilediği kadar kişinin kendi duygularını yönetmesini de etkilemektedir. Sosyal-duygusal yeterliğin bireylerin yaşamlarında birtakım duygu ve davranış sorunlarının ortaya çıkmasını önleyici rol oynadığı düşünülmektedir. Buna göre, sosyal-duygusal yeterlilik bireyin diğer bireylerle ilişkilerini ve iletişimlerini kolaylaştırmaktadır. Bireyin kendini çok iyi tanıması, davranışlarını düzenlemesi, bağımsız bir birey olabilmesi; çevresiyle pozitif yönde ilişki kurmasında etkilidir Kendini tanıyan birey aynı zamanda başkasının duygu ve düşüncelerini de çok iyi anlayan bir bireydir. İç dünyasıyla iletişime geçen kişi dış dünyasındaki yaşantıların da farkına varır. Bu kişiler hem kendinin çevresini etkilediğini hem de kendisinin çevresinden etkilendiğini bilir. Benlik, bireyin kişiliğinin temelinde yer almaktadır. Aynı zamanda bireyin algı, duygu ve düşüncelerin tümü olarak tanımlanır. Benlik yaşantılara ve deneyimlere bağlıdır. Kişilik gelişimini etkileyen önemli etkenlerden biri benlik yani çocuğun kendi hakkındaki birtakım duygu ve düşünceleridir. Benliğin oluşumunda bu duygu ve düşünceler etkilidir. Bu nedenle benlik aynı zamanda bireyi diğer insanlardan ayıran özelliklerin tümü olarak ifade edilir. Benlik, kişinin tecrübeleriyle oluşup şekillenen bir yapıdır. Çocuk doğduğu andan itibaren çevresiyle etkileşim içerisinde. Etkileşim arttıkça çocuğun kendi hakkında duygu ve düşünceleri de artar. Benlik, varlığımızın temelini oluşturarak duygu, düşünce ve davranışlarımızı etkileyerek kişinin kendisini ve çevresini nasıl algıladığını belirler. Çocukta benlik kavramı; anne, baba, arkadaş, öğretmen gibi çevresindeki önemli kişilerden etkilenir ve şekillenir. Benliğin şekillenmesinde önemli rol oynayan faktörlerden biri de diğer insanlar tarafından nasıl değerlendirildiğimizdir. Bu nedenle, benliğin şekillenmesinde ve olumlu benlik algısının oluşmasında diğer insanlarla iletişim ve etkileşimimizin önemli olduğu anlaşılmaktadır. Çocuğun sosyal-duygusal gelişimini etkileyen faktörlerden biri okul öncesi eğitimidir. Küçük yaşlarda öğrenme çok hızlı olduğu ve öğrenilen bilgiler bireyin ileriki yaşantısını da etkilediği düşünülürse okul öncesinde sosyal-duygusal gelişim önemli bir etmendir (Dinç, 2002). Öğretmenin sosyal-duygusal gelişimi, çocukların sosyal-duygusal becerileri kazanması ile yakından ilişkilidir. Ayrıca, sosyal-duygusal becerilerin küçük yaşlardan itibaren kazanılması yaşam boyu sürdürülebilir olmasında önem arz etmektedir. Bu bilgilerden hareketle, araştırmanın ana amacı sosyal-duygusal yeterlik ile benlik algısı arasındaki ilişkiyi incelemek olarak belirlenmiştir. Araştırma soruları aşağıdaki gibidir: Okul öncesi öğretmeni adaylarının;

- Benlik algısı ile sosyal-duygusal yeterlik düzeyleri arasında istatistiksel olarak anlamlı bir ilişki var mıdır?
- Benlik algısı sosyal-duygusal yeterliği pozitif ve anlamlı düzeyde yordayabilir mi?

Yöntem

Öğretmen adaylarının sosyal-duygusal yetkinlik düzeyleri ile benlik algısı arasındaki ilişkiye odaklanan bu çalışma yordayıcı korelasyonel modelde tasarlanmıştır. Bu doğrultuda, okul öncesi öğretmen adaylarının benlik algısının sosyal-duygusal yeterlik düzeyini ne ölçüde yordadığı belirlenmiştir. Çalışma grubu tabakalı örnekleme tekniği kullanılarak belirlenmiştir. Araştırmanın, yürütüldüğü Eğitim Fakültesi'nde verilerin toplandığı 2022-2023 akademik yılında fakültede yaklaşık 480 okul öncesi öğretmen adayı öğrenim görmektedir. Bu doğrultuda, 228 öğretmen adayına çalışmaya katılmayı kabul etmiştir. Araştırmaya katılan öğretmen adaylarının 185'i kadın, 43'ü erkektir. Araştırmada, Sosyal-Duygusal Yeterlilik Anketi ve Benlik Kuramı Ölçeği kullanılmıştır. Süreç araştırma etiğine uygunluğun sağlanması ile başlamıştır. Buna göre, Çanakkale Onsekiz Mart Üniversitesi Bilimsel Araştırmalar Etik Kurulu'nun 20/07 sayılı izni ile etik olur alınmıştır. Buna dayalı olarak, araştırma verileri, Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi'nde 2022-2023 akademik yılında eğitim-öğretim faaliyetlerini aksatmayacak şekilde toplanmıştır. Veri seti analizi hazırlanırken, öncelikle verilerin normallik varsayımına uygunluğu incelenmiştir. Ardından diğer testler uygulanmıştır.

Bulgular

Araştırmada ilk olarak, okul öncesi öğretmeni adaylarının sosyal-duygusal yeterlik düzeyleri ile benlik algısı düzeyleri arasındaki ilişki incelenmiştir. Buna göre, sosyal-duygusal yeterlik ve benlik algısı arasında pozitif yönlü orta düzeyde ilişki bulunduğu anlaşılmaktadır. Bu bulguya ek olarak araştırmada ikinci araştırma sorusu kapsamında, öğretmen adaylarının benlik algısı düzeylerinin sosyal-duygusal yeterliği ne ölçüde yordadığı incelenmiştir. Bulgular, sosyal-duygusal yeterlik düzeyinin modele dahil edilen değişken tarafından açıklandığı görülmektedir. Bir diğer ifade ile

sosyal-duygusal yeterlik düzeyinin %14'ü benlik algısı tarafından açıklanmaktadır. Ayrıca, modelin istatistiksel olarak doğruluğu analiz edilmiştir. Bulgular modelin istatistiksel olarak anlamlı olduğunu ifade etmektedir (sig. .000). Araştırmada son olarak, modeldeki katsayıların tahmin değerleri ve t değerleri incelenmiştir. Buna göre, Sig. 000 için benlik algısı değişkeninin katsayısının istatistiksel olarak anlamlı olduğu anlaşılmaktadır. Bu doğrultuda, benlik algısındaki 1 birimlik değişim öğretmen adaylarının sosyal-duygusal yeterliğini .695 birim arttıracak anlaşılmaktadır. Bu kapsamda elde edilen bulgular doğrultusunda, benlik algısının sosyal-duygusal yeterliği yordayıcı rolünün bulunduğu anlaşılmaktadır.

Sonuç, tartışma ve öneriler

Bireyin kendini algılayış biçimi, duygu, düşünce ve davranışlarının şekillenmesinde rol oynamaktadır. Bu durum, kişinin diğer bireyler ile olan ilişkisinin yönünü tayin edebilmektedir. Bir diğer ifade ile kendi ile ilgili olumlu algıya sahip bireyler diğerleri ile daha olumlu ilişkiler kurabilmektedir. Bu bilgiler, benlik ile duygu düşünce ve davranış ilişkisini elen alan sosyal-duygusal özelliklerin birbiri ile ilişkili olduğuna işaret etmektedir. Bu doğrultuda araştırmada, öğretmen adaylarının benlik algısı ve sosyal-duygusal yetkinliği arasındaki ilişkiye odaklanılmıştır. Araştırmada, okul öncesi öğretmen adaylarının sosyal-duygusal yeterlikleri ile benlik algıları arasında pozitif yönde orta düzeyde bir ilişki olduğu belirlenmiştir. Bu durum, öğretmen adaylarının benlik algıları ile sosyal-duygusal yeterlik düzeylerinin birbirini desteklediğini ve sosyal-duygusal yeterliğin benlik algısını kapsayan bir yapı sunduğunu göstermektedir. Alanyazın incelendiğinde, bu bulgunun daha önceki araştırmalarla da büyük ölçüde örtüştüğü görülmektedir. Öğretmen adaylarının öznel iyi oluş düzeylerinin yüksek olması, onların problem çözme becerilerini geliştirmekte ve dolayısıyla çocukların da benzer sorunlarla başa çıkmalarına katkı sunmaktadır. Öz yeterlik düzeyi yüksek bireylerin, öz düzenleme ve karar alma gibi alanlarda da benlik saygılarının yüksek olduğu görülmektedir. Bu bağlamda, sosyal-duygusal yeterlik alt boyutları ile benlik algısı boyutlarının birbirini desteklediği ve bu araştırmanın bulgularının da alan yazınla büyük ölçüde tutarlı olduğu anlaşılmaktadır. Benlik, bireyin kendisine dair algısı, inancı ve duygularının etkili bir bileşimini ifade ederken, sosyal-duygusal yeterlik ise bireyin duygularını tanıma, yönetme, başkalarıyla sağlıklı ilişkiler kurma, sorumlu kararlar verme ve sosyal ortamlarda etkili bir şekilde etkileşimde bulunma becerisini açıklamaktadır. Olumlu bir benlik algısının, bireyin özgüvenine katkı sağlayarak duygularını daha etkin biçimde yönetmesini ve sosyal ilişkilerinde olumlu etkileşimler yaşamasını destekler. Bu karşılıklı etkileşim, bireyin kendini gerçekleştirmesine katkıda bulunarak hem kişisel gelişimini hem de toplumsal uyumunu destekleyecektir. Bu doğrultuda, öğretmen adaylarının sosyal-duygusal yeterlikleri ile benlik algıları arasındaki bu ilişkinin mesleki gelişim açısından önemli ipuçları sunduğu düşünülmektedir.

Araştırma kapsamında incelenen bir diğer husus olan ikinci araştırma sorusuna ait bulgular, okul öncesi öğretmen adaylarının benlik algısı düzeylerinin, sosyal-duygusal yeterlikleri üzerinde anlamlı ve pozitif bir etkiye sahip olduğunu ortaya koymaktadır. Bu durum, öğretmen adaylarının benlik algısındaki bir değişimin, sosyal-duygusal yeterlik düzeyini de etkileyebileceğine işaret etmektedir. Alanyazın incelendiğinde, bu bulgunun pek çok çalışma tarafından farklı yönleri ile desteklendiği görülmektedir. Bu durumun, araştırma örneklerinin bir sonucu olarak ortaya çıktığı düşünülmektedir. Sosyal-duygusal yeterliği öz yönetim açısından inceleyen bir başka araştırmada ise benlik saygısı yüksek olan bireylerin özyönetim becerilerinin gelişmiş olduğu görülmektedir. Bu bulgu, benliğin sosyal-duygusal yeterliği yordadığı şeklinde yorumlanabilir. Problem çözme becerileri, sosyal farkındalık ve yakın ilişkiler gibi boyutları ile sosyal-duygusal yeterlik ile doğrudan bağlantılıdır. Okul öncesi öğretmenlerinin sosyal-duygusal becerilerinin gelişmiş olması, çocukların da bu alandaki yetkinliklerini artırmalarına katkı sağlamaktadır. Bu nedenle, öğretmen yetiştirme programlarında, çocukların sosyal-duygusal becerilerini güçlendirecek teorik ve uygulamalı derslerin yer alması gerekliliği ortaya çıkmaktadır. 2018 yılı okul öncesi öğretmenliği lisans programı incelendiğinde, Bebeklik Döneminde Gelişim ve Eğitim, Erken Çocukluk Döneminde Gelişim, Okullarda Rehberlik, Okula Uyum ve Erken Okuryazarlık gibi derslerin doğrudan sosyal-duygusal gelişimi desteklediği görülmektedir. Ayrıca, Eğitimde Drama, Kapsayıcı Eğitim ve Okul Dışı Öğrenme Ortamları gibi seçmeli dersler ile çocukta sosyal beceri eğitimi dersi de sosyal-duygusal becerilerin gelişimini destekleyen içerikler sunmaktadır. Ancak, sosyal-duygusal beceriler sadece teorik bilgilerle değil, deneyim yoluyla da gelişmektedir. Öğretmenlerin sosyal-duygusal becerileri, çocuklara model olmaları açısından büyük önem taşımaktadır. Bu nedenle, öğretmen adaylarının teorik bilgilerini uygulama ile pekiştirebilecekleri deneyim temelli derslerin artırılması, sosyal-duygusal yeterliklerin gelişimine önemli katkı sağlayacaktır. Böylece, çocukların erken yaşlardan itibaren sosyal-duygusal becerilerini doğrudan deneyimleyerek, bu yetkinlikleri yaşam boyu kullanabilecekleri bir beceri haline getirmeleri desteklenebilir.

Introduction

Social-emotional learning is a process that develops children's social-emotional skills in a learning environment prepared in line with their interests and needs, where they feel safe and comfortable (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2014). Social-emotional learning is also a process that enables individuals to develop the skills and qualities necessary to gain their own social-emotional and academic competencies (Korkut-Owen, 2010). Therefore, social-emotional learning includes features such as being aware of and managing one's emotions, setting goals for oneself and achieving these goals, establishing and maintaining positive relationships with the environment, making effective decisions, and respecting different perspectives (Elias et al., 1997; cited in Aygün and Taşkın, 2016). Social-emotional learning is a strategy that enables individuals to be successful in life by being aware of, understanding, regulating, and expressing their social and emotional characteristics (Kabakçı and Totan, 2012). According to Zins et al. (2004), social-emotional learning enables individuals to understand and regulate their own social-emotional characteristics and thus express themselves effectively.

The presence of social-emotional skills enables individuals to feel more mature and confident than they are, with features such as coping with problems and finding solutions, controlling anger and managing their emotions, and establishing positive friendships (Parlakian, 2003). Social-emotional skills affect one's ability to manage one's own emotions, as well as our relationships with others (Lopes et al., 2003; cited in Aygün and Taşkın, 2022). Children's social-emotional skills significantly affect the social-emotional competencies of teachers (Buchanan et al., 2009; Jones and Doolittle, 2017). According to CASEL (2013), it is very important that the person teaching, that is, the teacher, has some social-emotional competence to teach children social-emotional skills and develop these skills.

Social-emotional competence consists of sub-dimensions such as self-management, self-awareness, social awareness, taking responsibility, decision-making, and establishing positive relationships. Social-emotional competence is a factor that prevents the emergence of some emotional and behavioral problems in individuals' lives and protects them from stress (Garmezy, 1991). According to social-emotional competence, the individual's knowing himself and being aware of his feelings and thoughts facilitates his relationships and communication with other individuals (Deniz and Erözkan, 2017). The individual must know himself very well, regulate his behavior, and become an independent individual; this is effective in establishing positive relationships with the environment (Cüceloğlu, 1998). An individual who knows himself is also an individual who understands the feelings and thoughts of others very well (Maslow, 1969). While the individual gets to know himself, he communicates with his inner world (Özmen, 2006). A person who communicates with his inner world also becomes aware of the experiences in his outer world. "These people know that they both affect their environment and are affected by their environment" (Cüceloğlu, 1998, p. 52). According to Cüceloğlu (1998), people's understanding of each other in their mutual communication depends on the other person expressing himself correctly. Being aware of one's own feelings and thoughts and expressing oneself is related to self-perception.

Ego is at the basis of the individual's personality. It is also defined as all the individual's perceptions, emotions, and thoughts. It includes how the individual perceives himself and his thoughts about himself (Güngörmüş, 1997). The self consists of the individual's unique emotions, behaviors, attitudes, perceptions, and value judgments; it is the individual's ideas about himself (Onur, 1993). The self depends on experiences and life events. The more experiences and life events one has, the more diverse the individual's self becomes (Pişkin, 2003).

One of the important factors affecting personality development is the self, that is, some of the child's feelings and thoughts about himself. These feelings and thoughts are effective in the formation of the self. For this reason, the self is also expressed as all the features that distinguish the individual from other people (Tesser, 2002). The self is a structure formed and shaped by a person's experiences. The child interacts with his environment from the moment he is born. As interaction increases, the child's feelings and thoughts about himself also increase. When looked at, the self is not a structure that exists from birth, but a structure that develops later (Cevher and Buluş, 2006).

The self-forms the basis of our existence and determines how a person perceives himself and his environment by affecting our emotions, thoughts, and behaviors (Kağıtçıbaşı, 2010). Self-concept in the child; It is influenced and shaped by important people around it, such as mother, father, friend, and teacher (Hurlock, 1978; cited in Güngörmüş, 1995). According to Öner (1985), the self-constitutes the basis of our personality. One of the factors that play an important role in shaping the self is how we are evaluated by other people (Cüceloğlu, 2016). Therefore, it is understood that our communication and interaction with other people are important in shaping the self and creating a positive self-perception.

When theories regarding self-perception are examined, it is seen that social factors come into play in shaping the self. For example, in Freud's psychoanalytic theory, it is seen that the superego is shaped by cultural and environmental factors, and the individual acts accordingly (Holt, 1989). Similarly, in Erikson's psychosocial personality theory, he emphasized the social aspect of the self in relationships with all other people, from the relationship with the mother in the first stage to the last stage, with the father and other family members, school and friend circle, business environment, and private relationships (Christiansen and Palkovitz, 1998). In Rogers' Phenomenological Self Theory, childhood has an important place in the formation of self-perception (Demoulin, 2000). As children grow up and open to the outside world, their identities are shaped by the social environment. Therefore, social-emotional competence is thought to be related to self-perception. Based on this information, it is thought that the positive self-perception of preschool teachers, who will meet children in social life for the first time, plays a role in transferring positive self-perception to their students.

In line with the information obtained from theories and research about the concepts of self and social-emotional competence, it is understood that they have common aspects and overlapping features in shaping emotions, thoughts, and behaviors. Based on this information, it is thought that the social-emotional competence of individuals with a developed sense of self will be positively affected by this situation. The positive self-perception and social-emotional competence of the preschool teacher, who will introduce children to the concept of school for the first time, are very important in preparing children for school and ensuring their adaptation to school. Accordingly, the teacher is expected to have acquired these skills during pre-service training. In the light of this information, this research examined the relationship between pre-service preschool teachers' social-emotional competencies and self-perception. Thus, it was investigated whether there was a significant relationship between pre-service preschool teachers' social-emotional competence and self-perception, and to what extent social-emotional competence predicted self-perception.

When the literature is examined, it is seen that various studies have been conducted on the social-emotional competence and self-perception of pre-service preschool teachers. In these studies, self-efficacy (Şenal, 2019), emotional intelligence levels (Altındış et al., 2016), social skills (Aydoğan et al., 2016); it is seen that the focus is on issues such as self-esteem (Atan et al., 2020) and professional self-esteem (Ada et al., 2011; Akyol and Aslan, 2006; Ayaz and Güleç, 2017). When these studies were examined in terms of their results, the social-emotional competence level of pre-service preschool teachers was examined according to different variables. These variables are grade level, parents' education level, and socio-economic level. While in some studies, the social-emotional competence level of pre-service teachers shows a significant difference according to the grade level (Aydoğan et al., 2016), in some studies, it does not show a significant difference (Tepeli and Arı, 2011). While one study found a significant relationship between parents' education level and social-emotional skills (Temel and Birol, 2015), another study found no significant relationship (Aydoğan et al., 2016). While there was no significant relationship in one study when looking at the socio-economic level (Aydoğan et al., 2016), there was a significant relationship in another study (Selahattin et al., 2012). In the studies on self-perception, studies were conducted on self-esteem and professional self-esteem. While factors such as gender and regret about the department chosen are effective in professional self-esteem (Ada et al., 2011), there is no significant difference in self-esteem on factors such as age, gender, and class level (Güleç and Ayaz, 2017).

One of the factors affecting the social-emotional development of a child is preschool education. Considering that learning is very rapid at a young age and the information learned affects the individual's future life, social-emotional development becomes an important factor in preschool education (Dinç, 2002). The teacher's social-emotional development is closely related to children's acquisition of social-emotional skills. Additionally, acquiring social-emotional skills from an early age is important for lifelong sustainability. Therefore, it is critical for the preschool teacher to know himself/herself and possess social-emotional competence in activating social-emotional skills in children. Based on this information, it is believed that this study, which will examine the relationship between pre-service preschool teachers' social-emotional competence and self-perception for the first time, is original and will contribute to the literature by providing comprehensive information on the extent to which self-perception explains social-emotional competence. In this regard, the main purpose of the research was to examine the relationship between pre-service preschool teachers' social-emotional competence and self-perception. In line with the main purpose of the research, the research questions were determined as follows:

- Is there a significant relationship between the social-emotional competence and self-perception levels of pre-service preschool teachers?

- Do pre-service preschool teachers' social-emotional competence levels positively and significantly predict their self-perception?

Methodology

Research Model

This study, which focuses on the relationship between pre-service teachers' social-emotional competence levels and self-perception, was designed using a predictive correlational model. In a predictive correlational model, predictions of one variable are measured based on the known value of another variable (Fraenkel and Wallen, 2006). In this regard, it was examined whether there was a significant relationship between the social-emotional competence level and self-perception of pre-service preschool teachers. The extent to which pre-service teachers' social-emotional competence predicts their level of self-perception was also determined.

Participants

The participants of the research are pre-service preschool teachers studying at Çanakkale Onsekiz Mart University. All pre-service teachers studying at the relevant faculty had an equal chance to participate in the study. The stratified sampling technique, which is a random sampling method, was used to determine the pre-service teachers who would participate in the research (Büyüköztürk et al., 2012). Accordingly, Krejcie and Morgan's (1970) sample size determination formula was used as a basis for the 95% confidence interval. In the 2022-2023 academic year, when the data were collected at the Faculty of Education, where the research was conducted, approximately 480 pre-service preschool teachers were studying at the faculty. Krejcie and Morgan (1970) recommended a sample size of 214 for a population of 480. In this regard, 228 pre-service teachers were reached. After the purpose of the research was explained to the pre-service teachers, those who volunteered to participate in the study were asked to fill out the measurement tools. Demographic information about the pre-service teachers participating in the research is shown in Table 1.

Table 1. Demographic Information

Gender	N			
	Female		Male	
	185		43	
Grade Level	1	2	3	4
	51	52	59	66
Total	228			

As seen in the information in Table 1, 185 female and 43 male teacher pre-service participated in the research. In addition, 51 of the pre-service teachers participating in the research are in the first grade, 52 in the second grade, 59 in the third grade and 66 in the fourth grade.

Data Collecting

Social-Emotional Competence Questionnaire and Self Theory Scale were used to collect research data. Permission numbered 20/07 from the Scientific Research Ethics Committee was obtained in accordance with research ethics. Data were collected in the 2022-2023 academic year. The measurement tools to be used in the research are as follows:

Social Emotional Competence Survey

The scale developed by Zhou and Ee (2012) was adapted to Turkish by Avcu, Ekşi, and Tuncer, (2019). There are 25 items collected under five sub-dimensions from the measurement tool. Dimensions: it is called self-awareness, social awareness, self-management, relationship management and responsible decision-making. The scale consists of 6-point Likert type items. The reliability value obtained for the entire scale was calculated as .84. When the model fit indices are examined, it is understood that the model is confirmed and the Turkish version of the original structure of SDYA is valid and reliable.

Self-Theory Scale

The scale developed by Berg and Snyder (2010) was adapted to Turkish by Yavuzer, Karataş and Polat-Demir (2017). It is a scale developed by Berg and Snyder (2010) for individuals to measure their own perceptions in their lives. The scale consists of physical appearance (FG), physical health (FS), intelligence (Z), academic success (AB), vocational success (MB), free time activities (SZE), personality (K), family relations (AI), close It consists of 10 dimensions: relationships (RI) and friendship (ARC), and each dimension has 40 items that enable the individual to evaluate their perceptions. The scale consists of 5-point Likert type items. The internal consistency coefficient for all 36 items was found to be 0.84 . When the model fit indices are examined, it is understood that the model is confirmed and the Turkish version of the original structure of the BQS is valid and reliable.

Analysis of Data

The Kolmogorov-Smirnov test was applied to determine the compliance of the data with the assumption of normality. The findings regarding the normality assumption are as in Table 2.

Table 2. Kolmogorov Smirnow Test

	İstatistik	sd	Sig.
SEC		22	
	.066	8	.170
SP		22	
	.032	8	.200

When the data in Table 2 is examined, it is understood that the data regarding the measurement tools used in the research complies with normal distribution. Based on this information, it is understood that it is appropriate to use parametric tests in the analysis of research questions.

Results

First, in the research, the relationship between pre-school teacher pre-service social-emotional competence levels and self-perception levels was examined. Correlation findings are as in Table 3.

Table 2. Kolmogorov Smirnow Test

	İstatistik	sd	Sig.
SEC		22	
	.066	8	.170
SP		22	
	.032	8	.200

Table 3 When examined, it is understood that there is a moderate positive relationship between social-emotional competence and self-perception. In addition to this finding, within the scope of the second research question, the extent to which the self-perception levels of pre-service teachers predict social-emotional competence was examined. The results of the regression analysis applied in this context are as in Table 4.

Table 4. Regression Analysis Results of the Effect of Social-Emotional Competence Level on Self-Perception Level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.385 ^a	.148	.144	.66532	2.038

Table 4 When examined, it is seen that the level of social-emotional competence is explained by the variable included in the model. In other words, 14% of the social-emotional competence level is explained by self-perception. In Table 5 below, the statistical accuracy of the model is analyzed.

Table 5. *Statistical Values of the Effect of Social-Emotional Competence Level on Self-Perception Level*

	Kareler Toplamı	df	Kareler Ortalaması	F	Sig.
1	17.357	1	17.357	39.211	.000 ^b
Residual	100.039	226	.443		
Toplam	117.395	227			
a. Dependent Variable: Social-emotional competence					
b. Predictors: (Constant), Self-perception					

The findings in Table 5 indicate that the model is statistically significant (sig. .000). Finally, in the research, the estimated values and t values of the coefficients in the model were examined. The findings are as in Table6:

Table 6. *Model Estimate*

	Std. Error	Beta		Tolerance	VIF
1					
(Constant)	.397	5.231	.000		
BAort	.111	.385	6.262	.000	1.000
a. Dependent Variable: SDY					

When the findings in Table 6 are examined, it is understood that the coefficient of the Self-perception variable for 000 is statistically significant. In this regard, it is understood that a 1-unit change in self-perception will increase the social-emotional competence of teacher preservice by .695 units. In line with the findings obtained in this context, it is understood that self-perception has a predictive role in social-emotional competence.

Discussion, Conclusion and Recommendations

When the relationship between the social-emotional competence and self-perception levels of preschool teacher pre-service is examined, it is understood that there is a moderate positive relationship between the social-emotional competence and self-perception of preschool teacher pre-service. This finding indicates that teacher pre-service' self-perception and social-emotional competence levels support each other, and that the social-emotional competence level includes the self-perception level. When the literature is examined, it is understood that this finding is significantly supported. In Yiğit's (2013) study examining the relationship between teacher pre-service' subjective well-being and social problem-solving skills, a positive significant difference was observed between the subjective well-being levels and social problem-solving skill levels of teacher pre-service. The high levels of subjective well-being in teacher pre-service indicate that their skills, such as coping with the problems they encounter in life and problem-solving, also improve, which, in turn, contributes to children's ability to solve the problems they encounter. In the study of Tok et al. (2020), which investigated the role of self-esteem and general self-efficacy in preschool teacher pre-service, a positive relationship was found between self-esteem and self-efficacy, a sub-dimension of social-emotional competence. It was concluded that individuals with high self-efficacy will also have high levels of self-esteem in competencies such as self-regulation and decision-making. In the study conducted by Derici-Cevap (2017), a positive, low-level significant relationship was found between self-esteem and communication skills, which includes social relations, one of the sub-dimensions of social-emotional competence, and emotional sub-dimensions. In Güler's (2006) study examining the relationship between preschool teachers' emotional intelligence levels and problem-solving skills, a moderately positive, significant, and moderate relationship was found between emotional intelligence levels and problem-solving skills. In Şahin's (2009) study on self-perception and locus of control in interpersonal conflict resolution approaches, conducted with university students, it was concluded that people with positive self-perceptions are positive and constructive in terms of conflict resolution. When we look at literature, social-emotional competence sub-dimensions and self-perception sub-dimensions support each other. In this context, the findings obtained within the scope of this research appear to be compatible with literature.

Preservice Preschool teachers' social-emotional competence level predicts their self-perception level positively and significantly. This finding indicates that a change in the self-perception level of teacher pre-service also changes their social-emotional competence level. When the literature is examined, it is understood that this finding is significantly supported. Yiğit (2013)'s study examining the relationship between teacher pre-service' subjective well-being and social problem-solving skills found that subjective well-being significantly predicts social problem-solving skill sub-dimensions such as positive orientation, negative orientation, and rational problem-solving orientation. Er (2017)'s study examining professional self-esteem, emotional intelligence, and life satisfaction in counselors according

to various variables revealed that there is a positive significant relationship between professional self-esteem and emotional intelligence, except for interpersonal relations, one of the sub-dimensions of emotional intelligence. Additionally, it was found that interpersonal relations and life satisfaction levels, which are sub-dimensions of emotional intelligence, predict professional self-esteem. Parmaksız and Avşaroğlu (2012) concluded in their study on the relationship between self-esteem, optimism, and stress coping styles that self-esteem significantly predicts the variance in optimism and that there is a strong relationship between self-esteem, optimism, and stress coping styles, with these factors predicting each other. In this direction, it includes problem-solving skills, social awareness, which is one of the sub-dimensions of social-emotional competence, and close relationships, which is one of the sub-dimensions of self-perception; factors such as subjective well-being and professional self-esteem are included as sub-dimensions of self-perception. In this context, the findings obtained within the scope of this research appear to be compatible with literature.

The social-emotional competence levels of preschool teacher pre-service students are higher than those of teacher pre-service students studying in departments such as mathematics, foreign languages, chemistry, and science education (Esen Aygün and Alemdar, 2022). The high level of social-emotional competence of preschool teacher pre-service students contributes to skills such as self-awareness, self-management, social awareness, effective decision-making, and communication in children. In this context, it is understood that there should be different theoretical and practical courses in teacher training programs, especially for pre-service preschool teachers, that will develop children's social-emotional skills. When the preschool teaching undergraduate program (2018) is examined, it is seen that social-emotional development is directly targeted within the scope of field education courses: Development and education in infancy, Development in early childhood, Guidance in schools, School adaptation, and early literacy courses. In addition, it is understood that content for the development of social-emotional skills is included in vocational knowledge elective courses such as Drama in Education, Inclusive Education, and Out-of-School Learning Environments, and field education elective courses such as social skills training in children. These courses provide important theoretical information for preservice teachers to contribute to the social-emotional development of children. However, a significant part of social-emotional skills is enriched through life experience. The social-emotional skills of the teacher are transferred to the children. In this context, it is thought that practical courses in which pre-service teachers will combine theoretical knowledge with experience will help develop social-emotional competence. Thus, it can be said that children will experience social-emotional skills from an early age and turn them into lifelong learning skills.

Contributions of the Researchers

All authors contributed to the manuscript equally.

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Conflict of Interest

The authors have disclosed no conflict of interest.

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