The Effects of Positive Youth Development Based Classroom Guidance Program on Life Skills of Primary School Students[1]

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Abstract

This study was conducted to determine whether the positive youth development based classroom guidance program affected life skills of primary school students positively. As a quantitative method, a 2x3 split plot pretest –posttest control group semi-experimental design was used. Participants included the fourth-grade students who are attending a public school in Turkey. The experimental group was given the positive youth development based classroom guidance program (12 weeks classroom guidance, 12 weeks workshop training) developed by the researchers. The Life Skills Scale was utilized to determine the life skill levels of the participants. The effects of the guidance program were analyzed by a mixed design ANOVA (2x3). The findings of the research study indicate that the positive youth development-based guidance program had a significant effect on students' relationships and social interests. The training program implemented has shown that the participants in the experimental group provide an increase in life skills related to the dimension of relationship (managing differences, resolving conflicts, cooperating, social skills and communication), social interest (involving others, empathy, sharing and nurturing relationships). Additionally, a statistically significant difference was observed between the post-test and follow-up test scores of the students in the experimental group. It was found that the effect continued for a month after the training was given to the experimental group.

Keywords: Positive youth development, life skills, classroom guidance program, workshop.

Ethical committee approval: Since this research was conducted before 01.01.2020, it does not require an ethics committee decision.

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Along with the positive psychology approach research that aims to improve the positive aspects of individuals has started to gain importance. According to Henrichs (2012), in the positive psychology approach, individuals' potentials and existing powers should be focused on. This perspective increases the use of approaches based on positive psychology such as positive youth development (PYD) in many areas, especially in education. Recently, school counseling and guidance services have gained more and more importance as the education system today involves helping children and adolescents gain basic life skills, values and behaviors as well as knowledge (Nazlı, 2016). Therefore, helping students to acquire life skills is at the heart of school counseling and guidance programs.

According to Bernard (1990), the definition of youth refers to the time period between late childhood and early adolescence. Providing adequate support and opportunities during this period will help prevent individuals' risky behaviors that might be encountered in the future. The importance of skill programs at early ages has been emphasized in several studies (American School Counselor Association-ASCA, 2014; Campbell, Ramey, Pungello, Sparling and Miller-Johnson, 2002; Diamond, Barnett, Thomas and Munro, 2007; Hanbury, 2008; Hanley, Heal, Tiger and Ingvarsson, 2007); and the fact that protective skills of the preventive counseling approach are crucial against potentially risky behaviors is acknowledged (Nazlı, 2016).

The PYD approach, which has been popular in recent years, has been implemented through various programs around the world. There are findings in the literature indicating that programs that are based on the PYD approach have yielded positive results. The positive effects have been seen on protecting the sexual and reproductive health of young people (Balsano, Phelps, Theokas, Lerner and Lerner, 2009), decreasing problematic behaviors and increasing academic success (Benson and Saito, 2000; Bernat and Resnick, 2006; Lerner, 2005), decreasing risky behaviors (Campbell, Trzesniewski, Nathaniel, Enfield and Erbstein, 2013), increasing self-confidence, morale and competence (Catalano, Berglund, Ryan, Lonczak and Hawkins, 2004; Cognetta and Sprinthall, 1978), self-regulation and self-protection (Gavin, Catalano, David-Ferdon, Gloppen and Markham, 2010; Lerner, Albert, Anderson and Dowling, 2006; Lerner, Taylor and Von Eye, 2002), commitment to school, constituting social capital (Gestsdottir, Bowers, Von Eye, Napolitano and Lerner, 2010; Mahatmya, 2011), making healthy decisions (Lerner and Lerner, 2010), cognitive development (Lerner, Lerner and Benson, 2011), and social skills (Maas, Wilken, Jordan, Cullen and Place, 2006; Newmann and Rutter, 1983; Olson and Goddard, 2012; Peterson and Seligman, 2004; Roth, Brooks-Gunn, Murray and Foster, 1998; Roth and Brooks-Gunn, 2003; Sun and Shek, 2012; Youngblade et al., 2007).

The 4H program, one of the applications of PYD, can be used in any structure which serves the developmental areas that the individuals need (Durlak et al., 2007). The 4H program, in which the current study is grounded, is a PYD program based on

four personal development areas, initials of which make up 4H (Norman and Jordan, 2006). The main life skills and sub-life skills involved in it are given in Figure 1. Programs addressing individuals aged 5 to 21 aim to improve the life skills of young people. The purpose is to create individuals who constantly develop themselves and are able to adapt to the future (Aslan, 2014; Özbay, 2013).

Figure 1. 4H life skills wheel (Hendricks, 1998)

Park (2004) remarks that PYD programs are effective in discovering cognitive, social and psychological development resources in young people's lives. These goals are in line with the ultimate goal of the Comprehensive Developmental Guidance and Counseling Programs (CDGP) designed for schools within the developmental model. With CDGP, student development is encouraged at schools, and potential problems are predicted and tried to be prevented (Nazlı, 2016).

Especially in recent years, positive approaches in school counseling services have brought new perspectives, approaches and applications to the field. For the current study, a life skills program was developed based on the positive youth development approach, which has been applied in many countries around the world despite having found still a limited place in Turkey. It is thought that this program can provide support for the preparation of programs suitable for the developmental periods of the individuals within the scope of CDGP being implemented at schools. In the classroom guidance program designed for this study the HEART category, which constitutes the main step of the 4H model was taken as a basis. The program covered life skills such as accepting the differences, conflict resolution, cooperation, social skills, communication, care for others, empathy, sharing, and nutritional relationships,

which were components of the relationship and social interest subcategory of the HEART category. The reason for addressing especially these skills is that developing these is an essential function of primary education. In addition, it is considered that the inclusion of workshops to support classroom guidance activities in the study might provide a different application area to school counselors and practitioners working in the field (Figure 1).

Overall, this study aims to explain to what extent the guidance program based on PYD was effective on the life skills of children. To this end, the researchers sought answers to the question Does classroom guidance program with a focus on positive youth development increase students' life skills levels in a positive and significant way?

Method

Since this research was conducted before 01.01.2020, it does not require an ethics committee decision.

Research Model

As a quantitative method, a 2x3 split plot, pretest, posttest, follow-up test, control group and semi-experimental design were used.

Study Group

The participants included the fourth grade students attending state primary school in Ankara the capital of Turkey. The participants were composed of fourth grade students attending to a state Primary School in Ankara. The characteristics of the fourth-grade students in all classes were examined before creating a study group. Two similar classes were randomly selected among all the 4th grade classes in terms of gender and socio-economic status. The study group consists of 41 students, 10 years old, 21 girls and 20 boys. The experimental group included 21 students (11 girls and 10 boys). The control group included 20 students (10 girls and 10 boys).

Designing the Classroom Guidance Program

The classroom guidance program was prepared by the researchers by reviewing The Positive Youth Development and the Hanbury (2008) social skills program. The program was designed to address acknowledging positive characteristics of oneself and others, recognizing one's strengths, accepting differences, verbal and nonverbal communication, the importance of communication, effective listening, effective communication skills, communication barriers, using positive ways in communication, conflict resolution methods, the importance of empathy in interpersonal relations, recognizing emotions, the importance of working in groups, sharing and cooperation, the importance of friendship, effective relationship with friends, and sharing and cooperation with friends.

The classroom guidance program includes 12 sessions of classroom guidance activity and 12 workshops. Classroom guidance activities were planned to take a lesson hour (40 minute) per week, and the workshops to last two lesson hours (40 +

40 minute) at once per week. Activities were organized to embrace rich learning experiences. According to Hanbury (2008), while teaching life skills, convenient methods should be used according to age group 9-10 in order to make acquiring these skills. Since the program targeted the age group 10, it was structured with activities that require moving and active thinking. As PYD-based life skills programs emphasize expressing feelings and encouragement, activities such as pictures and games that group members could be actively involved in were used.

In the classroom guidance program designed for this study, the HEART category, which constitutes the main step of the 4H model was taken as a basis. The program covered life skills such as accepting the differences, conflict resolution, cooperation, social skills, communication, care for others, empathy, sharing, and nutritional relationships, which were components of the relationship and social interest subcategory of the HEART category (Hendricks, 1998). The reason for addressing especially these skills is that developing these is an essential function of primary education. In addition, it is considered that the inclusion of workshops to support classroom guidance activities in the study might provide a different application area to school counselors and practitioners working in the field.

The classroom guidance and workshop sessions are designed to involve one or more activities. Sessions were planned to consist of a warm up activity, introduction of the topic, objective-oriented activities, termination, feedback and evaluation stages. In the planning stage for each session, the goals of the session, how to achieve the goals, the required materials, the duration of each phase, the methods to be used, and how to receive feedback were determined. Classroom guidance activities were supported by workshops to strengthen the objectives and to make learning more persistent. After the guidance program was prepared, specialists in the field of school counseling and teachers reviewed this program. Before applying the main program effectiveness of the pilot program was tested. By applying the pilot program the appropriateness of the activities to the group, the duration, and the usability and convenience of the methods and techniques were reviewed, and the program was made ready for implementation (Table 1).

As for the control group, healthy nutrition and moving life program were implemented. Four activities (body recognition, balanced nutrition, body cleansing and eye health) were implemented by the researchers simultaneously with the experimental group.

Table 1

Brief Description of PYD-Based Classroom Guidance Programs Sessions

Session Name	Content	Goal
Session and Workshop-1	The purpose of the program	• Realizes the purpose of the program and in what kind of environment it will take place.

Table 1 (continue)

Session and Workshop-2	Knowing yourself and others	• Recognizes positive traits towards self and others.
Session and Workshop-3	Knowing yourself and others	• Recognizes the positive aspects of himself and others. • Understands that different characteristics of individuals are natural.
Session and Workshop-4	Tolerance and respect for differences	• Understands the importance of being tolerant and respectful towards differences.
Session and Workshop-5	Effective communication	• Realizes the importance of verbal and non-verbal communication. • Understands the importance of active listening in communication. • Recognizes communication barriers in interpersonal relations. • Realizes effective communication skills.
Session and Workshop-6	Effective communication	• Realizes the importance of communication in interpersonal relations. • Comprehends communication barriers in interpersonal relations. • Understands the importance of using positive ways in effective communication.
Session and Workshop-7	Conflict resolution	• Realizes the causes of conflict in daily life. • Recognizes effective conflict resolution methods.
Session and Workshop-8	Conflict resolution	• Knows which conflict resolution skills to use in conflicts.
Session and Workshop-9	Empathy and emotions	• Realizes the importance of empathy in interpersonal relations. • Distinguish between pleasant and unpleasant feelings. • Realizes the importance of recognizing emotions in establishing empathy in interpersonal relations.
Session and Workshop-10	Sharing and collaboration in the group	• Realizes the importance of skills required in group work. • Realizes the importance of cooperation and sharing in the group. • Express the importance of working with the group.
Session and Workshop-11	Friendship relations	• Understands the importance of friendship. • Comprehends the positive reactions in effective friendship relations. • Understands the importance of cooperation and sharing in friendship relations.
Session and Workshop-12	Program evaluation and closing	• Understands how to use the gains obtained in the program in her future life.

Data Collection Instrument

The Life Skills Scale (LSS) was developed by Tomar et al. (2016) to measure the life skills of young people within the PYD-based 4H Life Skills Model. Scale has a five-point Likert-type rating. The LSS consists of 4 dimensions, 8 sub-dimensions, 35 subscales and 133 items. From each subscale, subscale, main dimension and overall scores are obtained. Within the scope of the current study, the relationship and social interest sub-dimensions of the emotional dimension were used. The relationship sub-dimension consists of 19 items belonging to 5 subscales including managing differences, conflict resolution, cooperation, social skills, and communication. The social interest sub-dimension consists of 14 items concerning 4 subscales including interest in others, empathy, sharing, and nurturing relationships (Tomar et al., 2016).

Relationship and social interest sub-dimensions in the emotional domain of the scale were used in the research. The relationship sub-dimension consists of a total of 5 subscales and 19 items: conflict resolution, social skills, communication, cooperation and managing differences. The social interest sub-dimension consists of a total of 4 subscales and 14 items: caring for others, empathy, sharing and nurturing relationships (Tomar et al., 2016).

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In this research study, the validity and reliability analyzes of the emotional dimension of the life skills scale were conducted by using the data collected from 4th grade students (405 students; 214 girls, 191 boys). The reliability coefficient calculated for the relationship sub-dimension was $\alpha = .84$. The reliability coefficients for the five subscales in this sub-dimension ranged from $\alpha = .71$ to $\alpha = .58$. The reliability coefficient of the social interest sub-dimension was found to be $\alpha = .86$. The reliability coefficients of the four subscales in this sub-dimension ranged from $\alpha = .80$ to $\alpha = .55$. According to the results of the analyses, it can be said that the reliability coefficients of the sub-dimensions are at acceptable levels.

Experimental Process and Data Collection Procedure

The LSS (social interest and relationship dimensions) was applied to four fourth grade classes in the school in which the study was conducted, and information was obtained from their parents via the personal information form. The experimental and control groups were composed of two similar groups in terms of similar gender and socioeconomic status and by considering the scale results. The independent group t-test results revealed that there was no significant difference between the mean scores of the students in the experimental and the control group in any subscale of the relationship and social interest dimensions ($p > .05$).

The implementation of the program lasted for 12 weeks, with one lesson hour (40 minutes) of classroom guidance activities and two lesson hours (40 + 40 minutes) workshop practice per week. The program was implemented by the researcher and the classroom teacher participated as an observer. Classroom guidance activities were held in class, and workshops were held in an environment where activities could be carried out more freely. During the implementation stage, a file that contains session evaluation forms of all sessions was prepared and filled in by the participants of the experimental group following the workshops. After the experiment, post-tests were implemented in both groups. One month later, a follow-up study was done.

Data Analysis

Whether both groups were equivalent in terms of related dependent variables before the experimental procedure was examined by an independent measures t-test. Stevens (2009) states that analysis of variance, a powerful parametric technique, can be used in situations where experimental control is high and the numbers in groups are equal, even though the assumption of homogeneity of variances is violated. Lunney (1970) states that the analysis of variance can be used even in special cases where the number of degrees of freedom is at least 20 and the dependent variable is dichotomous (1-0), provided that the numbers in the groups are equal (as cited in Field, 2005). There were 21 subjects in the experimental group and 20 subjects in the control group. Based on the explanations made here, one of the subjects in the experimental group (subject ID = 2) was randomly selected and excluded from the data set, and the numbers of subjects in the groups were equalized.

The effects of the intervention program (independent variable) on each sub-dimension that constitutes a relationship and social interest were analyzed by a mixed design ANOVA (2x3). The main focus is not the main effects of A (group: experimental, control) and B (measurement: pre-test, post-test, follow-up) but the interaction effect of AB (group x measurement). Comparisons were made through repeated contrasts, in situations where the group x measurement interaction effect was significant. Grounding the comparisons on repeated contrasts, posttest and pretest scores were compared to explore the effects of the intervention, and the posttest and follow-up scores were compared to investigate the persistence of the effects. The effect sizes were calculated (η^2), and .01, .06 and .14 were taken as criteria for small, moderate and large effect sizes, respectively. The level of significance was determined as .05 in the study.

Results

The findings of the study are presented in two sections were given.

The Effect of the Positive Youth Development-Based Guidance Program on the Relationship Sub-Dimension of Students' Life Skills

The relationship sub-dimension of the LSS consists of managing differences, conflict resolution, collaboration, social skills and communication. The results of the two-factor analyses of variance as to whether these life-skills of the students in both

groups differed significantly through repeated measures can be seen in Tables 2-6. The repeated contrasts of the group x measurement interaction effects are also presented in the tables.

Table 2

Summary of ANOVA Results on Managing Differences Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	62.51	39				
Group	42.24	1	42.25	79.21	.00	.68
Error	20.27	38	.53			
Within subjects	22.00	80				
Measurement	3.70	2	1.85	22.59	.00	.37
Group x Measurement	12.08	2	6.04	73.79	.00	.66
Error	6.22	76	.08			
Total	84.51	115				
Pretest-Posttest	14.64	1	14.64	84.42	.00	.69
Error	6.59	38	.17			
Posttest-Follow-up	.58	1	.58	9.20	.00	.20
Error	2.38	38	.06			

As Table 2 indicates, the main effects of the group (experimental–control), ($F_{(1,38)} = 79.21$, $p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)} = 22.59$, $p < .05$) are significant. Moreover, it appears that in managing differences subscale, pretest, posttest, and follow-up scores of the students in the experimental and the control group differed significantly; that is, the interaction effect of the group and repeated measures on managing differences subscale is significant ($F_{(2,76)} = 73.79$, $p < .05$). According to repeated contrasts made to examine the interaction effect in more detail, a significant difference is observed between the pretest and posttest scores of the groups with large effect size, ($F_{(1,38)} = 84.42$, $p < .05$, $\eta^2 = .69$). In addition to the ANOVA results, η^2 was given to examine the effect of the independent variable on the dependent variable. When the pretest and posttest scores of both groups are examined in Table 1, it can be seen that the participants in the experimental group got significantly higher scores from the subscale than the ones in the control group. Repeated contrast results of the posttest and the follow-up scores indicate a significant difference and a large effect size ($F_{(1,38)} = 9.20$, $p < .05$, $\eta^2 = .20$).

Table 3

Summary of ANOVA Results on Conflict Resolution Subscale

Source of variation	Sum of squares	df	Mean square	F	p	partial η^2
Between subjects	24.42	39				
Group	18.22	1	18.22	111.85	.00	.75
Error	6.19	38	.16			
Within subjects	79.04	80				
Measurement	10.45	2	5.22	7.76	.00	.17
Group x Measurement	17.41	2	8.70	12.92	.00	.25
Error	51.18	76	.67			
Total	103.45	115				
Pretest-Posttest	17.78	1	17.78	9.21	.00	.20
Error	77.10	38	2.03			
Posttest-Follow-up	1.74	1	1.74	11.79	.00	.24
Error	5.59	38	.15			

In Table 3, it is seen that the main effects of the group (experimental–control), $(F_{(1,38)} = 111.85, p < .05)$ and measurement (pretest–posttest–follow-up) $(F_{(2,76)} = 7.76, p < .05)$ are significant. It appears that in conflict resolution subscale, pretest, posttest, and follow-up scores of the students in both groups differed significantly; that is, the interaction effect of the group and repeated measures on the conflict resolution subscale is significant, $(F_{(2,76)} = 12.92, p < .05)$. In addition, according to repeated contrasts, a significant difference is observed between the pretest and posttest scores of the groups with a large effect size, $(F_{(1,38)} = 9.21, p < .05, \eta^2 = .20)$.

Table 4

Summary of ANOVA Results on Collaboration Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	25.12	39				
Group	15.49	1	15.49	61.06	.00	.62
Error	9.64	38	.25			
Within subjects	44.59	80				
Measurement	8.87	2	4.43	31.24	.00	.45
Group x Measurement	24.94	2	12.47	87.88	.00	.70
Error	10.78	76	.14			
Total	69.72	115				
Pretest-Posttest	31.21	1	31.21	119.94	.00	.76
Error	9.89	38	.26			
Posttest-Follow-up	.90	1	.90	4.70	.04	.11
Error	7.28	38	.19			

Table 4 shows that the main effects of the group (experimental–control), ($F_{(1,38)}$ = 61.06, $p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)}$ = 31.24, $p < .05$) are significant. Additionally, in the collaboration subscale, pretest, posttest, and follow-up scores of both groups differed significantly; that is, the interaction effect of the group and repeated measures on the collaboration subscale is significant, ($F_{(2,76)}$ = 87.88, $p < .05$). According to repeated contrasts, a statistically significant difference was seen between the pretest and posttest scores of the groups with a large effect size, ($F_{(1,38)}$ = 119.94, $p < .05$, $\eta^2 = .76$). When the pretest and posttest scores of both groups are examined, it can be seen that the change in the subscale scores of the experimental group is significantly greater than the control group. Repeated contrast results of the posttest and the follow-up scores indicate a significant difference and a moderate effect size, ($F_{(1,38)}$ = 4.70, $p < .05$, $\eta^2 = .11$).

Table 5

Summary of ANOVA Results on Social Skills Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	28.28	39				
Group	19.49	1	19.49	84.19	.00	.69
Error	8.79	38	.23			
Within subjects	42.54	80				
Measurement	10.73	2	5.36	86.82	.00	.70
Group x Measurement	27.12	2	13.56	219.44	.00	.85
Error	4.70	76	.06			
Total	70.82	115				
Pretest-Posttest	34.22	1	34.22	325.65	.00	.90
Error	3.99	38	.10			
Posttest-Follow-up	.90	1	.90	7.64	.01	.17
Error	4.48	38	.12			

As Table 5 indicates, the main effects of the group (experimental–control), ($F_{(1,38)}$ = 84.19, $p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)}$ = 86.82, $p < .05$) are significant. Moreover, it appears that in the social skills subscale, pretest, posttest, and follow-up scores of both groups differed significantly; that is, the interaction effect of the group and repeated measures on the social skills subscale is significant, ($F_{(2,76)}$ = 219.44, $p < .05$). According to repeated contrasts, a statistically significant difference is seen between the pretest and posttest scores of the groups with a large effect size, ($F_{(1,38)}$ = 325.65, $p < .05$, $\eta^2 = .90$). When the pretest and posttest scores of both groups are examined, it is clear that the change in the subscale scores of the experimental group is significantly greater than the control group. Repeated contrast results of the posttest and the follow-up scores indicate a significant difference and a large effect size, ($F_{(1,38)}$ = 7.64, $p < .05$, $\eta^2 = .17$).

Table 6

Summary of ANOVA Results on Communication Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	27.36	39				
Group	19.60	1	19.60	95.93	.00	.72
Error	7.76	38	.20			
Within subjects	46.00	80				
Measurement	10.68	2	5.34	44.72	.00	.54
Group x Measurement	26.25	2	13.13	109.98	.00	.74
Error	9.07	76	.12			
Total	73.36	115				
Pretest-Posttest	30.19	1	30.19	113.06	.00	.75
Error	10.15	38	.27			
Posttest-Follow-up	1.81	1	1.81	9.85	.00	.21
Error	6.97	38	.18			

In Table 6, it is seen that the main effects of the group (experimental–control), ($F_{(1,38)} = 95.93, p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)} = 44.72$, $p < .05$) are significant. In addition, in the communication subscale, pretest, posttest, and follow-up scores of both groups differed significantly; that is, the interaction effect of the group and repeated measures on the communication subscale is significant, ($F_{(2,76)} = 109.98, p < .05$). According to repeated contrasts, a statistically significant difference is seen between the pretest and posttest scores of the groups with a large effect size, ($F_{(1,38)} = 113.06, p < .05, \eta^2 = .75$). When the pretest and posttest scores of both groups are examined, it is clear that the change in the subscale scores of the experimental group is significantly greater than the control group. Repeated contrast results of the posttest and the follow-up scores indicate a significant difference and a large effect size, ($F_{(1,38)} = 9.85, p < .05, \eta^2 = .21$).

The Effect of the Positive Youth Development-Based Guidance Program on the Social Interest Sub-Dimension of Students' Life Skills

The social interest sub-dimension of the Life Skills Scale consists of an interest in others, empathy, sharing, and nurturing relationships. The results of the two-factor analyses of variance as to whether these life-skills of the students in both groups differed significantly through repeated measures are given in Tables 7, 8, 9 and 10. The repeated contrasts of the group x measurement interaction effects are also presented.

Table 7

Summary of ANOVA Results on Interest in Others Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	15.65	39				
Group	10.76	1	10.76	83.70	.00	.69
Error	4.89	38	.13			
Within subjects	36.58	80				
Measurement	7.12	2	3.56	25.72	.00	.40
Group x Measurement	18.95	2	9.48	68.47	.00	.64
Error	10.52	76	.14			
Total	52.24	115				
Pretest-Posttest	21.02	1	21.02	94.00	.00	.71
Error	8.50	38	.22			
Posttest-Follow-up	1.60	1	1.60	8.53	.01	.18
Error	7.12	38	.19			

In Table 7, the main effects of the group (experimental–control), ($F_{(1,38)} = 83.70$, $p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)} = 25.72$, $p < .05$) are significant. Additionally, in interest in others subscale, pretest, posttest, and follow-up scores of both groups differed significantly; that is, the interaction effect of the group and repeated measures on interest in others subscale is significant, ($F_{(2,76)} = 68.47$, $p < .05$). According to repeated contrasts, a statistically significant difference is seen between the pretest and posttest scores of the groups with a large effect size, ($F_{(1,38)} = 94.00$, $p < .05$, $\eta^2 = .71$).

Table 8

Summary of ANOVA Results on Empathy Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	14.59	39				
Group	12.19	1	12.19	192.73	.00	.84
Error	2.40	38	.06			
Within subjects	33.08	80				
Measurement	6.19	2	3.10	32.26	.00	.46
Group x Measurement	19.60	2	9.80	102.15	.00	.73
Error	7.29	76	.10			
Total	47.68	115				
Pretest-Posttest	19.60	1	19.60	90.07	.00	.70
Error	8.27	38	.22			
Posttest-Follow-up	2.63	1	2.63	24.22	.00	.39
Error	4.12	38	.11			

As Table 8 indicates, the main effects of the group (experimental–control), ($F_{(1,38)} = 192.73$, $p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)} =$

32.26, $p < .05$) are significant. In the empathy subscale, pretest, posttest, and follow-up scores of both groups differed significantly; that is, the interaction effect of the group and repeated measures on the empathy subscale is significant, ($F_{(2,76)} = 102.15$, $p < .05$). According to repeated contrasts, a statistically significant difference between the pretest and posttest scores of the groups with a large effect size, ($F_{(1,38)} = 90.07$, $p < .05$, $\eta^2 = .70$).

Table 9

Summary of ANOVA Results on Sharing Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	17.73	39				
Group	14.00	1	14.00	142.84	.00	.79
Error	3.72	38	.10			
Within subjects	39.93	80				
Measurement	7.16	2	3.58	30.22	.00	.44
Group x Measurement	23.76	2	11.88	100.22	.00	.72
Error	9.01	76	.12			
Total	57.56	115				
Pretest-Posttest	26.68	1	26.68	96.75	.00	.72
Error	10.48	38	.28			
Posttest-Follow-up	1.88	1	1.88	15.98	.00	.30
Error	4.47	38	.12			

Table 9 shows that the main effects of the group (experimental–control), ($F_{(1,38)} = 142.84$, $p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)} = 30.22$, $p < .05$) are significant. In sharing subscale, pretest, posttest, and follow-up scores of both groups differed significantly; that is, the interaction effect of the group and repeated measures on sharing subscale is significant, ($F_{(2,76)} = 100.22$, $p < .05$). According to repeated contrasts, a statistically significant difference is seen between the pretest and posttest scores of the groups with a large effect size, ($F_{(1,38)} = 96.75$, $p < .05$, $\eta^2 = .72$).

Table 10

Summary of ANOVA Results on Nurturing Relationships Subscale

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Between subjects	15.80	39				
Group	12.92	1	12.92	171.24	.00	.82
Error	2.88	38	.08			

(continued)

Table 10 (continued)

Source of variation	Sum of squares	df	Mean square	F	p	Partial η^2
Within subjects	23.41	80				
Measurement	1.18	2	.59	3.65	.03	.09
Group x Measurement	9.96	2	4.98	30.84	.00	.45
Error	12.27	76	.16			
Total	39.21	115				
Pretest-Posttest	8.71	1	8.71	28.11	.00	.42
Error	11.78	38	.31			
Posttest-Follow-up	2.02	1	2.02	11.99	.00	.24
Error	6.42	38	.17			

Table 10 shows that the main effects of the group (experimental–control), ($F_{(1,38)} = 171.24$, $p < .05$) and measurement (pretest–posttest–follow-up) ($F_{(2,76)} = 3.65$, $p < .05$) are significant. In nurturing relationships subscale, pretest, posttest, and follow-up scores of both groups differed significantly; that is, the interaction effect of the group and repeated measures on nurturing relationships subscale is significant, ($F_{(2,76)} = 30.84$, $p < .05$). According to repeated contrasts, a statistically significant difference between the pretest and posttest scores of the groups with a large effect size, ($F_{(1,38)} = 28.11$, $p < .05$, $\eta^2 = .42$).

Discussion, Conclusion and Suggestions

The results show that the PYD based classroom guidance program had a significant effect on students' relationship and social interest life skills related, and this effect continued through the follow-up, too. This suggests that the students who participated in the life skills training program have improved their relationship and social interest life skills. Previous studies in the literature support these findings. For example, 4H programs have been proven to develop interpersonal relationships, problem solving and social skills (Cappella and Weinstein, 2006; Durlak and Weissberg, 2007), nurturing relationships (Butts, Bazemore and Meroe, 2010; Wright and Weidong, 2009) group work, accepting the differences (Fitzpatrick, Cagne, Jones, Lobley, and Phelps, 2005), communication (Robinson and Zajicek 2005), development of collaborative relationships (Solomon, Battistich, Watson, Schaps, and Lewis, 2000), and conflict resolution (Sun and Stewart, 2007).

A study of the life skills involved in this study is the one conducted by Madsen, Hicks and Thompson (2011) with a similar age group. This semi-experimental study was conducted with fifth grade students. The program proved effective in the acquisition and development of life skills such as problem solving, care for others, and being a part of a group. Another study involving 4H application on communication and problem-solving life skills was conducted with the 10-11 age group. The results of the research study suggest that 4H applications have a positive influence on students' acquisition of life skills (Kreikemeier, 2015). Similarly, another study involving friendship and problem-solving life skills was conducted by the New York State 4H Youth Organization (2015), stated that the program contributed to the

young people in developing this kind of life skills. As a result of his study conducted with 400 4H individuals aged 4-18, Morris (1996) reported an increase in working and cooperative behaviors in the group.

In her study, Nazlı (2008) found that teachers have adopted classroom guidance applications and the developmental-preventive guidance approach of CDGP. Classroom guidance is considered crucial in the CDGP in terms of reaching a larger number of students at schools. In this study, classroom guidance was implemented with a different application area. The key to making PYD successful at schools is to consider the research studies and the results related to it within a systematic approach (Gomez and Ang, 2007). In the PYD approach, all support areas of the individuals, the systems they are affected by, and their social environment are important.

PYD programs emphasize active participation of learners. For this reason, in this study, workshops that require the active participation of the students were carried out. Madsen et al. (2011) emphasized that activities involving physical movement, problem solving skills, group work and sharing, during which students are active, are effective in students' acquiring life skills. Today, schools use various types of school counseling models with different contents. However, school counseling services constantly change to meet evolving needs. There exist studies on the cross-cultural relevance of PYD practices, as well (Benson, Roehlkepartain, and Scales, 2012; McBride, Johnson, Olate, and O'Hara, 2011; Sun and Shek, 2012).

All in all, when the results of the current study showed a statistically significant difference between the pre-test and post-test scores that participants in the experimental group of the study got from the Life Skills Scale. In light of the findings, it can be argued that the PYD based classroom guidance program can be used to help students acquire and develop life skills. This study was conducted with fourth grade students at a primary school. Since PYD applications cover the age range 5-21, they offer opportunities to develop and implement these programs at different age levels. The 4H program encompasses four areas of personal development (Hands, Health, Head, Heart). Only one of those areas was dealt with in this research study. However, the program can be expanded to cover four areas. The program that was held during school hours can also be applied outside the school hours. The program lasted 12 weeks and consisted of 24 sessions. Programs can be made longer and broader fitting the age and grade levels of students. In this study, the follow-up was performed one month after the end of the experimental procedure. Follow-up measurements can be performed in such a way as to observe long-term effects. The study was conducted on students with normal development at at the primary school level. It may be advisable to take advantage of 4H practices with disadvantaged individuals to help them gain life skills. The limitations of the research are as follows. The research includes the fourth grade students who make up the experimental and control groups. For this reason, it is thought that the findings obtained as a result of the research can be generalized to the experimental and control groups participating in the research.

Ethical Committee Approval

Since this research was conducted before 01.01.2020, it does not require an ethics committee decision.

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Pozitif Genç Gelişimi Temelli Sınıf Rehberliği Programının İlkokul Öğrencilerinin Yaşam Becerilerine Etkisi[1]

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Öz

Bu çalışmanın amacı pozitif genç gelişimi temelli sınıf rehberliği programının ilkokul öğrencilerinin yaşam becerilerine etkisinin incelenmesidir. Araştırma deney-kontrol gruplu, ön-son-izleme testinden oluşan yarı deneysel desende yapılmıştır. Araştırmanın çalışma grubunu ilkokulda öğrenim gören dördüncü sınıf öğrencileri oluşturmuştur. Deney grubuna araştırmacılar tarafından hazırlanan 24 oturumluk (12 sınıf rehberliği etkinliği ve 12 atölye eğitimi) sınıf rehberliği programı uygulanmıştır. Programın etkililiğini test etmek için Yaşam Becerileri Ölçeği kullanılmıştır. Araştırma bulguları uygulanan programın ilişki ve sosyal ilgiyi içeren her bir alt boyut üzerindeki etkisi, karışık ölçümler için varyans analizi ile incelenmiştir. Araştırma bulgularında deney grubunu oluşturan öğrencilerin ilişki (iletişim, çatışma çözme, sosyal beceriler, işbirliği yapma ve farklılıkları yönetme) sosyal ilgi (empati, besleyici ilişkiler, paylaşma ve başkalarıyla ilgilenme) boyutuna ait yaşam becerilerinde artış sağladığını ve bunun izlemede etkisinin devam ettiğini göstermektedir.

Anahtar sözcükler: Pozitif genç gelişimi, yaşam becerileri, sınıf rehberliği programı, atölye.

Etik kurul kararı: Bu araştırma, 01.01.2020 tarihinden önce yapıldığı için etik kurul kararı zorunluluğu taşımamaktadır.

Amaç ve Önem

Pozitif psikoloji yaklaşımı ile beraber, bireylerin olumlu yönlerini geliştirmeyi hedefleyen araştırmalar önem kazanmaya başlamıştır. Henrichs'e (2012) göre pozitif psikolojide bireylerin potansiyellerine ve var olan güçlerine odaklanılmaktadır. Bu bakış açısı pozitif psikolojiyi temel alan pozitif genç gelişimi (PGG) gibi yaklaşımların özellikle eğitimde pek çok alanlarda kullanımını artırmaktadır. Günümüzde eğitim sisteminin bilginin yanında çocuk ve gençlere temel yaşam becerileri, değerleri ve davranışlarını da kapsaması okul Psikolojik Danışma ve Rehberlik (PDR) hizmetlerinin önemini artırmaktadır (Nazlı, 2016). Bu nedenle PDR programlarının odak noktasında yaşam becerilerinin kazandırılması yer almaktadır.

Bernard'a (1990) göre gençlik dönemi, ilkokulun son dönemleri ile ilk ergenliğin oluştuğu dönem olarak kabul edilir. Bu dönemde yeterli destek ve fırsatların sağlanması, ilerde karşılaşacağı riskli davranışları ortadan kaldırmaya yardımcı olacaktır. Beceri programlarının küçük yaşlarda kazandırılmasının önemi çeşitli araştırmalarda vurgulanmakta (American School Counselor Association-ASCA, 2014; Campbell, Ramey, Pungello, Sparling ve Miller-Johnson, 2002; Diamond, Barnett, Thomas ve Munro, 2007; Hanbury, 2008; Hanley, Heal, Tiger ve Ingvarsson, 2007); önleyici PDR perspektifi ile koruyucu becerilerin olası riskli davranışlara karşı önemli olduğu kabul edilmektedir (Nazlı, 2016).

Son yıllarda popüler olan PGG yaklaşımı, dünyada çeşitli programlar aracılığıyla uygulanmıştır. PGG yaklaşımını temel alan programların, yapılan çalışmaları olumlu yönde etkilediğine dönük alanyazında bulgular söz konusudur. PGG uygulamalarından biri olan 4H programı, bireyin gereksinim duyduğu gelişimsel alanlara hizmet veren her yapıda kullanılabilmektedir (Durlak ve Weissberg, 2007). Araştırmada temel alınan 4H programı pozitif genç gelişimi programlarından biri olup, 4H programı dört kişisel gelişim (El, Sağlık, Düşünce, Duygu) alanını kapsamaktadır (Norman ve Jordan, 2006).

Bu araştırmada Türkiye'de yeni uygulama alanı bulan, ancak dünyada pek çok ülkede uygulanan pozitif genç gelişimi yaklaşımı temel alınarak yaşam becerileri programı hazırlanmıştır. Geliştirilen sınıf rehberliği programı ile okullarda uygulanacak Kapsamlı Gelişimsel Rehberlik Programı (KGRP) kapsamında bireylerin gelişim dönemlerine uygun programların hazırlanmasına destek sağlanabileceği düşünülmektedir. Bu çalışmada tasarlanan sınıf rehberliği programında, 4H modelinin ana basamağını oluşturan, yaşam becerilerine vurgu yapan HEART (DUYGU) kategorisi temel alınmış ve bu kategoride yer alan ilişki ve sosyal ilgi alt kategorisindeki farklılıkları kabul etme, iletişim, diğerleriyle ilgilenme, empati, besleyici ilişkiler, çatışma çözme, işbirliği, sosyal beceriler gibi yaşam becerileri ele alınmıştır. Özellikle bu becerilerin ele alınmasının nedeni bu becerilerin kazandırılmasının ilköğretimin önemli işlevlerinden olmasıdır. Araştırmada sınıf rehberliğine destek olarak atölye eğitimlerinin uygulanmasının alanda çalışan psikolojik danışman ve uygulayıcılara farklı bir uygulama alanı sunacağı düşünülmektedir.

Bu araştırmanın genel amacı, pozitif genç gelişimi temelli hazırlanan sınıf rehberliği programının çocukların yaşam becerilerine etkisinin incelenmesidir. Bu amaçla araştırmada Pozitif genç gelişimi temelli sınıf rehberliği programı, öğrencilerin yaşam becerilerini pozitif yönde anlamlı bir şekilde artırmakta mıdır? sorusuna yanıt aranmıştır.

Yöntem

Çalışma grubu. Bu araştırmanın çalışma grubunu Ankara'da bir devlet okulunda eğitim gören ilkokul dördüncü sınıf öğrencileri oluşturmuştur. Çalışma grubu oluşturulma aşamasında ilk olarak okuldaki tüm dördüncü sınıf şubelerindeki öğrenciler incelenmiş ve özellikleri belirlenmiştir. Dördüncü sınıf şubelerini oluşturan öğrencilerin cinsiyet ve sosyo-ekonomik dağılımları karşılaştırılarak birbirine yakın iki şube kura ile belirlenmiştir. Kura sonucu şubelerin biri deney grubu, diğeri ise kontrol grubu olarak atanmıştır. Deney gurubu 21 öğrenci (11 kız, 10 (erkek), kontrol grubu ise 20 öğrenciden (10 kız, 10 erkek) olmak üzere toplam 41 öğrenciden oluşmaktadır.

Sınıf rehberliği ve atölye programının tasarlanması. Deney grubuna uygulanacak program 24 oturumu içeren 12 sınıf rehberliği ve 12 atölye çalışmasını içerecek şekilde hazırlanmıştır. Uygulanan programın içeriğinde kendine ve başkalarına yönelik olumlu özellikleri tanıma, kendine ilişkin güçlü yönleri tanıma, farklılıkları kabul, sözel ve sözel olmayan iletişim yolları, iletişimin önemi, etkin dinleme, etkili iletişim becerileri, iletişim engelleri, iletişimde olumlu yolları kullanma, çatışma nedenleri ve çatışma çözme yöntemleri, empatinin kişilerarası ilişkilerde önemi, duyguları tanıma, grupla çalışmanın önemi, işbirliği ve paylaşım, arkadaşlığın önemi, etkili arkadaşlık ilişkileri, arkadaşlık ilişkisinde paylaşım ve işbirliği konuları ele alınmıştır. Oturumlarda içerik uygulaması aşamasında etkinliklerden yararlanılmış ve her bir oturumda bir veya daha fazla etkinliklerden yararlanılmıştır.

Oturum planlaması belirlenen kazanıma yönelik giriş, etkinlikler (bir veya daha fazla), oturumu sonlandırma, oturum sonunda geri bildirim alma ile oturum ve kazanıma yönelik değerlendirme aşamalarından oluşacak şekilde gerçekleştirilmiştir. Program içeriğini oluşturan oturumların planlama aşamasında ayrıca oturum amaçları, bu amaçların aktarılma şekli, kullanılacak materyaller, araç gereçler, oturumun ne kadar süreceği, geri bildirimlerin nasıl alınacağı belirlenmiştir. Kazanımların pekiştirilmesi, öğrenilen bilgilerin kalıcılığı için sınıf rehberliği etkinlikleri atölye eğitimleri ile de desteklenmiştir.

Sınıf rehberliği etkinlikleri haftada bir gün bir ders saati (40 dakika), atölye çalışması haftada bir gün iki ders saatini (40 + 40 dakika) içerecek biçimde planlanmıştır. Etkinlikler zengin öğrenme yaşantıları içerecek biçimde düzenlenmiştir. Hanbury (2008) yaşam becerilerinin öğretiminde yaş grubuna uygun olarak belirlenen ve kullanılan yöntemlerin bu becerilerin kazandırılmasında etkili olacağını belirtmiştir. Bu nedenle program deneklerin etkin katılımının sağlandığı, hareketli, etkin düşünmeye olanak verici etkinliklerle yapılandırılmıştır. Yaşam

becerileri eğitim programında (PGG temelli) ayrıca deneklerin duygularını belirtme, cesaretlendirme önemli görüldüğünden resimler, oyunlar gibi etkin katılımlı etkinlikler kullanılmıştır.

Veri toplama aracı. Bu çalışmada verileri toplamak için Yaşam Becerileri Ölçeği (YBÖ) ve kişisel bilgi formu kullanılmıştır. Ölçek, Tomar ve diğ. (2016) tarafından PGG temelli 4H Yaşam Becerileri Modeli kapsamında gençlerin yaşam becerilerini ölçmek amacıyla geliştirilmiştir. Ölçek maddeleri beşli Likert tipi bir derecelendirme üzerinden yanıtlanmaktadır. YBÖ dört boyut, sekiz alt boyut, 35 alt ölçek ve 133 maddeden oluşmaktadır. Ölçekte her alt ölçek, alt boyut, ana boyut ve genel toplam puan elde edilmektedir. Her beceriye ilişkin alt ölçek puanının yüksek olması öğrencinin o beceriye daha çok sahip olma durumunu göstermektedir. Genel toplam puanın yüksek olması kişinin genel yaşam beceri düzeyinin yüksek olduğunu ortaya koymaktadır (Tomar ve diğ., 2016).

Araştırma kapsamında ölçeğin duygusal alan boyutunda yer alan ilişki ve sosyal ilgi alt boyutları kullanılmıştır. İlişki alt boyutu, çatışma çözme, sosyal beceriler, iletişim, işbirliği ve farklılıkları yönetme olmak üzere toplam beş alt ölçekten ve 19 maddeden oluşmaktadır. Sosyal ilgi alt boyutu ise başkalarıyla ilgilenme, empati, paylaşım ve besleyici ilişkiler olmak üzere toplam dört alt ölçekten ve 14 maddeden oluşmaktadır (Tomar ve diğ., 2016).

Bu araştırma kapsamında yaşam becerileri ölçeğinin duygusal alan boyutuna ilişkin geçerlik ve güvenirlik analizleri; 4. sınıfta öğrenim gören (405 öğrenci: 214 kız, 191 oğlan) öğrencilerden toplanan veriler kullanılarak da gerçekleştirilmiştir. İlişki alt boyutuna ilişkin hesaplanan güvenirlik katsayısı $\alpha = .84$ olarak bulunmuştur. Bu alt boyutta yer alan beş alt ölçeğe ilişkin güvenirlik katsayıları ise $\alpha = .71$ ile $\alpha = .58$ arasında değişmektedir. Sosyal İlgi alt boyutuna ilişkin hesaplanan güvenirlik katsayısı ise $\alpha = .86$ olarak hesaplanmıştır. Bu alt boyutta yer alan dört alt ölçeğe ilişkin güvenirlik katsayıları ise $\alpha = .80$ ile $\alpha = .55$ arasında değişmektedir. Analiz sonuçlarına bakıldığında alt boyutların güvenirlik katsayılarının kabul edilebilir düzeyde yüksek olduğu söylenebilir.

Veri analizi. Araştırma verileri SPSS (Statistical Package for Social Sciences) paket programı yardımı ile çözümlenmiştir. Deney ve kontrol gruplarının deneysel işlem öncesinde ilgili bağımlı değişkenler açısından denk olup olmadıkları, ilişkisiz ölçümler için t testi ile incelenmiştir. Araştırma kapsamında gerçekleştirilen müdahale programının (bağımsız değişkenin) ilişki ve sosyal ilgiyi oluşturan her alt boyut üzerindeki etkisi, karışık ölçümler (2x3) için varyans analizi ile incelenmiştir. Karşılaştırmaların ardışık ölçümler üzerinden yürütülmesi ile son test ve ön test puanları karşılaştırılarak deneysel müdahalenin etkisi ve izleme testi ve son test puanları karşılaştırılarak etkinin kalıcılığı incelenmiştir. Karşılaştırmalarda anlamlı farkların söz konusu olduğu durumlarda etki büyüklükleri hesaplanmış (η^2) ve küçük, orta ve geniş etki büyüklükleri için sırasıyla .01, .06 ve .14 ölçütleri esas alınmıştır. Araştırmada anlamlılık düzeyi .05 olarak alınmıştır.

Bulgular

Araştırma bulgularına göre pozitif genç gelişimi temelli sınıf rehberliği programının öğrencilerin ilişki ve sosyal ilgi boyutuna ilişkin yaşam becerileri üzerinde anlamlı bir etkisinin olduğu belirlenmiştir. Uygulanan programın deney grubundaki deneklerin ilişki (çatışma çözme, farklılıkları yönetme, sosyal beceriler, işbirliği yapma ve iletişim), sosyal ilgi (empati, başkalarıyla ilgilenme, paylaşma ve besleyici ilişkiler) boyutuna ait yaşam becerileri düzeylerinde artış sağladığını ve bunun izlemede etkisinin devam ettiği görülmüştür.

Tartışma, Sonuç ve Öneriler

Araştırma bulguları, pozitif genç gelişimi temelli sınıf rehberliği programının öğrencilerin ilişki ve sosyal ilgi boyutuna ait yaşam becerileri üzerinde anlamlı bir etki yaptığı ve bu etkinin izleme testinde de devam ettiğini göstermiştir. Bu durum programına katılan katılımcıların ilişki ve sosyal ilgi yaşam becerilerinde artış sağladığını göstermektedir. İlgili alanyazındaki çalışmalar da bu bulguları destekler niteliktedir. Örneğin 4H programlarının kişilerarası ilişkiler, problem çözme ve sosyal beceriler (Cappella ve Weinstein, 2006; Durlak ve Weissberg, 2007), besleyici ilişkiler geliştirme (Butts, Bazemore ve Meroe, 2010; Wright ve Weidong, 2009), empati ve problem çözme becerisi, takım çalışması, farklılıkları kabul etme (Fitzpatrick, Cagne, Jones, Lobley ve Phelps, 2005), grup çalışması, iletişim (Robinson ve Zajicek, 2005), işbirliğine dayalı ilişkiler geliştirme (Solomon, Battistich, Watson, Schaps ve Lewis, 2000) ve çatışma çözme (Sun ve Stewart, 2007) boyutlarında olumlu etkiye sahip olduğu görülmektedir.

Bu araştırmada yer alan yaşam becerilerine dönük yapılan bir araştırma ise benzer yaş grubu üzerinde Madsen, Hicks ve Thompson (2011) tarafından gerçekleştirilen çalışmadır. Yarı deneysel olan bu çalışma beşinci sınıf öğrencileri ile yapılmıştır. Programın problem çözme, başkalarını önemseme, grubun bir parçası olma gibi yaşam becerilerinin kazandırılması ve geliştirilmesinde olumlu etkisinin olduğu belirtilmiştir. İletişim ve problem çözme yaşam becerilerini içeren bir diğer 4H uygulamasının yer aldığı araştırma, 10-11 yaş grubu üzerinde gerçekleştirilmiştir. Araştırma sonuçları 4H uygulamalarının yaşam becerilerini kazandırmada olumlu etkiye sahip oldukları yönündedir (Kreikemeier, 2015). Benzer biçimde arkadaşlık ilişkileri, problem çözme gibi yaşam becerilerini içeren bir diğer çalışma New York Eyalet 4H Gençlik Organizasyonu (New York State 4H Youth Organization, 2015) tarafından gerçekleştirilmiş ve programların gençlerin bu tür yaşam becerilerini geliştirmede olumlu katkı sağladığı belirtilmiştir. Morris (1996) yaşları 4-18 olan 4H üyesi 400 birey ile gerçekleştirdiği program sonunda grupta çalışma ve işbirliği davranışlarda artış olduğunu belirtmiştir.

Nazlı (2008) araştırmasında öğretmenlerin KGRP'de yer alan sınıf rehberliği uygulamasını ve gelişimsel-önleyici rehberlik yaklaşımını benimsediklerini saptamıştır. Sınıf rehberliği okullarda daha çok öğrenciye ulaşması açısından KGRP'de önemli görülmektedir. Bu araştırmada da sınıf rehberliği farklı bir uygulama alanı ile kullanılmıştır. Pozitif genç gelişimini okullarda başarılı kılmanın

anahtarı, gerçekleştirilen çalışmalar ve sonuçları bir sistem geneli içinde ele almaktır (Gomez ve Ang, 2007). Pozitif genç gelişimi yaklaşımında birey için bütün destek alanları, etkilendiği sistem, sosyal çevresi önemlidir.

Pozitif genç gelişimi programları öğrencinin etkin katılımını vurgular. Bu nedenle bu araştırmada etkin katılımın sağlandığı atölye eğitimleri gerçekleştirilmiştir. Madsen ve diğ., (2011) fiziksel aktiviteleri kullanma, problem çözme becerilerini kazandırma, gruba katılım ve paylaşım gibi becerileri bir yıl süre ile çalışmış ve etkin katılımlı uygulamaların yaşam becerilerini kazandırmada etkili olduğunu vurgulamıştır. Günümüzde okullarda PDR hizmetlerine yönelik farklı içerikte modeller kullanılmaktadır. Ancak sürekli değişen ve gelişen gereksinimi karşılamak için PDR hizmetleri sürekli şekillenmektedir. PGG uygulamalarının alanyazında kültürlerarası uygunluğuna dönük araştırmalar da söz konusudur (Benson, Roehlkepartain ve Scales, 2012; McBride, Johnson, Olate ve O'Hara, 2011; Sun ve Shek, 2012).

Yapılan araştırmanın sonuçları genel olarak ele alındığında, araştırmaya katılan deney grubunun ön test-son test puanları arasında istatistiksel olarak anlamlı bir farkın olduğu bulunmuştur. Tüm bu bulgular ışığında pozitif genç gelişimi temelli hazırlanan yaşam becerileri eğitim programının yaşam becerilerinin kazandırılması ve geliştirilmesinde etkili olduğu söylenebilir. Bu çalışma ilkokul dördüncü sınıf öğrencileri üzerinde gerçekleştirilmiştir. Pozitif genç gelişimi programları farklı yaş düzeylerine göre geliştirilip uygulanalabilir. 4H programı dört kişisel gelişim alanını (El, Sağlık, Düşünce, Duygu) kapsamaktadır. Bu araştırmada ise bir alan ele alınmıştır. Ancak program dört alanı kapsayacak biçimde genişletilebilir. Okul saatleri içinde gerçekleştirilen program, okul saatleri dışında da uygulanabilir. Bu çalışmada program 12 haftadaki 24 oturumdan oluşmuştur. Programlar öğrencilerin yaş düzeyleri ve okul kademelerine göre daha uzun ve geniş çaplı gerçekleştirilebilir. Bu araştırmada izleme, deneysel işlemin bitiminden bir ay sonra gerçekleştirilmiştir. İzleme ölçümleri uzun süreli etkileri ortaya koyacak şekilde gerçekleştirilebilir. Araştırmada sınıf öğretmeni gözlemci olarak katılmıştır. İlkokullarda rehberlik ders saatinin yeniden programa alınması, uygulamaların sınıf öğretmeninin etkin katılımı ile gerçekleşmesi önerilebilir. Araştırmada nitel değerlendirme kapsamında öğretmen, ebeveyn ve programa katılan öğrencilerin görüşleri alınmıştır. KGRP ve pozitif genç gelişimi yaklaşımı okullarda işbirliğine vurgu yapmaktadır. Benzer bir araştırmada okul yöneticileri ve diğer personelin programa dönük görüşleri de incelenebilir. Araştırma ilkokul düzeyinde normal gelişim gösteren öğrenciler üzerinde gerçekleştirilmiştir. Pozitif genç gelişimi 4H uygulamasının sınırlılığı olan (dezavantajlı) bireylere dönük yaşam becerileri kazandırma eğitiminde kullanılması önerilebilir.

Etik Kurul Kararı

Bu araştırma, 01.01.2020 tarihinden önce yapıldığı için etik kurul kararı zorunluluğu taşımamaktadır.