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Examination of The Social Emotional Learning Levels of Students Who Education in Sports High School and Different High Schools According to Various Variables

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Abstract

This research was carried out to examine the social-emotional learning levels of secondary school students studying at Sports High School and different high schools according to various variables. The population of the research consists of students studying at the secondary education level of Gaziantep in the 2021-2022 academic year. A total of 731, with 211 (28.9%) Sports High Schools, 185 (25.3%) Science High Schools, 163 (22.3%) Anatolian High Schools, 172 (23.5%) Vocational High Schools, which accepted students with a special talent exam. forms. In the study, in which the general screening method was used for volunteer students, the "Social Emotional Learning Scale (SELS)" was used together with the personal information form for the students. As a result of the research, the social-emotional learning skill levels of Science High School, Anatolian High School, Sports High School and Vocational High School students with different academic achievement levels differed in the definition of social-emotional learning skill levels in the sub-dimensions of "Task", "Peer Relationships" and "Self-Control", SEL total score. Although there is a difference in academic achievement between the students of the Science High School and the students of the Sports High School, we can say that the social and emotional learning skills of the students studying at the Sports High School are similar to those of the Science High School, thanks to the regular training and the competitions they participate in.

Keywords: Sports, social emotional learning, sports high school.

Introduction

Social Emotional Learning [SEL], whose value in education has been better understood in recent years, is defined as "the processes of acquiring and effectively applying the knowledge, attitudes and skills necessary to manage the emotions of children and adults, to set and achieve positive goals, to feel and show empathy for others, to establish positive relationships and to make responsible decisions" (Weissberg & Cascardino, 2013). Social-emotional learning skills are the set of abilities such as "problem solving, coping with stress, communication and self-esteem" that are necessary for a successful life in different areas such as social and family life (Elias et al., 2006). Studies show that social-emotional intelligence [EQ] is not dependent on heredity as much as cognitive intelligence [IQ] and that social-emotional learning skills can be developed by learning (Kirtıl, 2009, p. 100). Scientific investigations have unveiled that social-emotional intelligence stands as a pivotal factor in fostering both the academic and social accomplishments of individuals (Durlak et al., 2011; Patrikakou et al., 2005, p. 6). Social emotional learning skills when applied correctly; it prevents a series of undesirable behaviors such as substance abuse, violence and failure at school, and helps all students to become members of society by contributing to their growth as "informed, responsible, caring, productive and non-violent" individuals (Zins, 2001). The most important contribution of social emotional learning skills to educational environments is that they are fun and rewarding. Due to its positive effect on students, social and emotional learning skills are accepted as a missing part of education (Elias et al., 1997, pp. 1-2). Such skills are important factors that increase the success of schools. When students gain social and emotional learning skills, their academic success increases, the frequency of problematic behaviors decreases, and the quality of their relationship with their environment increases (Durlak et al., 2011). An individual who gains social and emotional learning skills considers ethical values while overcoming his daily responsibilities, so he can develop his attitudes and behaviors with a holistic approach (Turkish Industrialists' and Businessmen's Association (TÜSİAD), 2019, p. 23).

Adolescents in the developmental period begin to act independently from their families. In this phase, they experience positive and negative emotions intensely. In this, they need more social and

emotional help. At this stage, they get the help they need from the social environment and school they live in (Greenberg et al., 2017). In addition to learning social emotional skills, students also need environments where they can practice these skills regularly. Thanks to sports and regular training, it develops social and emotional learning skills such as cooperation, developing a positive attitude, recognizing its strengths and weaknesses, making necessary plans in line with the goals it has set, empathy, and responsible decision-making (Göl-Güven., 2021, p. 51). The purpose of sports is always to take steps towards the good, the beautiful and the positive. Developing positive relationships with other people, emphasizing that every person is valuable, being aware of one's own limits, trying to improve himself and trying to excel is an attitude (Erdemli, 2021, p. 339). The individual participating in sports activities learns to become aware of their own abilities, recognize the talents of others, compete on equal terms, accept defeat, appreciate the winner, display humility in victory, help those in need around them, utilize their time and effort effectively, and adhere to the rules (Öztürk, 1998, pp. 18-19). Sports holds a significantly crucial role in shaping social culture due to its capacity for fostering change and transformation in individuals (Güven, 1999, p. 6). Since educational institutions are responsible for the education of children, they are deemed to have accepted that they will support the skills they need to gain by preparing them for the future (Elias, 2003, p. 11). We can achieve our goal of raising individuals who have acquired the skills required by our age, with a comprehensive education that provides the opportunity to practice these skills that support the physical development of the students as well as the acquisition of social and emotional skills (Tan & Çolakoğlu, 2022, p. 124; Ministry of National Education [MoNE], 1973). As a result of the literature study, many characteristics such as multiple intelligence (Güllü and Tekin, 2009), anxiety and mindfulness (Aygün, 2020) of secondary school students studying at sports high schools and high schools with different academic achievement levels are the subject of research; Our research is important because there is a limited number of studies (Kuyulu, 2015) examining social and emotional learning levels.

Based on the provided information, the primary objective of this study was to investigate the social-emotional learning skill levels of students attending Sports High School and those enrolled in various other high schools, with a focus on different variables. Is there a difference between students studying at sports high schools and different high schools in terms of social emotional learning skills? In addition to the problem, answers to the following questions will be sought.

1. The study investigated whether there exists a disparity in the social-emotional learning skills between female students attending sports high schools and those enrolled in other types of high schools.
2. The research aimed to explore potential variations in the social-emotional learning skills of male students between those attending sports high schools and those enrolled in different types of high schools.

Method

Model of the Research

The general survey method was used in the research conducted with the aim of examining the social emotional learning levels of secondary school students studying in sports high schools and different high schools according to various variables (Karasar, 2018, p. 109).

The population of the study consisted of 2950 students in 4 different types of high schools (according to the placement score, Science high school is 1%, Anatolian high school is address-based,

Vocational high school placement score is 68.89% and Sports high school admits students with special talent exam) in the province of Gaziantep in 2021-2022 (G.İ.M.E.M 2022). In the determination of the sample of the research, it was deemed appropriate that the sample number should consist of at least 341 people, in line with the calculations made in the research with a population size of 2950, with a 95% confidence interval and $\alpha = 0.05$ margin of error (Karasar, 2018, pp. 159-163). In the determination of the sample, the appropriate sampling technique, which is the sampling type determined because the participants voluntarily participated in the research and were suitable for the research, was used (Yıldırım & Şimşek, 2006). There are 262 (35.8%) female and 469 (64.2%) male, totally 731 volunteer students, of which 211 (28.9%) students are enrolled in sports high schools, 185 (25.3%) science high schools, 163 (22.3%) Anatolian high schools, 172 (23.5%) and Vocational high schools.

Data Collection Methods and Tools

At the stage of collecting the research data, the "Social Emotional Learning Scale [SELS]", which was developed by Coryn, Spybrook, Evergreen, and Blinkiewicz (2009) and adapted into Turkish by conducting Turkish validity and reliability studies by Arslan and Akin (2013), was used together with the personal information form. In the study conducted by Arslan and Akin (2013), the internal consistency reliability coefficient of the scale was determined as 90, and the test-retest reliability coefficient as 71. The scale is in a 5-point Likert type and questions 1-6 indicate the dimensions of "Task Description", questions 7-13 "Peer Relationships" and questions 14-20 "Self-Regulation". The factor loadings of the SEL are ranged between .41 and .71". "The internal consistency reliability coefficients of the scale vary between .76 and .87 for the sub-dimensions, and the test-retest reliability coefficients range between .72 and .82 for the sub-dimensions". High scores in each sub-dimension indicate that the student has social-emotional learning skills. While the highest score that can be obtained from the scale is 100, the lowest score is 20. There is no reverse scored item in the scale (Arslan & Akin, 2013).

Permission was obtained from Gaziantep University Social and Human Sciences Ethics Committee and Gaziantep Governorship Provincial Directorate of National Education. The researchers went to the schools, made the necessary explanations to the school administration, and the scale form distributed to the students who voluntarily agreed to participate in the research was applied under the supervision of their teachers without interrupting their education and the data were collected.

Data Analysis

The data collected by applying SELS together with the personal information form of the students studying in sports high schools and different high schools were entered into the SPSS 22.0 statistical program and analyzed. Cronbach's Alpha test reliability coefficients for reliability analysis; It was determined as ,74 in the "Task Description" dimension, 74 in the "Peer Relationships" dimension, 80, 78 in the "Self-Regulation" dimension, and 90 in the total of the IDS. In general, it can be said that data collection tools make reliable measurements for the research, considering that Cronbach Alpha values above .70 are acceptable (Pallant, 2017, p. 113).

The normality assumptions of the scores were analyzed according to the skewness and kurtosis values obtained as a result of the descriptive analyzes made on the scores of high school students from the SEL. Considering the skewness values of -1.5 and +1.5, suggested by Tabachnick and Fidell (2013), the distribution was found to be normal (Table 1).

Since the distribution of the groups was normal, one-way analysis of variance (One-Way Anova) was used according to school type and gender variables to compare the students' SEL scores. The homogeneity of the variances was tested with the Levene test in order to determine from which group the significant differences emerged as a result of the One-Way Anova test. As the variances are homogeneous as a result of Levene test, Scheffe test (Taşpınar, 2017), which is one of the Post Hoc tests and used in situations that do not require the sample sizes in the groups to be equal, was determined from which group the differences originated. Analysis results were considered at 95% confidence level, and $p < .05$ values were considered statistically significant.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation= Gaziantep University Social and Human Sciences Ethics Committee

Date of ethical review decision= 05.04.2022

Ethics assessment document issue number= 173863/ 02.

Findings

Table 1. *Descriptive information about the students' SELS scores*

Sub-Dimensions	N	Total Points			Average Score			Skewness	Kurtosis
		Min	Max	$\bar{X} \pm S$	Min	Max	$\bar{X} \pm S$		
Job Description	731	6	30	21,45±4,76	1	5	3,57±,79	-,41	-,01
Peer Relationships	731	7	35	26,05±5,54	1	5	3,72±,79	-,62	,45
Self Editing	731	7	35	26,39±5,50	1	5	3,77±,78	-,62	,36
Total	731	23	100	73,90±13,88	1,15	5	3,69±,69	-,54	,48

As can be seen in Table 1, as a result of the descriptive analyzes made according to the scores of the students in SEL, the lowest "6", the highest "30" and \bar{X} = "21.45" points in the Task Description dimension of the SEL, in the Peer Relations dimension, the lowest "7", the highest "35" and \bar{X} = "26.05" points, in the Self-Regulation dimension, the lowest "7", the highest "35" and \bar{X} = "26.39" points, in the Social Emotional Learning Scale, it was determined that they got the lowest "23", the highest "100" and \bar{X} = "73.90" points.

Table 2. One-way anova test analysis according to the school variable of the students

Sub-Dimensions	Variable	N 731	$\bar{X} \pm S$	F	p	Difference	
SELS	Job Description	Science High School	185	22,68±4,92	16,93	,000*	a>b
		Anatolian High School	163	20,82±4,18			a>c
		Vocational high School	172	19,63±4,67			d>b
		Sports High School	211	22,35±4,60			d>c
	Peer Relationships	Science High School	185	27,38±5,26	11,15	,000*	a>c
		Anatolian High School	163	26,14±5,34			b>c
		Vocational high School	172	24,13±5,76			d>c
		Sports High School	211	26,38±5,35			
	Self Editing	Science High School	185	27,24±5,02	11,97	,000*	a>c
		Anatolian High School	163	26,52±5,18			b>c
		Vocational high School	172	24,30±6,12			d>c
		Sports High School	211	27,24±5,17			
Total	Science High School	185	77,31±13,67	16,42	,000*		
	Anatolian High School	163	73,49±12,59			a>c	
	Vocational high School	172	68,07±14,40			b>c	
	Sports High School	211	75,98±13,12			d>c	

*p<.05 a= Science High School, b=Anatolian High School, c=Vocational High School, d=Sports High School

When Table 2 is examined, according to the results of the one-way analysis of variance (One-Way Anova), which was made to compare the SEL scores of the students according to the school variables; Task Description (F=16,934, p=.000<.05), Peer Relationships (F=11.148, p=.000<.05), Self-Regulation dimensions (F=11.969, p=.000<.05) and SELS Statistically significant differences were obtained between the groups according to the total score (F=16.425, p=.000<.05). As a result of the Scheffe test to determine the direction of the difference, in the Task Description dimension; Between science high school and Anatolian high school ($\bar{X}_{\text{Science High School}}=22.68 > \bar{X}_{\text{Anadolu High School}}=20.82$) and Vocational high school ($\bar{X}_{\text{Science High School}}=22.68 > \bar{X}_{\text{Vocational High School}}=19.63$) in favor of science high school students, Sports high school and Anatolian high school (Between $\bar{X}_{\text{Sports High School}}=22.35 > \bar{X}_{\text{Anadolu High School}}=20.82$) and Vocational High School ($\bar{X}_{\text{Sports High School}}=22.35 > \bar{X}_{\text{Vocational High School}}=19.63$) in favor of sports high school students, in Peer Relations dimension; Between science high school and vocational high school ($\bar{X}_{\text{Science high school}}=27.38 > \bar{X}_{\text{Vocational high school}}=24.13$) In favor of science high school students, between Anatolian high school and vocational high school ($\bar{X}_{\text{Anatolian High School}}=26.14 > \bar{X}_{\text{Vocational High School}}=24.13$) Anatolian high school students In favor of Sports High School and Vocational High School ($\bar{X}_{\text{Sport High School}}=26.38 > \bar{X}_{\text{Vocational High School}}=24.13$) In favor of Sports high school students, in Self-Regulation dimension; Between science high school and vocational high school ($\bar{X}_{\text{Science high school}}=27.24 > \bar{X}_{\text{Vocational high school}}=24.30$) In favor of science high school students, between Anatolian high school and vocational high school ($\bar{X}_{\text{Anatolian High School}}=26.52 > \bar{X}_{\text{Vocational High School}}=24.30$) Anatolian high school students in favor of, between sports high school and vocational high school ($\bar{X}_{\text{Sport High School}}=27.24 > \bar{X}_{\text{Vocational High School}}=24.30$) In favor of sports high school students, in the total score of SDS; Between science high school and vocational high school ($\bar{X}_{\text{Science high school}}=77.31 > \bar{X}_{\text{Vocational high school}}=68.07$) In favor of science high school students, between Anatolian high school and vocational high school ($\bar{X}_{\text{Anatolian High School}}=73.49 > \bar{X}_{\text{Vocational High School}}=68.07$) Anatolian high school students In favor of sports high school and Vocational high school ($\bar{X}_{\text{Spor High School}}=75.98 > \bar{X}_{\text{Vocational High School}}=68.07$) in favor of sports high school students.

Table 3. One-way anova test results of female students according to school variable

Sub-Dimensions	Variable	n 262	$\bar{X} \pm S$	F	p	
SELS	Job Description	Science High School	84	21,89±4,81	2,37	,07
		Anatolian High School	99	20,58±4,18		
		Vocational high School	26	19,50±5,38		
		Sports High School	53	21,32±4,33		
	Peer Relationships	Science High School	84	26,86±5,46	1,18	,32
		Anatolian High School	99	26,87±5,15		
		Vocational high School	26	25,11±6,71		
		Sports High School	53	27,41±3,64		
	Self Editing	Science High School	84	26,63±4,74	,97	,40
		Anatolian High School	99	26,69±5,07		
		Vocational high School	26	25,03±5,94		
		Sports High School	53	27,01±4,83		
Total	Science High School	84	75,39±13,34	1,61	,19	
	Anatolian High School	99	74,16±12,28			
	Vocational high School	26	69,65±15,66			
	Sports High School	53	75,75±10,31			

*p<.05 a= Science High School, b=Anatolian High School, c=Vocational High School, d=Sports High School

Upon examining Table 3, the results of the One-Way Analysis of Variance [ANOVA] conducted to compare the SELS scores of female students based on school variables are as follows: There was no statistically significant difference observed between the groups in terms of Task Description ($F=2.371$, $p=0.071>0.05$), Peer Relationships ($F=1.181$, $p=0.318>0.05$), Self-Regulation dimensions ($F=0.974$, $p=0.405>0.05$), and the overall SELS total score ($F=1.608$, $p=0.188>0.05$).

Table 4. One-way anova test results of male students according to school variable

Sub-Dimensions	Variable	n 469	$\bar{X} \pm S$	F	p	Difference
Job Description	Science High School	101	23,33±4,95	16,38	,000	a>b
	Anatolian High School	64	21,20±4,19			a>c
	Vocational high School	146	19,65±4,55			d>c
	Sports High School	158	22,69±4,64			
Peer Relationships	Science High School	101	27,81±5,07	10,24	,000	a>b
	Anatolian High School	64	25,00±5,46			a>c
	Vocational high School	146	23,95±5,58			d>c
	Sports High School	158	26,03±5,78			
Self Editing	Science High School	101	27,76±5,21	11,13	,000	a>c
	Anatolian High School	64	26,26±5,39			d>c
	Vocational high School	146	24,17±6,16			
	Sports High School	158	27,32±5,30			
Total	Science High School	101	78,91±13,81	15,20	,000	a>b
	Anatolian High School	64	72,46±13,08			a>c
	Vocational high School	146	67,79±14,21			b>c
	Sports High School	158	76,05±13,96			

*p<.05 a= Science High School, b=Anatolian High School, c=Vocational High School, d=Sports High School

When Table 4 is examined, according to the results of the one-way analysis of variance (One-Way Anova) performed to compare the SEL scores of male students according to school variables; Task Description ($F=16.384$, $p=.000<.05$), Peer Relationships ($F=10.238$, $p=.000<.05$), Self-Regulation dimensions ($F=11.126$, $p=.000<.05$) and SELS Statistically significant differences were obtained between the groups according to the total score ($F=15.204$, $p=.000<.05$). As a result of the Scheffe test to determine the direction of the difference, in the Task Description dimension; Between Science High

School and Anatolian High School ($\bar{X}_{\text{Science High School}}=23.33>\bar{X}_{\text{Anadolu High School}}=21.20$) and Vocational High School ($\bar{X}_{\text{Science High School}}=23.33>\bar{X}_{\text{Vocational High School}}=19.65$) in favor of Science High School students, between Sports High School and Vocational High School ($\bar{X}_{\text{Sports High School}}=22.69>\bar{X}_{\text{Vocational High School}}=19.65$) In favor of Sports High School students, in Peer Relations dimension; Between Science High School and Anatolian High School ($\bar{X}_{\text{Science High School}}=27.81>\bar{X}_{\text{Anadolu High School}}=25.00$) and Vocational High School ($\bar{X}_{\text{Science High School}}=27.81>\bar{X}_{\text{Vocational High School}}=23.95$) in favor of Science High School students, between Sports High School and Vocational High School ($\bar{X}_{\text{Sports High School}}=26.03>\bar{X}_{\text{Vocational High School}}=23.95$) In favor of Sports High School students, in the Self-Regulation dimension; Between Science High School and Vocational High School ($\bar{X}_{\text{Science High School}}=27.76>\bar{X}_{\text{Vocational High School}}=24.17$) In favor of Science High School students, Between Sports High School and Vocational High School ($\bar{X}_{\text{Sport High School}}=27.32>\bar{X}_{\text{Vocational High School}}=24.17$) Sports High School students in favour, in the total score of SSQ; Between Science High School and Anatolian High School ($\bar{X}_{\text{Science High School}}=78.91>\bar{X}_{\text{Anadolu High School}}=72,46$) and Vocational High School ($\bar{X}_{\text{Science High School}}=78.91>\bar{X}_{\text{Vocational High School}}=67.79$) in favor of Science High School students, between Sports High School and Vocational High School ($\bar{X}_{\text{Sport High School}}=76.05>\bar{X}_{\text{Vocational High School}}=67.79$) Significant differences were found in favor of Sports High School students.

Discussion and Conclusion

As a result of the research conducted with the aim of examining the social-emotional learning levels of sports high school and secondary school students studying in different high schools according to various variables, it was determined that there were significant differences in the total scale and sub-dimensions between Sports high school, Science high school, Anatolian high school and Vocational high school students (Table 2). As a result of the analysis made to determine between which schools the significant differences emerged, no significant difference was found between Sports high school and Science high school students in total and sub-dimensions of SELS, while significant differences were found between Sports high school and Science high school and Anatolian high school students in task definition sub-dimension, and between Sports high school and Science high school and Vocational high school in total and sub-dimensions. In the study he conducted in Kuyulu (2015, p. 61) according to the school variable, he concluded that the social emotional learning levels of the Anatolian high school and Sports high school students were significantly different in favor of Sports high school. He stated that this result is due to the fact that Sports high school students attend more physical education and sports lessons than Anatolian high school students and participate in more sports activities. Tan and Çolakoğlu (2022, p. 111), in their study according to the school type variable, stated that they found a significant result in favor of secondary school students in the total of the SELS and in the sub-dimensions of task definition and self-regulation among the students studying at secondary schools and imam hatip secondary schools. Melikoğlu (2020, p. 35), on the other hand, stated that there was no significant difference in social emotional learning levels between secondary schools and imam hatip secondary schools in his study using the "Social Emotional Learning Skills Scale" developed by Kabakçı and Korkut Owen (2010). We can show that the scales used are different as the reason for this result, which is not parallel to the result of our research obtained by Melikoğlu (2020, p. 35). The student, who trains regularly and participates in the competitions, gains physical and mental strength as well as having fun individually, enabling him to get rid of the negativities he encounters as a natural process of life, integrate with the society he lives in, and create the feeling and consciousness of development, maturation, perfection (Erdemli, 2021, p. 166). Even if there is an academic difference between sports

high school and science high school, it is possible to attribute the lack of difference between social and emotional learning skills to the stated effects of sports.

Upon analyzing the research outcomes, it was ascertained that while there was no statistically significant distinction observed in the Social and Emotional Learning Skills (SELS) sub-dimensions concerning the type of school among female students, the mean scores of female students enrolled in Science high schools and Sports high schools were found to be higher compared to those attending other high schools (Table 3).

According to the school variable, significant differences were found in the sub-dimensions of task definition, peer relations and self-regulation, and the total score of SELS. As a result of the analyzes made to determine which groups the differences were in favor of, no significant difference was found between the Science high school and Sports high school in the total score of SELS and its sub-dimensions. Significant differences were found in favor of Science high school and Sports high school in terms of task definition, peer relations, and self-regulation sub-dimensions between Science high school, Sports high school and Vocational high school students (Table 4). Based on the analysis of the data, it can be inferred that there is no statistically significant distinction between sports high schools and science high schools concerning task definition, peer relations, self-regulation, and the overall composite scale.

The study conducted by Ang and Penney (2013) revealed that providing pedagogical support to children through physical education, sports lessons, and sports activities facilitates the development of their social and emotional competencies within a competitive environment. Moreover, such interventions equip students with essential skills to effectively cope with setbacks and failures in the sporting realm. Kuyulu (2015, p. 65) found a statistically significant difference in task definition, peer relations and self-regulation, which are the sub-dimensions of SEL, according to the variable of students' achievement status. It was seen that this significant difference was between the students whose achievement status was weak, medium and good. When evaluated according to this result, it was found that there is a positive relationship between students' perceived academic success and social emotional learning levels. The research has yielded a conclusion indicating a positive correlation between students' academic achievement levels and their corresponding levels of social-emotional learning. As students' academic performance rises, there is a concurrent increase in their social-emotional aptitude.

Doing regular sports causes many changes by positively affecting endurance, strength, speed, skill and mobility, which are determined as motoric characteristics in humans, and positively affects the mobility of the individual in daily life. The individual learns to obey the rules and respect the opponent in the game and exhibit them in the social life areas. Sports teaches the individual to be excited by success, to rejoice with joy, to accept by experiencing emotions such as sadness in failure. It develops many feelings such as tolerance, cooperation and self-confidence by bringing the spirit of solidarity that exists on the basis of sports to the individual (Yetim, 2000, pp. 117-123).

Social behaviors naturally found in physical education and sports curriculum and practices are fair game behaviors. In this way, the individual can produce knowledge, use it functionally in daily life, overcome the problems he encounters, think critically, develop his entrepreneurial side, be determined, have high communication skills, empathize with his environment, contribute to his environment, etc. describes an individual with qualifications. Fair play entails demonstrating respect towards opposing teams and officials while gracefully accepting victory without engaging in complaints or boastful

behavior. The acquisition of fair play behaviors within the context of physical education holds substantial significance as essential social competencies for students, particularly in the realm of childhood education. (Ministry of National Education [MoNE], 2018, p. 4). Using these skills in sports-related activities outside of school increases these skills in students (Kuter & Kuter, 2012). Durlak et al. (2011) found that SEL participants' academic achievement increased by 11 percentage points, as a result of the findings obtained from the meta-analysis of the social and emotional learning (SEL) program. The researchers' findings led to the inference that the intervention yielded a positive impact on academic achievement, concomitant with noteworthy advancements in social and emotional aptitudes, attitudes, and conduct. Studies show that social emotional learning skills learned through regular training and sports competitions held in and out of school can be applied and acquired (Tan & Çolakoğlu, 2022, p. 126).

As a result, in our study, significant differences were found in favor of Sports high school and Science high school students in the total score and sub-dimensions of SEL among students studying in different types of high schools. According to the gender variable, although the average of female students studying in Sports high school and Science high school is higher than Anatolian high school and Vocational high school students, only in the task definition sub-dimension, it is significant in favor of female students studying in Science high school; Significant differences were found between male students studying at Science and Sports high schools and Anatolian high school and Vocational high school students in favor of Science high school and Sports high school students in the total score and sub-dimensions of SEL. We can say that there is a parallelism between the level of academic achievement and social emotional learning skills between science high school, vocational high school and Anatolian high school students, but there is no significant difference in terms of social emotional learning skills, although there is a general difference in academic achievement between sports high school students and science high school students.

Recommendations

1. Physical education lesson hours in schools can be increased.
2. The support given by school administrations to in-school and out-of-school competitions can be increased.
3. Teachers can be given seminars on social-emotional learning skills and in which activities students can acquire them.
4. Conscious awareness can be created in physical education teachers about social emotional learning.

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Conflict Statement

We declare that there is no conflict of interest between the persons, institutions and organizations where this research was conducted and the researchers.

Genişletilmiş Türkçe Özet



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Spor Lisesi ile Farklı Liselerde Öğrenim Gören Öğrencilerin Sosyal Duygusal Öğrenme Düzeylerinin Çeşitli Değişkenlere Göre İncelenmesi

Giriş

Eğitimdeki değeri son yıllarda daha iyi anlaşılmaya başlanan Sosyal Duygusal Öğrenme [SDÖ], “çocukların ve yetişkinlerin duygularını yönetmek, olumlu hedefler koymak ve elde etmek, başkaları için duygudaşlık hissedebilmek ve göstermek, olumlu ilişkiler kurmak ve sorumlu kararlar almak için gerekli olan bilgi, tutum ve becerileri edinme ve etkili bir şekilde uygulama süreçleri” olarak tanımlanmaktadır (Weissberg & Cascarino 2013). Bilimsel çalışmalar sonucu bireyin akademik ve sosyal başarısını sağlayan faktörler arasında sosyal duygusal zekanın önemli olduğu ortaya konmuştur (Durlak vd., 2011; Patrikakou vd., 2005, s. 6).

Yapılan literatür çalışması sonucu spor lisesi ile akademik başarı seviyeleri farklı olan liselerde öğrenim gören orta öğretim öğrencilerinin çoklu zeka (Güllü ve Tekin, 2009), kaygı ve bilinçli farkındalık (Aygün, 2020) gibi birçok özellik araştırma konusu olurken; sosyal duygusal öğrenme düzeylerinin incelendiği kısıtlı (Kuyulu, 2015) sayıda araştırma olmasından dolayı araştırmamız önem arz etmektedir. Verilen bilgiler ışığında araştırmada Spor lisesi ile farklı liselerde öğrenim gören öğrencilerin sosyal duygusal öğrenme beceri düzeylerinin çeşitli değişkenlere göre incelenmesi amaçlanmıştır. “Spor lisesi ile farklı liselerde öğrenim gören öğrencilerin arasında sosyal duygusal öğrenme becerileri bakımından fark var mıdır?” problemine yanıt aranacaktır.

Yöntem

Araştırmanın Modeli

Genel tarama yöntemi kullanılmıştır (Karasar, 2018). Araştırmanın evrenini 2021-2022 yılında Gaziantep ilinde 4 farklı lise türünde (yerleştirme puanına göre Fen lisesi %1, Anadolu lisesi adrese

dayalı, Meslek lisesi yerleştirme puanı %68,89 ve Spor lisesi özel yetenek sınavı ile öğrenci almakta) 2950 öğrenci oluşturmuştur (G.İ.M.E.M 2022). Araştırmanın örneklemin belirlenmesinde %95 güven aralığı ve $\alpha = 0,05$ hata payına sahip olmak üzere evren büyüklüğü 2950 olan araştırmada yapılan hesaplamalar doğrultusunda örneklem sayısının en az 341 kişiden oluşması uygun görülmüştür (Karasar, 2018: 159-163). Örnekleme özel yetenek sınavı ile öğrenci alan 211 (%28,9) Spor lisesi, 185 (%25,3) Fen lisesi, 163 (%22,3) Anadolu lisesi 172 (%23,5) ve Meslek lisesi olmak üzere 262 (%35,8) kadın 469 (%64,2) erkek toplam 731 gönüllü öğrenci bulunmaktadır.

Veri Toplama Yöntem ve Araçları

Araştırma verilerinin toplanması aşamasında kişisel bilgi formu ile birlikte Coryn, Spybrook, Evergreen, ve Blinkiewicz (2009) tarafından geliştirilen Arslan ve Akın (2013) tarafından Türkçe geçerlilik güvenilirliği çalışmaları yapılarak Türkçeye uyarlanan "Sosyal Duygusal Öğrenme Ölçeği [SDÖÖ]" kullanılmıştır (Arslan ve Akın, 2013).

Gaziantep Valiliği İl Milli Eğitim Müdürlüğünden 18.05.2022 tarih ve 49884212 sayılı yazı ile izin alınmıştır. Araştırmacılar okullara giderek okul yönetimine gerekli açıklamaları yapmış araştırmaya gönüllü olarak katılmayı kabul eden öğrencilere dağıtılan ölçek formu eğitim öğretim aksatılmadan kendi öğretmenleri gözetiminde uygulanarak veriler toplanmıştır.

Veri Analizi

Grupların dağılımı normal olduğundan dolayı öğrencilerin SDÖÖ puanlarını karşılaştırmak için okul türü ve cinsiyet değişkenlerine göre tek yönlü varyans analizi (One-Way Anova) kullanılmıştır. One-Way Anova testi sonucunda ortaya çıkan anlamlı farklılıkların hangi gruptan kaynaklandığını belirlemek amacıyla Levene testi ile varyansların homojenlik durumu test edilmiştir. Levene testi sonucunda varyanslar homojen olduğu için Post Hoc testlerinden olan, gruplardaki örneklem büyüklüklerinin eşit olmasını gerektirmeyen durumlarda kullanılan Scheffe testi (Taşpınar, 2017) ile farklılıkların hangi gruptan kaynaklandığı tespit edilmiştir. Analiz sonuçları %95 güven seviyesinde ele alınmış olup $p < 0,05$ değerleri istatistiksel olarak anlamlı kabul edilmiştir.

Bulgular

Tablo 2 incelendiğinde öğrencilerin okul değişkenlerine göre SDÖÖ puanlarını karşılaştırmak için yapılan tek yönlü varyans analizi (One-Way Anova) sonuçlarına göre; Görev Tanımlama, Akran İlişkileri, Öz Düzenleme boyutları ile SDÖÖ toplam puanına göre gruplar arasında istatistiksel olarak anlamlı farklar elde edilmiştir. Farklılığın yönünü tespit etmek için yapılan Scheffe testi sonucunda Görev Tanımlama boyutunda; Fen lisesi ile Anadolu lisesi ve Meslek lisesi arasında Fen lisesi öğrencileri lehine, Spor lisesi ile Anadolu lisesi ve Meslek lisesi arasında Spor lisesi öğrencileri lehine, Akran İlişkileri boyutunda; Fen lisesi ile Meslek lisesi arasında Fen lisesi öğrencileri lehine, Anadolu lisesi ile Meslek lisesi arasında Anadolu lisesi öğrencileri lehine, Spor lisesi ile Meslek lisesi arasında Spor lisesi öğrencileri lehine, Öz Düzenleme boyutunda; Fen lisesi ile Meslek lisesi arasında Fen lisesi öğrencileri lehine, Anadolu lisesi ile Meslek lisesi arasında Anadolu lisesi öğrencileri lehine, Spor lisesi ile Meslek lisesi arasında Spor lisesi öğrencileri lehine, SDÖÖ toplam puanında; Fen lisesi ile Meslek lisesi arasında Fen lisesi öğrencileri lehine, Anadolu lisesi ile Meslek lisesi arasında Anadolu lisesi öğrencileri lehine, Spor lisesi ile Meslek lisesi arasında Spor lisesi öğrencileri lehine anlamlı farklar tespit edilmiştir.

Tablo 4 incelendiğinde erkek öğrencilerin okul değişkenlerine göre SDÖÖ puanlarını karşılaştırmak için yapılan tek yönlü varyans analizi (One-Way Anova) sonuçlarına göre; Görev Tanımlama, Akran İlişkileri, Öz Düzenleme boyutları ile SDÖÖ toplam puanına göre gruplar arasında istatistiksel olarak anlamlı farklar elde edilmiştir. Farklılığın yönünü tespit etmek için yapılan Scheffe testi sonucunda Görev Tanımlama boyutunda; Fen lisesi ile Anadolu lisesi ve Meslek Lisesi arasında Fen Lisesi öğrencileri lehine, Spor Lisesi ile Meslek Lisesi arasında Spor Lisesi öğrencileri lehine, Akran İlişkileri boyutunda; Fen Lisesi ile Anadolu Lisesi ve Meslek Lisesi arasında Fen Lisesi öğrencileri lehine, Spor Lisesi ile Meslek Lisesi arasında Spor Lisesi öğrencileri lehine, Öz Düzenleme boyutunda; Fen Lisesi ile Meslek Lisesi arasında Fen Lisesi öğrencileri lehine, Spor Lisesi ile Meslek Lisesi arasında Spor Lisesi öğrencileri lehine, SDÖÖ toplam puanında; Fen Lisesi ile Anadolu Lisesi ve Meslek Lisesi arasında Fen Lisesi öğrencileri lehine, Spor Lisesi ile Meslek Lisesi arasında Spor Lisesi öğrencileri lehine anlamlı farklar tespit edilmiştir.

Tartışma ve Sonuç

Spor lisesi ile farklı liselerde öğrenim gören orta öğretim öğrencilerinin sosyal duygusal öğrenme düzeylerinin çeşitli değişkenlere göre incelenmesi amacı ile yapılan araştırma sonucunda Spor lisesi, Fen lisesi, Anadolu lisesi ve Meslek lisesi öğrencileri arasında ölçek toplamında ve alt boyutlarında anlamlı farklılıklar olduğu tespit edilmiştir (Tablo 2). Ortaya çıkan anlamlı farklılıkların hangi okullar arasında olduğunu tespit etmek için yapılan analiz sonucunda Spor lisesi ile Fen lisesi öğrencileri arasında SDÖÖ toplamı ve alt boyutlarında anlamlı bir fark tespit edilmemişken, Spor lisesi ve Fen lisesi ile Anadolu lisesi öğrencileri arasında görev tanımlama alt boyutunda, Spor lisesi ve Fen lisesi ile Meslek lisesi arasında SDÖÖ toplamı ve alt boyutlarında anlamlı farklar elde edilmiştir. Kuyulu'da (2015, s. 61) okul değişkenine göre yaptığı çalışmada Anadolu lisesi ve Spor lisesi öğrencilerinin sosyal duygusal öğrenme düzeylerinin Spor lisesi lehine anlamlı farklılık olduğu sonucuna ulaşmıştır. Bu sonucun ise Spor lisesi öğrencilerinin Anadolu lisesi öğrencilerine göre daha fazla beden eğitimi ve spor dersi görmeleri ile daha fazla spor etkinliklerine katılmalarından kaynaklandığını ifade etmiştir. Tan ve Çolakoğlu 'da (2022, s. 111) okul türü değişkenine göre yaptıkları çalışmada ortaokullar ile imam hatip ortaokulunda öğrenim gören öğrenciler arasında SDÖÖ'nün toplamında ve görev tanımlama ile öz düzenleme alt boyutlarında ortaokul öğrencileri lehine anlamlı bir sonuç bulduklarını ifade etmişlerdir. Spor lisesi ile Fen lisesi arasında akademik anlamda fark olsa bile sosyal duygusal öğrenme becerileri arasında fark olmamasını sporun belirtilen etkilerine bağlamak mümkündür.

Erkek öğrencilerin okul değişkenine göre görev tanımlama, akran ilişkileri ve öz düzenleme alt boyutları ile SDÖÖ toplam puanında anlamlı farklar bulunmuştur. Elde edilen farkların hangi gruplar lehine olduğunu tespit etmek amacı ile yapılan analizler sonucunda Fen lisesi ile Spor lisesi arasında SDÖÖ toplam puanında ve alt boyutlarında anlamlı bir fark tespit edilmemişken. Fen lisesi ve Spor lisesi ile Meslek lisesi öğrencileri arasında görev tanımlama, akran ilişkileri ve öz düzenleme alt boyutunda Fen lisesi ve Spor lisesi lehine anlamlı farklar bulunmuştur (Tablo 4). Spor lisesi ile Fen lisesi arasında görev tanımlama, akran ilişkileri, öz düzenleme ve ölçek toplamında anlamlı bir fark olmaması, Spor lisesinde öğrenim gören öğrencilerin beden eğitimi dersine ek olarak düzenli yaptıkları antrenmanlar ve katıldıkları spor müsabakaları sayesinde görev tanımlama, ölçek toplamında SDÖ becerilerini geliştirdiğini söyleyebiliriz.

Beden eğitimi ve spor ders müfredatı içinde ve uygulamalarında doğal olarak bulunan sosyal davranışlar adil oyun davranışlarıdır. Bu sayede bireyin bilgiyi üreten, günlük yaşam içerisinde işlevsel

olarak kullanabilen, karşılaştığı problemlerin üstesinden gelen, eleştirel düşünen, girişimci yönünü geliştiren, kararlı, iletişim becerileri yüksek, çevresi ile empati kurabilen, çevresine katkı sağlayan vb. niteliklerdeki bir bireyi tanımlamaktadır. Rakip takımlara ve yetkililere saygı göstermek ve şikâyet etmeden ve övünmeden zaferi kabul etmek gibi. Bu adil oyun davranışları, çocuklar için beden eğitiminde öğrencilere kazandırılması gereken önemli önemli sosyal becerilerdir (Milli Eğitim Bakanlığı [MEB], 2018, s. 4). Spor lisesi öğrencilerinin de aktif olarak sporun içinde bulunmasından dolayı doğal olarak sosyal duygusal öğrenme becerilerini kazandığı için Spor lisesi ile Fen lisesi SDÖ değerleri benzerlik göstermektedir. Durlak, vd. (2011) yaptığı çalışmada, sosyal ve duygusal öğrenme [SDÖ] programının meta-analizinden elde edilen bulguları sonucunda, SDÖ katılımcılarının akademik başarı yüzde 11 puan artırdığını bulmuşlardır. Öğrencilerin düzenli olarak yaptıkları antrenmanlar ile okul içi ve okul dışında yapılan spor müsabakaları sayesinde öğrenilen sosyal duygusal öğrenme becerilerinin uygulama alanı bulmasına bu becerilerin uygulanabilir ve edinilebilir olduğu yapılan çalışmalar göstermektedir (Tan & Çolakoğlu, 2022, s. 126).

Sonuç olarak araştırmamızda farklı lise türlerinde öğrenim gören öğrenciler arasında SDÖÖ toplam puanında ve alt boyutlarında Spor lisesi ve Fen lisesi öğrencileri lehine anlamlı farklar tespit edilmiştir. Cinsiyet değişkenine göre Spor lisesi ve Fen lisesinde öğrenim gören kadın öğrencilerin ortalamaların Anadolu lisesi ve Meslek lisesi öğrencilerine göre yüksek olmasına rağmen sadece görev tanımlama alt boyutunda Fen lisesinde öğrenim gören kadın öğrenciler lehine Anadolu lisesi ve Meslek lisesinden anlamlı çıktığını; Fen lisesi ve Spor lisesinde öğrenim gören erkek öğrenciler ile Anadolu lisesi ve Meslek lisesi öğrencileri arasında SDÖÖ toplam puanında ve alt boyutlarında Fen lisesi ve Spor lisesi öğrencileri lehine anlamlı farklar elde edilmiştir. Fen lisesi ile Meslek lisesi ve Anadolu lisesi öğrencileri arasında akademik başarı düzeyi ile sosyal duygusal öğrenme becerileri açısından paralellik olduğu fakat Spor lisesi öğrencileri ile Fen lisesi öğrencileri arasında akademik başarı bakımından genel olarak fark olmasına rağmen sosyal duygusal öğrenme becerileri açısından anlamlı bir fark olmadığını Spor lisesinde öğrenim gören öğrencilerin düzenli olarak yaptıkları antrenmanlar ve katıldıkları müsabakalar sayesinde sosyal duygusal öğrenme becerilerini geliştirdiğini söyleyebiliriz.

Öneriler

1. Okullarda beden eğitimi ders saatleri artırılabilir.
2. Okul yönetimlerinin okul içi ve okul dışı yarışmalara verdiği destek artırılabilir.
3. Öğretmenlere sosyal-duygusal öğrenme becerileri ve hangi etkinliklerde kazandırılacağı konusunda seminerler verilebilir.
4. Beden eğitimi öğretmenlerinde sosyal duygusal öğrenme konusunda bilinçli farkındalık oluşturulabilir.