Investigation of Secondary School Students' Social-Emotional Learning and Friendship-Making Skills in Terms of Various Variables

Ortaokul Öğrencilerinin Sosyal-Duygusal Öğrenme ve Arkadaşlık Kurma Becerilerinin Çeşitli Değişkenler Yönünden İncelenmesi

Hakan Öngören[1], Ali Yılmaz[2]

[1] *Sorumlu Yazar, Dr., İçişleri Bakanlığı, ongorenhkn@gmail.com (https://orcid.org/0000-0003-3142-8184)*
[2] *Prof. Dr., Marmara Üniversitesi, ayılmaz@marmara.edu.tr (https://orcid.org/0000-0002-1810-943X)*

ABSTRACT

Social and emotional development is the child's ability to express himself, establish relationships, recognize himself, adapt to his social environment, and restrain his emotions. Because of this situation, developing children's social and emotional learning skills is important in increasing their academic success, improving their friendship-making skills in the social environment, developing positive peer relationships, and improving the relationships established in the family environment. This research also aims to examine the social-emotional learning abilities of secondary school students, their friendship making skills with age, gender, classroom, daily phone and computer usage time, and their ability to use digital technologies variables. A sampling of this research's universe (n = 415) and sample (n = 380) were students studying in seventh and eighth grades at secondary schools in the Kartal district of Istanbul. In this research using the correlational survey model, the data was analyzed in three stages. İt has been determined with a descriptive relational/related model found that social and emotional learning levels increased and that male students had higher social-emotional and relationship-making skills than female students; less daily phone use was higher than students with high social-emotional and friendship-making skills. Finally, secondary school students are becoming more and more able to relate as the level of social-emotional learning increases. Research improving the status of students at a disadvantage in social and emotional learning in this regard will offer positive contributions to developing their relationship skills.

Keywords: Making friendship skills, secondary school students, social relationships, social and emotional learning.

ÖZ

Sosyal ve duygusal gelişim, çocuğun kendini ifade edebilme, ilişkiler kurabilme, kendini tanıyabilme, sosyal çevresine uyum sağlayabilme ve duygularını dizginleyebilme becerisidir. Bu amaçla çocukların sosyal ve duygusal öğrenme becerilerinin geliştirilmesi, onların akademik başarılarının artması, sosyal ortamda arkadaşlık kurma becerilerinin geliştirilmesi, olumlu akran ilişkilerinin geliştirilmesi ve aile ortamında kurulan ilişkilerin geliştirilmesi açısından önemlidir. Bu araştırmada aynı zamanda ortaokul öğrencilerinin sosyal-duygusal öğrenme yeteneklerini, arkadaşlık kurma becerilerini yaş, cinsiyet, sınıf, günlük telefon ve bilgisayar kullanım süresi ve dijital teknolojileri kullanma becerileri değişkenleriyle incelemeyi amaçlanmaktadır. Araştırmanın evrenini (n=415) ve örneklemini (n=380) İstanbul ili Kartal

ilçesindeki ortaokulların yedinci ve sekizinci sınıflarında öğrenim gören öğrenciler oluşturmuştur. Tarama modelinin kullanıldığı bu araştırmada veriler üç aşamada analiz edilmiştir. Tanımlayıcı ilişkisel/ilişkili modelle analiz edilen araştırmada, sosyal ve duygusal öğrenme düzeylerinin arttığı, erkek öğrencilerin sosyal-duygusal ve ilişki kurma becerilerinin kız öğrencilere göre daha yüksek olduğu; daha az günlük telefon kullanımı, sosyal-duygusal ve ilişki kurma becerileri yüksek olan öğrencilere göre daha yüksek olduğu saptanmıştır. Son olarak, ortaokul öğrencileri sosyal-duygusal öğrenme düzeyi arttıkça giderek daha fazla ilişki kurabilmektedirler. Bu konuda sosyal ve duygusal öğrenmede dezavantajlı durumda olan öğrencilerin durumlarının iyileştirilmesine yönelik araştırmalar, onların ilişki kurma becerilerinin geliştirilmesine olumlu katkılar sunacaktır.

Anahtar Kelimeler: Arkadaşlık edinme becerileri, ortaokul öğrencileri, sosyal ilişkiler, sosyal ve duygusal öğrenme.

INTRODUCTION

Man is an important part of life and a social product. One needs to engage in activities of life and interact with other beings to socialize. This forced many attributes to sustain a person's existence in life (Kabakçi & Korkut Owen, 2010). And the most important of these qualities is the social and emotional capacities of man. One needs to have these skills to improve the quality of life, address the issues facing the living environment, and contribute to society (Elias, 2004). However, the social and emotional traits of a person can contribute to and be happy in their environment, and they can be found in a way that is consistent between behavior, attitude, emotion, opinion, and thoughts. Thus, the development of a person's social-emotional abilities opens the way for them to be happy and productive (Duralp, 2014). In terms of the literature, social and emotional learning is defined as an approach that teaches individuals to understand, organize, and express social and emotional aspects of their lives to successfully fulfill their life duties. According to Norris (2003), social-emotional learning, healthy social making friend skills, personal well-being, and skills are designed to enhance academic success. Adolescence is critical in the acquisition of social and emotional learning skills, with intense and rapid changes in the areas of physical, cognitive, emotional, and social development. During this time of challenge, guiding studies of students to adapt improve their ability to cope with adversity as they move from the second grade to elementary school (Durualp, 2014; Pasi, 1997). This period attracts attention with its positive effects on students' social relations and well-being, as well as their social and emotional learning and generally responding to developmental needs necessary for school/classroom harmony and success (Denham & Brown, 2010).

From a theoretical point of view, a sufficiently social and emotional mind is a must for a healthy adult with moral values. As Burke (2002) noted, a socially and emotionally incompetent individual must struggle with problems such as alcohol substance abuse, sleep disorder, and antisocial behavior in the years ahead. Those who struggle with similar problems may inevitably exhibit several shortcomings and flaws in their ability to act responsibly and responsibly on issues of concern both to their habitat and environment (Elknin, 2006; Kabakçi & Korkut Owen, 2010). The relationship is the phase of emotional engagement with others based on intimacy and trust that begins from birth. In other words, the skill arising from a blend of trust and emotional connection is called the ability to relate. As such, the person must acquire the skills and competence to develop the ability to make a social-emotional connection and to build making friend skills to begin from an early age (Kabakçi, 2006). For this, many researchers (Dinçer, 2003; Glaser, 1991; Koksal & Çöğmen, 2018) noted the role of education in achieving relationship skills and emphasized that effective social-emotional learning is undergoing the ability to engage. Education is, in essence, based on communication techniques. Therefore, when it comes to social-emotional learning, the healthy advance of education depends on the ability to communicate and relate effectively (Obalar, 2009). Effective communication and engagement skills include being able to understand nonverbal communication messages, empathize, be able to appropriately say

'no', be aggressive, give positive feedback, problem-solving, and have consensus as needed (Ministry of Education Republic of Türkiye, 2021).

In 2012, the Board of Education and Training introduced the "Emotional and Social Development Lesson", but the course was designed only for students with special abilities from 0 to 72 months of age in terms of target scope (Ministry of Education Republic of Türkiye, 2015). According to the Organisation for Economic Co-operation and Development (OECD) Social and Emotional Skills Survey released in 2021 by the Ministry of Education Republic of Türkiye, the goals of social and emotional learning: facilitating learning, reducing behavior problems, adapting to innovation, responding to changing employment demands, and supporting disadvantaged students. Indeed, according to the same report, when education curricula are examined, it appears that educational programs are designed mostly on learning and cognitive skills and that they are not systematically and programmatically addressed social-emotional learning skills (Köse et al., 2022). Understanding and awareness arise in students through practices of dropping school, staying out of bad habits (cigarettes, alcohol, drugs), using technological tools (computers, mobile phones, tablets, etc.), and engaging in social-emotional learning and engagement on how to make school safe (Aygün & Şahin Taşkın, 2017; Esen Glaser, 1991; De Grez et al., 2009). This has created an important requirement for children's education and the necessity for social and emotional learning and has also imposed significant obligations on schools to acquire such skills (Butler, 2017; De Grez et al., 2009). Research into the impact of students' use of digital technologies on their daily lives (Cantürk & Yüksel, 2020; Görür, 2019; Kocaman Karoğlu et al., 2020; Mustafaoğlu et al., 2018; Nabi & Wolfers, 2022) has shown that uncontrolled use of mobile phones and computers directly affects their learning skills in the school environment, in bilateral relations and the educational setting.

Studies of students' relationship-building and problem skills (Görür, 2019; Köksal & Çöğmen, 2018; Landsman & Gorski, 2007; Mourtos et al., 2004; Snyder & Snyder, 2008) have found that students who use digital communication tools (mobile phones, computers, tablets, etc.), who are efficient, risk-taking, project-based, and open to collaborative learning, who care more about accuracy than speed, can communicate and problem-solving. Research into learning and skills development has been shown to focus on the cognitive and sensory development of students (Freudenberg et al., 2011; Kartal, 2007; Rohm et al., 2021; Ünal, 2009). The research focused on the cognitive and sensory development of students in schools suggests that focusing on the cognitive and sensory development of students is insufficient for qualifying learning to take place, and suggests that social and emotional skills must be developed in students with cognitive and sensory development (Elias, 2004; Lopes & Salovey, 2004; Grewal et al., 2006). Scanning the area for this research excluded studies of the ability of middle school students to learn social-emotional learning and make making friend skills together, and no studies of the relationship between them, nor did any research on how the use of secondary school students on technology (computers, mobile phones, tablets, etc.) could have an impact on their social-emotional and relationship-building skills. It is expected to meditate on the relationship between social-emotional learning and relationship-building capacities in this research direction and to contribute to its spatial writing as it develops a new perspective on how the use of technological products influences social-emotional and relationship-building skills. Payton et al (2008) stated that social and emotional learning skills are closely related to students' cognitive levels and that these skills increase with age. He emphasised that this situation should also be examined by gender status. Merritt et al. (2012) found that as children get older, their ability to form relationships declines. Merritt et al (2012) predicted that this may be due to the need to form new friendships as a result of changing grade levels. Ladd (2014) stated that children use more technological devices as they get older and this has a negative impact on the ability to build relationships between children.

From this study, the focus will be on secondary school students' relationship-building and social and emotional learning skills to investigate the extent to which the relationship between the

two skills impacts the middle school students' level, and the relationship between them with age, gender, classroom, and digital technology usage times.

For this purpose, in order to the response to the following sub-objectives is sought:

1. What are the social and emotional learning and relationship skills level of secondary school students?
2. Do secondary school students' social and emotional learning skills differ statistically according to age, gender, class, daily phone and computer usage time, and ability to use digital technologies?
3. Friendship making skills levels of secondary school students differing statistically in terms of age, gender, class, daily telephone and computer usage time, and digital technology usage skills variables?
4. Do secondary school students' social and emotional learning skills levels reveal their friendship making skills?

METHOD

2.1. Research Design

Correlational survey model is used in the research. The general correlational survey model of how secondary school students relate and social-emotional learning skills varies considerably with various variables (class, age, gender, daily computer and cellular phone use time, and the ability to use digital technologies), while the model of causal comparison is intended to determine whether they are meaningfully commonly interpreted by variables. Correlational survey model was preferred when students in the research group could provide information about their relationship-building and social-emotional learning skills. The causal comparison model has been used to identify possible causes of different groups' relationship-building and social-emotional learning abilities. Finally, it was used to determine variables that could have a direct impact on the relational/correlational model and their social-emotional learning skills (Büyüköztürk et al., 2015; Spanos et al., 2012; Tyler & Lind, 1992).

2.2. Participants

The study universe is made up of middle school 7th and 8th graders. The study universe consists of 7th and 8th graders who are studying in the Kartal district of Istanbul because the researcher resides in the Kartal district. During the school detection phase, the researcher's principle of easy availability was followed. In this context, the sample group of our research was compiled from 415 students educated in 7th and 8th grades in 5 different secondary schools in the Kartal district. The main reason why the study was conducted in years 7th and 8th grades were that children in this age group experience periods of change in their ability to make friends (Aygün & Şahin Taşkın, 2017). Unsuitable data for the study were analyzed with 380 data after it was eliminated. An application to acquire information was submitted to the Kartal County Department of National Education in 2022–2023 in which the total number of 7th-graders studied at Kartal district was reported to be 17245; the number of eighth-graders was 16312. Assuming that a research universe of 357 students requires at least 376 participants with a 5% confidence interval and 95% confidence level (Cohen et al., 2021), it is possible to say that the 415-member sample is sufficient to represent the research universe.

2.3. Data Collection Tools

The study used the Participant Information Form (PIF), Social and Emotional Learning Scale (SELS) and to Friendship Making Skills Assessment Scale (FMSAS) collect data.

Participant Information Form (PIF): There are six questions in the personal information form. Three of these questions are questions about age, class, and gender information, among which are continuous variables. The other three questions cover questions to understand students' every day computing and mobile phone uptime and understand their ability to use digital technologies. These questions are constructed to be answered in a lichen format and are provided in the opinion of three experts, two of whom are associate professors in the field of computer and teaching technology training and one in the field of social information education. The "do not use" option has been added to the everyday computer usage time question as experts take the view that there may be participants who have never used or know how to use computers daily usage times. In addition, experts have recommended that the question of digital technology tool use be done in the form of a 3-pin Likert-type rating instead of a 5-pin Likert-type rating for a clear and precise answer, and based on these recommendations, the Participant Information Form (PIF) has been organized.

Social and Emotional Learning Scale (SELS): The Social and Emotional Learning Scale used in this research was developed by Totan (2018). The scale consists of 25 items and the items are graded with a 5-limited. The scale consists of five subdimensions, but the short form also includes five components that measure social and emotional learning. In this context, the social and emotional learning measures are considered the lower dimension of the scale. The other five pillars of the scale are self-awareness, social self-governance, relationship skills, self-management, Relationship skill and making decision responsibly. Total correlations of all items of the data collection tool have positive direction and adequate loads above .30. However, the fundamental components of the scale have been analyzed and found to be divided into 5 sub-factors, as in the original form of the scale. According to SELS's internal consistency test (Cronbach alpha: 2.70-83), the Cronbach alpha is 92 while McDonald's Omega is 94. The test results ($p \leq .05/.75-.78$) were given at a statistical level of 82. According to these data, SELS can be a powerful measuring tool for adolescents and a powerful measuring tool for middle school age groups.

Friendship Making Skills Assessment Scale (FMSAS): The Friendship Making Skills Assessment Scale used other in this research was developed by Öztürk (2009). The scale consists of five subdimensions, but the short form also includes five components that measure friendship making skills. The principal component analysis results revealed that most of the factors were loaded on a single factor; therefore, varimax rotation was not calculated. However, it was observed that 4 items did not strongly load on this factor. Therefore, these 4 items were removed from the FMSAS. Finally, the factor with an eigenvalue of 7.921 explained 33.006% of the variance. The factor was labeled Friendship Building Skills. The internal consistency of the Friendship Building Skills Evaluation Scale was evaluated by calculating Cronbach's alpha coefficient and was found to be .90 for the entire scale. The final version of the Friendship Building Skills Evaluation Scale consists of 24 items rated on a 5-point Likert scale and weighted from 1 (never) to 5 (always). Total scores range from a low of 24 to a high of 120. High scores indicate a high frequency of display of friendship-making skills. According to these data, SELS can be a powerful measuring tool for adolescents and a powerful measuring tool for middle school age groups.

2.4. Data Collection Process and Analysis

The ethical approval for the present study was granted by Marmara University Scientific Research and Publication Ethics Committee on 15/06/2023 with the document number 579312/06-11. It was collected from the beginning of October 2022 until the end of November to collect the data for this research. Teachers have been informed about the application and data collection tool so as not to impress students and keep in touch with them, and practice has been carried out by them.

The data from students in the 7th and 8th grades of various secondary schools in the Istanbul province of Kartal, which was obtained under the permission for the study, did not apply to consistent and not fully randomly filled scale data. However, statistical approaches will be used to resolve lost data (Kalaycı, 2010). The missing data will be given the average value of the series in assigning new observation values. The study data analysis used the SPSS 26 program. The research began to analyze data by extracting distortion values to detect normal distributions of data (Table 2). These values range from +1.5 to -1.5, indicating a normal data distribution (Figure 1; Tabachnick & Fidell, 2013).
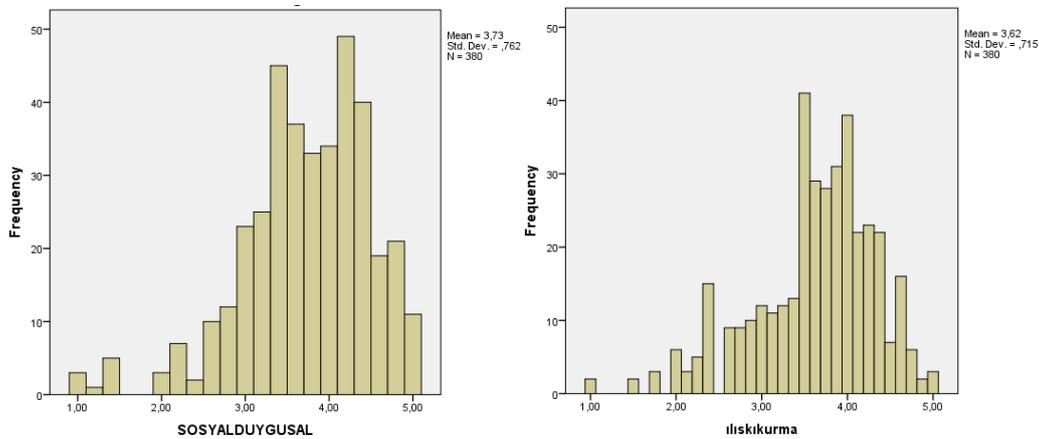
Table 1

Normality Distributions

Normality	N	X̄	SS	Skewness	Kurtosis
Social and emotional learning	380	3.73	.76	-.88	1.26
Friendship making skills	380	3.62	.71	-.81	.66

When we look at the short form mean and standard deviation values of the Social and Emotional Learning Scale (SELS), it can be said that the mean of social and emotional learning skills is high, considering that the mean is 3.70 and the mean of the Friendship Making Skills Assessment Scale (FMSAS) is measured as 3.60. (Table 1).

Figure 1

Histogram Normality Distributions of the Sub-Dimensions

It is possible to say that the data show a normal distribution because all the histograms in the graph above are in the form of a bell curve (Figure 1).

After it was determined that the normality distribution of the data was within the normal distribution range, the data were analyzed using the t-Test or ANOVA test. However, basic statistical data such as frequency, mean and standard deviation were obtained." Multi-regression analysis has been used to determine whether some variables used in the study meaningfully interfere with students' ability to engage with their social-emotional learning levels. Before proceeding with this test, a variety of assumptions about the analysis of multiple regression have been tested (Büyüköztürk et al., 2015; Pallant, 2007; Tabachnick & Fidell, 2013). First, we looked at whether the number of participants is sufficient for regression analysis. To perform regression analysis, each variable must have a data number in the range of 10-15 (Kline, 2011). There are 12 variables in the study. 12x15=180 participants should suffice. The research data set comprises

415 participants. Extremes are examined under the assumption of multi-normality regarding whether variables have extremes. One of the indicators that there are no end values in data set with two progressive variables is that the distance from Mahalanobis is no more than 13.82. Mahalanobis distances in these scales are 13.77 maximum for the SELS and 13.80 maximum for FMSAS. Thus, the data in the research satisfies the assumption of extreme depreciation (Cook & Weisberg, 1982). Another assumption is that there is no problem with multiple linearity. To do this, VIF values have been examined and the resulting VIF values must be less than 5 (Craney & Surles, 2002). This research has found that the VIF values are less than 5. However, the relationship between variables was analyzed by the Pearson correlation product of moments as a linearity assumption test, and it was found that there was no problem with multiple linearities between variables ($r < .94$) (Kline, 2011).

FINDINGS

This chapter presents the findings of secondary school students' responses to the social and emotional learning scale. In this way, the student's answers to the entire scale have been rigorously examined, and the research's main focus, social-emotional learning and relationship skills, gender, grade level, and age, are analyzed in terms of everyday computing and time spent on mobile phones and are presented in tables below.

Table 2

Identifying İnformation of the Participants

		f	%
Gender	Female	170	44.7
	Male	210	55.3
Class	7th Grade	229	60.3
	8th Grade	151	39.7
Age	12 years	171	45.0
	13 years	155	40.8
	14 years	54	14.2

According to the data in the table given above, 170 female and 210 male students participated in the research. 60.3% of the participants 7th grade, and 39.7% are in the 8th grade. Approximately 89% of respondents are aged 12 and 13 (Table 2).

3.1. Findings on Various Variables of Social-Emotional Learning and Friendship-Making Skills

This section includes the results of the relationship between social and emotional learning and friendship-making skills, which are the main objectives of our research, in terms of age, grade, daily phone and computer usage time, and digital technology skill variables.

Table 3

Making Friend Skills Between Social and Emotional Learning and Their Ability to Engage and Their Age and Gender Variables

			N	X̄	SS	t	p
Gender	SELS	Female	170	3.62	.89	14.4	.00*
		Male	210	3.82	.62		
	FMSAS	Female	170	3.49	.83	22.4	.00*
		Male	210	3.71	.58		
Class	SELS	7th Grade	229	3.71	.77	.07	.79
		8th Grade	151	3.75	.74		
	FMSAS	7th Grade	229	3.62	.69	3.4	.06
		8th Grade	151	3.61	.74		

*p≤0.05

According to the data in Table 3, there was a significant relationship between the students' social-emotional learning levels and gender (p= 00). However, in the figure, there was no significant relationship between students' social-emotional learning skill levels and gender variables (p 0.00). The social-emotional learning skill averages of female students were found to be lower than those of male students (SELS X̄= 3.62-3.82)." It is understood that 7th and 8th graders do not have a meaningful relationship between social-emotional learning levels and class variables (p= 79). Similarly, 7th and 8th graders do not have a meaningful relationship between friendship making skills levels and class variables (p= 06). The 7th graders' social-emotional learning score (SELS X̄= 3.71) was higher than their friendship making skills ability (FMSAS= 3.62). Similarly, the 8th graders' social-emotional learning score (SELS X̄= 3.75) averaged more than the skills score (FMSAS = 3.61) to friendship making skills ability.

Table 4

Results from One-Way Variance Analysis

			N	X̄	SS	The Source of the Variance	Sum of squares	sd	Average of squares	F	p	Significant differences
Age	SELS	12 years	171	3.81	.67	Between Groups	4.10	2	2.0	3.5	.02*	12 years/14 years
		13 years	155	3.72	.84	Within Groups	216.2	377	.57			
		14 years	54	3.50	.75	Total	220.3	379				
	FMSAS	12 years	171	3.68	.61	Between Groups	3.74	2	1.8	3.7	.02*	12 years /14 years
		13 years	155	3.62	.73	Within Groups	190.0	377	.50			
		14 years	54	3.39	.89	Total	193.8	379				
Computer Usage Time	SELS	None	117	3.75	.81	Between Groups	.158	3	.05	.09	.96	-
		1-3 hours	217	3.73	.69	Within Groups	220.1	376	.58			
		4-6 hours	34	3.67	.80	Total	220.3	379				
		+6 hours	12	3.70	1.1							
	FMSAS	None	117	3.57	.73	Between Groups	.87	3	.29	.56	.63	-
		1-3 hours	217	3.65	.65	Within Groups	192.9	376	.51			
		4-6 hours	34	3.52	.83	Total	193.8	379				
		+6 hours	12	3.55	1.1							
Phone Usage Time	SELS	1-3 hours	288	3.82	.66	Between Groups	10.9	2	5,4	9.8	.00*	1-3 hours /+6 hours 1-3 hours/ 4-6 hours
		4-6 hours	67	3.52	.81	Within Groups	209.4	377	,55			
		+6 hours	25	3.25	1.2	Total	220.3	379				
	FMSAS	1-3 hours	288	3.72	.64	Between Groups	13.8	2	6.9	14.5	.00*	1-3 hours /+6 hours 1-3 hours/ 4-6 hours
		4-6 hours	67	3.31	.72	Within Groups	179.9	377	.47			
		+6 hours	25	3.21	10	Total	193.8	379				
Technology	SELS	Weak	15	3.80	.81	Between Groups	2.0	2	1.0	1.7	.16	-
		Middle	224	3.78	.65	Within Groups	218.2	377	.57			
		High	141	3.63	.90	Total	220.3	379				
	FMSAS	Weak	15	3.42	.73	Between Groups	3.23	2	1.6	3.1	.04*	Middle / High
		Middle	224	3.69	.63	Within Groups	190.5	377	.50			
		High	141	3.52	.82	Total	193.8	379				

*p≤0.05

There is a significant difference in the ability to friendship making skills and social-emotional learning with the age variable in Table 4 above (p= 02). According to the post hoc test, it was also revealed that there was a significant difference in social-emotional learning between the ages of 12 and 14. In addition, it was determined that the average friendship making skills scores of the 12-year-old group ($\bar{X}$= 3.81/3.68) were better than those of the 13-year-old group ($\bar{X}$= 3.72/3.68) and 14-year-old group ($\bar{X}$= 3.50/3.39).

From the look of day-to-day computing, there is no meaningful difference between student learning and their ability to friendship making skills and emotionally (p= 96/63). The social-emotional learning skills score ($\bar{X}$= 3.75) of students who do not spend time with a computer during the day is higher than students ($\bar{X}$= 3.70) who spend more than 6 hours on a computer. Students who spend 1-3 hours a day with a PC have a better friendship making skills score ($\bar{X}$= 3.65) than students who spend more than 6 hours on a PC ($\bar{X}$= 3.55).

Judging from the daily phone-handling period, it has been found that there are significant differences between students' ability to friendship making skills and socially and emotionally skills (p= 00). According to the post hoc test, there is a significant difference between students who spend 1 to 3 hours a day on the phone and students who spend 4 to 6 hours a day in terms of friendship making skills and social and emotional learning skills. Similar to this result, there is a significant difference in terms of friendship making skills and social and emotional learning skills between students who spend 1 to 3 hours on the phone and students who spend more than 6 hours on the phone a day. The average social-emotional learning skills of students who spend 4 to 6 hours on the phone per day are higher ($\bar{X}$= 3.52) than students who spend more than 6 hours on the phone ($\bar{X}$= 3.25). Students who spend between 4 and 6 hours on the phone during the day ($\bar{X}$= 3.31) are more likely to have good making friend skills than students who spend more than 6 hours on the phone ($\bar{X}$= 3.25).

Finally, when looking at the ability to use digital technologies, it is found that there is no meaningful difference between students' ability to engage in socially-emotional learning but there is a meaningful difference between the ability to use digital technologies and making friends skills. According to the post hoc test, there is a significant difference between the ability of students with medium or high use of digital technology and their ability to making friends skills (p= 02). The social-emotional learning skills score averages ($\bar{X}$= 3.80) of students who are characterized as having a poor ability to use digital technology are higher than those of students ($\bar{X}$= 3.64). By contrast, the skills of students for making friend skills ($\bar{X}$= 3.42), which specifies that they have poor ability to use digital technology, are lower than those of students ($\bar{X}$= 3.52) who say they have high ability.

Table 5

Correlation outcomes for SELS and FMSAS

Variables	1	2	3	4	5	6	7	8
Making Friends Skills	1							
Social-emotional learning	.81**	1						
Age	-.12*	-.13*	1					
Class	-.00	.02	.71**	1				
Gender	.15**	.12*	-.01	.10*	1			
Technology usability	-.07	-.09	-.05	-.10*	-.22**	1		
PC usage time	.00	-.02	-.05	-.22**	-.04	.24**	1	
Phone usage time	-.25**	-.22**	-.01	-.16**	-.15**	.30**	.13**	1

*p <.05; **p <.01

As shown in the table above, social-emotional learning is understood to be meaningful in age, gender, and phone use. The ability to relate is meaningful to gender and phone use time.

However, making friends skills meaningful in social-emotional learning, age, gender, and phone use (Table 5).

3.2. Social Emotional Learning and Making Friend Skills Findings

A model summary of how students use their ability to engage in social-emotional learning is presented in Table 6.

Table 6

Model Summary

Model	R	R^2	Adjusted R^2
SELS	.813	.660	.659

Based on the findings of Table 5, it has been found that social-emotional learning can exert around 65% of its ability to making friend skills. The ANOVA test results on whether these findings are statistically significant are edited in Table 6.

Table 7

SELS and FMSAS ANOVA Test Results

	Model	Sum of squares	sd	Average of squares	F	p
SELS	Regression	145.4	1	145.4	734.0	.00
FMSAS	Residual	74.8	378	.19		
	Total	220.3	379			
	Model	**Sum of squares**	**sd**	**Average of squares**	**F**	**p**
FMSAS	Regression	127.9	1	127.9	734.8	.00
SELS	Residual	65.8	378	.174		
	Total	193.8	379			

Based on the findings of Table 7, it can statistically interpret the students' ability to making friend skills their social-emotional learning levels. In short, social-emotional learning has a meaningful impact on its ability to relationship.

Table 8

Contributions to the SELS and its Progressive Variables

Variables	Unstandardized coefficients		Standardized coefficients	*t*	*p*
	B	St. Hata	β		
SELS	.59	.11		5.0	.00
FMSAS	.86	.03	.81	27.1	.00

According to the regression analysis in Table 7, there is a meaningful relationship between social-emotional learning and the ability to relate. Also, the correlation coefficient (β= .81) occurred moderately between social-emotional learning and the ability to making friend skills. Thus, there is a positive linear relationship between social-emotional learning and the ability to making friend skills, and increased social-emotional learning increases the ability to relationship.

DISCUSSION AND CONCLUSION

According to the findings obtained from the research, it has been found that the age variable is significantly related to the social-emotional learning levels of secondary school students.

Similar to this result in the research, there are studies stating that the social-emotional learning level decreases with increasing age (Bee & Boyd, 2009; Durualp, 2014; Kabakçi & Korkut, 2008; Elias, 2004; Elksnin & Elksnin, 2006). However, in some studies, the relationship of age variable with social-emotional learning has not been determined (Akçaalan, 2016; Melikoğlu, 2020). Şahin and Baltacı (2013) states that students are constantly supported and reinforced by teachers in terms of social and emotional learning skills in primary school education and that students are less reinforced in terms of social and emotional learning skills in secondary school education. Therefore, when it is evaluated that a student whose age is younger in secondary school education has just come out of primary school education, it is understandable that the social and emotional learning ability is high compared to an older student.

According to the research results, no relationship could be found between the variable of grade level and social and emotional learning skills. However, there was no prediction between year level, time spent using a computer or mobile phone and friendship making skills. Ladd et al (2014) emphasised in their research that there is a difference in friendship making skills between classes and noted that the gender factor also influences this situation. Merritt et al (2012) predicted that this may be due to the need for new friendships as a result of the change in grade level.

The study concluded that the gender variable was significantly related to the social-emotional learning levels of secondary school students. It has been revealed that men are superior to women in social and emotional learning skills (Abalı, 2019; Bridgeland et al., 2013; Yılmaz, 2014)." Bridgeland et al. (2013) emphasized that boys begin to take on responsibilities earlier than girls and enter the workforce earlier, revealing that boys' social and emotional learning skills develop faster than girls. However, some studies have revealed no difference in the social and emotional learning levels of men and women (Aksoy, 2020; Ceylan and Ömeroğlu, 2012; Güner, 2008; Freeman et al., 2003). In this context, Aral (2011) emphasized that language development in girls develops faster than that in boys and that girls develop verbally faster because mothers communicate with their daughters by talking to their sons and touching them. In this case, Adams et al. (1995) noted that girls are becoming better at expressing their emotions in terms of social and emotional learning. On the other hand, many studies have shown that women are superior to men in social and emotional learning skills (Adams et al., 1995; Durualp, 2014; Kabakçi, 2006; Sarason et al., 1985; Papoutsi et al., 2022).

The research found that the variables of phone duration relate to the social-emotional learning levels of secondary school students, and that social-emotional learning skills were reduced by increasing phone use time. Similarly, research has shown that the frequent use of phones by children during the day has a negative impact on social and emotional learning (Mustafaoğlu et al., 2018; Nabi & Wolfers, 2022; Öner, 2020). Some studies have found that controlled phone use, which is limited under parental supervision, has no negative effect on social and emotional learning, or even contributes positively to the point of digital skill gain (Cho & Lee, 2017; Van Deursen et al., 2015). Nabi and Wolfers argue that parents play a major role in the use of digital technologies for children. In 2022, parents spend too much time in the home environment by phone, often hindering children's ability to communicate with children, and they are beginning to lag in social and emotional intelligence development as children become interested in using the phone in the process. Van Deursen (2015) also emphasizes that digital technology brings a variety of innovations in education, adding that children can gain proficiency in social and emotional learning by improving digital skills in the event of daily phone use by their parents and phone scanners to filter against negative content.

According to the research findings, it has been found that the relationship-building ability of secondary school students is significantly related to the gender variable, and women have stronger relationship-building skills than men. Some studies have reached similar results with this finding in research (Ardito et al., 2020; Durualp, 2014; Karatekin et al., 2012; Kabakçi, 2006; Köksal & Çöğmen, 2018; Sarason et al., 1985). Despite this result, there have also been no studies

indicating that the ability to communicate does not differ according to the gender variable. Regarding the subject, Sarason et al. (1985) pointed out that girls are further ahead than boys in terms of expressing their emotions and vocabulary, and stated that girls are superior in terms of their ability to form bilateral making friend skills and communicate compared to boys.

The research found that the variant on phone duration was meaningfully associated with the skill levels of secondary school students in making friend skills and that their ability to relate to increased phone use time had declined. There is also research in the summer of space showing that people who spend more time on the phone during the day experience shortcomings and problems in their ability to engage in social lives (Görür, 2019; Mustafaoğlu et al., 2018; Nabi & Wolfers, 2022). Regarding this issue, Görür (2019) stated that students can experience social isolation and disruption as a result of prolonged mobile phone use, emphasizing the dependency on smartphone use in particular. Nabi and Wolfers (2022) also explained that students may be useful for providing automatic control later in the year if their use of smartphones is controlled by their parents for duration and use purposes. Research has shown that secondary school students are able to communicate their ability to use digital technologies, have meaningful making friend skills, and are much higher than students whose ability to use digital technologies is intermediate, and their ability to build making friend skills or use digital technologies is superior. Similar to this result, Mustafaoğlu et al. (2018) found that students today also use digital technologies (computers, mobile phones, tablets, etc.) in their studies, explaining that digital technology use skills enabled students to spend most of the day with these tools, thus also having trouble building making friend skills. Martínez-Bravo et al. (2020) stated that students should have an effective level of digital literacy in the field of education related to their ability to use digital technology due to Covid-19. Mourtos et al. (2004) stated that students who use digital tools efficiently, take risks, are open to learning project-based and collaborative learning, care more about accuracy than speed, are open to learning, and are capable of problem-solving.

Research findings suggest that as the skill level of engagement increases, so does the level of social-emotional learning. Indeed, there are studies in the writing field that give the same results as this (Aksoy, 2020; Durualp, 2014; Durlak et al., 2011; Kabakçi & Korkut, 2010; Denham & Brown, 2010; Butler, 2017). However, there are also studies suggesting that their ability to relate is unrelated to social-emotional learning (Atın, 2022; Elias, 2004). Kabakçi and Korkut (2010) note that students who express themselves and who have strong social making friend skills are also capable of communicating and that they have a high level of social and emotional capacities to maintain both in the classroom and in social life. Durualp (2014) and Denham Brown (2011) similarly emphasize that the close making friend skills teachers have built with their students in the classroom spread among students, and suggest that teachers should be a role models for empowering students in terms of social and emotional learning, especially to communicate effectively with disadvantaged groups.

SUGGESTIONS

Research findings suggest that female students are found to have higher social-emotional learning and relationship skills than men. It includes programs to monitor and monitor gender status for girls and boys and develops and supervises social and emotional learning skills. To this end, it is particularly helpful to organize educational programs that enable the development and consolidation of the social and emotional learning skills of 8th graders. Finally, secondary school students are becoming more and more able to relate as the level of social-emotional learning increases. "Research on improving the status of students at a disadvantage in social and emotional learning in this regard will offer positive contributions to developing their relationship skills. When the research is carried out according to the principle of easy accessibility, it has some shortcomings in terms of generalisation. This is one of the major limitations of the study. In order

to overcome this situation, it is recommended to carry out studies with larger and different groups of participants.

KAYNAKÇA

Abalı, Y. (2019). *An investigation on determining the relationship between listening skills and social emotional learning skills* (Yüksek Lisans Tezi). Eğitim Bilimleri Enstitüsü.

Adams, S., Kuebli, J., Boyle, P. A., & Fivush, R. (1995). Gender differences in parent-child conversations about past emotions: A longitudinal investigation. *Sex Roles*, *33*, 309-323. https://doi.org/10.1007/BF01954572.

Akcaalan, M. (2016). *Examining the making friend skills between lifelong learning and social emotional learning in terms of various variables* (Doctoral Dissertation). Sakarya University.

Aksoy, Ö. N. (2020). Examining the social emotional learning levels of adolescents. *Journal of Human and Social Sciences*, *3*(1), 576-590.

Aral, N. (2011). *Dil Gelişimi*. Çocuk Gelişimi (Ed: N. Aral ve G. Baran), 163-192, İstanbul: Ya-Pa Yayın A.Ş.

Ardito, G., Czerkawski, B., & Scollins, L. (2020). Learning computational thinking together: Effects of gender. *TechTrends*, *64*(3), 373-387. https://doi.org/10.1007/s11528-019-00461-8.

Atın, A. (2022). *Examining Social Media Addiction and Attachment to Friends and Social and Emotional Learning Skills: A Research on Adolescents* (Master's Thesis), Fatih Sultan Mehmet Vakıf University, Istanbul.

Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*. A Report for CASEL. Civic Enterprises.

Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2015). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Yayınevi.

Cantürk, G., & Yüksel, İ. (2020). The effects of digital media on the thinking styles of secondary school youth. *International Journal of Scholars in Education*, *3*(2), 222-243.

Ceylan, Ş. & Ömeroğlu, E. (2012). Examining the social-emotional behaviors of children between the ages of 60-72 months who received and did not receive creative drama education according to some variables. *Kastamonu Eğitim Dergisi*, *20*(1), 63-80.

Cho, K. S., & Lee, J. M. (2017). Influence of smartphone addiction proneness of young children on problematic behaviors and emotional intelligence: Mediating self-assessment effects of parents using smartphones. *Computers in Human Behavior*, *66*, 303-311. https://doi.org/10.1016/j.chb.2016.09.063.

Cohen, L., Manion, L., & Morrison, K. (2021). *Eğitimde araştırma yöntemleri*. (E. Dinç ve K. Kıroğlu, çev.). Ankara: Pegem Akademi.

Cook, R. D., & Weisberg, S. (1982). *Residuals and influence in regression*. New York: Chapman and Hall.

Craney, T. A., & Surles, J. G. (2002). Model-dependent variance inflation factor cutoff values model-dependent variance inflation factor cutoff values. *Quality Engineering*, *14*, 391-403. https://doi.org/10.1081/QEN-120001878.

De Grez, L., Valcke, M., & Roozen, I. (2009). The impact of an innovative instructional intervention on the acquisition of oral presentation skills in higher education. *Computers & Education*, *53*(1), 112-120. https://doi.org/10.1016/j.compedu.2009.01.005.

Denham, S. A., & Brown, C. (2010). "Plays nice with others": Social–emotional learning and academic success. *Early Education and Development*, *21*(5), 652-680. https://doi.org/10.1080/10409289.2010.497450.

Dinçer, M. (2003). The power of education in the process of social change . *Ege Eğitim Dergisi*, *3*(1), 102-112.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, *82*(1), 405-432. https://doi.org/10.1111/j.1467-8624.2010.01564.x.

Durualp, E. (2014). Examining adolescents' social emotional learning skills according to gender and class. *The Journal of Academic Social Science Studies*, *26*(2), 13-25. http://dx.doi.org/10.9761/JASSS2326.

Elias, M. J. (2004). The connection between social-emotional learning and learning disabilities: Implications for intervention. *Learning Disability Quarterly*, *27*(1), 53-63. https://doi.org/10.2307/1593632.

Elksnin, L. K., & Elksnin, N. (2006). *Teaching Social-emotional Skills at School and Home*. Denver: Love Publishing Company.

Esen Aygün, H. & Şahin Taşkın, Ç. (2017). Examining the social-emotional learning skills of 3rd and 4th grade students in terms of various variables. *Eğitimde Kuram ve Uygulama*, *13*(3), 430-454. https://doi.org/10.17244/eku.331910.

Freeman, G. D., Sullivan, K., & Fulton, C. R. (2003). Effects of creative drama on self-concept, social skills, and problem behavior. *The Journal of Educational Research*, *96*(3), 131-138. https://doi.org/10.1080/00220670309598801.

Freudenberg, B., Brimble, M., & Cameron, C. (2011). WIL and generic skill development: The development of business students' generic skills through work-integrated learning. *Asia-Pacific Journal of Cooperative Education*, *12*(2), 79-93.

Glaser, R. (1991). The maturing of the relationship between the science of learning and cognition and educational practice. *Learning and İnstruction*, *1*(2), 129-144.

Görür, B. (2019). *Examining the relationship between adolescents' attachment styles and social anxiety and smartphone addiction* (Master's Thesis). Hasan Kalyoncu University, Gaziantep.

Grewal, D., Brackett, M., & Salovey, P. (2006). Emotional Intelligence and the Self-Regulation of Affect. In D. K. Snyder, J. Simpson, & J. N. Hughes (Eds.), *Emotion regulation in couples and families: Pathways to dysfunction and health* (pp. 37–55). American Psychological Association. https://doi.org/10.1037/11468-002.

Güner, A. Z. (2008). *Examining the effect of educational drama practices on the social-emotional adaptation of 5–6-year-old children*. (Master's Thesis). Marmara University, İstanbul.

Kabakçi, Ö. F. & Korkut, F. (2008). Examination of social emotional learning skills of 6th to 8th grade students according to some variables. *Eğitim ve Bilim*, *33*(148), 77-86.

Kabakçi, Ö. F. Korkut Owen, F. (2010). Social emotional learning skills scale development study. *Eğitim ve Bilim*, *35*(157), 1300-1337.

Kabakçi, Ö.F. (2006). *Social emotional learning skills of second stage primary school students* (Master's Thesis). Hacettepe University, Ankara.

Kalaycı, Ş. (2010). *SPSS uygulamaları çok değişkenli istatistik teknikleri* (5. baskı). Ankara: Asil Yayın Dağıtım.

Karatekin, K., Sönmez, Ö. F., Kuş, Z. (2012). Examining the communication skills of primary school students in terms of various variables. Turkish Studies- International Periodical for The Languages, *Literature and History of Turkish or Turkic*, *7*(3), 1695-1708.

Kartal, H. (2007). The effect of the mother-child education program, one of the early childhood education programs, on the cognitive development of children in the six-year-old group. *İlköğretim Online*, *6*(2), 234-248.

Kline, R. B. (2011). *Principles and practice of structural equation modeling*. New York: Guilford Publications.

Kocaman Karoğlu, A., Bal, K. & Çimşir, E. (2020). Digital transformation in education in Turkey in the Society 5.0 process. *Üniversite Araştırmaları Dergisi*, *3*(3), 147-1. https://doi.org/10.26701/uad.815428.

Köksal, N. & Çöğmen, S. (2018). Critical thinking and communication skills of secondary school students. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, *44*(44), 278-296. https://doi.org/10.9779/pauefd.422244.

Köse, M. F., Öztürk, M. A., & Acar, A. (2022). Development and psychometric properties of the social relations scale. *İstanbul University Journal of Sociology*, *42*(1), 1-20. https://doi.org/10.26650/SJ.2022.42.1.0071.

Ladd, G. W., Kochenderfer-Ladd, B., Visconti, K. J., Ettekal, I., Sechler, C. M., & Cortes, K. I. (2014). Grade-school children's social collaborative skills: Links with partner preference and achievement. *American Educational Research Journal*, *51*(1), 152-183.

Landsman, J., & Gorski, P. (2007). Countering standardization. *Educational Leadership*, *64*(8), 40–41.

Lopes, P. N., & Salovey, P. (2004). *Toward a broader education: Social, emotional, and practical skills*. Building academic success on social and emotional learning: What does the research say, 76-93.

Martínez-Bravo, M. C., Sádaba-Chalezquer, C., & Serrano-Puche, J. (2020). Fifty years of digital literacy studies: A meta-research for interdisciplinary and conceptual convergence. *Profesional de la información*, *29*(4). https://doi.org/10.3145/epi.2020.jul.28.

Melikoğlu, M. (2020). *Examining the relationship between secondary school students' problem-solving skills, social adaptation skills and social emotional learning skills*. (Master's Thesis). Maltepe University, İstanbul.

Merritt, E. G., Wanless, S. B., Rimm-Kaufman, S. E., Cameron, C., & Peugh, J. L. (2012). The contribution of teachers' emotional support to children's social behaviors and self-regulatory skills in first grade. *School psychology review*, *41*(2), 141-159.

Ministry of Education Republic of Türkiye (2015). Çocuk Gelişimi ve Eğitimi 0-72 Ay Sosyal ve Duygusal Gelişim. From https://orgm.meb.gov.tr/psikososyaldijitaldestek/pdf/duygusalgelisim.pdf.

Ministry of Education Republic of Türkiye (2021). İletişim Becerileri Dersi Öğretim Programı. from http://mufredat.meb.gov.tr/Dosyalar/202091510311136-%C4%B0leti%C5%9FimBecerileri_Kademe2.pdf.

Ministry of Education Republic of Türkiye (2021). OECD Social and Emotional Skills Survey "Türkiye Preliminary Report". From https://www.meb.gov.tr/meb_iys_dosyalar/2021_09/07170836_No19_-_OECD_Sosyal_ve_Duygusal_Beceriler_Arastirmasi.pdf.

Mourtos, N. J., Okamoto, N. D., & Rhee, J. (2004, February). *Defining, teaching, and assessing problem solving skills*. In 7th UICEE Annual Conference on Engineering Education (pp. 1-5).

Mustafaoğlu, R., Zirek, E., Yasacı, Z. & Razak Özdinçler, A. (2018). Negative effects of digital technology use on children's development and health. Addicta: *The Turkish Journal on Addiction*, *5*, 227–247. http://dx.doi.org/10.15805/addicta.2018.5.2.0051.

Nabi, R. L., & Wolfers, L. N. (2022). Does digital media use harm children's emotional intelligence? A parental perspective. *Media and Communication*, *10*(1), 350-360. https://doi.org/10.17645/mac.v10i1.4731.

Obalar, S. (2009). *Dinleme becerisi ve sosyal duygusal öğrenme becerisi arasındaki ilişkinin belirlenmesi üzerine bir inceleme* (Master's Thesis). Mehmet Akif Ersoy University.

Öner, D. (2020). Technology use and digital games in early childhood: examination of preschool teacher opinions. *İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, *7*(14), 138-154. http://dx.doi.org/10.29129/inujgse.715044.

Öztürk, D. (2009). *The effects of friendship making skills training with board game on friendship making skills of fourth grade elementary school students* (Master's thesis). Middle East Technical University Graduate School of Social Sciences, Ankara.

Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. McGraw-hill education (UK).

Papoutsi, C., Chaidi, I., Drigas, A., Skianis, C., & Karagiannidis, C. (2022). *Emotional Intelligence & ICTs for Women and Equality*. Technium Soc. Sci. J., 27, 253.

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report. *Collaborative for Academic, Social, and Emotional Learning (NJ1)*.

Rohm, A. J., Stefl, M., & Ward, N. (2021). Future proof and real-world ready: the role of live project-based learning in students' skill development. *Journal of Marketing Education*, *43*(2), 204-215. https://doi.org/10.1177/02734753211001409.

Sarason, B.R., Sarason, I.G., Hacker, T.A. & Beshman, R.B. (1985). Concomitants of Social Support: Social Skills, Physical Attractiveness, and Gender. *Journal of Personality and Social Psychology*, *49*(2), 469-480. https://doi.org/10.1037/0022-3514.49.2.469.

Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem-solving skills. *The Journal of Research in Business Education*, *50*(2), 90-99.

Spanos, D. E., Stavrou, P., & Mitrou, N. (2012). Bringing relational databases into the semantic web: A survey. *Semantic Web*, *3*(2), 169-209. https://doi.org/10.3233/SW-2011-0055.

Şahin Baltacı, H. (2013). Turkish 6th-8 th grade students' social emotional learning skills and life satisfaction. *International Journal on New Trends in Education and Their Implications*, *4*(2), 1-14.

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.), Boston: Allyn and Bacon.

Totan, T. (2018). Ergenlerde sosyal ve duygusal öğrenme ölçeğinin geliştirilmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, *48*(48). https://doi.org/10.15285/maruaebd.393209.

Tyler, T., & Lınd, E. (1992). A relational model of authority in groups. *Advances in Experimental Social Psychology*, *25*, 115-191. Doi: https://doi.org/10.1016/S0065-2601(08)60283-X.

Uşaklı, H. (2017). Sosyal duygusal öğrenme nedir neden önemlidir (insan ilişkilerinde beş duygu alanı). *Sinop Üniversitesi Sosyal Bilimler Dergisi*, *1*(2), 1-16. https://doi.org/10.30561/sinopusd.314566.

Ünal, M. (2009). Çocuk gelişiminde oyun alanlarının yeri ve önemi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, *10*(2), 95-110.

Van Deursen, A. J., Bolle, C. L., Hegner, S. M., & Kommers, P. A. (2015). Modeling habitual and addictive smartphone behavior: The role of smartphone usage types, emotional intelligence, social stress, self-regulation, age, and gender. *Computers in human behavior*, 45, 411-420. https://doi.org/10.1016/j.chb.2014.12.039.

Yılmaz, F. (2014). *Secondary school 6.7. Examining the relationship between perceived parental attitudes and maintenance of social emotional learning in the 8th grade* (Master's Thesis). Arel University, İstanbul.

GENİŞLETİLMİŞ ÖZET

Giriş

Öğrencilerin arkadaşlık kurma ve problem becerileri üzerine yapılan çalışmalarda (Görür, 2019; Köksal ve Çöğmen, 2018; Landsman ve Gorski, 2007; Mourtos vd., 2004; Snyder ve Snyder, 2008) dijital iletişim araçlarını kullanan öğrencilerin verimli, risk alabilen, proje bazlı, işbirliğine dayalı öğrenmeye açık, doğruluğa önem veren, iletişim kurabilen ve problem çözebilen bilişsel ve duyuşsal gelişimlerine odaklanıldığı gözlenmiştir (Freudenberg vd., 2011; Kartal, 2007; Rohm vd., 2021; Ünal, 2009). Okullarda öğrencilerin bilişsel ve duyusal gelişimlerine odaklanan araştırmalarda, öğrencilerin bilişsel ve duyusal gelişimlerine odaklanmanın nitelikli öğrenmenin gerçekleşmesi için yetersiz olduğunu, bilişsel ve duyusal gelişimi olan öğrencilerde sosyal ve duygusal becerilerin geliştirilmesi gerektiği savulmaktadır. (Elias, 2004; Lopes ve Salovey, 2004; Grewal ve diğerleri, 2006). Ortaokul öğrencilerinin sosyal-duygusal öğrenmeyi öğrenme ve arkadaş edinme becerilerini birlikte öğrenme becerisine ilişkin çalışmaları hariç tutmuş ve aralarındaki ilişkiye ilişkin herhangi bir çalışma olmadığı gibi, ortaokul öğrencilerinin sosyal-duygusal öğrenmeyi nasıl kullandıklarına ilişkin herhangi bir araştırmaya da rastlanılmamıştır. Bu araştırma doğrultusunda sosyal-duygusal öğrenme ile ilişki kurma kapasiteleri arasındaki ilişki üzerine meditasyon yapılması ve teknolojik ürünlerin kullanımının sosyal-duygusal ve ilişki kurma kapasitelerini nasıl etkilediğine dair yeni bir bakış açısı geliştirirken kuramsal yazımına katkıda bulunması beklenmektedir. Payton ve diğerleri (2008) sosyal ve duygusal öğrenme becerilerinin öğrencilerin bilişsel düzeyleriyle yakından ilişkili

olduğunu ve bu becerilerin yaşla birlikte arttığını belirtmiştir. Bu durumun cinsiyet durumuna göre de incelenmesi gerektiğini vurgulamıştır. Merritt ve arkadaşları (2012) çocukların yaşları ilerledikçe ilişki kurma becerilerinin azaldığını tespit etmiştir. Merritt ve arkadaşları (2012) bu durumun değişen sınıf seviyeleri sonucunda yeni arkadaşlıklar kurma ihtiyacından kaynaklanabileceğini öngörmüştür. Ladd (2014) çocukların yaşları ilerledikçe daha fazla teknolojik cihaz kullandıklarını ve bunun da çocuklar arasında ilişki kurma becerisini olumsuz etkilediğini belirtmiştir.

Bu çalışmadan, ortaokul öğrencilerinin ilişki kurma ve sosyal ve duygusal öğrenme becerilerine odaklanılarak, bu iki beceri arasındaki ilişkinin ortaokul öğrencilerinin seviyesini ne ölçüde etkilediği çeşitli değişkenler (yaş, sınıf, cinsiyet, günlük telefon ve bilgisayar kullanım süresi ve dijital teknolojileri kullanma becerisi) bağlamında araştırılacaktır.

Bu amaç doğrultusunda aşağıdaki alt amaçlara yanıt aranmaktadır:

1. Ortaokul öğrencilerinin sosyal ve duygusal öğrenme ve ilişki kurma becerileri düzeyleri nelerdir?
2. Ortaokul öğrencilerinin sosyal ve duygusal öğrenme becerileri yaş, cinsiyet, sınıf, günlük telefon ve bilgisayar kullanım süresi ve dijital teknolojileri kullanma becerisine göre istatistiksel olarak farklılaşmakta mıdır?
3. Ortaokul öğrencilerinin arkadaşlık kurma beceri düzeyleri yaş, cinsiyet, sınıf, günlük telefon ve bilgisayar kullanım süresi ve dijital teknoloji kullanım becerisi değişkenlerine göre istatistiksel olarak farklılaşmakta mıdır?
4. Ortaokul öğrencilerinin sosyal ve duygusal öğrenme beceri düzeyleri arkadaşlık kurma becerilerini ortaya koyuyor mu?

Metot

Araştırmada ilişkisel tarama modeli kullanılmıştır. Ortaokul öğrencilerinin nasıl ilişki kurduğuna ve sosyal-duygusal öğrenme becerilerine ilişkin genel korelasyonel tarama modeli, çeşitli değişkenlere (sınıf, yaş, cinsiyet, günlük bilgisayar ve cep telefonu kullanım süresi ve dijital teknolojileri kullanma becerisi) göre önemli ölçüde değişiklik göstermektedir. Nedensel karşılaştırma, bunların değişkenler tarafından anlamlı bir şekilde yaygın olarak yorumlanıp yorumlanmadığını belirlemeyi amaçlamaktadır. Araştırmanın evrenini ortaokul 7. ve 8. sınıf öğrencileri oluşturmaktadır. Araştırmanın evrenini, araştırmacının Kartal ilçesinde ikamet etmesi nedeniyle İstanbul'un Kartal ilçesinde öğrenim gören 7. ve 8. sınıf öğrencileri oluşturmaktadır. Okulun tespiti aşamasında araştırmacının kolay ulaşılabilirlik ilkesi takip edilmiştir. Bu bağlamda araştırmamızın örneklem grubunu Kartal ilçesindeki 5 farklı ortaokulda 7. ve 8. sınıfta eğitim gören 415 öğrenciden derlenmiştir. Çalışmaya uygun olmayan veriler elendikten sonra 380 veri ile analiz yapılmıştır.

Araştırmada Katılımcı Bilgi Formu (KBF), Sosyal ve Duygusal Öğrenme Ölçeği (SDÖÖ) ve Arkadaşlık Kurma Becerilerini Değerlendirme Ölçeği (AKBDÖ) kullanılarak veri toplanmıştır. Bu araştırmanın verilerini toplamak amacıyla 2022 yılı Ekim ayı başından Kasım ayı sonuna kadar toplanmıştır. Öğrencileri etkilememek ve onlarla iletişimde kalmamak adına uygulama ve veri toplama aracı hakkında öğretmenlere bilgi verilmiş ve uygulama onlar tarafından yapılmıştır.

Verilerin normallik dağılımının normal dağılım aralığında olduğu belirlendikten sonra veriler t-Testi veya ANOVA testi kullanılarak analiz edilmiştir. Ancak frekans, ortalama ve standart sapma gibi temel istatistiksel veriler elde edilmiştir. Araştırmada kullanılan bazı değişkenlerin öğrencilerin sosyal-duygusal öğrenme düzeylerine katılma becerisine anlamlı bir şekilde müdahale edip etmediğini belirlemek için çoklu regresyon analizi kullanılmıştır. Bu teste geçmeden önce çoklu regresyon analizine ilişkin çeşitli varsayımlar test edilmiştir (Büyüköztürk vd., 2015; Pallant, 2007; Tabachnick ve Fidell, 2013).

Sonuç ve Değerlendirme

Araştırmadan elde edilen bulgulara göre yaş, cinsiyet değişkeninin ortaokul öğrencilerinin sosyal-duygusal öğrenme düzeyleriyle anlamlı düzeyde ilişkili olduğu tespit edilmiştir. Araştırmada bu sonuca benzer şekilde yaş arttıkça sosyal-duygusal öğrenme düzeyinin azaldığını belirten çalışmalar da bulunmaktadır (Bee ve Boyd, 2009; Durualp, 2014; Kabakçı ve Korkut, 2008; Elias, 2004; Elksnin ve Elksnin, 2006). Ancak bazı çalışmalarda yaş değişkeninin sosyal-duygusal öğrenme ile ilişkisi belirlenememiştir (Akçaalan, 2016; Melikoğlu, 2020). Şahin ve Baltacı (2013), ilkokul eğitiminde öğrencilerin sosyal ve duygusal öğrenme becerileri açısından öğretmenler tarafından sürekli desteklenip pekiştirildiğini, ortaokul eğitiminde ise öğrencilerin sosyal ve duygusal öğrenme becerileri açısından daha az pekiştirildiğini belirtmektedir. Dolayısıyla ortaöğretimde yaşı küçük olan bir öğrencinin ilkokul eğitiminden yeni çıktığı değerlendirildiğinde sosyal ve duygusal öğrenme yeteneğinin yaşı büyük bir öğrenciye göre yüksek olduğu anlaşılabilir.

Araştırmada telefon süresi değişkenlerinin ortaokul öğrencilerinin sosyal-duygusal öğrenme düzeyleriyle ilişkili olduğu, telefon kullanım süresinin artmasıyla sosyal-duygusal öğrenme becerilerinin azaldığı tespit edilmiştir. Telefon kullanma süresindeki değişkenin, ortaokul öğrencilerinin arkadaş edinme becerilerindeki beceri düzeyleriyle anlamlı bir şekilde ilişkili olduğunu ve artan telefon kullanım süresiyle ilişki kurma becerilerinin azaldığını buldu. Ayrıca gün içinde telefonda daha fazla vakit geçiren kişilerin sosyal hayata katılım becerilerinde eksiklikler ve sorunlar yaşadıklarını gösteren uzay yazında araştırmalar da bulunmaktadır (Görür, 2019; Mustafaoğlu vd., 2018; Nabi & Wolfers, 2022).

Araştırma bulguları, kız öğrencilerin sosyal-duygusal öğrenme ve ilişki kurma becerilerinin erkeklere göre daha yüksek olduğunu ortaya koymaktadır. Bu amaçla özellikle 8. sınıf öğrencilerinin sosyal ve duygusal öğrenme becerilerinin geliştirilmesini ve pekiştirilmesini sağlayacak eğitim programlarının düzenlenmesi yararlı olacaktır. Ortaokul öğrencileri sosyal-duygusal öğrenme düzeyi arttıkça giderek daha fazla ilişki kurabildiği sonucuna ulaşılmıştır. Bu konuda sosyal ve duygusal öğrenmede dezavantajlı durumda olan öğrencilerin durumlarının iyileştirilmesine yönelik araştırmalar, onların ilişki becerilerinin geliştirilmesine olumlu katkılar sunacaktır.