The Effect of Social Emotional Learning and Emotional Intelligence on Self-Esteem in University Students*

Üniversite Öğrencilerinde Sosyal Duygusal Öğrenme ve Duygusal Zekânın Benlik Saygısı Üzerine Etkisi

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Abstract: The aim of this study is to examine the effect of social emotional learning and emotional intelligence (EI) on self-esteem in students. The study was conducted with a sample group of 236 voluntary participants from university students. The data were collected with the Social Emotional Learning Scale (SELS), Rosenberg Self-Esteem Scale (RSE) and Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF). Mean, standard deviation, minimum-maximum-median, Mann-Whitney U, Spearman correlation analysis and linear regression analysis were used to analyze the data. According to the results obtained, students' social emotional learning, emotional intelligence and self-esteem differ according to age variable. In all three measures, the scores of students aged 21 and over were significantly higher than those of students aged 20 and under. In addition, a moderate relationship was found between social emotional learning and self-esteem, and between social emotional learning and emotional intelligence. There is a strong relationship between self-esteem and emotional intelligence. The model established in the study explains approximately 51% of students' self-esteem. Although age and social emotional learning were found to be a factor affecting self-esteem in univariate analysis, they lost their significance in multivariate analysis. However, emotional intelligence continues to maintain its effect.

Keywords: Social Emotional Learning, Self-Esteem, Emotional İntelligence

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Öz: Bu çalışmanın amacı, sosyal duygusal öğrenme ve duygusal zekanın öğrencilerde benlik saygısı üzerindeki etkisini incelemektir. Çalışma, üniversite öğrencilerinden oluşan 236 gönüllü katılımcıdan oluşan bir örneklem grubu ile yürütülmüştür. Veriler Sosyal Duygusal Öğrenme Ölçeği, Rosenberg Benlik Saygısı Ölçeği ve Duygusal Zeka Özelliği Ölçeği - Kısa Form ile toplanmıştır. Verilerin analizinde ortalama, standart sapma, minimum-maksimum-medyan, Mann- Whitney U, Spearman korelasyon analizi ve doğrusal regresyon analizi kullanılmıştır. Elde edilen sonuçlara göre, öğrencilerin sosyal duygusal öğrenme, duygusal zeka ve benlik saygısı yaş değişkenine göre farklılık göstermektedir. Her üç ölçümde de 21 yaş ve üzeri öğrencilerin puanları 20 yaş ve altı öğrencilerin puanlarından anlamlı derecede yüksektir. Ayrıca, sosyal duygusal öğrenme ile benlik saygısı arasında ve sosyal duygusal öğrenme ile duygusal zeka arasında orta düzeyde bir ilişki bulunmuştur. Benlik saygısı ile duygusal zeka arasında ise güçlü bir ilişki vardır. Araştırmada kurulan model, öğrencilerin benlik saygısının yaklaşık %51'ini açıklamaktadır. Yaş ve sosyal duygusal öğrenme tek değişkenli analizde benlik saygısını etkileyen bir faktör olarak bulunsa da çok değişkenli analizde anlamlılığını yitirmiştir. Ancak duygusal zeka etkisini sürdürmeye devam etmektedir.

Anahtar Kelimeler: Sosyal Duygusal Öğrenme, Benlik Saygısı, Duygusal Zeka

1. INTRODUCTION

Social and affective competencies, integral components of the human experience, augment individuals' adeptness in regulating their own emotional states and navigating interpersonal dynamics (Lopes, Salovey & Straus, 2003). Social-emotional learning (SEL) denotes the cultivation of aptitudes in the realm of social and emotional skills to enhance the efficacy of the learning process (Akkök, 2003; Weissberg et al., 2003). This learning process entails the acquisition of knowledge and competencies for the development of robust self-identities, proficient emotional management, the nurturing of empathetic understanding, and the establishment of more salubrious interpersonal bonds (Collaborative for Academic, Social, and Emotional Learning, 2023; Durualp, 2019; Kabakçı, & Owen, 2010). Put simply, SEL encompasses the acumen to discern emotions, efficaciously address challenges, and foster constructive associations with others (Zins & Elias, 2007).

SEL is predicated on the foundational concept of competence, wherein individuals possessing SEL competence exhibit adept coordination skills, enabling them to actively create opportunities within the social milieu. Tailored SEL programs concentrate on imparting key competencies such as emotion recognition, regulation, and the establishment of positive interpersonal connections (Elias, 1997). This emphasis stems from the understanding that learning within the affective domain is achievable through the development of socio-emotional skills (Coşkun, 2019). Emotions wield a profound impact on cognition, behavior, and affective states, influencing individuals' overall psychological experiences (Elias, 1997). Empirical evidence underscores the teachability of SEL, correlating it with positive developmental outcomes (Cristóvão et al., 2017).

Central to SEL is emotional intelligence (EI), a pivotal component designed to foster high achievement, persistence, positive behaviors, and life success. Educational institutions strategically leverage EI to cultivate favorable relationships, both academically and socially (Tengey, 2016). The linchpin of social-emotional characteristics is rooted in EI, with scholarly literature underscoring its role in meeting academic expectations, positing that students lacking EI may struggle to fulfill these expectations, thereby constraining their competitive capabilities. Empirical studies further affirm a positive association between high EI and enhanced emotional well-being (Berger et al., 2011; Oyinloye, 2005; Nwadigwe & Azuka-Obieke, 2012). Similarly, in studies conducted with adults, especially in workplace environments, it has been proven that those with high levels of emotional intelligence are aware of their own emotions, have developed empathy, can understand other individuals correctly and are more successful in bilateral relationships (Selçuk, & Okutan, 2024).

Another focal point in this inquiry is self-esteem, a multifaceted variable encompassing an individual's perception of their value, success, and diligence. Self-esteem, shaped by early interactions with others, is profoundly influenced by positive evaluations, feedback, unconditional acceptance, and empathic approaches from peers and authority figures (Rogers, 1980; Rosenberg, 1990). Elevated self-esteem correlates with assertiveness, robust coping mechanisms, perseverance, happiness, and longevity, fostering positive interpersonal relationships and effective group communication (Baumeister, Campbell, Kruger, & Vohs, 2003). Conversely, individuals with diminished self-esteem tend to display shyness, reduced self-confidence, and a decline in positive attributes over time (Cotton, 1985; Jersild, 1963; Kohut, 1971; Yörükoğlu).

While extant literature has explored the interplay between EI and self-esteem in a limited number of studies (Casino-Garcia et al., 2021; Carr, 2000; Delikoyun, 2017; Gerçek, 2020; Jenabaadi, 2014; Karademir et al., 2010), and SEL alongside EI in a few instances (İşeri, 2016), a comprehensive examination involving all three variables remains notably scarce, particularly within our national context. This study seeks to address this gap by investigating the interconnectedness of self-esteem, EI, and SEL, contributing valuable insights to the scholarly discourse. The delineated sub-problems aligned with this overarching objective are as follows:

1- Does students' SEL exhibit significant variations based on demographic characteristics?

2- Do students' self-esteem levels manifest noteworthy distinctions contingent on their demographic attributes?

3- Are there discernible variations in students' EI levels based on demographic factors?

4- Does a meaningful correlation exist between students' SEL, self-esteem, and EI?

5- Can students' SEL and EI reliably predict self-esteem?

2. METHOD

2.1. Research Model

A relational survey model was employed to assess the interplay among students' self-esteem, SEL, and EI. Surveys conducted within this model typically encompass either the entire population under scrutiny or a selected sample therein. Within the survey model, a comprehensive delineation of the characteristics of the group under investigation is provided, elucidating the current state and unveiling overarching features. The relational survey model specifically scrutinizes two or more variables concurrently to discern whether alterations occur and to what extent (Karasar, 2012; Büyüköztürk, 2017). Within the scope of this research, the demographic variables of students, namely gender and age, were identified. Subsequently, data pertaining to students' self-esteem, EI, and SEL were systematically collected and subjected to analysis with respect to demographic attributes. Furthermore, the study delved into investigating the impact of SEL and EI on the construct of self-esteem.

2.2. Population and Sample

The population of the study includes students enrolled in Istanbul Esenyurt University School of Physical Education and Sports and Trakya University Faculty of Education. The sample size comprises 236 students who willingly participated in the study, selected through the convenient case sampling method, a non-probability sampling approach. The socio-demographic attributes of the participating students are elucidated in Table 1.

Table 1

The socio-demographic attributes of the students involved in the investigation

	Groups	n	%
Gender	Woman	186	78.8
	Male	50	21.2
Age Group	20 years and younger	114	48.3
	21 years and older	122	51.7

The study encompassed a cohort of students whose ages spanned from 17 to 35, exhibiting a mean age of 20.8 ± 2.7. Among the participants, 78.8% (n=186) identified as female, while 21.2% (n=50) identified as male.

2.3. Data Collection Tools

The Social Emotional Learning Scale (SELS), Rosenberg Self-Esteem Scale (RSE), and Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) served as the instruments employed for the acquisition of data.

2.3.1 *Social Emotional Learning Scale (SELS)*

SELS, developed by Coryn et al. (2009) and cross-culturally adapted into Turkish by Arslan and Akın (2013), constitutes a self-assessment instrument comprising 20 items. Respondents express their agreement with given statements on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The scale is structured around three sub-dimensions: task identification, peer relations, and self-regulation. Factor loadings for the SELS fall within the range of .41 to .71. The internal consistency reliability coefficients for the scale vary from .76 to .87 for the sub-dimensions, while test-retest reliability coefficients range from .72 to .82. Elevated scores within each sub-dimension signify an individual's possession of social emotional learning attributes relevant to that particular sub-dimension. The scale also yields an overall social emotional learning score, where higher scores denote a heightened level of social emotional learning. The scale's scoring system ranges from 20 to 100, with no reverse-scored items incorporated.

2.3.2. *Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF)*

TEIQue-SF was developed by Petrides and Furnham (2003), and its Turkish version underwent a validity and reliability study conducted by Deniz, Özer, and Işık (2013). Comprising a total of 20 items, the scale encompasses five dimensions of EI: well-being, self-control, emotionality, sociability, and total EI. Respondents employ a 7-point Likert-type scale ranging from 'strongly disagree' to 'strongly agree' to indicate their agreement with the provided statements. Higher scores on the scale denote a perception of elevated EI, whereas lower scores suggest a lesser perception thereof. The internal consistency reliability coefficient for the entire scale was determined to be .81, and the test-retest reliability coefficient was found to be .86.

2.3.3. *Rosenberg Self-Esteem Scale (RSE)*

RSE, devised by Rosenberg (1965), comprises a total of 12 sub-dimensions and 63 questions. In the context of this study, the initial 10 items of the scale, which pertain to the measurement of self-esteem, were utilized. In its original version, the scale demonstrated a test-retest reliability coefficient ranging between .82 and .88, and the Cronbach's alpha internal consistency reliability coefficient varied from .77 to .88. The scale underwent adaptation to Turkish by Çuhadaroglu (1986). In the reliability assessment conducted for the Turkish iteration of the scale, it was determined that the test-retest reliability coefficient ranged from .48 to .79.

2.4. Data Analysis

The data collection process was administered by the researchers. In the initial phase of data analysis, the researchers assessed the normal distribution of total scores derived from the three scales (Çokluk, Şekercioğlu, & Büyüköztürk, 2014). Given a sample size exceeding 35, the Kolmogorov-Smirnov (K-S) test was employed. This test relies on determining the maximum difference between the theoretical and empirical cumulative distributions (Massey, 1951). A p-value exceeding .05 was considered indicative of scores conforming to a normal distribution at this significance level (Mertler & Vannatta, 2005). However, the Kolmogorov-Smirnov test results for total scores obtained from the scales revealed a lack of fit to the normal distribution (p<0.001).

Descriptive statistics, encompassing mean, standard deviation, minimum-maximum-median, were employed alongside the Mann-Whitney U test for intergroup comparisons and the Spearman Rank Difference Correlation Coefficient to scrutinize relationships between total scores obtained from the scales. In interpreting correlation coefficients, values falling within the range of 0.70 to 0.99 signify a high level of relationship, 0.69-0.30 indicate a medium level of relationship, and 0.29-0.01 suggest a low level of relationship (Büyüköztürk et al., 2015). To investigate the impact of SEL and EI on students' self-esteem, multiple linear regression analysis was applied, with logarithmic transformation applied due to the non-normal distribution of the data. All analyses were conducted utilizing the SPSS 23 software package.

2.5. Adherence to Ethical Standards

The research protocol obtained approval from the Nişantaşı University Scientific Research and Ethics Committee, under decision number 2022/16, dated April 8, 2022, ensuring compliance with ethical protocols for this study.

3. FINDINGS

3.1. Findings Related to the First Sub-Problem

In the initial sub-issue of the inquiry, an assessment was made regarding students' levels of SEL, taking into consideration variables such as gender and age.

Tablo 2

The social-emotional learning proficiency of students with respect to gender and age parameters.

Variable		SELS		p; test value
		Mean±sd	Median (min-max)	
Age	20 and below	80,3±7,7	79,0 (64,0-99,0)	0,008; 2,632
	21 and above	83,2±10,2	83,0 (57,0-100,0)	
Gender	Woman	81,9±8,9	80,0 (57,0-100,0)	0,903; 0,121
	Male	81,4±10,3	81,0 (58,0-98,0)	
Total		81.8±9.2	80,5 (57,0-100,0)	

Upon scrutiny of Table 2, it is evident that the scores derived from the SELS among students range from 57 to 100. The mean score was calculated as 81.8±9.2, with a median of 80.5. Following the implementation of the Mann-Whitney U test to compare the SEL levels between females and males, no statistically significant difference was discerned based on gender. However, when considering the variable of age, an analysis indicated that the scores of students aged 21 years and above on the social-emotional learning scale were significantly higher than those of students aged 20 years and below (p=0.008).

3.2. Findings Related to the Second Sub-Problem

In the second facet of the investigation, an examination was conducted to assess students' levels of self-esteem with consideration to gender and age variables.

Table 3.

The self-esteem proficiency of students concerning gender and age parameters.

Variable		RSE		p; test value
		Mean±sd	Median (min-max)	
Age	20 and below	30,8±5,6	31,0 (18,0-40,0)	0,01; 2,567
	21 and above	32,6±5,6	34,0 (19,0-40,0)	
Gender	Woman	31,8±5,5	33,0 (18,0-40,0)	0,899; 0,126
	Male	31,4±6,3	32,0 (19,0-40,0)	
Toplam		31,7±5,7	32,5 (18,0-40,0)	

Upon reviewing Table 3, it was ascertained that students' scores on the RSE ranged from 18 to 40, with a mean value of 31.7±5.7 and a median value of 32.5. In comparing the self-esteem levels between men and women, no statistically significant difference was observed. However, upon scrutinizing the groups in terms of age, it was revealed that the self-esteem levels of students aged 21 and above were notably higher than those of students aged 20 and below (p=0.01).

3.3. Findings Related to the Third Sub-Problem

In the third aspect of the investigation, an analysis was conducted to assess the EI levels of students concerning gender and age variables.

Table 4.

The emotional intelligence proficiency of students with regard to gender and age parameters.

Variable		TEIQue-SF		p; test value
		Mean±sd	Median (min-max)	
Age	20 and below	93,7±15,1	94,0 (60,0-131,0)	0,02; 2,264
	21 and above	98,1±16,9	99,0 (52,0-134,0)	
Gender	Woman	96,4±15,5	97,0 (58,0-134,0)	0,422; 0,803
	Male	94,2±18,7	94,0 (52,0-131,0)	
Total		96,0 ± 16,2	96,0 (52,0-134,0)	

Upon examination of Table 4, it is observed that students' scores on TEIQue-SF varied between 52 and 134. The mean score derived from the scale was 96.0 ± 16.2, with a median of 96.0. In the gender-based analysis, no statistically significant difference was discerned in EI levels between men and women. However, in the age-based analysis, it was established that students aged 21 and above exhibited significantly higher EI compared to their counterparts aged 20 and below.

3.4. Findings Related to the Fourth Sub-Problem

In the fourth facet of the investigation, an exploration was undertaken to ascertain the correlations among students' SEL, self-esteem, and EI. Upon examination of Table 5, it is evident that a statistically significant relationship exists between students' self-esteem and SEL levels, EI and SEL levels, as well as EI and self-esteem levels (p<0.001). A moderate correlation was identified between self-esteem and SEL (r=0.424); a moderate correlation between EI and SEL (r=0.565); and a strong correlation between EI and self-esteem (r=0.734).

Table 5.

Examination of Correlation Test Results Regarding the Interrelation among Students' Social-Emotional Learning, Self-Esteem, and Emotional Intelligence

		SELS	RSE	TEIQue-SF
SELS	r	1		
	p			
RSE	r	0,424	1	
	p	<0,001		
TEIQue-SF	r	0,565	0,734	1
	p	<0,001	<0,001	

3.5. Findings Related to the Fifth Sub-Problem

In the fifth dimension of the inquiry, an investigation was undertaken to assess the potential impact of students' age, SEL, and EI on their self-esteem.

Table 6.

Multiple linear regression outcomes for scores on the RSE in accordance with pertinent factors.

Variable	Unstd B	Standart Error	β	t	Confidence İnterval	p	
Age	0,011	0,008	0,065	1,404	-0,004/ 0,026	0,162	
Emotional Intelligence	0,745	0,060	0,687	12,431	0,627/ 0,863	**<0,001**	R^2= 0,514 F=83,700
Social Emotional Learning	0,068	0,094	0,040	0,719	-0,118/ 0,253	0,473	**p<0,001**
Fixet	-0,112	0,149		-0,751	-0,407/ 0,182	0,453	

Multivariate linear regression analysis was executed to discern the determinants influencing students' self-esteem. The analysis revealed that EI emerged as the predominant factor impacting self-esteem (R^2= 0.514, F=83.700 p<0.001). The detailed results of the multiple linear regression for the self-esteem score with respect to relevant factors are elucidated in Table 6. As per the outcomes derived from the linear regression analysis, considering the factors influencing students' self-esteem, the established model elucidates approximately 51% of the variability in students' self-esteem. Although age and SEL were identified as influencing factors in univariate analysis, they lost their significance in the multivariate analysis. However, EI continues to exert a significant effect.

4. DISCUSSION AND CONCLUSION

This study delved into the examination of the impacts of SEL and EI on students' self-esteem. According to the study results, the established model elucidates approximately 51% of students' self-esteem. Although age and SEL emerged as influential factors affecting self-esteem in univariate analysis, their significance diminished in the multivariate analysis. Notwithstanding, EI retained its significant impact.

Similar and disparate findings have been documented in the literature. For instance, Aksoy (2020) reported no substantial difference in the level of SEL based on gender in an adolescent study. A parallel study by Kaynak and Tunç (2021) among education faculty students similarly found no significant gender-related differences in SEL levels. Conversely, studies such as those conducted by Murathan et al. (2022) and Akcaalan (2016) found significant gender-based variations in SEL.

Regarding self-esteem, studies by Baybek and Yavuz (2005), Kaçay et al. (2020), and Balat and Akman (2004) found no noteworthy gender-related distinctions in self-esteem scores. Conversely, Jenaabadi (2014) observed higher self-esteem in women than in men among university students.

Examining the relationship between students' SEL levels and self-esteem, Sarıkoç and Kaplan (2017) discovered a positive correlation between SEL and professional self-esteem in nursing students. Similarly, Karacan-Özdemir (2016) affirmed that SEL positively influences self-esteem. In an experimental study focusing on the effects of a SEL-based program on the self-esteem of gifted preschool students, Papadopoulos (2020) noted an effective increase in students' self-esteem scores.

The literature underscores the significance of social-emotional skills, particularly for students at risk of academic failure (Basu & Mermillod, 2011). Wood's (2020) study revealed school staff's beliefs in the development of EI through SEL models. In a limited domestic study (İşeri, 2016) discussing SEL and EI together, a significant relationship between both concepts was determined.

Studies addressing EI and self-esteem jointly often emphasize the relationship between these variables (Casino-Garcia et al., 2021; Carr, 2000; Delikoyun, 2017; Gerçek, 2020; Jenabaadi, 2014; Karademir et al., 2010; Merter, 2013; Ruvalcaba-Romero et al., 2017), underscoring the importance of developing EI to enhance university students' self-esteem (Cheung, Cheung, & Hue, 2015).

The research supports the teachability of SEL, leading to the development of programs that promote it (Cristóvão et al., 2017). Organizations like The Collaborative for Academic, Social, and Emotional Learning (CASEL) actively support schools in creating programs centered on EI and SEL (Tengey, 2016). Recognizing the foundational role of emotions in enduring learning (Zins & Elias, 2007), the teachability of both SEL and the development of EI provides a crucial foundation for fostering characteristics such as self-esteem in students.

Based on the findings of this study, the following suggestions are offered for a better understanding of the relationships between social emotional learning, emotional intelligence and self-esteem:

Development of Education Programs: Educational programs on social emotional learning and emotional intelligence should be developed. These programs should be designed especially for students under the age of 20 and should include strategies to increase self-esteem.

Analyzing Age Groups: A more in-depth examination of the differences between different age groups can help identify intervention strategies specific to these groups. Investigating the factors underlying the high scores of students aged 21 and above will provide a better understanding of the developmental processes in young adulthood.

The Relationship between Emotional Intelligence and Self-Esteem: Given the strong relationship between emotional intelligence and self-esteem, workshops and seminars can be organized that focus on developing emotional intelligence skills. Such activities can increase students' self-esteem.

Conducting Multivariate Analyses: Multivariate analyses should be conducted with larger samples to determine other factors affecting self-esteem. In this way, the effects of social emotional learning and emotional intelligence as well as other possible factors can be examined.

Longitudinal Research: Changes in the development of social emotional learning, emotional intelligence and self-esteem over time should be emphasized. Longitudinal studies will help to better understand the causes and effects of these changes.

Applied Research: In addition to theoretical findings, applied research should examine the practical implications of these concepts in education. The effectiveness of new strategies to enhance students' social emotional learning experiences should be tested.

It is thought that these recommendations will contribute to research in the field of social emotional learning, emotional intelligence and self-esteem and help practitioners develop more effective interventions.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

İnsanların sosyal ve duygusal becerileri, hem bireysel duygusal deneyimlerini hem de kişilerarası ilişkilerini yönetmelerini kolaylaştıran önemli faktörler arasında yer almaktadır (Lopes, Salovey & Straus, 2003). Sosyal ve duygusal öğrenme, sosyal ve duygusal becerilerin geliştirilmesi yoluyla daha etkili öğrenme süreçlerinin sağlanmasını ifade etmektedir (Weissberg et al., 2003). Sosyal duygusal öğrenme yeterlilikleri, bireylerin sosyal hayatta fırsatlar yaratmalarına ve etkili iletişim kurmalarına olanak tanıyan önemli becerileri içermektedir. Sosyal duygusal öğrenme programları, duyguların tanınması, düzenlenmesi ve sağlıklı ilişkilerin kurulmasına odaklanarak bu becerilerin öğretimine yönelik uygulamalar geliştirmektedir (Elias, 1997). Duygusal alandaki öğrenmelerin sağlanabilmesi, sosyo-duygusal becerilerin gelişimiyle doğrudan ilişkilidir (Coşkun, 2019). Duygular, bireylerin düşünme, davranış ve hissetme şekillerini etkileyen temel bir rol oynar (Elias, 1997). Ayrıca, yapılan araştırmalar sosyal duygusal öğrenmenin öğretilebilir olduğunu ve bireylerin gelişimlerini olumlu yönde etkilediğini ortaya koymaktadır (Cristóvão et al., 2017).

Duygusal zekâ, sosyal duygusal öğrenmenin önemli bir bileşeni olarak, bireylerin akademik ve sosyal başarılarını artırmalarına, kalıcı olumlu davranışlar geliştirmelerine ve yaşam başarısını teşvik etmelerine yardımcı olmaktadır. Eğitim kurumlarında, hem akademik başarı hem de olumlu sosyal ilişkiler kurma açısından duygusal zekâ becerileri kullanılmaktadır (Tengey, 2016). Sosyal duygusal özelliklerin temeli, duygusal zekâda yatmaktadır. Literatürde, duygusal zekânın okulda başarıyı artırmadaki rolü vurgulanmakta, düşük duygusal zekâya sahip öğrencilerin okul beklentilerini karşılamada güçlükler yaşadığı belirtilmektedir. Bu durum, öğrencilerin rekabet etme yeteneklerini kısıtlayabilmektedir. Bunun tersine, yüksek duygusal zekâ, duygusal iyilik hali ile güçlü bir ilişkiye sahiptir (Berger et al., 2011; Oyinloye, 2005; Nwadigwe & Azuka-Obieke, 2012).

Benlik saygısı ise, bireylerin kendilerini değerli, başarılı ve yetkin hissetmelerini ifade eden önemli bir psikolojik bileşendir. Benlik saygısının duygusal ve sosyal boyutları bulunmaktadır ve çocukluk döneminden itibaren, bireylerin diğer insanlarla kurdukları etkileşimler yoluyla şekillenir. Diğer insanların bireye yönelik olumlu değerlendirmeleri, geri bildirimleri, koşulsuz kabulleri ve empatik yaklaşımları, bireyin yüksek bir benlik saygısı geliştirmesinde belirleyici faktörlerdir (Rogers, 1980; Rosenberg, 1990). Yüksek benlik saygısı, atılganlık, güçlü başa çıkma becerileri, mücadeleden vazgeçmeme, mutluluk ve uzun ömürlülük gibi olumlu sonuçlarla ilişkilidir. Ayrıca, yüksek benlik saygısına sahip bireyler, sağlıklı sosyal ilişkiler kurar, insanlar üzerinde olumlu izlenimler bırakır ve grup içinde etkin bir şekilde iletişim kurma eğilimindedirler (Baumeister, Campbell, Kruger & Vohs, 2003). Benlik saygısı düşük olan bireyler ise daha utangaç, özgüven eksikliği yaşayan ve sosyal becerileri zamanla azalan bireyler olma eğilimindedirler (Cotton, 1985; Jersild, 1963; Kohut, 1971; Yörükoğlu, 1981).

Duygusal zekâ ve benlik saygısının bir arada incelendiği çalışmalara (Casino-Garcia et al., 2021; Carr, 2000; Delikoyun, 2017; Gerçek, 2020; Jenabaadi, 2014; Karademir et al., 2010) rastlanmakla birlikte, sosyal duygusal öğrenme ile duygusal zekânın ilişkisi üzerine yapılan çalışmalar da sınırlıdır (İşeri, 2016). Ancak, bu üç değişkenin bir arada incelendiği çalışmalara, özellikle Türkiye'deki literatürde yeterince yer verilmediği düşünülmektedir. Bu çalışma, benlik saygısı, duygusal zekâ ve sosyal duygusal öğrenme arasındaki ilişkiyi test etmeyi ve bu alandaki literatüre katkı sağlamayı amaçlamaktadır.

2. YÖNTEM

Öğrencilerin benlik saygısı, sosyal duygusal öğrenme ve duygusal zekâ arasındaki ilişkiyi değerlendirmek için ilişkisel tarama modeli kullanılmıştır. Bu araştırmanın evrenini Trakya Üniversitesi Eğitim Fakültesinde öğrenim görmekte olan öğrenciler oluşturmaktadır. Olasılık dışı örnekleme yöntemlerinden kolay ulaşılabilir durum örneklemesi yoluyla belirlenen ve gönüllü olarak çalışmaya katılan 236 öğrenci örneklemi oluşturmuştur. Araştırmaya katılan öğrencilerin yaşları 17-35 arasında değişmekte olup, ortalama 20,8 ± 2,7' dir. Öğrencilerin %78,8'i (n=186) kadın, %21,2'si (n=50) erkektir.

Veri toplama aracı olarak Sosyal Duygusal Öğrenme Ölçeği, Rosenberg Benlik Saygısı Ölçeği ve Duygusal Zekâ Özelliği Ölçeği- Kısa Formu kullanılmıştır. Verilerin analizinde betimsel istatistikler (ortalama, standart sapma, minimum-maksimum-ortanca), gruplar arası karşılaştırmalarında Mann Whitney U testi ve ölçeklerden alınan toplam puanlar arasındaki ilişkileri incelemek için Spearman Sıra Farkları Korelasyon Katsayısı kullanılmıştır. Öğrencilerde sosyal duygusal öğrenme ve duygusal zekanın, benlik saygısı üzerine etkisini incelemek için ise veriler normal dağılmadığı için logaritmaları alınarak çoklu lineer regresyon analizine başvurulmuştur. Araştırmada analizler SPSS 23 paket programı kullanılarak yapılmıştır.

3. BULGULAR, TARTIŞMA VE SONUÇ

Bu araştırmada öğrencilerde sosyal duygusal öğrenme ile duygusal zekanın, benlik saygısı üzerindeki etkisi incelenmiştir. Çalışma sonuçlarına göre öğrencilerin benlik saygısının yaklaşık %51'ini kurulan model açıklamaktadır. Yaş ve sosyal duygusal öğrenme tek değişkenli analizlerde benlik saygısına etki eden bir faktör olarak bulunmakla beraber, çok değişkenli analiz sonucunda anlamlılığını yitirmiştir. Ancak duygusal zekâ etkisini korumaya devam etmektedir.

Öğrencilerin sosyal duygusal öğrenme düzeyleri ile benlik saygısı arasındaki ilişkiye bakıldığında; Sarıkoç ve Kaplan (2017) hemşirelik bölümü öğrencilerinin sosyal duygusal öğrenme ile mesleki benlik saygısı arasında pozitif yönde ilişki bulmuştur. Karacan-Özdemir (2016) çalışmasında ise sosyal duygusal öğrenmenin benlik saygısını olumlu etkilediğini ifade etmiştir. Sosyal-duygusal öğrenme temelli bir programın okul öncesi dönemdeki üstün yetenekli öğrencilerin benlik saygısı üzerindeki etkilerinin incelendiği deneysel bir çalışmada; programın öğrencilerin benlik saygısı puanlarını artırmada etkili olduğu ortaya konulmuştur (Papadopoulos, 2020).

Alan yazında özellikle okulda başarısız olma riski taşıyan öğrencilerin duygusal açıdan zeki olmak için gereken sosyal duygusal becerilere sahip olmadığı ancak bu özelliklerin çok önemli olduğu belirtilmektedir (Basu ve Mermillod, 2011). Wood (2020) tarafından gerçekleştirilen çalışmada okul personelinin sosyal duygusal öğrenme modelleri aracılığı ile duygusal zekanın gelişimine olan inançları ortaya konulmuştur. Yurt içi alan yazında sosyal duygusal öğrenme ve duygusal zekanın birlikte ele alındığı sınırlı çalışma da (İşeri, 2016) her iki kavram arasında anlamlı bir ilişki olduğu belirlenmiştir.

Duygusal zekâ ve benlik saygısının birlikte ele alındığı çalışmalarda da genel olarak bu iki değişken arasındaki ilişkiye dikkat çekilmektedir (Casino-Garcia ve ark., 2021; Carr, 2000; Delikoyun, 2017; Gerçek, 2020; Jenabaadi, 2014; Karademir ve ark, 2010; Merter, 2013; Ruvalcaba-Romero, Fernández-Berrocal, Salazar-Estrada, Gallegos-Guajardo, 2017).

Araştırmada elde edilen bulgulardan yola çıkılarak bazı önerilerde bulunulmuştur. Üniversite öğrencilerine sosyal duygusal öğrenme ve duygusal zekâ gibi becerilerin geliştirilmesi için programlar uygulanabilir. Öğrencilerin bu değişkenlere ilişkin özelliklerini belirlemek amacıyla tarama çalışmaları artırabilir.

ETHICAL APPROVAL

In this study, all the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Guidelines" were strictly followed. None of the actions specified under the section titled "Actions Contrary to Scientific Research and Publication Ethics" in the guidelines were carried out. Ethics Committee Approval Information Ethical committee: İstanbul Nişantaşı University Research Ethics Committee Data of ethical approval: 26.12.2022 The number of ethical approval: 2022/45

CONTRIBUTION OF RESEARCHERS

The percentage of contribution of the 1st author to the research is 40%, the percentage of contribution of the 2nd author is 30%, and the percentage of contribution of the 3rd author is 30%.

Author 1: Designing the research, finding sources, writing - original draft, writing - reviewing and editing.

Author 2: Methodology, validation, data analysis, reporting

Author 3: Writing - original draft, writing - revision, editing, visualization.

CONFLICT OF INTEREST

The authors report there are no competing interests to declare.