

## SOCIAL AND EMOTIONAL LEARNING AT THE PRIMARY EDUCATION LEVEL OF THE CYPRUS TURKISH EDUCATIONAL SYSTEM

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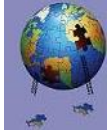
### Abstract

Social and emotional development is a prerequisite field of development for the individual to get to know life and become successful. Taking this unification and development as a basis, social and emotional learning studies assert the importance of the personality and behavior of individuals, their fields of interest, and their emotional and social skills, besides their academic successes. According to the social learning theory, which takes place among the social interaction theories, human behaviors can be explained not only through reinforcement, but also with the interaction of behavioral and environmental factors. It is clear that people learn many complex behaviors just by observing, without long term reinforcements. Babies learn talking by imitating people around them. Sexual roles are learned from parents and from siblings. Teenagers shape and develop behaviors in their fields of interest by taking famous people as role models. It is of great importance to integrate social and emotional learning into the educational systems. Hence, the aim of this study is to establish at what point the Cyprus Turkish Educational System primary education level stands, in relation to social and emotional learning, and propose restructuring of the Cyprus Turkish Educational System, based on the findings. Opinions of school administrators at the primary education level in the TRNC were gathered within this scope. In addition, daily lives of students in these schools were observed in order to collect data. Qualitative state pattern was used in the study. Data was collected using a structured interview form and an observation form, developed by the researchers. Data collected will be analyzed using the 'content analysis' technique, which contains establishing basic patterns, coding, and categorizing processes. Within this scope data were struggled to be collected by observing the opinions of school administrators, teachers and inspectors who work in the schools as part of basic education, and by observing the daily life of the students in these schools. These findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "academic attitudes and values", "decision making" and "coping with the problems" dimensions. It has been concluded that pre-school, first years of the primary education and private schools are at a level close to the medium level; secondary schools and the last grades of the state primary schools are below the medium level. It has emerged that the emergence of this basic result stems from the fact that a curriculum oriented education approach is predominantly used. For law makers and ministry of education senior administrators depending on the results of the research: Necessary regulations for integration of social and emotional learning skill to Cyprus Turkish Education System with a vision that will be determined within a framework of a new education paradigm including a human oriented education system.

**Keywords:** Social and emotional learning, violence, social adaptation, development.

### INTRODUCTION

Human is one of the leading elements that have to be defined in the behavioural sciences. This comes from the concept of necessity no matter which paradigm or psychological theory this is based on. Education and learning are very important concepts for the development of the individuals, societies and the world. Starting his/her life as a biological entity, human develops the second dimension, cultural dimension, by interacting with his/her social and cultural environment. He/she bequeaths the culture he/she developed to the new generations and therefore the culture continues to improve in the perpetuum mobile (Sarpten, 2008, p. 2). In some litterateurs the culture is approached in the cognitive sense and the culture is understood as the up to date information that not only includes the everyday behavioural objects ranging from eating, clothing way to the occupations and kinship relations but also embraces the ideas, theories and the people within their natural thinking and spreads throughout the world (Ültanır, 2003, p. 39).

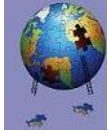


On the other hand the new assumptions related to the nature of the information greatly influenced the process of learning and teaching. It is being understood that the behavioural approach is not able to explain the assumptions related to learning and the nature of learning (Özden, 2008, p. 67). The minds of individuals can be trained to do critical thinking, critical writing and critical speaking as well as scientific and quantitative analyses. However in the world in which there are internal and external conflicts, the minds are exposed to the intense pressure of the hearts and emotions (Zajonc, 2006, p. 1). For this reason the newly emerged values has led to becoming prominent of such concepts as understanding, perception, thinking, creating and feeling in the learning (Özden, 2008, p. 67).

When the development periods of the individuals are examined, it is observed that all the development periods are connected with each other. In the studies related to development areas, the existence of social and emotional development has been accepted even if that has happened unwittingly, and the existence of them in all the development areas has been indicated. Social and emotional development is a development area that is acceptable to be indispensable for people to recognize the life and to be successful in the life. However, of course, all the development areas of the individual should interact with each other (Soylu, 2007, p. 6). The social and emotional learning studies use this joining and development as base and propound seeing personality and behaviours, interests, emotional and social abilities of individuals as important as well the academic success of them. According to the result of a research conducted on 8600 high school students in America; 92% of them are lying to their family members, %71 of them are cheating in the exams, 68% are knocking someone when they become angry; 40% of male students and 30% of female students are committing a theft and 16% of them are drinking alcohol at school (Soylu, 2007). According to another research, a typical American young encounters with approximately 3000 stimulants in a day. The number of these stimulants rises up to 10 million when the young people become 18 years old. 75 % of these young people have a television and a computer which they use for spending two hours averagely on the internet in their room. The messages coming from the density of the marketing and entertainment in daily life have such negative effects as bringing in anti social and unemotional behaviours to young people. Some programs lead students to violence, and the students internalize the sarcastic people in the comedy programs, see the sexual behaviours in many films and music videos and learn them. They mostly use the bad language in the pop music songs (Soylu, 2007, p. 4).

A survey of Istanbul University conducted on 5306 university students reflects the problems that the university students encounter. In this research economic, life and health, psycho-social, cultural and academic problems have been examined; and it has been found that on the subject of health eating habit problems are economically related to their families. It has been stated that in psycho-social terms, young people have concerns about the fact that the society does not trust them, their personalities are not respected and they are under the pressure of the society. Moreover, lack of the social areas enough in the cultural terms and leisure time activities prevents socialization of the young people. The young people that do not have a balance and regularity on their diet have the same problems in the other areas of their life. The fact that the young people experience negative feelings has a negative impact on their abilities such as self confidence, responsibility and empathizing (Yavuzer, 2003, p. 304).

The following findings have been put forward in an observation by Sami Taner (2012), Akdeniz University Faculty of Education. Taner (2012) says that he closely observed especially students in the dining hall and tells that "*when he saw that the oranges distributed during the lunch were returned without being eaten he asked why and they said that it was hard for them to peel off the orange.*" Moreover, he states "*there are university students who can not get on the bus, who can not buy the ticket of it and who leave the bottle of the water they drunk even if their university entrance score is very high.*"

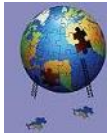


We can see similar cases in the North Cyprus. Many university students that are graduated from different fields may apply to public institutions for working in the jobs outside of their field. In the meantime, the ratio of the success of the people does not exceed 20% in Public Proficiency Test which is required for being appointed to an institution in the public sector. Almost every year, hundreds of students get "0" point in the university entrance exam. This situation shows it is not true that students do not know anything but it is true that they are not able to reflect what they know. In addition, in the daily press it has become more frequent to encounter such cases as student conflicts, and racketeering in the secondary school and even in the primary school. Moreover, in a research conducted by TRNC Ministry of National Education, Youth and Sports in 2011, it has been founded that the age in which the young people attending schools in TRNC meet alcohol, tobacco and drugs has fallen below 15 (KKTC-MEGSB, 2011). All these cases show that only the academic success does not make sense for the people as a part of the society in which they live. This is where the social emotional and learning shows its importance for reaching the general and specific aims of the education.

According to the social learning theory in the social interaction theories, the human behaviours can be explained not only by the practicing, but also the mutual interaction of behavioural and environmental factors. Bandura focused on the learning through observation. Learning through observation includes the processes of paying attention, keeping in memory, practising the behaviour and motivation processes. Being model by observing others is a valid form of approach for the children in terms of the parental attitudes (Aydın, 2000; Senemoğlu, 2001). Having such an important role in the social-emotional development of the child, as in all areas of the development, the parents should firstly have the knowledge about the social and emotional development characteristics for growing up healthy, happy and productive individuals.

Many learning situations we encounter in the social life can not be explained by only conditioning theories. It has been seen that people learn many complex behaviours by long reinforcements. Babies learn speaking by imitating the people around it. Gender roles are learned by mother, father and siblings. Young people create and develop behaviours by taking the famous people in their interest area as model. Bandura puts forward that the environment has an effect on behaviour but behaviour has an effect on the environment. Then he starts looking personality as having relationship between three things. They are environment, behaviour and the psychological development of the person. Social learning theory states that behaviours and emotions are changed by observation and taking as a model. Much behaviour of us are created by observing the others, seeing their ideas and the leading effect of these ideas (Ergün, 2008). As students learn a new subject, they want to know more about this subject by new questions. If this desire of learning had not existed, Galileo would not have discovered Callisto (Jupiter 4) with his celestial binocular that he made with two lenses, and then advanced binoculars and telescopes would not have been designed and therefore the existence of other planets would not have been revealed. As in Galileo example, the direct and indirect relationships between academic success and many factors have been put forward by various pieces of researches in litterateur. Emotional characteristics should also be examined as the most important ones of these factors. It can be said that such emotional factors as attitude, self efficacy, motivation, concern have an effect on the desire and interest towards the lessons and this affects their performances and therefore their academic success (Batman & Sarpten, 2010). People acquire knowledge, skill, attitude and values as a result of their interactions with environment. The base of learning is consisted of these experiences. If the interaction of human with his/her environment causes intellectual, emotional or behavioural changes, we can talk about learning. In a broader sense, as a result of learning, individuals attribute a meaning to the universe in which they exist and they re determine their position in the universe (Özden, 2008, p. 68).

As of yet, there is not any known type of change for changing behaviour except the change in the brain (Davidson, 2008). Especially the emotional environment in the early stages of life is of great



importance in shaping the brain circuits of people permanently. The brains of the children are changing constantly. Their brains take a fixed form with both positive called and negative called experiences and in both desired and undesired shapes. This is where social and emotional learning triggers the brain change that is described as positive (Davidson, 2008).

Being sufficient in social and emotional aspect is one of the important dimensions of being a healthy and happy individual (Kabakçı & Owen, 2010). Related to the socially and emotionally insufficiency, risky characteristics of children and young people such as violence, addiction to tobacco, alcohol and drug, AIDS, adolescent pregnancy, irregular sleep, unbalanced eating habits have a negative effect on their health in the future (Burke, 2002), (Zins & Wagner, 1997). Social and emotional learning indicates people's achievements throughout their life both in the school life and outside of the school life (Pasi, 2001). According to Kabakçı and Owen (2010), basically these skills can be grouped into four skill areas, problem solving skills, communication skills, skills that raise self worth and skills of coping with stress. Moreover, social and emotional learning programs aiming at bringing in these skills develop such positive behaviours as emotional understanding, collaboration, assertiveness, self control, tolerating being prevented, effective conflict resolving strategies and such qualities as planning, mental flexibility, sexual development, general health status and success in school. According to the students' and teachers' opinion of the schools that implement social and emotional learning programs, it provides (Davidson, 2008);

1. Higher academic performance and more positive attitudes towards school,
2. Decrease in violence and negative behaviours,
3. A better school environment for both children and adults.

On the other hand, in a study in which 61 educational researches, 91 meta-analyses and 179 books are examined, it has been revealed that social and emotional factors are the most important factors in learning of the students. As a result of this study it has been emphasized that a direct intervention to the psychological factors that are effective on learning is an effective way to change how much and how a student learned. Moreover, it has been put forward that the emotional status of the students and the quality of social environment have an effect on the learning processes. It has been found that social and emotional learning in studying affects academic attitudes (motivation and commitment to study), behaviours (continuation, studying habits, collaborative learning) and performance (notes, test results and comprehensive knowledge of a subject) (Frey, Nolen, Edstrom & Hirschstein, 2005).

Social and emotional learning is a process in which the children and young people acquire skills and qualities related to social, emotional and academic aspects as a whole throughout the entire life of them. When looked from this process social and sensitive learning affects the effective learning level of the adolescents in both their current age and future ages. For this reason, the integration of social and emotional learning to the education systems is of great importance. From this importance, the aim of the research is to determine social and emotional learning level of basic education level of Cyprus Turkish Education System and to make recommendations related to restructuring of Cyprus Turkish Education System in this sense. In the research, Cyprus Turkish Education System has been examined from the aspects of its basic education level's "academic attitude and values", making decision and "dealing with problems" dimensions of social and emotional learning. Taking the objective and the scope of the research into account, the answers of the following sub-problems have been sought.

What is the situation of the basic education level of Cyprus Turkish Education System in terms of social and emotional learning dimension of;

1. "Academic attitudes and values",
2. "Decision making",
3. "Coping with the problems"?



## Limitations

This research is limited with the opinions of 6 inspectors, 5 primary school and secondary school teachers and 5 primary school and secondary school teachers who work in the Supervision, Evaluation and Guidance Board of TRNC National Education and the observations in one primary school and two secondary schools.

## METHOD

As following of a qualitative process in which qualitative data collection methods are used for presenting the perceptions and cases in the natural environment and in the realistic and integrated way is aimed (Yıldırım & Şimsek 2008, p. 39), qualitative case study design was used in the research. Within this scope data were struggled to be collected by observing the opinions of school administrators, teachers and inspectors who work in the schools as part of basic education, and by observing the daily life of the students in these schools. The data of this research were collected by a structured interview and observation form developed by the researches.

## Participants

The participants of the research are 6 inspectors, 5 primary and secondary school teachers, 5 primary and secondary school administrators who work in TRNC Supervision, Evaluation and Guidance Board of TRNC National Education. Detailed information about the participants is given in Table 1.

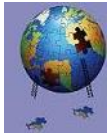
**Table 1.** Participants

	Female	Male	Total	Primary School	Secondary School	Total
Teachers	2	3	5	2	3	5
School Administrators	3	2	5	2	3	5
Inspectors	4	2	6	3	3	6
Total:	9	7	16	7	9	16

## Collecting and Analyzing of Data

**Interview Form:** An interview form structured has been prepared by the researchers for the study. While preparing the form, totally 15 interview questions have been prepared as a result of the litterateur search and contacting with the students and teachers done by the researchers. Then the researchers determined totally 8 questions to be in the final interview form in accordance with the opinions of specialists and class teachers and in line with the aim and scope of the research. From these, the researchers have determined last questions for reaching the questions in accordance with the aims in the interviews. After this study the interview again restructured and finalized by taking expert opinion. In the research, the interviews have been done twice every weeks throughout two weeks and they have been done only once for every participant. The duration of the interviews with every participant is averagely 50 minutes. During this duration the data have been collected through interviews. The interviews have been made personally in the closed environment by showing regard to privacy principle. The researchers have talked with the participants making up the sample in a detailed way and they have recorded the data with a voice recorder.

**Observation Form:** An observation form has been prepared by the researchers for the study. The observation form has been designed in the way that the students' acts and behaviours, speech and calling form with their friends and teachers while coming to school, in the classroom, during the breaks and in the departure times would be noted in a detailed way. The observations have been made in 3 schools in total, 1 of primary school and 2 of secondary schools in 5 school days between 07:30 and 13:15.



One of the qualitative method types, content analysis method has been used for analyzing the data. The collected data has been analyzed by the content analysis technique including processes of pattern determining, coding and categorization. After that obtained qualitative data has been expressed by using percentage calculation. Moreover for the increase the credibility, the researchers have made "confirmation meetings" which is one of the participant confirmation types. Two confirmation meeting has been done for participants in two groups. Confirmation meeting is a type of credibility in which the researcher shares the conclusions, the meaning he/she make out of the data and his / her own opinions with the participants, and he/ she wants the participants to evaluate the credibility of them (Yıldırım & Şimsek 2008, p. 269). The researcher has shared the conclusions, the meaning he/she make out of the data and his / her own opinions with the participants, and he/ she has wanted the participants to evaluate the credibility of them in the confirmation meetings. As a result the participants have confirmed the conclusions, the meaning the researcher make out of the data obtained from the interviews and his / her own opinions in their evaluations. Moreover another element which increases the credibility and consistency of the research is the fact that the data obtained from the interview forms and the data obtained from the observation form support each other.

## FINDINGS and COMMENT

### Findings and Comment related to the First Sub-Problem

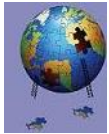
The first sub-problem of the research has been given as the question what is the situation in the basic education level of Cyprus Turkish Education System in terms of "academic attitudes and values" of the social and emotional learning dimensions. The digitized representation of the findings obtained from the participants' opinion about this sub problem is given in Table 2.

**Table 2.** Participants' opinions about the dimension of academic attitudes and values

The Dimension of Academic Attitudes and Values	Less than medium		Medium		More than Medium	
	f	%	f	%	f	%
Emotional behaviours and positive attitudes. <i>(Environmental awareness, putting emphasis on personal care and development, attach importance to the elderly and disabled people, etc).</i>	14	88	2	13	0	0
Advanced thinking skills. <i>(Creative thinking, problem solving, ability to look at the events and facts from different perspectives, observation, etc).</i>	16	100	0	0	0	0

As seen in Table 2, participants have stated that in the academic attitudes and values dimension, it is 88 % less than medium, 13 % in the medium in terms of emotional behaviours and positive attitudes. Again under the same dimension, they stated that it is 100 % less than medium in terms of advanced thinking skills. In addition to these findings, some of the participants having participated to the interview have expressed followings:

- "Our teachers even do not say 'good morning' to the students... I am sorry to inform that social and emotional education is not given in our schools..."
- "Unfortunately, there is no education understanding of us focused on human. It does not give importance to human, and its structure is oriented to only storing information..."
- "Teachers do not give anything except for the courses..."
- "I can easily say that our education system does not include any elements such as putting forward different points of view and critical looking. Even, the structure of our education"



system exterminates curiosity of the students. For example, when students ask questions about the subject of which they have an interest, teachers may say "these are not related to our subject, look at what I tell you" without answering these questions..."

- "Teachers want answers of monotype... They do not accept the answers that put a slightly different point of view forward..."
- I can easily say that we are too weak to lead students to creative thinking and to teach making comment and looking from different aspects. Our system depends on the books. This is what the books give..."
- "Teachers do not de training in these subjects and they are not a role model in this regard because they are not given any task in this direction. Because the single and the most important expected thing is to complete the curriculum ..."

**The data obtained from the observation form are as follows:** The students do not act as sensitively as in the school and classroom. They do not react to the litter and they do not abstain from he acts that pollute the environment. They write some things on the wall of classroom, change places of the desks on which they sit and they leave them in the middle of the class negligently. Their personal care, clothing are focused on attracting attention and not in accordance with a healthy life and/or climate conditions; they generally prefer hair with hair gel and the clothes that leaving the tattoos on their bodies open. They look at the events and facts from only the popular point of view. For example, getting the questions of the past years' exams and studying them are the most appealed methods.

These findings that have been obtained from the observation form support the findings that have been obtained from the interview form. As a result, these findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "academic attitudes and values" dimension.

### Findings and Comment related to the Second Sub-Problem

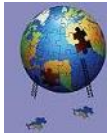
The second sub-problem of the research has been given as the question what is the situation in the basic education level of Cyprus Turkish Education System in terms of "decision making" of the social and emotional learning dimensions. The digitized representation of the findings obtained from the participants' opinion about this sub problem is given in Table 3.

**Table 3.** Participants' opinions about the dimension of decision making

The Dimension of Decision Making	Less than medium		Medium		More than medium	
	f	%	f	%	f	%
Unaidedly decision making in the subjects appropriate for them.	13	81	3	19	0	0

As seen in Table 3, participants have stated that in the decision making dimension, it is 81 % less than medium, 19 % in the medium. In addition to these findings, some of the participants having participated to the interview have expressed followings:

- *We take all the decisions for the students but we do not consult them and we do not take their opinions."*
- *"As we have a curriculum oriented structure, the curriculum has the main right to speak. We act in accordance with the curriculum... I suppose the students only choose their captain of the class."*



- *"We choose even the elements that the students should choose and decide. For example, there is a concept of "compulsory selective" in our education system. School administrations choose some of the selective lessons that students should choose in the direction of their interest and desires in the name of them"*
- *"No... Our education system by no means creates the conditions in which the students make their own decisions."*

**The data obtained from the observation form are as follows:** It has been observed that there is not any element in which the students make their own decisions about the subject appropriate for them and the conditions are not appropriate for them. For example, the week of the observation coincided with the week of exams. The exam program was not created by taking opinion or recommendation from the students. The school administration created a program appropriate for them by considering only the administrative conditions. After that the school administration only notified the students about the program.

These findings that have been obtained from the observation form support the findings that have been obtained from the interview form. As a result, these findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "decision making" dimension.

### Findings and Comment related to the Third Sub-Problem

The third sub-problem of the research has been given as the question what is the situation in the basic education level of Cyprus Turkish Education System in terms of "coping with the problems" of the social and emotional learning dimensions. The digitized representation of the findings obtained from the participants' opinion about this sub problem is given in Table 4.

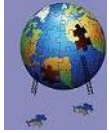
**Table 4.** Participants' opinions about the dimension of coping with the problems

The Dimension of Coping with the Problems	Less than medium		Medium		More than medium	
	f	%	f	%	f	%
Basic Communication Skills. <i>(Smiling, effective listening, establishing eye contact, etc..)</i>	15	94	1	6	0	0
Joining in a group, collaboration, teamwork, cooperation.	16	100	0	0	0	0
Obedying the rules in the school.	12	75	4	25	0	0

As seen in Table 4, participants have stated that in the academic attitudes and values dimension, it is 94 % less than medium, 6 % in the medium in terms of basic communication skills. They stated that it is 100 % less than medium in terms of joining in a group, collaboration, teamwork, cooperation. Again under the same dimension, they stated that it is 75 % less than medium, 25 % in the medium in terms of obeying the rules in the school. In addition to these findings, some of the participants having participated to the interview have expressed followings:

- *"Especially often in secondary and high schools, there is no environment called class environment; 'noisy clamour, hustle and bustle' in the mean time the teacher only shouts angrily... Mostly our teachers discriminate between us and the others. In other words, teachers could not be a part and leader of the class, and our teachers could not say "us"."*



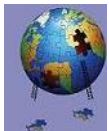


- *“When we compare our schools with the schools in Europe, I can say that we are far behind. Unfortunately we can not teach social and emotional teachings, attitudes and values ...”*
- *“In the past this unwritten curriculum in the education was more important and in this sense the higher rate of the training existed. However now there are conflicts and gangs and especially small children may be exposed to the violence from their friends, and they may face such situations as racketeering...”*
- *“Our teachers do not give importance to anything in terms of coping with the problems because the system does not want that.”*
- *“I think these are pretty good in the pre-school. It can be said that this structure also exists in the first years of primary school, but when 3. grade come, we face with classical class order and static desks, and the curriculum oriented understanding, that is the understanding that the individual success is important, become valid and in the secondary school this structure ossifies totally.”*
- *“For example we laugh at the people who fall to the ground, but we should pull up him/her; We are in touch with a structure like poke fun at the people weaker than us and externalize them. Our education system does not teach the positive attitudes and values in this sense.”*
- *“Especially in the secondary school, the most important element for the teacher are his/ her lesson and its curriculum... They say that teaching of these attitudes and values are not my job and pull of. Because our education system does not include them and they include nothing more than subjects, curriculum and academic knowledge.”*
- *“Our education system includes many children of the immigrant families and unfortunately the culture of them does not accord with our culture. We do not arrange a special program for them. In this situation. The understanding of the captain that saved his ship. That results in conflicts, groupings and polarization...”*
- *“Our education system does not include even such values as comradeship, philanthropy, love of the society and country.”*
- *“These conditions are at a relatively higher level in the private schools but we can not see them in the public schools.”*

**The data obtained from the observation form are as follows:** It has been observed that the students are not able to perform the basic communication skills; it has been observed that they do not say 'good morning' to their friends and they abstain from eye contact in the class and outside of the class. Especially in the in-class practices effective listening is almost non-existing. It has been observed that the students use frequently the phrases 'yahu (for god's sake!)', 'be (hey!)' and 'lan (man!)'. Any kind of activities aimed at teamwork and collaboration have not been observed.

Moreover, rules of the school are seen as a penalty and therefore obeying the school rules is seen as a 'boring', 'useless' and 'unnecessary' thing. For example it has been observed that the students deliberately arrive at the school for avoid getting involved in the morning meetings.

These findings that have been obtained from the observation form support the findings that have been obtained from the interview form. As a result, these findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "coping with the problems" dimension.



## RESULTS and RECOMMENDATIONS

### Results

It has been concluded that in the basic level education of Cyprus Turkish Education System social and emotional learning is below the medium level in terms of "academic attitudes and values", "decision making" and "coping with the problems" dimensions. It has been concluded that pre-school, first years of the primary education and private schools are at a level close to the medium level; secondary schools and the last grades of the state primary schools are below the medium level. It has emerged that the emergence of this basic result stems from the fact that a curriculum oriented education approach is predominantly used.

It has been concluded that Cyprus Turkish Education System structuring includes extremely low levels of such advanced thinking skills as emotional behaviours, positive attitudes, creative thinking, problem solving, looking at the events and facts from different perspectives, basic communication skills, collaboration, teamwork and cooperation skills. Moreover it has been concluded that the students could not internalize the fact that school rules are important for their benefit and development and they do not participate in any decision making mechanism even in the subject of their interest.

### Recommendations

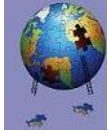
For law makers and ministry of education senior administrators depending on the results of the research: Necessary regulations for integration of social and emotional learning skill to Cyprus Turkish Education System with a vision that will be determined within a framework of a new education paradigm including a human oriented education system. An action plan should be prepared in a way to integrate such modern education theories as multiple intelligence theory and constructivist approach that take individual differences into account to all the elements in the education system.

Legal basis for the use of the students in an assessment and evaluation system that takes not only academic knowledge levels but all the dimensions of social and emotional skills into account should be prepared. The understanding of doing student transitions between education system levels by testing only the academic knowledge and in an eliminative and exam oriented structure should be abandoned; and dominance of a process oriented structure taking advanced thinking skills of the students into account should be maintained.

For field researchers following recommendations are made: Doing similar researches with qualitative and quantitative approaches and different sample and working groups including other dimensions of the social and emotional learning skills; and comparing the results of it with the results of this research.

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