

## Adolescents' Social-Emotional Learning Skills and Examination of Social Life Variables

*This study aims to examine the effects of adolescents' social life variables on their social-emotional learning skills. The model of this study is the survey model and the study group of the research consists of adolescents who are in the provincial center of Bilecik Provincial Directorate of National Education and continue their high school education in the 2019-2020 Education Year. The "Social Emotional Learning Scale" developed by Totan (2018) and the "Personal Information Form" created by the researchers were used for research data. As a result of the findings, there is no significant difference in terms of social-emotional learning and sub-dimensions by gender, there is a significant difference in social-emotional learning, self-awareness and self-management score averages according to education level, As satisfaction with adolescence increases, the mean scores of social-emotional learning, self-awareness, and responsible decision making also increase. As the time spent on the internet increases, the average scores of social-emotional learning, self-management, and responsible decision-making decrease. It was found that there was a significant difference in the social-emotional learning scale of adolescents and all its sub-dimensions according to the reading book status. Also, it can be said that the perceived positive family relationship increases the scores for social emotional learning, self-management, and establishing relationships. When looking at the relationship between social life variables, there is a statistically significant relationship between the gender variable and both participation in social activities and reading book status. While there is no significant relationship between teaching level and participation in social activities, there is a significant relationship between teaching level and book reading book status. There is a significant relationship between family income and maternal education level of adolescents' participation in social activities. There is no significant relationship between these variables and adolescents' reading book status.*

**Keywords:** Adolescence, social, emotional, learning, social life

### Introduction

Depending on the needs of the changing society and developing technology, the need to review social emotional resources and the importance given to social emotional skills in order to protect individuals from negative situations in their future lives has increased in recent years (Schaps, 2010). Because the use of social emotional learning skills correctly; helps individuals to demonstrate behaviors such as setting positive goals, establishing healthy communication, empathy, taking responsibility, and making correct and moral decisions (Mccombs, 2001). Until this time, many definitions have been made about the concept of social emotional learning (SEL). SEL is the awareness of children to manage their emotions by being aware of their emotions, to take into account the emotions of other people, to make conscious decisions, and to

1 be aware of their responsibilities (Zins & Elias, 2006). Jones and Bouffard  
 2 (2012) social and emotional learning; They define it as the development of  
 3 children's social and emotional skills through child-centered practices that  
 4 develop the analytical thinking, communication, cooperation competencies of  
 5 children and by making use of interesting learning environments. In addition,  
 6 social and emotional learning are activities to provide children with  
 7 qualifications for their social, emotional, and academic development in the life  
 8 process (Kabakçı & Korkut Owen, 2010). As a result of CASEL's (2003)  
 9 studies, it was stated that there are five sub-dimensions of social and emotional  
 10 learning. These sub-dimensions are; Self-awareness, which includes  
 11 recognizing their feelings and developing self-confidence, Social awareness  
 12 involving understanding others' emotions and working with a group, Self-  
 13 management involving making efforts to achieve their goals by using their  
 14 emotions, Relationship building skills that include positive communication  
 15 with friends and social environment, Responsible decision making involving  
 16 evaluating alternative solutions and taking responsibility to overcome them  
 17 (Durlak, Dymnicki, , Taylor, Weissberg & Schellinger, 2011; Totan, 2018). A  
 18 child's self-awareness, ability to make the most appropriate decisions, set goals  
 19 and communicate positively with others, and the ability to understand, regulate  
 20 and use their emotions greatly affect the child's life and development potential  
 21 (Durlak et al., 2011). Therefore, SEL helps children develop in a healthy and  
 22 positive way by supporting these skills (CASEL, 2003; Zins & Elias, 2007).

23 As is known, the transition to puberty is generally defined as a turbulent  
 24 period. While children manage the stress and confusion arising from the  
 25 physical changes of adolescence, they are also faced with complex tasks such  
 26 as increasing expectations for autonomy and understanding increasingly  
 27 abstract academic issues (Serbin, Stack, & Kingdon, 2013). During  
 28 adolescence, adolescents have developmental tasks in many issues, from social  
 29 relations to career choice. This period includes various socio-emotional  
 30 experiences that result in social-self and identity development (Lerner &  
 31 Steinberg, 2009). During this period, adolescents begin to express their beliefs  
 32 and values, try new interests, and expand their social relationships. At the same  
 33 time, enhanced cognitive abilities allow them to reflect more deeply about  
 34 themselves and others, engage in more complex decision-making, and critically  
 35 analyze the consequences of their choices. However, in adolescents, academic  
 36 and behavioral problems tend to emerge or worsen gradually during this period  
 37 (Blakemore & Choudhry, 2006; Candan & Yalçın, 2018; Steinberg, 2008;  
 38 Yeager, 2017). Studies on adolescence show that intrinsic motivation and self-  
 39 esteem decrease during this period (Eccles, Lord, Roeser, Barber, &  
 40 Jozefowicz, 1997). In this period, adolescents try risky behaviors and face new  
 41 challenges, they face significant difficulties such as social relationships, peer  
 42 pressure, the negative impact of social media, increasing academic pressure,  
 43 choice of profession, dilemmas, and conflicts (Blakemore & Choudhry, 2006;  
 44 Candan & Yalçın, 2018; Steinberg, 2008; Yeager, 2017). All these difficulties  
 45 can cause depression risk (Rudolph, Lambert, Clark, & Kurlakowsky, 2001).  
 46 Also, it is seen that the lack of social and emotional skills increases behaviors

such as violence, cigarette-alcohol-substance addiction, adolescent pregnancy, irregular sleep, eating habits, and negative conflict resolution. These negative behaviors reach more serious dimensions in adulthood (Burke, 2002). To overcome these difficulties, adolescents need social emotional learning skills (SEL). Social emotional learning skills of adolescents contribute to Collaboration with others, gaining improved social and problem-solving skills, having community integrity and healthy life expectations, increasing academic success, motivating learning, increasing interest, commitment to school (Zins, Weissberg, Wang, & Walberg, 2001). SEL supports adolescents' multi-faceted development by increasing their intrinsic motivation, their desire to take care of their work and to participate actively, their satisfaction with learning, their sense of belonging, and their desire to work in collaboration with their peers. In addition, SEL reduces adolescent depression and stress, enables adolescents to develop positive attitudes towards school, and exhibit prosocial behaviors such as empathy and compassion (Bridgeland, Bruce & Hariharan, 2013; Durlak et al., 2011). Considering all these, it can be said that giving the necessary attention to the SEL needs of adolescents has a significant impact on their future lives and supports their transition to adulthood (Becker & Luthar, 2002).

Variables such as gender, age, number of siblings, socio-economic-cultural status, participation in social activities, relationship with friends, the relationship of parents with children, affect the individual's social-emotional skills (Ahmetoğlu, 2009). In light of this information, it is seen that it is important to examine in more detail the effects of social life variables on social-emotional learning during adolescence when the importance of social-emotional learning is prominent. Also, determining the social life predictors of adolescents' social emotional learning skills can guide experts and families in guiding this age group. Therefore, in this study, answers to the following questions were sought in order to examine the effects of social life variables of adolescents on their social-emotional learning skills:

1. Do adolescents' social life variables (gender, teaching level, satisfaction with adolescence, time spent on the internet, reading books, and perceived family relationships) have a significant effect on their social-emotional learning skills?
2. Is there a significant relationship between adolescents' social life variables (gender, education level, number of siblings, family income, mother's education level, father's education status) and their participation in social activities and reading books status?

## Method

This research is a field study based on the general survey model conducted to examine the effects of social life variables on social-emotional learning skills of adolescents. The survey model is a research model used to reveal an existing situation in general, summarize the characteristics of the study

population, and develop relevant theories by evaluating the underlying causes of these characteristics (Chambers & Clark, 2012).

## Participants

The research group of the research consists of 364 students between the ages of 14 and 18, those who are located in the Provincial Center, those who are associated with Bilecik Provincial Directorate of National Education in Turkey within the 2019-2020 Academic Year and those who continue their high school education. A total of 364 adolescents, 216 of whom were boys (59.3%) and 148 were girls (40.7%), participated in the research. Considering the education levels, 67 (18.4%) of the adolescents are in the 9th grade, 102 (28%) are in the 10th grade, 95 (26.1%) are in the 11th grade, 100 (27.5%) are in the 12th grade. Looking at the number of siblings, 30 (8.2%) have a single child, 176 (48.4%) two siblings, and 158 (43.4%) have 3 or more siblings. When the education status of the mother is examined, the rate of primary school graduates is highest with 34.3%. When the education status of fathers is examined, the rate of high school graduates is highest with 42.3%. 61.8% of adolescents perceive friendship relations positively. In addition, when asked about their satisfaction with adolescence, 122 (33.5%) stated that they were indecisive. While 160 (44%) of the adolescents stated that they spent 1-2 hours on the internet, 223 (61.3%) stated their reading status as "yes I read". 225 (74.7%) of the adolescents perceive family relationships positively. Looking at the family income, it is seen that the highest rate (37.4%) is 2000-4000. In addition, it is observed that 190 (52.2%) of the adolescents participated in social activities.

**Table 1. Demographic Characteristics of Adolescents**

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Satisfaction with Adolescence</b>	<b>N</b>	<b>%</b>
Female	148	40.7	I am never satisfied	40	11
Male	216	59.3	I'm not satisfied	88	24.2
<b>Education Level</b>			I am indecisive	122	33.5
9th grade	67	18.4	I am satisfied	77	21.2
10th grade	102	28	I am very satisfied	37	10.2
11th grade	95	26.1	<b>Time Spending on the Internet</b>		
12th grade	100	27.5	Less than 1 hour	36	9.9
<b>Number of Siblings</b>			1-2 hours	160	44
A single child	30	8.2	3-4 hours	126	34.6
2 siblings	176	48.4	5-6 hours	23	6.3
3 or more siblings	158	43.4	More than 6 hours	19	5.2
<b>Mother's Education Status</b>			<b>Book Reading Status</b>		
No tuition	1	.3	Yes	223	61.3
Primary school	125	34.3	No	141	38.7
Middle School	85	23.4	<b>Perceived Family Relationship</b>		
High school	101	27.7	Negative	4	1.1

University and above	52	14.3	Sometimes positive sometimes negative	88	24.2
<b>Father's Education Status</b>			Positive	225	74.7
No (death)	2	.5	<b>Family's Income</b>		
Primary school	61	16.8	<i>I don't know</i>	33	9.1
Middle School	56	15.4	Less than 2000	34	9.3
High school	154	42.3	2000-4000	136	37.4
University and above	91	25	4000-6000	104	28.6
<b>Participating in a Social Activities</b>			6000-8000	53	14.6
Yes	190	52.2	More than 8000	4	1.1
No	174	47.8	<b>Total</b>	<b>364</b>	<b>100</b>

### Measures

The "Social Emotional Learning Scale" developed by Totan (2018) and the "Personal Information Form" created by the researchers were used for the research data.

Social Emotional Learning Scale was developed by Totan (2018) to determine the SEL of adolescents and consists of 23 items and 5 sub-dimensions. Sub-dimensions of the scale; self-awareness, social awareness, self-management, relationship skills, and responsible decision making. This scale is Likert type. High scores obtained from the scale indicate the high level of SEL of the participants. Cronbach's alpha internal consistency coefficient of the scale is .92, while McDonald's omega is the .94. Among the applications of the scale with two-week intervals, the .82 level is statistically significant for the total of the scale.

Personal Information Form was prepared by researchers to determine the socio-demographic information of adolescents. Questions were asked for adolescents about gender, education level, number of siblings, parents' education status, satisfaction with adolescence, internet time, reading status, perceived family relationship, family income, and participation in social activities.

### Procedure

This research was approved by the ethics committee of the university. Besides, permissions were obtained from the Bilecik Provincial Directorate of National Education and schools to conduct a survey. Participants voluntarily involved in the research while keeping their confidentiality. Adolescents filled the questionnaire in the classroom. Participants were informed by a signed consent form and written consent was obtained from adolescents for participation.

## Analysis of Data

The data obtained were analyzed with the help of the statistical package program SPSS 20.0. In the analysis of the data, first of all, normality, homogeneity, and independence from each other were examined. For the normality of the distribution, it was determined that it showed normal distribution by looking at Skewness and Kurtosis values, mean and median proximity levels, and parametric tests such as T-test and ANOVA were used in the analysis of the data. In order to determine the relationship between categorical variables, the chi-square test was used.

## Results

**Table 2.** *Comparison of Social Emotional Learning by Gender in Adolescents*

Scale and Sub-Dimensions	Gender	N	Mean	sd	se	p
Social Emotional Learning Scale	Female	148	87.16	11.1	.911	.500
	Male	216	87.97	11.2	.767	
Self awareness	Female	148	23.38	3.07	.252	.519
	Male	216	23.61	3.52	.239	
Self management	Female	148	14.35	2.75	.226	.098
	Male	216	14.85	2.81	.191	
Social awareness	Female	148	15.21	2.53	.208	.982
	Male	216	15.22	2.44	.166	
Relationship skills	Female	148	18.62	2.90	.238	.735
	Male	216	18.51	3.02	.205	
Responsible decision making	Female	148	15.58	2.70	.222	.511
	Male	216	15.77	2.59	.176	

p: statistical significance value; sd: standard deviation; se: standard error

In Table 2, the t-Test, one of the parametric test techniques, was used in the comparisons between the two groups in order to compare social-emotional learning and sub-dimensions by gender. As a result of the analysis, there is no significant difference in terms of social emotional learning and sub-dimensions by gender, since the p-value is  $p > 0.05$  in both the general scale dimension and the sub-dimensions of the scale.

**Table 3.** *Comparison of Social Emotional Learning by Education Level in Adolescents*

Scale and Sub-Dimensions	Education Level	N	Mean	sd	se	F	p
Social Emotional Learning Scale	9th grade	67	89.13	10.7	1.31	2.718 (9-11, 10-11)	.041*
	10th grade	102	89.15	11	1.09		
	11th grade	95	85.03	10.9	1.12		
	12th grade	100	87.60	11.5	1.15		
Self awareness	9th grade	67	23.76	3.2	.401	3.291 (9-11, 10-11, 11-12)	.021*
	10th grade	102	23.94	3.1	.307		
	11th grade	95	22.61	3.6	.369		
	12th grade	100	23.80	3.2	.325		
Self management	9th grade	67	15.10	2.7	.330	3.025 (9-11, 10-11)	.030*
	10th grade	102	15.05	2.8	.281		
	11th grade	95	14.02	2.8	.288		
	12th grade	100	14.53	2.7	.271		
Social awareness	9th grade	67	15.37	2.6	.328	1.001	.393
	10th grade	102	15.32	2.4	.237		
	11th grade	95	14.84	2.3	.240		
	12th grade	100	15.37	2.5	.253		
Relationship skills	9th grade	67	18.95	2.8	.346	1.155	.327
	10th grade	102	18.79	3	.303		
	11th grade	95	18.22	3	.308		
	12th grade	100	18.37	2.9	.292		
Responsible decision making	9th grade	67	15.94	2.6	.321	1.492	.216
	10th grade	102	16.03	2.5	.254		
	11th grade	95	15.33	2.5	.265		
	12th grade	100	15.53	2.7	.273		

\*p< .05 p: statistical significance value; sd: standard deviation; se: standard error

In Table 3, the ANOVA test, one of the parametric test techniques, was used in the comparisons between the two groups in order to compare social emotional learning and sub-dimensions according to the education level. As a result of the analysis, since  $p < 0.05$ , there is a significant difference in the general social emotional learning dimension, self-awareness and self-management sub-dimensions according to the education level. There is no significant difference in the social awareness, relationship building and responsible decision-making sub-dimensions of the scale according to the education level ( $p > 0.05$ ). Post Hoc LSD analysis was conducted to determine between which groups there is a significant difference in terms of general social emotional learning dimension and self-awareness, self-management sub-dimensions according to the education level. As a result of the analysis, the significant difference was found in the 9-11th, 10-11th and 11-12th. Accordingly, it can be said that social emotional learning, self-awareness and self-management mean scores decrease as the teaching level progresses.

1 **Table 4.** Comparison of Social Emotional Learning by Satisfaction with  
2 Adolescence

Ölçek ve Alt Boyutları	Satisfaction with Adolescence	N	Mean	sd	se	F	p
Social Emotional Learning Scale	1.I am never satisfied	40	84.05	12.8	2.03	3.544 (1-5,3-5,4-5)	.007*
	2.I'm not satisfied	88	88.18	10.9	1.16		
	3.I am indecisive	122	87.21	10.8	.980		
	4.I am satisfied	77	86.94	9.9	1.13		
	5.I am very satisfied	37	93.16	11.9	1.96		
Self awareness	1.I am never satisfied	40	22.57	4.2	.668	3.387 (1-5,2-5,3-5)	.010*
	2.I'm not satisfied	88	23.29	3.1	.337		
	3.I am indecisive	122	23.44	3.3	.302		
	4.I am satisfied	77	23.58	3	.349		
	5.I am very satisfied	37	25.21	2.7	.457		
Self management	1.I am never satisfied	40	14	3.2	.508	1.961	.100
	2.I'm not satisfied	88	15	2.7	.291		
	3.I am indecisive	122	14.57	2.6	.243		
	4.I am satisfied	77	14.32	2.4	.283		
	5.I am very satisfied	37	15.45	3.2	.536		
Social awareness	1.I am never satisfied	40	14.42	2.5	.408	2.264	.062
	2.I'm not satisfied	88	15.27	2.3	.248		
	3.I am indecisive	122	15.17	2.5	.232		
	4.I am satisfied	77	15.22	2.3	.273		
	5.I am very satisfied	37	16.10	2.4	.396		
Relationship skills	1.I am never satisfied	40	18.17	3.2	.506	1.601	.173
	2.I'm not satisfied	88	18.78	2.9	.314		
	3.I am indecisive	122	18.27	2.8	.258		
	4.I am satisfied	77	18.46	2.8	.328		
	5.I am very satisfied	37	19.54	3.2	.532		
Responsible decision making	1.I am never satisfied	40	14.87	3	.481	3.172 (1-5,4-5)	.014*
	2.I'm not satisfied	88	15.82	2.6	.277		
	3.I am indecisive	122	15.74	2.5	.227		
	4.I am satisfied	77	15.35	2.4	.278		
	5.I am very satisfied	37	16.83	2.7	.451		

3 \*p< .05 p: statistical significance value; sd: standard deviation; se: standard error  
4



In Table 4, the ANOVA test, one of the parametric test techniques, was used in the comparisons between the two groups in order to compare social emotional learning and sub-dimensions according to satisfaction with adolescence. As a result of the analysis, since  $p < 0.05$ , there is a significant difference in the general social emotional learning dimension, self-awareness and responsible decision-making sub-dimensions according to satisfaction with adolescence. There is no significant difference in the self-management, social awareness and relationship building sub-dimensions of the scale according to satisfaction with adolescence ( $p > 0.05$ ). Post Hoc LSD analysis was conducted to determine between which groups there is a significant difference in terms of satisfaction with adolescence in the general social emotional learning dimension and self-awareness, responsible decision making sub-dimensions. As a result of the analysis, it is seen that the significant difference is between the dissatisfied-very pleased, dissatisfied-very satisfied, indecisive-very satisfied and satisfied-very satisfied groups. Accordingly, it can be said that as the satisfaction with adolescence increases, the mean scores for social emotional learning, self-awareness and responsible decision making also increase.

**Table 5.** Comparison of Social Emotional Learning in Adolescents by the Time Spending on the Internet

Scale and Sub-Dimensions	Time Spending on the Internet	N	Mean	sd	se	F	p
Social Emotional Learning Scale	1.Less than 1 hour	36	89.11	10.47	1.74	2.824 (1-4,2-3,2-4)	.025*
	2.1-2 hours	160	89.30	10.77	.851		
	3.3-4 hours	126	86.03	12.18	1.08		
	4.5-6 hours	23	82.78	9.351	1.94		
	5.More than 6 hours	19	87.47	8.578	1.96		
Self awareness	1.Less than 1 hour	36	23.19	3.24	.540	.790	.532
	2.1-2 hours	160	23.87	2.97	.235		
	3.3-4 hours	126	23.26	3.69	.329		
	4.5-6 hours	23	23	3.64	.759		
	5.More than 6 hours	19	23.78	3.76	.863		
Self management	1.Less than 1 hour	36	15.91	2.69	.449	6.689 (1-3,1-4,2-3,2-4)	.000*
	2.1-2 hours	160	15.07	2.68	.212		
	3.3-4 hours	126	14.05	2.80	.249		
	4.5-6 hours	23	12.95	2.78	.581		
	5.More than 6 hours	19	14.68	2.26	.518		
Social awareness	1.Less than 1 hour	36	15.36	2.19	.365	.948	.436
	2.1-2 hours	160	15.32	2.51	.198		

	3.3-4 hours	126	15.27	2.53	.226		
	4.5-6 hours	23	14.47	2.67	.558		
	5.More than 6 hours	19	14.57	2.06	.473		
Relationship skills	1.Less than 1 hour	36	18.66	2.91	.486	1.301	.269
	2.1-2 hours	160	18.87	2.99	.236		
	3.3-4 hours	126	18.19	3.14	.280		
	4.5-6 hours	23	17.86	2.54	.530		
	5.More than 6 hours	19	18.89	1.82	.418		
Responsible decision making	1.Less than 1 hour	36	15.97	2.26	.376	3.832 (2-3,2-4)	.005*
	2.1-2 hours	160	16.19	2.48	.196		
	3.3-4 hours	126	15.23	2.78	.247		
	4.5-6 hours	23	14.47	2.79	.582		
	5.More than 6 hours	19	15.52	2.65	.608		

\*p< .05 p: statistical significance value; sd: standard deviation; se: standard error

In Table 5, the ANOVA test, one of the parametric test techniques, was used in the comparisons between the two groups in order to compare social emotional learning and sub-dimensions according to the time spent on the Internet. As a result of the analysis, since  $p < 0.05$ , there is a significant difference in the general social emotional learning dimension, self-management and responsible decision-making sub-dimensions according to the time spent on the Internet. There is no significant difference in self-awareness, social awareness and relationship building sub-dimensions of the scale according to the time spent on the Internet ( $p > 0.05$ ). Post Hoc LSD analysis was conducted to determine which groups had a significant difference in terms of time spent on the internet in the sub-dimensions of general social emotional learning and self-awareness, responsible decision making. As a result of the analysis, it can be said that as the time spent on the internet increases, the average scores of social emotional learning, self-management and responsible decision making decrease.

**Table 6.** Comparison of Social Emotional Learning by Reading Book Status

Scale and Sub-Dimensions	Reading Book Status	N	Mean	sd	se	p
Social Emotional Learning Scale	Yes	223	89.34	10,8	.910	.000*
	No	141	84.97	11,1	.745	
Self awareness	Yes	223	23.87	3.23	.216	.010*
	No	141	22.95	3.44	.289	
Self management	Yes	223	15.05	2.72	.182	.001*
	No	141	14.01	2.80	.236	
Social awareness	Yes	223	15.5	2.50	.167	.006*
	No	141	14.7	2.39	.201	

Relationship skills	Yes	223	18.86	2.96	.198	.013*
	No	141	18.07	2.92	.246	
Responsible decision making	Yes	223	16.04	2.55	.171	.002*
	No	141	15.15	2.67	.225	

\*p< .05 p: statistical significance value; sd: standard deviation; se: standard error

In Table 6, T test, one of the parametric test techniques, was used in comparisons between the two groups in order to compare social emotional learning and sub-dimensions according to book reading status. As a result of the analysis, since  $p < 0.05$ , there is a significant difference in the general social emotional learning dimension and all its sub-dimensions according to the book reading status. Considering the average scores, it is seen that adolescents who read books have higher scores for social emotional learning, self-awareness, self-management, social awareness, establishing relationships and making responsible decisions than adolescents who do not read.

**Table 7.** Comparison of Social Emotional Learning by Perceived Family Relationship

Scale and Sub-Dimensions	Perceived Family Relationship	N	Mean	sd	se	F	p
Social Emotional Learning Scale	Negative	4	90.75	13.93	6.96	3.401 (2-3)	.034*
	Sometimes positive sometimes negative	88	84.98	10.52	1.12		
	Positive	272	88.46	11.27	.683		
Self awareness	Negative	4	24.50	4.20	2.101	.323	.725
	Sometimes positive sometimes negative	88	23.34	3.26	.348		
	Positive	272	23.56	3.36	.204		
Self management	Negative	4	14.25	2.1	1.03	7.340 (2-3)	.001*
	Sometimes positive sometimes negative	88	13.68	2.8	.309		
	Positive	272	14.97	2.7	.164		
Social awareness	Negative	4	17.25	2.5	1.25	1.648	.194
	Sometimes positive sometimes negative	88	15.02	2.4	.265		
	Positive	272	15.25	2.4	.149		
Relationship skills	Negative	4	18.50	3.51	1.755	6.046 (2-3)	.003*
	Sometimes positive sometimes negative	88	17.61	3.04	.325		
	Positive	272	18.86	2.88	.175		
Responsible decision making	Negative	4	16.25	2.6	1.31	1.187	.306
	Sometimes positive sometimes negative	88	15.32	2.4	.256		
	Positive	272	15.80	2.7	.164		

\*p< .05 p: statistical significance value; sd: standard deviation; se: standard error

ANOVA test, one of the parametric test techniques, was used in the comparisons between the two groups in order to compare social emotional learning and sub-dimensions according to the perceived family relationship in Table 7. As a result of the analysis, since  $p < 0.05$ , there is a significant

1 difference in the general social emotional learning dimension, self-  
 2 management and relationship building sub-dimensions according to the  
 3 perceived family relationship. There is no significant difference in the self-  
 4 awareness, social awareness and responsible decision-making sub-dimensions  
 5 of the scale according to the perceived family relationship ( $p > 0.05$ ). Post Hoc  
 6 LSD analysis was conducted to determine which groups had a significant  
 7 difference according to perceived family relationships in the general social  
 8 emotional learning dimension and self-management, relationship building sub-  
 9 dimensions. As a result of the analysis, it can be said that the perceived positive  
 10 family relationship increases the scores for social emotional learning, self-  
 11 management and establishing relationships.

12  
 13 **Table 8.** *Chi-Square Test for Categorical Variables*

Variables		Participating in Social Activities		sd	$\chi^2$	p	Reading Book		Total	sd	$\chi^2$	p
		Yes	No				Yes	No				
<b>Gender</b>	<i>Female</i>	53	95	1	27	.000*	113	35	148	1	24	.000*
	<i>Male</i>	137	79				110	106	216			
<b>Education Level</b>	<i>9th grade</i>	35	32	3	1.9	.577	48	19	67	3	17	.001*
	<i>10th grade</i>	58	44				74	28	102			
	<i>11th grade</i>	50	45				45	50	95			
	<i>12th grade</i>	47	53				56	44	100			
<b>Number of Siblings</b>	<i>A single child</i>	16	14	2	3.3	.188	18	12	30	2	.22	.896
	<i>2 siblings</i>	100	76				110	66	176			
	<i>3 or more siblings</i>	74	84				95	63	158			
<b>Family's Income</b>	<i>I don't know</i>	19	14	5	30	.000*	26	7	33	5	11	.059
	<i>Less than 2000</i>	15	19				14	20	34			
	<i>2000-4000</i>	53	83				82	54	136			
	<i>4000-6000</i>	57	47				66	38	104			
	<i>6000-8000</i>	42	11				32	21	53			
	<i>More than 8000</i>	4	0				3	1	4			
<b>Mother's Education Level</b>	<i>No tuition</i>	1	0	4	19	.001*	1	0	1	4	4	.417
	<i>Primary school</i>	51	74				78	47	125			
	<i>Middle School</i>	41	44				46	39	85			
	<i>High school</i>	59	42				62	39	101			
	<i>University and above</i>	38	14				36	16	52			
<b>Father's Education Level</b>	<i>Absent (death)</i>	1	1	4	6	.183	2	0	2	4	5	.315
	<i>Primary school</i>	32	29				36	25	61			
	<i>Middle School</i>	22	34				33	23	56			

	<i>High school</i>	80	74				89	65	154			
	<i>University and above</i>	55	36				63	28	91			

As seen in Table 8, in order to determine whether social life variables are interdependent or not, a chi-square test was conducted. As a result of the analysis, there is a statistically significant relationship between the gender variable and participation in social activities and reading book status ( $p < 0.05$ ). While there is no significant relationship between teaching level and participating in social activities, there is a significant relationship between teaching level and reading book status. While there is a significant relationship between family's income and mother's education status and participation in social activities, there is no significant relationship between these variables and the reading book status. There is no significant relationship between the number of siblings and fathers' education status with both participation in social activities and reading book status.

### Tartışma Ve Sonuç

As a result of the research, it was found that there is no significant difference in terms of social emotional learning and sub-dimensions of adolescents according to the gender variable. It can be said that it is effective to support adolescents' social-emotional learning skills in both school and home environments regardless of gender. Although studies on high social emotional learning skills of female students (Durualp, 2014; İşeri 2016; Kabakçı, 2006) are common in the literature, there are also studies that do not show a significant difference in social emotional learning skills according to gender. (Kutluay Çelik, 2014; Merter, 2013). Also, Majed, Singh, & Smekal's (2011) study, which determined that there is no significant difference in social skills between male and female adolescents, supports the result of our study.

When the social emotional learning skills of adolescents were examined according to their education level, it was found that there was a significant difference in their self-awareness and self-management score averages, and as the education level progressed, their social emotional learning, self-awareness, and self-management mean scores decreased. This is because it can be said that adolescents' self-awareness and self-management skills are negatively affected due to the fact that profession choices of adolescents become more prominent in the later years of education, increase in exam anxiety and increase in anxiety. Also, this result may arise because adolescents' academic achievement is supported rather than social emotional learning skills in this period. Roseberry (1997) and Kabakçı (2006) found in their studies that as the level of education increases, adolescents find themselves more inadequate in social emotional learning skills, which supports our research result. In the literature, it is seen that there are different results as well as results that support our research findings (Elcik, 2015; Merter, 2013).

1 It has been found that as adolescents' satisfaction with adolescence  
 2 increases, their social emotional learning, self-awareness and responsible  
 3 decision-making scores also increase. Due to the rapid change in physical  
 4 development during adolescence and the need to be liked by others, the  
 5 importance given to physical appearance increased in this period. Body image  
 6 can be extremely important in this period. The rapid changes occurring in this  
 7 period are effective on adolescents' cognition and emotions regarding the  
 8 adolescence period. Therefore, adolescents' dissatisfaction with these changes  
 9 may negatively affect their social emotional skills, self-esteem and self-  
 10 awareness. The study in which Saymaz (2003) determined that there is a  
 11 significant relationship between self-perception and social skills of adolescents  
 12 supports the result of our study.

13 It is observed that as adolescents' time to spend on the Internet increases,  
 14 their social emotional learning, self-management, and responsible decision-  
 15 making scores decrease. During the time spent on the internet, adolescents  
 16 cannot benefit from social, sports, and artistic activities, and this situation can  
 17 make adolescents who spend a lot of time on the internet lonely. For this  
 18 reason, it can be said that adolescents have difficulty in communicating and  
 19 establishing face-to-face relationships with other people. In addition, the time  
 20 spent by adolescents with family and friends and face-to-face interaction and  
 21 communication is decreasing. It can be said that spending too much time on the  
 22 internet negatively affects the skills of adolescents necessary to establish social  
 23 relationships, self-control, which is necessary for self-management and  
 24 responsible decision-making, and the ability to control their wants and desires.  
 25 Holman et al. (2005) found that the social development of young people who  
 26 use the internet widely and spend their time with computer games is  
 27 significantly interrupted, their self-confidence is low and their social anxiety  
 28 levels are high.

29 In the study, it was found that adolescents' perceived family relationship  
 30 being positive increases their social emotional learning, self-management, and  
 31 relationship building scores. A family environment in which the developmental  
 32 levels and needs of the adolescent are taken into account, social and emotional  
 33 development is supported, social lives are shared, rested effectively, are  
 34 sensitive to the problems they experience, and where tolerance and limitations  
 35 are in balance, is important for adolescents to develop positive social skills.  
 36 Therefore, adolescents who perceive their relationship with their family as  
 37 positive and healthy can establish positive relationships with their friends and  
 38 other people around them and develop their self-management skills.  
 39 Hetherington (1986), in his research, in which the interaction between  
 40 adolescents and family comes to the fore, determined that there is an important  
 41 relationship between family variables and adolescents' psychosocial  
 42 development. Türküm et al. (2005) determined in their study that adolescents  
 43 who perceive family functions healthy choose the way to share the problems  
 44 they encounter with family members, while adolescents who perceive family  
 45 functions unhealthy prefer not to share their problems with anyone. Also,  
 46 Demir's (2007) study found that adolescents had intense conflicts with their

1 parents on issues that are thought to have an impact on arrival home hours,  
 2 time spent watching television, time spent on the internet, friend selection, and  
 3 study time.

4 When the relationship between social life variables was examined, a  
 5 statistically significant relationship was found between the gender variable and  
 6 both participation in social activities and reading book status. Accordingly, it  
 7 was observed that male adolescents participated in social activities more than  
 8 female adolescents, while female adolescents read books more than male  
 9 adolescents. It can be said that the difference in families' parenting styles for  
 10 boys and girls is the influence of gender on adolescents' participation in social  
 11 activities. In our society, girls are raised as individuals who are more  
 12 protective, dependent on the family, ready to sacrifice, and ready to live for  
 13 others; On the other hand, raising boys to be strong, authoritarian, more  
 14 independent, and able to spend time outside whenever they want may lead to  
 15 this result. Although the modern nuclear family has become more sensitive to  
 16 the interests and abilities of both girls and boys in recent years, it can be said  
 17 that parents with a traditional family structure still show a more protective  
 18 approach towards girls. When the literature is examined, it is seen that different  
 19 results have been reached regarding the effect of gender on adolescents'  
 20 participation in social activities. Sarı (2012) found a significant difference in  
 21 favor of men in their participation in extracurricular social activities. Acar  
 22 (2017) and Ekinçi et al. (2015) found that gender does not affect adolescents'  
 23 participation in social and recreational activities. It is seen that there are many  
 24 studies showing that gender affects adolescents' book reading status and there  
 25 are many studies that support the fact that female students' reading status and  
 26 frequency are higher than boys (Batur, Gülveren & Bek 2010; Can, Türkyılmaz  
 27 & Karadeniz, 2010; Gönen, Çelebi-Öncü, & Işıtan, 2004; Karakoç, 2005;  
 28 Keleş, 2006; Kush & Watkins, 1996; Sainsbury, 2004).

29 While there is no significant relationship between the education level of  
 30 adolescents and participating in social activities, there is a significant  
 31 relationship between the education level and the reading status. It can be said  
 32 that intrinsic and extrinsic sources of motivation are more effective than the  
 33 education level in the participation of adolescents in social activities. Contrary  
 34 to our research results, Dalkılıç (2011) and Karademir (2017) found in their  
 35 study with middle school adolescents that their participation in sports activities  
 36 decreased as the teaching level progressed. It can be said that adolescents'  
 37 reading level decreases as their education level progresses. It can be said that  
 38 this result is the result of adolescents' emphasis on academic studies due to the  
 39 fact that exam stress comes to the fore as the teaching level progresses. In the  
 40 literature, it is seen that there are many studies supporting our research results.  
 41 Can, Türkyılmaz, and Karadeniz (2010) found that 8th grade adolescents read  
 42 more books than 11th and 12th grade adolescents, İşeri (2010) found that  
 43 students' reading attitudes decreased as their grade levels increased, Baş (2012)  
 44 found that 9th grade students' reading attitudes were 10, 11 and 11. They found  
 45 that it was higher than the 12th grade.

1 While there was a significant relationship between family income and  
 2 mother's education status and participation in the social activities of  
 3 adolescents, it was determined that these variables were not significantly  
 4 related to reading status. It can be said that the importance is given to social  
 5 activities by family members and that they have a more positive and sensitive  
 6 perspective towards their relationship with the healthy development of  
 7 adolescents, that they can allocate financial resources for social activities, and  
 8 that adolescents change their attitudes and behaviors on this issue positively. In  
 9 the studies conducted, the financial and moral support of the parents especially  
 10 in terms of access to the social activity area and supporting social activities  
 11 come to the fore (Springer et al., 2006). It can be said that the reason why  
 12 family income and mother's education status are not effective on reading  
 13 attitudes is that adolescents' individual interest and desires towards reading  
 14 books are more influential than financial opportunities and maternal education  
 15 status. Batur, Gülveren and Bek (2010), Kurulgan and Çekerol (2008), Can,  
 16 Türkyılmaz and Karadeniz (2010), Akkaya and Özdemir (2013) found that  
 17 there is no relationship between the income levels of adolescents' families and  
 18 their reading frequency, Akkaya and Özdemir (2013) ), Batur, Gülveren, and  
 19 Bek (2010), on the other hand, show that there is no relationship between  
 20 maternal education status and adolescents' attitudes towards reading books.  
 21 There are also studies that conclude that the socio-economic status of the  
 22 family affects the attitude levels of adolescents towards reading (Baş, 2012;  
 23 Topçu, 2007). In addition, Can, Türkyılmaz, and Karadeniz (2010) and Baş  
 24 (2012) found that the education level of the mother increased the frequency of  
 25 reading.

26 There is no significant relationship between the number of siblings and  
 27 fathers' education status with both participation in social activities and reading  
 28 book status. Ekinci et al. (2015) found that the number of siblings does not  
 29 affect the participation of adolescents in recreational activities, and Batur,  
 30 Gülveren, and Bek (2010) determined that being a single sibling or multiple  
 31 siblings does not make a difference in adolescents' reading habits, which is  
 32 consistent with our research results. When the relationship between adolescents  
 33 'father's education status and their participation in social activities is examined,  
 34 the study that Acar (2017) found that father's education status does not affect  
 35 adolescents' participation in social activities supports our research results. In  
 36 the literature, it is seen that studies conducted to determine whether fathers  
 37 'education status affects adolescents' book reading status or not have reached  
 38 very different results. Can, Türkyılmaz, and Karadeniz (2010) stated that  
 39 increasing the education level of fathers increased the reading frequency of  
 40 adolescents, while Çeçen and Deniz (2015) stated that on the contrary,  
 41 increasing the education level of the father decreased the reading frequency.  
 42 Baş (2012) and Batur, Gülveren, and Bek (2010), on the other hand, reached  
 43 conclusions consistent with our research by determining that the education  
 44 level of the father does not affect the reading status.

45 According to the results of the research, it is seen that it is important and  
 46 necessary to support social and emotional learning skills as well as the



academic development of adolescents. Providing a home environment where the development levels and needs of adolescents are taken into account, their social and emotional development is supported, and social lives are shared is important in terms of social emotional learning skills. Providing social support to adolescents for the rapid changes in physical development during adolescence may be effective in increasing their social and emotional learning skills. Adolescents can be provided with self-management skills so that they can spend controlled time on the internet and benefit more from social, sporting and artistic activities.

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