An Educational Review of Social and Emotional Learning Research in Turkey in the 21st Century

Mehtap Sezgin[1]

[1] Department of Guidance and Counselling, The University of Ankara Social Sciences, Ankara, Turkey

Correspondence: Mehtap Sezgin, Department of Guidance and Counselling, The University of Ankara Social Sciences, 06050 Altındag/Ankara, Turkey.

Abstract

This research aims to examine research on Social and Emotional Learning (SEL) in Turkey in the 21st century. A qualitative approach was used in the sample of 43 studies conducted in Turkey between January/2001-January/2023, including research articles and theses in SEL. The data was collected through document analysis from the databases of the Turkey National Thesis Center of the Council of Higher Education and Ankara Social Sciences University Library, and the Documentation Department. The data was analyzed by descriptive analysis. Findings proved that SEL measurement tools were developed and adapted as self-reports from primary school to higher education. SEL is correlated with desirable/positive and undesirable/negative traits in children and youth. There are short-term interventions developed and adapted. These programs are effective in improving SEL. As a result, it can be declared that the importance of SEL in raising healthy, successful, and happy generations is accepted in Turkey. However, there is a need for more systematic studies on SEL, both in theory and in practice. First of all, SEL standards should be determined at the national level, considering the cultural sensitivity of the SEL.

1. Introduction

Although there is no single accepted definition for Social and Emotional Learning (SEL), it is known that SEL includes the processes of developing social competence and emotional competence. Social competence is defined as the ability to handle social interactions effectively. Social competence includes getting along well with others, establishing and maintaining close relationships, and behaving adaptively in social environments (Orpinas, 2010). The performance or, in other words, behavioral dimension of social competence can be expressed as social skills. Social skills are behavioral components that help people to understand and adapt to different social environments (Karataş, 2020). Skills such as making friends, cooperating with peers, self-confidence, helping someone in need, problem-solving skills, taking responsibility, and communicating effectively are typical behaviors related to social skills (Bacanlı, 2020).

Emotional competence, another component of SEL, relates to a person's abilities and skills regarding emotions needed to cope with changing environmental conditions. Being aware of one's emotional state, distinguishing the emotions of others based on situational and expressive clues, the ability to use emotional words, the ability to participate in the emotional experiences of others, the ability to be aware of the internal emotional state that cannot be expressed, the capacity to cope with the situation appropriately by using self-regulation strategies, being aware of how emotions are communicated in the relationship and emotional self-efficacy capacity are emotional skills (Saarni, 1999). It is possible to add other skills to the social and emotional skills given here as examples.

SEL can be defined as developing social and emotional skills for children and adults to lead a practical life. SEL teaches the skills to handle ourselves, our relationships, and our work effectively and ethically (CASEL, 2007). The concept of SEL, as it is known today, emerged in 1994 with the establishment of the Collaborative for Academic Social and Emotional Learning (CASEL) organization at a meeting in the USA attended by researchers, educators, and advocates of education-based work for positive development in children. The CASEL organization was established to focus on research into Social and Emotional Learning. CASEL has an important place in spreading the concept of SEL to the world (Esen Aygün, 2017). CASEL considers SEL within the framework of five skills: self-awareness, self-management, social awareness, relationship skills, and responsible

decision-making. Self-awareness is the ability to become aware of feelings and thoughts and to determine how they affect behavior. Self-management is associated with regulating emotions, thoughts, and behaviors effectively. Social awareness refers to empathizing with people from different backgrounds and cultural values and handling situations from their perspective. Relationship skills include establishing and maintaining healthy relationships with other individuals and groups. Responsible decision-making is the ability to make realistic assessments based on ethical standards, safety concerns, and social norms and to make constructive choices based on the good of self and others (CASEL, 2013).

When the research in the literature on SEL is examined, this research can be categorized as measurement of SEL, survey research, and experimental research. In the international research, it is seen that different measurement methods such as self-report (self-assessment) questionnaires and rating scales, direct observation, interviews, and performance-based assessments are used to measure the development of SEL skills (Frydenberg et al., 2017; Taylor et al., 2018; Taylor & Hamilton, 2019). According to the results of a review of the international research on SEL skills, developed SEL skills were found to be associated with positive characteristics for students (e.g., academic engagement, positive development, academic achievement, healthy interpersonal relationships), while undeveloped SEL skills were found to be associated with negative characteristics (e.g., school dropout, academic failure, aggression, substance abuse) (Bar-On, 2005; Ellias et al., 1997; Eklund et al., 2018; Greenberg, 2003; Oberle et al., 2016; Zins et al., 2007). In the international research, there are longitudinal studies (conducted one or more times with the same group over time) as well as cross-sectional (at a certain point in time) SEL studies (Jones et al., 2015). The international research of experimental research on SEL skills is quite large. There are a large number of studies examining the effects of SEL programs (Barr et al., 2015; Brackett et al., 2019; Farrell et al., 2002; Rivers & Brackett, 2011; Switzer, 2016; Thompkins et al., 2014). Meta-analyses of these studies show that SEL programs improve students' social and emotional skills. In addition, SEL programs improve students' positive attitudes and behaviors (e.g., school adjustment) and reduce or prevent problematic behaviors (e.g., substance abuse) (Diekstra, 2008; Durlak et al., 2011; Payton et al., 2008).

It is seen that studies on the concept of SEL at the international level gained momentum in the 21st century (Durlak et al., 2011). At the international level, it is seen that the importance of SEL in public and individual health is understood, and it is addressed and studied systematically in theory and practice (OECD, 2018; WHO, 2022). Therefore, it can be said that one of the important fields of study in the 21st century is the field of social and emotional learning. Although the skills that can be taken under the umbrella of SEL (e.g., empathy, communication skills, decision-making skills) have been researched in Turkey for many years, it is thought that it would be useful for the future of SEL research in Turkey to describe the characteristics of the studies on the concept of SEL that is accepted today. For this reason, this study aims to describe the status of research in the field of SEL in Turkey, in the 21st century. Within the framework of this purpose, answers to the following research questions were sought.

In the 21st century, how is SEL measured in Turkey?

In the 21st century in Turkey, what information do SEL survey studies reveal?

In the 21st century, what are the characteristics of empirically effective SEL programs in Turkey?

2. Method

The method section of the research includes the research design, sampling, data collection tools, and data analysis.

2.1 Research Design

A qualitative research approach was used in this study. A qualitative research model can be defined as a strategy that determines the approach of the research and guides the various stages to be consistent within the framework of this approach (Yıldırım & Şimşek, 2013).

2.2 Sample

A total of 43 studies, including theses (f=36) and research articles (f=7) with the subject area of 'social and emotional learning', which can be accessed in the databases of the Council of Higher Education (CHE) National Thesis Centre and Ankara Social Sciences University (ASBÜ) Library and Documentation Department between January/2001 and January/2023, constitute the sample of this study. Information on study distribution is presented in Table 1.

Table 1. Distribution of SEL studies

Studies	f	%
Thesis	36	83.7
Article	7	16.3
Total	43	100

2.3 Data Collection Tools

Document analysis was used as the data collection method. Document analysis, which is one of the data collection methods in qualitative research, involves the analysis of written materials containing information about the phenomenon or phenomena to be investigated (Yıldırım & Şimşek, 2013). In order to reach the related research, the term 'Social Emotional Learning' was searched in the CHE database and ASBÜ Library and Documentation Department databases. For 'SEL' studies in the field of education were analyzed. Ethics committee permission was not obtained since this study was a review article.

2.4 Analysis of Data

The data were analyzed by descriptive analysis method. In this approach, the data obtained are summarised and interpreted according to previously determined themes. Descriptive analysis aims to present the findings to the reader in an organized and interpreted form (Yıldırım & Şimşek, 2013). In this framework, in the first stage, a framework for the descriptive analysis of the research conducted in Turkey in the 21st century on SEL was created. Accordingly, three themes were identified as 'SEL measurement research' 'survey research', and 'empirically effective SEL programs.' The analyses were made within this framework.

'Measurement type,' 'level of implementation,' 'development/adaptation study,' and 'sub-dimensions of SEL' were determined for the sub-themes of 'SEL measurement research'. The research under the theme of 'SEL survey research ' was categorized under the sub-theme of 'variables related to SEL.' 'Development/adaptation status of the program', 'group to which the program was applied,' 'program duration,' and 'targeted SEL skills to be developed' were determined for the sub-themes of 'empirically effective SEL programs'. These themes, sub-themes, and the sources analyzed within this scope are presented in Table 2.

Table 2. Information on SEL studies

Themes	Sub Themes	References	f	%
SEL measurement research	Measurement type Level of implementation Development/adaptation study SEL sub-dimensions	Arslan & Akın, 2013; Baydan, 2010; Esen Aygün, 2017; Kabakçı, 2006; Karacan Özdemir & Büyükçolpan, 2021; Kocakülah & Kırtak Ad, 2015; Totan, 2018; Totan, 2011	8	18.6
Survey research	Variables related with SEL	Abalı, 2019; Akcaalan, 2016; Albakır Yavuz, 2019; Arslan, 2021; Atın, 2022; Candan, 2018; Çelik, 2014; Furtana, 2018; Kabasakal & Totan, 2013; Totan & Yıldırım, 2019; Kabakçı, 2010; Karamanlı Gül, 2019; Körler, 2011; Kutluay Gürkan, 2018; Melikoğlu, 2020; Merter, 2013; Mutlu, 2020; Öztürk, 2017; Tilki, 2021; Toraman, 2018; Tüten, 2023; Yazgı, 2019; Yılmaz, 2014; Yılmaz Kaşıkçı, 2022	24	55.8
Empirically effective SEL programs	Development/adaptation status of the program The group to which the program is applied Program duration Targeted SEL skills to be developed	theBahçuvanoğlu, 2019; Baydan, 2010; Beceren, 2012; Esen Aygün, 2017; Hamurcu Çelik, 2022; Kağıtçıbaşı et al., 2018; Özen, 2022; Taş, 2018; Ulaşan, 2018; Vardarlı; 2020; Yıldız, 2022;	11	25.6
Total			43	100

3. Results

The findings obtained in this section are presented under three themes: SEL measurement research, survey research, and experimental research.

3.1 SEL Measurement Research in Turkey

The studies under the theme of SEL measurement research in Turkey were analyzed according to the sub-themes of measurement type, level of implementation, development/adaptation study, and SEL sub-dimensions. The findings obtained from the examination are presented in Table 3.

Table 3. SEL measurement research in Turkey

Sub Themes	Categories and Codes	f	%
Measurement type	Self-reporting	8	100
	Total	8	100
Level of implementation	Primary school	2	25
	Secondary School	3	37.5
	High School	1	12.5
	Undergraduate	2	25
	Total	8	100
Development/adaptation study	Development	6	75
	Adaptation	2	25
	Total	8	100
SEL sub-dimensions	Personal Dimension		
	Skills that increase self-worth	1	4
	Self-esteem	1	4
	Self-confidence	1	4
	Self-awareness	2	8
	Self-management/Self-organisation	2	8
	Impulse control	1	4
	Problem-solving skills	2	8
	Task awareness / Task identification	1	4
	Responsible decision-making	2	8
	Personal Dimension Total	13	52
	Emotional Dimension		
	Stress coping skills	2	8
	Total	2	100
	Social Dimension		
	Communication skills	2	8
	Peer relationships	1	4
	Friendship relationships	1	4
	Friendship perception	1	4
	Relationship building skills	1	4
	Social awareness	1	4
	Social Dimension Total	7	28
	Academic Dimension		
	Academic self-regulation	1	4
	Success	1	4
	Continuity	1	4
	Academic Dimension Total	3	12
	SEL General Total	25	100

As seen in Table 3, when the measurement tools measuring SEL skills are analyzed in terms of 'measurement type,' it is seen that all of these tools are self-report (self-assessment) rating scales (f=8) (Arslan & Akın, 2013; Baydan, 2010; Esen Aygün, 2017; Kabakçı, 2006; Karacan Özdemir & Büyükçolpan, 2021; Kocakülah & Kırtak Ad, 2015; Totan, 2018; Totan, 2011). In these measurement tools, participants express the extent to which they agree with the scale items according to their perceptions. For example, in a measurement tool measuring SEL skills, participants respond to the scale items such as 'I explore options when making decisions' (Karacan Özdemir & Büyükçolpan, 2021); 'I know my weaknesses and strengths' (Esen Aygün, 2017) in line with their perceptions.

When the SEL measurement tools were examined according to 'level of implementation' it was found that there were primary school (f=2) (Esen Aygün, 2017; Baydan, 2010), secondary school (f=3) (Arslan & Akın, 2013; Kabakçı, 2006; Totan, 2011), high school (f=1) (Totan, 2018) and undergraduate (f=2) (Karacan Özdemir & Büyükçolpan, 2021; Kocakülah & Kırtak Ad, 2015).

When the SEL measurement tools were analyzed according to 'development and adaptation study', scale development (f=6) research (Baydan, 2010; Esen Aygün, 2017; Kabakçı, 2006; Karacan Özdemir & Büyükçolpan, 2021; Kocakülah & Kırtak Ad, 2015; Totan, 2018) and scales developed abroad and culturally adapted (f=2) research (Arslan & Akın, 2013; Totan, 2011) were found.

When the 'SEL sub-dimensions' are analyzed, it is seen that each measurement tool explains this construct with different dimensions. The variables addressed in each dimension were categorized by bringing together similar codes. From the most frequently addressed category to the least frequently addressed category, these categories are personal dimension (f=13), emotional dimension (f=2), social dimension (f=7), and academic dimension (f=3). According to the researchers, these dimensions vary as communication skills, problem-solving skills in the measurement tools analyzed (Kabakçı, 2006); communication skills, skills that increase self-esteem, problem-solving skills and stress coping skills (Baydan, 2010), task awareness/task identification, peer relations, self-regulation (Arslan & Akın, 2013; Totan, 2011), friendship relationships, achievement, self-management, perception of friendship, impulse control, self-confidence, continuity (Esen Aygün, 2017), self-awareness, social awareness, self-management, relationship building skills, and responsible decision making (Totan, 2018), self-awareness, responsible decision making, relationship skills, academic self-regulation, social awareness (Karacan Özdemir & Büyükçolpan, 2021).

3.2 Survey Research on Social Emotional Learning in Turkey

Survey research (f=24) conducted in the field of SEL were analyzed regarding the variables related to SEL. The findings obtained from the examination are presented in Table 4.

Table 4. Survey research in Turkey

Sub Theme	Categories and Codes	f	%
Variables related to SEL			
	Personal Dimension		
	Self-esteem	1	3
	Psychological Resilience	1	3
	Life-long learning	1	3
	Hope Level	1	3
	Being able to understand mental states	1	3
	Empathic Tendency	1	3
	Self-efficacy	1	3
	Metacognitive Awareness	1	3
	Listening Skills	1	3
	Well-Being	1	3
	Self-regulation	1	3
	Family Participation	1	3
	Parental Support	1	3
	Attitude of Parents	1	3
	Mental Disorders	1	3
	Social media addiction	1	3
	Digital game addiction	1	3
	Problem-Solving	1	3
	Personal Dimension Total	18	56.25
	Social Dimension		
	Peer relationships	1	3
	Social Cohesion Skills	1	3
	Secure Attachment to Friend	1	3
	Social relationship	1	3
	Loneliness	1	3
	Bullying	2	6.1

Aggression		1	3
Social Dimension Total		8	25
Academic Dimension			
Attitude towards school		1	3
Life-long learning		1	3
Academic Self-efficacy		1	3
School Engagement		1	3
Academic Motivation		1	3
Academic Dimension Total		6	18.75
Total		32	100

As seen in Table 4, the variables addressed in the survey research model in the SEL subject area were categorized by combining similar codes. From the most frequently studied category to the least frequently studied category, these categories are the personal dimension (f=19), social dimension (f=8), and academic dimension (f=6). According to the analyzed studies, there are significant positive relationships between students' social emotional learning and self-esteem (Merter, 2013), attitudes towards school (Kutluay Çelik, 2014), lifelong learning levels (Akcaala, 2016), psychological resilience (Gürkan, 2018), self-efficacy (Toraman, 2018), academic self-efficacy, school engagement (Karamanlı Gül, 2019), academic motivation (Arslan, 2021), social relationships, hope levels (Candan, 2018), their ability to understand the mental states of others known as the theory of mind (Furtana, 2018), empathic tendencies (Albakır Yavuz, 2019), metacognitive awareness (Yazgı, 2019), listening skills (Yılmaz Abalı, 2019), problem-solving and social adaptation skills (Melikoğlu, 2020), secure attachment to friends (Atın, 2022), school climate (Tüten, 2023), well-being, self-regulation, peer relationships and family involvement (Kaşıkçı, 2022). In addition, SEL is also related to parental attitudes (Öztürk, 2017). As the support and closeness of the mother and father to the young person, effective supervision within the framework of rules and principles, and the support of the decisions and plans made by the young person by the parents increase, the social and emotional learning of the young person increases (Yılmaz, 2014). According to the results of other studies, there are significant negative relationships between SEL and loneliness (Körler, 2011), bullying (Totan & Kabakçı, 2010), peer bullying (Yıldırım, 2019), aggression (Mutlu, 2020), and symptoms of mental disorders (such as depression, anxiety) (Kabasakal & Totan, 2013), social media addiction (Atın, 2022), digital game addiction (Tilki, 2021).

3.3 Empirically Effective SEL Programs in Turkey

Research (f=11) on programs found to be empirically effective in the field of SEL in Turkey were examined. The findings obtained from the examination are presented in Table 5.

Table 5. Empirically effective SEL programs in Turkey

Sub Themes	Categories and Codes	f	%
Development/Adaptation	Development	8	72.7
	Adaptation	3	27.3
	Total	11	100
Applied groups	Preschool	1	9.1
	Primary school	4	36.4
	Secondary school	3	27.3
	Children and adolescents not attending school	1	9.1
	Teachers	1	9.1
	Individuals with special needs	1	9.1
	Total	11	100
Program durations	1-6 sessions	0	0
	7-10 sessions	6	54.5
	11-15 sessions	3	27.3
	15-20 sessions	2	18.2
	Total	11	100
Targeted SEL skills to be developed	Personal Dimension		
	Problem/conflict-solving skills	5	9.4

Skills that increase self-worth/self-awareness	5	9.4
Self-representation/expression	2	3.8
Self-confidence	1	1.9
Self-efficacy	1	1.9
Self-management/Self-organisation	1	1.9
Control of bodily reactions	1	1.9
Creating life goals	1	1.9
Dealing with aggressive behavior	1	1.9
Being open to change	1	1.9
Responsible decision-making	1	1.9
Personal Dimension Total	20	37.8
Emotional Dimension		
Stress coping skills	4	7.5
Managing/controlling emotions	2	3.8
Noticing emotions	2	3.8
Recognizing emotions	1	1.9
Expressing emotions	1	1.9
Anger Management	1	1.9
Emotional resilience	1	1.9
Emotional Dimension Total	12	22.7
Social Dimension		
Communication skills/Initiating and maintaining communication	3	5.7
Peer/Friendship relation	2	3.8
Social awareness	2	3.8
Working together	2	3.8
Relationship skills / Getting along	2	3.8
Sharing	1	1.9
Tolerance	1	1.9
Assertiveness	1	1.9
Social Dimension Total	14	26.5
Academic Dimension		
Goal setting/target focussing	2	3.8
Regulation	1	1.9
Continuity	1	1.9
Planning	1	1.9
Valuing the endeavor	1	1.9
Responsibility	1	1.9
Academic Dimension Total	7	13.3
SEL General Total	53	100

As seen in Table 5, when the empirically effective SEL programs in Turkey are examined according to their 'development/adaptation' status, program development (f=8) (Bahçuvanoğlu, 2019; Baydan, 2010; Kağıtçıbaşı et al., 2018; Hamurcu Çelik, 2022; Taş, 2018; Ulaşan, 2018; Vardarlı, 2020; Yıldız, 2022) and adaptation to our culture (f=3) studies have been conducted (Beceren, 2012; Esen Aygün, 2017; Özen, 2022). In these studies, the effect of the programs aimed at developing SEL was tested experimentally.

When analyzed according to the 'applied groups', it is seen that the programs have been applied to preschool (f=1) (Beceren, 2012), primary school (f=4) (Bahçuvanoğlu, 2019; Baydan, 2010; Esen Aygün, 2017; Vardarlı; 2020), secondary school (f=3) children and adolescents who do not attend school (f=1) (Taş, 2018), teachers (f=1) (Özen, 2022), individuals with special needs with Autism Spectrum Disorder (f=1) (Hamurcu Çelik, 2022).

According to the analysis of 'program durations', programs are completed in 7 to 20 sessions. Studies completed in 7-10 sessions (f=6), 11-15 sessions (f=3), and 15-20 sessions (f=2) were found. In addition, session durations varied between 40 and 150 minutes in the programs examined. According to the programs examined, the shortest program is 315 minutes, and the longest program is 800 minutes (Bahçuvanoğlu, 2019; Baydan, 2010; Kağıtçıbaşı

et al., 2018; Hamurcu Çelik, 2022; Taş 2018; Ulaşan, 2018; Vardarlı, 2020; Yıldız, 2022; Beceren, 2012; Esen Aygün, 2017; Özen, 2022).

'Targeted SEL skills' were categorized by bringing together similar codes. From the most frequently studied category to the least frequently studied category, these categories are the personal dimension (f=20), social dimension (f=14), emotional dimension (f=12), and academic dimension (f=7). When the SEL programmes found to be effective for students were examined in terms of the 'SEL skills targeted to be developed', these skills are realising the importance of setting goals, developing friendship relations, sharing with different friends, solving problems effectively, coping with anger, planning (Baydan, 2010); recognising emotions, being aware of others' emotions, establishing good friendships, resolving conflicts (Beceren, 2012); getting along well, regulation, continuity, trust and emotional resilience (Esen Aygün, 2017); self-representation, self-efficacy, focusing on goals, caring about effort, being open to change (Kağıtçıbaşı et al., 2018); recognising self-worth, recognising and expressing emotions, self-expression, controlling bodily reactions, problem solving and coping with stress (Taş, 2018); managing emotions, communication skills, problem solving skills, coping with stress, life goals, improving self-worth (Ulaşan, 2018); self-awareness, self-management, responsible decision-making, relationship skills, social awareness (Bahçuvanoğlu, 2019), communication skills, problem-solving skills, coping skills with stress, skills that increase self-worth (Yıldız, 2022), emotional control, working together, responsibility, tolerance, assertiveness skills (Hamurcu Çelik, 2022), skills to initiate and maintain a relationship, skills to carry out a task with a group, skills to cope with aggressive behaviour and stress, personal and social awareness (Vardarlı, 2020). The programs for teachers aim to increase teachers' positive behaviors to support social and emotional development, decrease their negative behaviors, and increase the quality of teacher-child interaction (Özen, 2022).

4. Discussion

In Turkey, measurement tools are developed and adapted as self-reports for all levels, from primary school to undergraduate degree, to measure the SEL construct. It is seen that different types of scales other than self-report were not used. Each measurement method has its advantages and limitations. Self-report scales are useful for learning about people's beliefs or opinions. However, self-report scales are insufficient to directly measure a person's ability. For example, it may be more useful to use performance-based assessments to directly measure SEL skills. In this type of assessment, students are given real-world or animated tasks and opportunities to use their skills. In the international research, it is possible to find different types of measurement methods (e.g., direct observation, interview, performance-based assessments) in measuring SEL (Taylor et al., 2018).

The aim of each measurement tool that tries to measure SEL is to best explain the structure of SEL. The analyzed studies observed that the sub-skills (e.g., empathy, communication skills, social awareness) within the scope of SEL were handled differently in each measurement tool. This situation indicates no consensus in the literature on the definition of SEL. However, the Social and Emotional Learning Scale, which defines SEL in a 5-dimensional structure (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making) in line with the standards of CASEL (2003), is also used in Turkey (Totan, 2018). In the international research, SEL skills are defined and measured differently. To overcome this problem, the CASEL organization has developed the Online SEL Assessment Guide. This guide contains detailed information about the commonly used measurement tools for a specific SEL skill, their characteristics, and the use of practice studies (Taylor & Hamilton, 2019). A similar guideline could be developed for Turkey. It can be useful for SEL practitioners and researchers in measuring SEL.

Survey research in the field of SEL in Turkey has shown that personal development (e.g., psychological resilience, self-esteem), academic development (e.g., academic achievement, academic self-efficacy) and social development (e.g., social relations, social adaptation skills) of individuals are related to SEL. Therefore, it can be said that SEL is important and necessary for the positive development of children and youths. Research findings in the international research also support this information (Bar On, 2005; Ellias et al., 1997; Eklund et al., 2018; Greenberg, 2003; Oberle et al., 2016; Zins et al., 2007). This situation points to the necessity of developing and teaching SEL.

Researchers aware of the necessity of developing and teaching SEL in Turkey have conducted program development and cultural adaptation studies to develop SEL in children, youths, and even teachers. Although these programs, whose implementers are teachers or researchers, are relatively short-term programs, the results of these experimental studies have shown that the implemented programs are effective on SEL. Therefore, it can be said that SEL can be developed and taught. In the international research, many effective and ineffective programs have been developed for SEL skills. Especially in the 2000s in the USA, the concept of selecting programs whose effectiveness has been tested has gained importance (CASEL, 2003). For this purpose, it is seen that both

meta-analysis studies (Durlak et al., 2011) and CASEL (2003, 2013, 2015) organization have published reports on the effectiveness of SEL programs. These studies include objective information about the programs found to be effective. The effective SEL programs in Turkey can be examined through meta-analysis studies. These studies will be useful for educators or interested parties who want to implement the SEL program in schools.

As a result, it is seen that one of the important fields of study in the 21st century is the field of Social Emotional Learning. Scientific studies on SEL indicate that the importance of the subject area of SEL has been recognized in 21st century in Turkey. However, it is seen that there is a need for more systematic research in both theoretical and practical areas in the field of SEL in Turkey. First of all, it is thought that it would be appropriate to set standards for the definition and structure of SEL at the national level, taking into account the cultural sensitivity of the field of SEL. Then, SEL programs for all preschool to 12th grade students can be developed, integrated into the national education curriculum, and implemented systematically in schools. SEL is thought to be beneficial for the positive development of children and youths when it is systematically implemented in schools.

References

Akcaalan, M. (2016). *Investigation of the relationships between lifelong learning and social emotional learning with reference to various variables* (Unpublished master thesis). Sakarya University, Sakarya, Turkey. https://doi.org/10.24331/ijere.309957

Albakır Yavuz, Ö. (2019). *The relationship between empathic tendency and social emotional learning skills in gifted and non-gifted students* (Unpublished master thesis). İstanbul University, Istanbul, Turkey

Arslan, Ş. (2021). *Peer relationships, parent behaviors and social-emotional learning are the predictors of high-school students' academic motivation* (Unpublished master thesis). Ankara University, Ankara, Turkey.

Arslan, S., & Akın, A. (2013). Social emotional learning scale: The study of validity and reliability. *Journal of Sakarya University Education Faculty Dergisi*, (25), 23-34. Retrieved from https://dergipark.org.tr/tr/download/article-file/115661=

Atın, A. (2022). *Investigation of social media addiction, peer attachment and social emotional learning skills: A study on adolescents* (Unpublished master thesis). Fatih Sultan Mehmet University, Istanbul, Turkey.

Bacanlı, H. (2020). *Sosyal Beceri Eğitimi* [Education of Social Skills]. Ankara: Pegem Academy. https://doi.org/10.14527/9786053643739

Bahçuvanoğlu, F. F. (2019). *Evaluation of the activities on the development of social emotional learning skills of the students: Mixed method research* (Unpublished master thesis). Sakarya University, Sakarya, Turkey.

Bar-On, R. (2005). The impact of emotional-social intelligence on subjective well-being. *Perspectives in Education, 23*(2), 41-61.

Barr, D. J., Boulay, B., Selman, R. L., McCormick, R., Lowenstein, E., Gamse, B., … Leonard, M. B. (2015). A Randomized Controlled Trial of Professional Development for Interdisciplinary Civic Education: Impacts on Humanities Teachers and Their Students Teachers. *College Record, 117*(4). https://doi.org/10.1177/016146811511700202

Baydan, Y. (2010). *Developing the scale of perceived social-emotional skills and the effectiveness of social-emotional skills program* (Unpublished doctoral dissertation). Hacettepe University, Ankara, Turkey.

Beceren, Ö.B. (2012). *The effect of strong start social emotional learning program on social and emotional development of five-year-old children* (Unpublished doctoral dissertation). Marmara University, Istanbul, Turkey.

Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2010). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences, 22*(2), 218-224. https://doi.org/10.1016/j.lindif.2010.10.002

Candan, K. (2018). *Examination of adolescent's social education learning skills with provision of social relationship and level of hope* (Unpublished master thesis). Necmettin Erbakan University, Konya, Turkey.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2003). *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*. Chicago, IL.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2007). *Background on Social and Emotional Learning (SEL) Report*. Retrieved from https://files.eric.ed.gov/fulltext/ED505362.pdf

Collaborative for Academic, Social, and Emotional Learning (CASEL), (2013). *Effective Social and Emotional*

Learning Programs. Retrieved from https://casel.org/wp-content/uploads/2016/01/2013-casel-guide.pdf

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2015). *CASEL Guide: Effective social and emotional learning programs, middle and high school edition*. Chicago, IL.

Diekstra, R. F. W. (2008). *Effectiveness of school-based social and emotional education programmes worldwide*. Retrieved from https://www.researchgate.net/publication/255620397_Efectiveness_of_SchoolBased_Social _and_Emotional_Education_Programmes_Worldwide

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

Eklund, K., Kilpatrick, K. D., Kilgus, S. P., & Haider, A. (2018). A systematic review of statelevel social-emotional learning standards: Implications for practice and research. *School Psychology Review, 47*(3), 316-326. https://doi.org/10.17105/SPR-2017.0116.V47-3

Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., … Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

Esen-Aygün, H. (2017). *The effect of social emotional learning program on development of social emotional learning skills, academic achievement and classroom environment* (Unpublished doctoral dissertation). Canakkale 18 March University, Canakkale, Turkey.

Farrell, A. D., Valois, R. F., & Meyer, A. L. (2002). Evaluation of the RIPP-6 violence prevention program at a rural middle school. *American Journal of Health Education, 33*(3), 167-172. https://doi.org/10.1080/19325037.2002.10604733

Frydenberg, E., Liang, R., & Muller, D. (2017). Assessing students' social and emotional learning: A review of the literature on assessment tools and related issues. In E. Frydenberg, A. J. Martin, & R. J. Collie (Eds.), *Social and emotional learning in Australia and the Asia-Pacific*. Singapore: Springer. https://doi.org/10.1007/978-981-10-3394-0_4

Furtana, S. (2018). *The prediction of 7th and 8th grade students empathic tendencies and social emotional learning abilities in the theory of mind* (Unpublished master thesis). Toros University, Mersin, Turkey.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based pre-vention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*, 446-474. https://doi.org/10.1037/0003-066X.58.6-7.466

Gürkan, S. (2018). *Mediator role of automatic thoughts in the relationship between resiliency and social-emotional learning skills among middle school students* (Unpublished master thesis). İstanbul University, Istanbul, Turkey.

Hamurcu Çelik, E. (2022). *Developing the social emotional learning skills of the student with Autism Spectrum Disorder* (Unpublished master thesis). Necmettin Erbakan University, Konya, Turkey.

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*(11), 2283-2290. https://doi.org/10.2105/AJPH.2015.302630

Kabakçı, F. Ö. (2006). *Secondary degree of primary school students' social emotional learning skill* (Unpublished master thesis). Hacettepe University, Ankara, Turkey.

Kabasakal, Z., & Totan, T. (2013). The effect of social and emotional learning needs on decreasing the mental symtoms in elementary school students. *Çukurova University Faculty of Education Journal, 42*(1), 56-64. Retrieved from https://dergipark.org.tr/en/pub/cuefd/issue/4135/54280

Kağıtçıbaşı, C., Baydar, N., & Cemalcilar, Z. (2018). Supporting positive development in early adolescence: A school-based intervention in Turkey. *Applied Developmental Science*, 1-23. https://doi.org/10.1080/10888691.2018.1457962

Karacan Özdemir, N., & Büyükçolpan, H. (2021). A scale development study: Social emotional learning scale-young adult form (SELS-YF). *Kastamonu Education Journal, 29*(4), 205-218. https://doi.org/10.24106/kefdergi.822770

Karamanlı Gül, C. (2019). *The relationships between school engagement, social emotional learning skills and*

academic self-efficacy in middle school students (Unpublished master thesis). Ankara University, Ankara, Turkey.

Karataş, Z. (2020). Sosyal beceriye giriş [Introduction to social skills]. In M. E. Deniz, & A. Yılmaz (Eds.), *Sosyal beceri eğitimi [Education of social skills]* (pp.1-28). Ankara: Pegem Academy Press. https://doi.org/10.2105/AJPH.2015.302630

Kaşıkçı, F. (2022). *Investigation of the effect of social emotional learning on well-being with a holistic approach in adolescents* (Unpublished doctoral dissertation). Ankara University, Ankara, Turkey.

Kocakülah, S., & Kırtak, A. N. (2015). Determining the applicability of social emotional learning skills scale for university students. *Journal of Research in Education and Teaching, 4*(2), 241-247. Retrieved from http://www.jret.org/FileUpload/ks281142/File/24b..sabri_kocakulah.pdf

Körler, Y. (2011). *Loneliness levels of middle school students in terms of various variables and the relationship between loneliness and social emotional learning skills* (Unpublished master thesis). Anadolu University, Ankara, Turkey.

Kutluay Çelik, B. (2014). *The relationship between social-emotional learning skills and attitudes toward elementary school among middle school students* (Unpublished master thesis). Yeditepe University, Istanbul, Turkey.

Melikoğlu, M. (2020). *Investigation of the relationship between problem solving skills and social adaptation skills and social emotional learning skills of secondary school students* (Unpublished master thesis). Maltepe University, Istanbul, Turkey.

Merter, K. (2013). *The relationship between social emotional learning and selfesteem of the secondary school students* (Unpublished master thesis). Yeditepe University, Istanbul, Turkey.

Mutlu, Ü. (2020). *The moderator role of social emotional learning skills in therelationship between the aggression level and bullying* (Unpublished master thesis). Marmara University, Istanbul, Turkey.

Oberle, E., Domitrovich C. E., Meyers D. C., & Weissberg R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*. https://doi.org/10.1080/0305764X.2015.1125450

OECD. (2018). *Social and emotional skills: Well-being connectedness and success*.

Orpinas, P. (2010). Social Competence. In *Corsini Encyclopedia of Psychology*. https://doi.org/10.1002/9780470479216.corps y0887

Özen, U. (2022). The effects of coaching based social emotional learning teacher professional development program on teacher-child relationships, and children's social competence and problem behaviors (Unpublished doctoral dissertation). Çukurova University, Adana, Turkey.

Öztürk, İ. (2017). *The study of the relationship between perceived parental attitude of 11-14 years old adolescent and their social emotional learning skills* (Unpublished master thesis). Nişantaşı University, İstanbul, Turkey.

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Rivers, S. E., & Brackett, M. A. (2011). Achieving standards in the English language arts (and more) using the RULER approach to social and emotional learning. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 27*(1-2), 75-100. https://doi.org/10.1080/10573569.2011.532715

Saarni, C. (1999). *The development of emotional competence*. New York: The Guilford Press.

Switzer, J. L. (2016). *Evaluation of the Intervention Efficacy of Lions Quest Skills for Adolescence* (Unpublished doctoral dissertation). Walden University, Washington, USA.

Taş, G. (2018). *The effect of psychoeducation that is giving to delinquent adolescent on social emotional learning and emotion management skills* (Unpublished master thesis). Izmir Katip Çelebi University, Izmir, Turkey.

Taylor, J., & Hamilton, L. (2019). *Opinion: How do you measure social and emotional learning*. Retrieved from https://hechingerreport.org/

Taylor, J., Buckley, K., Hamilton L. S., Stecher, B. M., Read, L., & Schweig, J. (2018). *Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know*. Retrieved from https://measuringsel.casel.org/pdf/practitioner-guidance.pdf

Thompkins, A. C., Chauveron, L. M., Harel, O., & Perkins, D. F. (2014). Optimizing violence prevention programs: An examination of program effectiveness among urban high school students. *Journal of School Health, 84*(7), 435-443. https://doi.org/10.1111/josh.12171

Tilki, M. (2021). *Assessment of the relationship between digital game addiction and social emotional learning skills of secondary school students* (Unpublished master thesis). Mersin University, Mersin, Turkey.

Toraman, Ç. (2018). *Evaluation of relationship between psychologicalresilience, self-sufficiency and social emotional learning skills of children who stays in chidren's houses under the Provincial Directorate of Family and Social Policies in Kars* (Unpublished master thesis). Üsküdar University, İstanbul, Turkey.

Totan, T., & Kabakçı, Ö. F. (2010). The predictive power of social emotional learning abilities on middle school's students for bullying. *Bursa Uludag University Journal of Education Faculty, 23*(2). Retrieved from https://dergipark.org.tr/tr/download/article-file/153422

Totan, T. (2011). *The effect of problem solving skills training program on the social and emotional learning abilities of 6th grade students* (Unpublished doctoral dissertation). Dokuz Eylül University, Izmir, Turkey.

Totan, T. (2018). Development of adolescents' social and emotional learning scale. *Marmara University Atatürk Education Faculty Journal of Educational Sciences*. Retrieved from https://dergipark.org.tr/tr/download/article-file/633438

Tüten, M. (2023). *School climate as a predictor of social-emotional learning skills in adolescents* (Unpublished master thesis). Atatürk University, Erzurum, Turkey.

Ulaşan, H. (2018). *The effect of psycho-education program based on solution focused approach on social and emotional learning* (Unpublished doctoral dissertation). Necmettin Erbakan University, Konya, Turkey.

Vardarlı, B. (2020). *Designing and examining the effectives of virtual reality social emotional learning skills training program for children: A mixed methods study* (Unpublished doctoral dissertation). Ege University, İzmir, Turkey.

WHO. (2022). *WHO highlights urgent need to transform mental health and mental health care*. Retrieved from https://www.who.int/news/item/17-06-2022-who-highlights-urgent-need-to-transform-mental-health-and-mental-health-care

Yazgı, Z. (2019). *Metacognitive awareness as a predictor of social emotional learning skills in gifted and talented students* (Unpublished master thesis). İstanbul Sabahattin Zaim University, Istanbul, Turkey.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri. [Qualitative research methods in the social sciences]* (9th ed.). Ankara: Seçkin Press.

Yıldırım, K. (2019). *The investigation of peer bullying in terms of attachment styles and social-emotional learning among pre-adolescent* (Unpublished master thesis). Selçuk University, Konya, Turkey.

Yıldız, A. (2022). *The effect of social emotional learning skills online program on resilience and life satisfaction of secondary school students* (Unpublished doctoral dissertation). Istanbul University, Istanbul, Turkey.

Yılmaz Abalı, B. (2019). *An evaluation on determining the relation between listening skill and social emotional learning skill* (Unpublished master thesis). Burdur Mehmet Akif Ersoy University, Burdur, Turkey. https://doi.org/10.14689/ejer.2020.89.4

Yılmaz, F. (2014). *A study on the relations between perceived parent attitudes of 6th - 8th grade middle school students and their social emotional learning skills* (Unpublished master thesis). İstanbul Arel University, Istanbul, Turkey.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational and Psychological Consultation, 17*(2-3), 191-210. https://doi.org/10.1080/10474410701413145

Note

Note 1. This article was presented at the 1st International Congress of Positive Schools and Well-being organized by Cyprus International University on May 16-17.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (http://creativecommons.org/licenses/by/4.0/).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.