



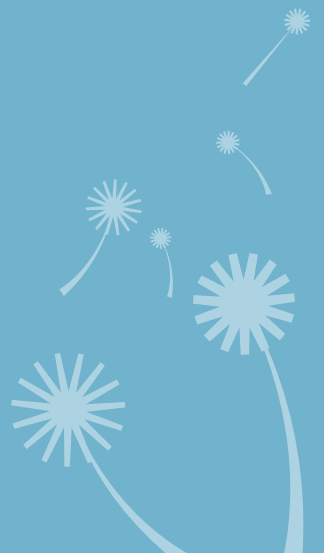
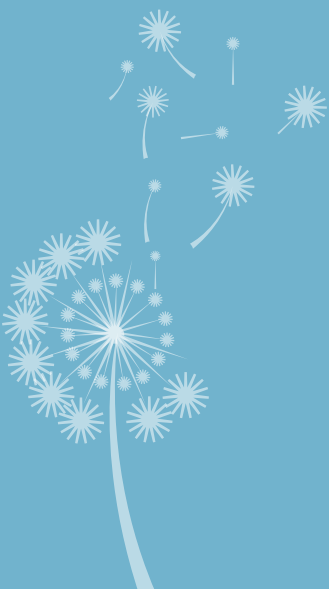
# Emotional Education for Early School Prevention

Desk Research, Analysis of online questionnaires and interviews

## TURKEY

Developed by

Asist Ogretim Kurumları A.S. / Doga Schools



Co-funded by the  
Erasmus+ Programme  
of the European Union

## INDEX

Desk Research .....	3
1. Emotional Education and Emotional Intelligence .....	3
2. Early School Leaving in Turkey .....	9
3. Emotional intelligence and Early School Leaving – existing programmes .....	11
Online Questionnaires Results .....	16
Analysis of Online Questionnaires .....	27
1. Background information .....	27
2. How do the teachers conceptualize the Emotional Education in your country ? .....	27
3. To what extent the teachers think that Emotional Education is part of their role? .....	27
4. How the teachers think that they can support Emotional Education? .....	28
5. Early School Leaving: how much are teachers aware of the phenomenon? .....	28
6. What emotional factors the teachers feel contribute to ESL? .....	28
Conclusions and recommendations .....	28
Analysis of Interviews .....	30
Bibliography .....	38

## Desk Research

### 1. Emotional Education and Emotional Intelligence

In recent years, the terms of “Emotional Intelligence (EI)” and “Emotional Education” are widely used in many domains of our lives<sup>1</sup>. Lots of studies are conducted about these concepts (Cooper, 2016; Balci, 2004; Kaya, Kanik, & Alkin, 2016; Herpertz, Schütz, & Nezlek, 2016). Although, there are ongoing debates, there is also a growing consensus about the validity of these two concepts (Cooper, 2016; Herpertz et al., 2016). But what do we mean with these terms?

We might start to look at these two terms in detail with the definition of emotional intelligence (EI). Salovey and Mayer (1990) defined emotional intelligence as a group of skills which contribute to recognition and expression of emotion in oneself and others, to effective emotion regulation and the use of these emotions to plan, motivate and satisfy with one's own life (Salovey & Mayer, 1990). They suggested that abilities which emotional intelligence consists of could be grouped into five domains; knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, handling relationships (Goleman, 1996, p.43). Another definition of emotional intelligence was generated in a basically same manner. According to Bar-On, and colleagues (2005), emotional intelligence is a set of emotional and social skills, abilities and competencies which enable individuals to deal with daily needs and demands and to be more competent and effective in one's own life. The other definition of emotional intelligence was made by Daniel Goleman (1996). According to Goleman (1996), emotional intelligence is a structure which consists of abilities such as regulating one's emotions, motivating oneself and maintaining this motivation in the face of difficulties, to empathize and hope, and to control impulses based on situations (p.34). In general, regarding all these three definitions, we conclude that emotional intelligence is an essential component of our functioning in order to maintain our personal and social lives. On the other hand, when we look at the definition of emotional intelligence in our country, Turkey, we are able to see that an original and separate definition could not be generated. Mostly, Salovey and Mayer's (1990) and Bar-On and others' (2005) definitions are used within the context of studies about emotional intelligence.

---

<sup>1</sup> <http://www.danielgoleman.info/topics/emotional-intelligence/>,  
<http://www.danielgoleman.info/topics/social-emotional-learning/>

While we examine the term of emotional education, we could see that lots of different terms such as social and emotional learning, social and emotional literacy, and social and emotional well-being are used in the literature (Cefai & Cavioni, 2014, p.11). Social and emotional education (Cefai & Cooper, 2009) can be defined as a process in which the individual develops both inner and interpersonal competencies and resilience skills in social, emotional, and academic domains (Cefai & Cavioni, 2014, p.11). Therefore, this process is an integrative and multidisciplinary structure which includes six different perspectives about children's well-being and health; social and emotional learning, positive education, mindfulness, resilience, inclusive education, and caring communities (Cefai & Cavioni, 2014, p.11). This description consists of recognition, understanding, and management of oneself's and others' emotions with the help of social, emotional, and cognitive processes. Emotion regulation, promoting positive emotions, developing functional relations, adaptive and responsible decision making, and overcoming difficulties and differences in social and academic domains with the use of one's own strong parts could be addressed within these processes (Cefai & Cavioni, 2014, p.11). According to Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning includes five basic competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Corcoran & Slavin, 2016).

When we look at the definitions of emotional education in Turkish literature, Otluoğlu (2002) states that emotional education is the education which aims at the identification, recognition, and learning of emotions. It is based on affective features. Thus, it means that the more affective features, the more emotions can be recognized and experienced (Otluoğlu, 2002). Moreover, in the document which The Ministry of Education prepared for the course of Emotional and Social Development (2012), social and emotional learning is described as the process in which children and adults learn skills, attitudes, and values required for gaining social and emotional competencies (p.6). There are also a few studies and writings about empathy skills (Nedim Bal & Bilge, 2016) and rational emotional education (Yıkılmaz & Hamamcı, 2011).

The studies which try to research the link between emotional well-being/emotional learning and better outcomes in academic performance is also limited but still a few in Turkey. In a study examining the relationship between social emotional learning and educational performance, it



could not be found any relationship between social emotional learning and academic performance in university students (Akcaalan, 2016). However, in another study which Akgül and others (2016) conducted, teacher support which is defined as assigning, checking and giving feedback about homework, helping students when they need, communication in the classroom, and giving opportunity to express their emotions and opinions (Hilgendorf, 2012), was related to five variables in Turkey: attitudes toward school, the sense of belonging to school, self-efficacy in mathematics, instrumental motivation for mathematics, attitudes toward schools in terms of learning outcomes and learning activities.

Akgul and others indicated that teacher support in Turkey was predicted more by these student-related variables. They also remarked that the teacher support is important not only for school outcomes, but also for students' career development. Student motivation and teacher support promote each other. Teacher support is important for students' well-being and personal development as well as for academic achievement.

Additionally, there are some studies from other countries which suggest this link. For instance, in the chapter which Zins, Bloodworth,, Weissberg, and Walberg wrote in the book of "Building Academic Success on Social and Emotional Learning: What Does the Research Say?" (Zins, Weissberg, Wang, and Walberg, 2004), defined social and emotional learning as "the process through which children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks." (p. 6). Therefore, social and emotional education consists of teaching children to manage their relationships and their own emotions and to make responsible decision making with the aim of improving their academic success (p. 6). Furthermore, Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) found that participants (kindergarten to high school students) who take part in a social emotional learning program which improves emotional well-being had better social and emotional skills, behaviors, attitudes and academic performance. The other study we could mention about is Iglesia and others' study (2014). They found that higher perceived social support from different sources which is described by Cobb (1976) as the sense of being cared, loved, appreciated and belonging a group of people who the individual could trust in the case of help was related to higher academic achievement for female students. As a conclusion, we could see the movements about the essence of this link.

Along with these definitions and studies, some projects about this emotional education are generated both in Turkey and other countries. In Turkey, Üsküdar Municipality, The Center of Knowledge and Child Academies organized an education, “We Educate Our Emotions with ‘Emotional Education’”. The aim of this education was to teach how to identify, express, and control their emotions to children<sup>2</sup> Another one is the project of “We Worth It (Biz Değeriz Projesi): The Behavioral Development-Based Method of Social Competence and Values Education to Preschool Teachers” which was organized by The Ministry of Education. This project focuses on 36-48-month-old children. They prepare a curriculum for these children’s emotional, mental, language, and social developments. And the aim of this project is to prepare children for life with gaining persistent behaviors they could use in social life with the help of this curriculum. In this context, beside many education, emotional education is also given to these children (<http://bizdegeriz.okyanuswebtasarim.com/dgm-sosyal-yeterlilik-egitimi-projesi/dgm-sosyal-yeterlilik-egitimi-projesi>). Considering the projects in our country, Turkey, we can explore the curriculum which is used in our schools. First of all, in Istanbul University, the department of Teaching for Gifted Children, we can see the course of Social Skills Teaching for Gifted Children. The aim of this course is to learn the social development of gifted children, to gain basic principles of preparing a program for the development of social skills, and to understand the role of teacher who aims to improve social skills of gifted and superior children. moreover, the content of this course is making familiar the practices intending the aspects of gifted children’s social development, social adaptation, assertiveness, and problem solving and decision making skills and applying some practices aimed at developing the skills of students in this department<sup>3</sup>. Another curriculum-based program, The Course of Learning Emotional and Social Competencies was prepared by The Ministry of Education (2012). This program could be applied to all grades from the 1st to 8th grade. The aim is to allow students to recognize the impact of emotions on their thoughts, express their emotions correctly, regulation of negative emotions which could have an impact on their relationships, and responsible decision making (pp.8-9). It has five domains of competency in 1st-5th grades and four domains in 6th-8th grades. These domains are communication, knowing oneself and acceptance, understanding emotions, the management of emotions and thoughts, and problem solving. These five domains have different acquisitions. First of all, in the communication domain, they create different activities and gainings which

<sup>2</sup> <http://www.usgem.org/bilgi-evleri-ve-cocuk-akademileri/haberler/duygularimizi-duygu-egitimi-ile-egitiyoruz/>

<sup>3</sup> [https://egitimdeyapilanma.istanbul.edu.tr/akademik/index.php?page=ders&&birim\\_id=1153&&grupid=508965&&dil=tr](https://egitimdeyapilanma.istanbul.edu.tr/akademik/index.php?page=ders&&birim_id=1153&&grupid=508965&&dil=tr)

aimed at initiating a talk, establishing and maintaining relationships, behaving according to group rules, and expressing oneself correctly without communication difficulties. The second one, the domain of knowing oneself and acceptance have activities and gainings whose purposes are recognizing one's own limitations, differences, and features, problem solving skills, naturality of making mistakes, and recognizing the impact of small groups on other people. The third domain, understanding emotions have the goals of enjoyment of mimics and gestures while understanding emotions, making connections between events and emotions, understanding that different people felt and expressed their emotions differently in the face of an event, empathizing and behaving empathically, analyzing fears, and development of responsible behaving. The fourth one, the management of emotions and thoughts aim at considering the emotions in different perspectives calmly before acting, dealing with teasing and bullying, asking help when needed, decision making while taking risks, and managing maladaptive thoughts. The last one, problem solving have activities and gaining which focus on defining the situations which the individual perceives as negative, generating solutions for this situations, practicing these solutions with the support of one's own body language, and establishing peaceful relationships with avoiding conflicts (pp.9-10). It has different activities which allows students to have these gaining such as snowball, circle technique, and big group discussion (pp.21-22). In conclusion, this course with these different domains is applied to all grades from the 1st grade to 8th grade and it could be seen that the course have lots of gaining. Furthermore, there is also such a finding which having the preschool education had the effect of understanding the emotions in 1st grade students (Karaaslan, 2012).

Additionally, we can mention about projects which were organized in other countries. Collaborative for Academic, Social, and Emotional Learning (CASEL) organized many different social and emotional learning programs. These programs based on social and emotional learning's five basic competencies. The first one of these competencies is self-awareness which means recognition of one's emotions, thoughts and influence on behaviors. The second is self-management which focuses on regulation of one's emotions, thoughts, and behaviors. The third one is social awareness which tries to teach the skills of empathizing with others. The fourth competency is relationship skills which work on making healthy, constructive, and caring relations. And the last one is responsible decision making (<http://www.casel.org/social-and-emotional-learning/core-competencies/>). These programs focus on prekindergarten to 12th grade

students and aim at developing students' social and emotional competencies (<http://www.casel.org/in-action/>). The program of Promoting Alternative Thinking Strategies (PATHS) is one of these which CASEL conducted (CASEL, 2013, p.53). Actually, this program is a curriculum which applied in schools. They try to promote emotional literacy, understanding, expressing, or discussing about emotions, positive peer relations, and effective problem solving. At the same time, the other purpose of this program is to prevent behavioral and emotional problems. In Greenberg et al.'s study (1995), they found that this curriculum is effective both in high and low-risk children about understanding some aspects of emotions, fluency and words which are used while talking about emotions, and beliefs about the management of emotions. The other project we can examine is 4Rs Program which is conducted by again CASEL (CASEL, 2013, p.43). 4Rs mean reading, writing, respect, and resolution. The aim of this program is to understand and manage the emotions, to develop empathy, to be assertive, to resolve conflicts in a constructive way, to appraise the differences and to develop protective skills with reading aloud, talking about books and sequential and interactive skill lessons. Therefore, we are able to see different social and emotional learning programs which work on social and emotional development and academic performance in schools. And the last emotional education curriculum which we can mention about is the one which based on rational emotive behavior therapy (REBT) theoretically (Vernon, 2006, pp.1-3). REBT suited an emotional education curriculum because that basic principles are easily understood and it could be applied to children from all ages, grades, and intelligence levels. It aims to teach children to control emotions and behaviors. In addition to this control, it used behavioral, cognitive, and emotional techniques in order to teach children some basic rules and principles. The curriculum which was first used in 1970, in New York are widely used now in schools. It consists of games and activities about self-acceptance, feelings, beliefs and behaviors, problem solving/decision making, and interpersonal relationships.

## 2. Early School Leaving in Turkey

The European Union defines 'early school leavers' as *'people aged 18-24 who have only lower secondary education or less and are no longer in education or training'*.<sup>4</sup> It is the fact that early school leaving has long-term negative effects on social development and economic growth of the countries. Reducing the average European rate of early school leaving by just 1 percentage point would provide the European economy each year with nearly half a million additional qualified potential young employees.<sup>5</sup> That is an explanation of EU countries' commitment to reducing the average share of early school leavers to less than 10% by 2020.<sup>6</sup>

Between 2011 and 2013 a working group on early school leaving, includes policy makers and practitioners from nearly all EU countries, as well as Norway, Iceland, and Turkey, created a Final Report that outlined 12 key messages for policy makers and translated them into practical tools. Report emphasized that the early school leaving requires a long-term response with sustained political and financial commitment together with strong leadership from all key actors.<sup>7</sup>

Early school leaving is connected to unemployment, social rights and poverty rates of the countries. ESL is not only occur because of the education system and the schools, but it is influenced by socio-economic and cultural factors. There is not a single reason for early school leaving, it is a multi-dimensional problem. Personal problems like mental and emotional problems, family problems, socio-economic situation of the families, language problems, learning difficulties, cultural problems can be listed as reasons of early school leaving. Early school leaving is the result of a combination of these factors. Policies to reduce early school leaving have to address combination of different factors.

Early school leaving is a challenge in Turkey too. In 2013; 38% of all pupils were early school leavers in contrast to only 12% in the EU-28.<sup>8</sup>

<sup>4</sup> This definition was agreed by EU Education Ministers in the Council in 2003 (Council conclusions on "Reference levels of European Average Performance in Education and Training (Benchmarks)", May 2003.

<sup>5</sup> [http://europa.eu/rapid/press-release\\_MEMO-11-52\\_en.htm?locale=en](http://europa.eu/rapid/press-release_MEMO-11-52_en.htm?locale=en)

<sup>6</sup> Brussels, 3.3.2010 COM(2010) 2020 final EUROPE 2020 A strategy for smart, sustainable and inclusive growth <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

<sup>7</sup> European Commission: Final Report of the Thematic Working Group on Early School Leaving: Reducing early school leaving: Key messages and policy support, November 2013

<sup>8</sup> Eurostat: Europe 2020 indicators – education [http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe\\_2020\\_indicators\\_-\\_education](http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_education)



(\*) Break in series for LU (2009), NL (2010), LV (2011) and FR (2013).

National targets: EU-28, DK, DE, LU, SE: under 10%; ES: 15% (drop-out rate); NL: under 8%; LT: under 9%; SK: under 6%; UK: no target.

**Figure 1. Early school leaving in the EU-28.**

Source: Eurostat

According to OECD data; only 7% of 3-year-olds and 36% of 4-year-olds were enrolled in early childhood education in 2013. Enrolment rates of 4-year-olds increased by more than 30 percentage points between 2005 and 2013.<sup>9</sup>

According to 'Strategic Plan of the Ministry of National Education Turkey" (2015-2019)<sup>10</sup> average schooling year in Turkey is 7,6 in 2014. Early school leaving level is 38,2 in 2014;

<sup>9</sup> <http://gpseducation.oecd.org/CountryProfile?primaryCountry=TUR&treshold=10&topic=EO>

<sup>10</sup> Strategic Plan of the Ministry of National Education Turkey" (2015-2019)

[http://sgb.meb.gov.tr/meb\\_iys\\_dosyalar/2015\\_09/10052958\\_10.09.2015sp17.15imzasz.pdf](http://sgb.meb.gov.tr/meb_iys_dosyalar/2015_09/10052958_10.09.2015sp17.15imzasz.pdf)



### 3. Emotional intelligence and Early School Leaving – existing programmes

Performance Indicators		Years			Target
		2012	2013	2014	2019
Average education duration (yıl)			6,5	7,6	9,1
Schooling rate (%)	Preschool (4 -5 age )	44,04	37,36	37,46	70
	Primary	98,67	98,86	99,57	100
	Pre-secondary		93,09	94,52	100
	Secondary	67,37	70,06	76,65	100
Schooling rate in compulsory education (%)		88,13	87,37	90,02	100
Early School Leaving rate (%)		39,6	37,5	38,2	27

Project Name	Aim	Target Group	Implementer	Source	Start Date & Duration
Technical Assistance for Increasing Primary School Attendance Rate of Children	<ul style="list-style-type: none"> <li>- increase the enrolment rates in primary education which covers the first 8 years of the 12-year compulsory education in Turkey.</li> <li>- decrease non-attendance in primary education institutions, through qualitative measures and interventions.</li> </ul> <a href="http://mebidap.meb.gov.tr/en/">http://mebidap.meb.gov.tr/en/</a>	Policy makers, opinion leaders, parent-teacher associations, imams and other relevant actors, students, teachers, school administrators, inspectors and other personnel affiliated to the MoNE,	MoNE	TR & EU	October 2013 - 24 months
KEP I 'Girls Education Project'	longer and a higher quality education period especially for girls <a href="http://kizlarinegitimi.meb.gov.tr/en/">http://kizlarinegitimi.meb.gov.tr/en/</a>	children, their families, education professionals, local opinion leaders and bureaucrats	MoNE	TR & EU	2011
KEP II Technical Assistance for	to increase the school attendance rates	children, their families, education professionals,	MoNE	TR & EU	2015 - 2 years

Increasing School Attendance Rates Especially for Girls (IAREFG) EuropeAid/133119/I4/SER/TR	especially for girls <a href="http://kizlarinegitimi.meb.gov.tr/en/">http://kizlarinegitimi.meb.gov.tr/en/</a>	local opinion leaders and bureaucrats			
Acting Against Drop-Outs / Vocational Education	<ul style="list-style-type: none"> <li>- develop new methods to increase learning motivation and to create a supportive school environment.</li> <li>- to promote the motivation and readiness for lifelong learning among young Europeans.</li> </ul> <a href="http://brwin.square7.ch/dropouts/">http://brwin.square7.ch/dropouts/</a>		MoNE (Mersin - Toroslar - Atatürk Vocational Anatolian High School) (Project partner)	EU	August 2012 - 2 years
Catch up Education Programme	<ul style="list-style-type: none"> <li>to enable children in the 10-14 age group who had either never been enrolled, or who had already been out of school for long periods, to return to the education system and study alongside children of their own ages.</li> </ul> <a href="http://www.unicef.org/turkey/oc5/cp71.html">http://www.unicef.org/turkey/oc5/cp71.html</a>			EU&UNICEF	2008-
'Baba Beni Okula Gönder' ('Dad, Send Me to School) education campaign	<ul style="list-style-type: none"> <li>To help females, to get involved as productive individuals in improving the welfare level in Turkey.</li> </ul> <a href="http://www.bbog.org/">http://www.bbog.org/</a>			Dogan Media	2005-present
Strengthening the Impact of the Conditional Cash Transfer programme in	To increase enrolment rates particularly for girls with a view to developing female human resources and access to labour			IPA fund Ministry of Family and Social Policies	December 2014 – March 2016



<b>turkey for Increasing High School Attendance</b>	market <a href="http://www.ikg.gov.tr/en-us/home.aspx">http://www.ikg.gov.tr/en-us/home.aspx</a>				
---	---	--	--	--	--

Turkey is working to improve participation of children in education system. But participation rates are still low compared to the OECD countries and OECD average. Government policies, private initiatives and international funded projects make contributions to early school leaving strategies.

As young population (below age 15) in Turkey is one of the highest among OECD countries; it is very important to reduce early school leaving in Turkey and ensure that these young people complete their education and are well prepared for the labour force and further learning.<sup>11</sup>

These projects and programmes reaches out to girls and boys especially disadvantaged groups like Roma children, disabled children with low-income families.

It is nevertheless still too early to say that 100% primary school participation has been achieved. Some girls still drop out in the upper grades of primary education due to a combination of poverty and conservative social norms, low expectations and domestic responsibilities.

The Ministry of National Education has developed a Non-Attendance Management Model which obliges schools to identify the risks of non-attendance and to monitor and respond to non-attendance, and which guides the actions they take. Provincial education officials are also expected to act on the data collected. Commitment to implement this model is one of the preconditions for tackling the problem of children out of school. Meanwhile, there is anecdotal evidence that some children are not enrolled in school, and do not appear in the statistics altogether, due to lack of birth registration.

The reduction in the primary school starting age as part of the restructuring of the education system adopted by Parliament in March 2012 is likely to affect the figures for access to education, particularly as there is already a problem of late starting. Concern has also been expressed that the division of primary education into two phases of four years each - which will normally be provided in separate schools – will exacerbate the phenomenon of non-completion of

<sup>11</sup> Education Policy Outlook Highlights: Turkey , <http://www.oecd.org/edu/highlightsturkey.htm>

primary education among girls by allowing them to drop out more easily.

**‘Compulsory Education for 12 years’** come into force 11 April 2012 law no 6287<sup>12</sup> This new law is known by public as ‘4+4+4 education system’. This system has increased the compulsory education from 8 to 12 years. Regarding ESL problem; it is positive that compulsory education is extended to twelve years but new system also divided the education period into three levels. System was criticized as it will encourage religious schools and will cause more early school leaving. As the design of the education systems have important impact on children’s participation level these concerned were important but expectations was not come true. Early school leaving rate in 2013 reduced to 37.5 from 39,6 2012.<sup>13</sup>

Currently 3 official document guide Turkish education policies and policies for the tackling early school leaving; "Strategic Plan of the Ministry of National Education Turkey" (2015-2019)<sup>14</sup> , National Lifelong Learning Strategic Document (2014-2018)<sup>15</sup>, Tenth Development Plan (2014-18)<sup>16</sup> Online and electronic systems like “e-school” and “e-investment” have substantially increased the monitoring capacity of the central organization but there have been no major gains in school autonomy. The opportunity provided by the spread of modern technology and the development of an Address-Based Population Registry System and the e-school database was seized to improve the monitoring of children’s enrolment in school.

Quality and equity of education is still remain as a challenge. Equality between different regions of Turkey and between urban and rural areas is still problem. Unequal distribution of incomes is the one of the most vital problem. Also, quality of education, quality of teachers and managers are another problem. Besides, early and forced marriage is still a problem for girls in Turkey, the end result being that the child is probably excluded from education, learning and other opportunities for the rest of her life.

<sup>12</sup> <http://www2.tbmm.gov.tr/d24/2/2-0358.pdf>

<sup>13</sup> Strategic Plan of the Ministry of National Education Turkey" (2015-2019)

<sup>14</sup> Strategic Plan of the Ministry of National Education Turkey" (2015-2019)

[http://sgb.meb.gov.tr/meb\\_iys\\_dosyalar/2015\\_09/10052958\\_10.09.2015sp17.15imzasz.pdf](http://sgb.meb.gov.tr/meb_iys_dosyalar/2015_09/10052958_10.09.2015sp17.15imzasz.pdf)

<sup>15</sup> Lifelong Learning Strategy Document-Turkey(2014-2018) <http://www.resmigazete.gov.tr/eskiler/2014/07/20140716-8-1.pdf>

<sup>16</sup> 10<sup>th</sup> Development Plan Turkey (2014-2018)

<http://www.kalkinma.gov.tr/Lists/Kalkinma%20Planlar/Attachments/12/Onuncu%20Kalk%C4%B1nma%20Plan%C4%B1.pdf>

**Conditional Cash Transfer (CCT) Programme** aims to reduce poverty by transferring money to persons who meet certain criteria. The programme is implemented in Turkey with the title of Conditional Education and Health Assistance Program. In order to reduce the adverse effects of 2001 economic crisis and fight poverty more effectively and quickly, the CCT programme was initiated within the scope of the Social Risk Mitigation Project (SRMP) which was conducted by the Social Assistance and Solidarity Fund with funds allocated by the World Bank and the Government of Turkey. In Conditional Education Assistance, the amount of assistance given to female pupils and students of secondary education is higher in order to increase the schooling and transition rates from primary to secondary education for girls. CCT payments are transferred to the bank accounts of mothers. With this money, as the sole responsible person for it, women will be able to meet their child-rearing responsibilities such as children's education and health needs and at the same time raise their status within the family and in society. An impact assessment study of the CCT programme in Turkey was conducted between 2010 and 2012 in partnership with the government and university. The study showed that; Nonattendance days decreased by 50% and this positive impact rate is higher in rural areas and nonattendance decreased twice as much among girls as among boys.<sup>17</sup>

**Mother & Child Education Foundation (AÇEV) 's research** which is called "Drop outs in Turkey's Basic Education - Policies for Monitoring and Prevention"<sup>18</sup> analyzes the quantitative and qualitative background findings about drop outs in Turkey. "dropping out of school", is identified as one of the most serious problems of the Turkish education system. Because of the basic education in Turkey is mandatory, the current legal framework in Turkey does not offer a definition of dropping out of school at the basic education level. Instead of dropping out there is a definition of absenteeism. But, since absenteeism has not been defined as a legal cause for dismissal from school, even students who are continuously absent are not regarded as having dropped out. Research assessed that dropping out of school lacks a standard definition and school record-keeping systems are inadequate. Online Questionnaires Results

*Part of the information regarding the international field are collected in the common international research.*

<sup>17</sup> POLICY PAPER on Improving Conditional Cash Transfers Programme in Turkey, UNICEF & Ministry of Family and Social Policies

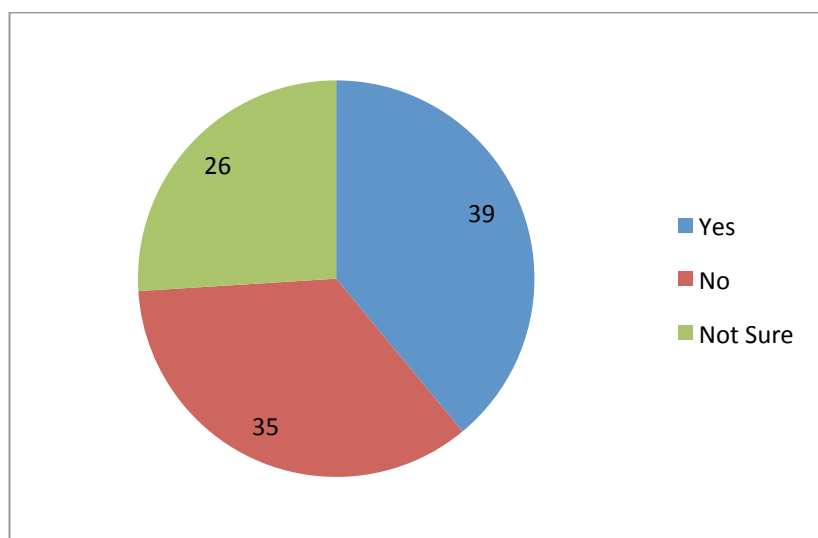
<sup>18</sup> Mother & Child Education Foundation (AÇEV) "Drop outs in Turkey's Basic Education - Policies for Monitoring and Prevention" <http://www.acev.org/en/kaynaklarimiz/arastirmalarimiz-ve-yayinlarimiz>

## Online Questionnaires Results

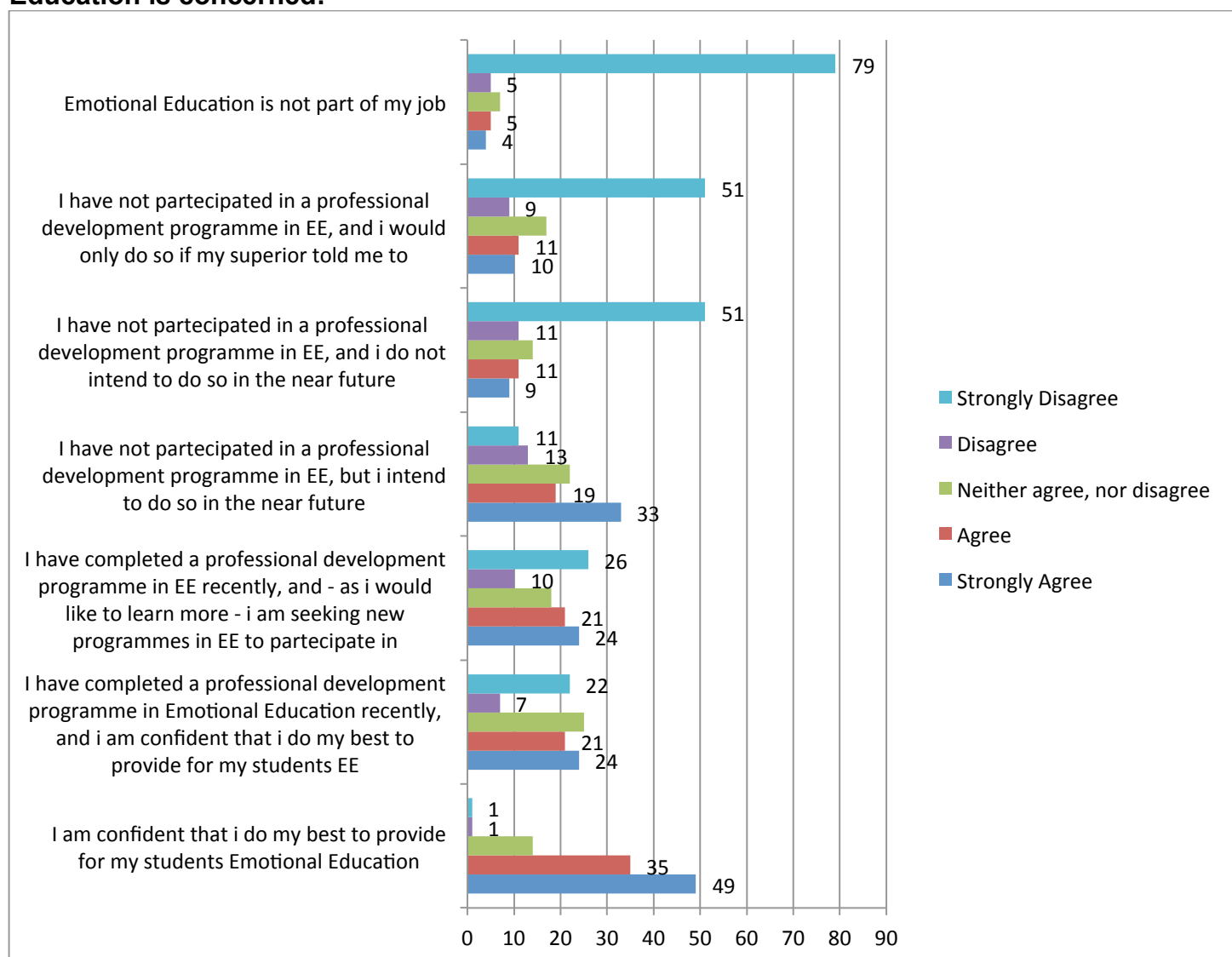
**Total answers collected:**

**100**

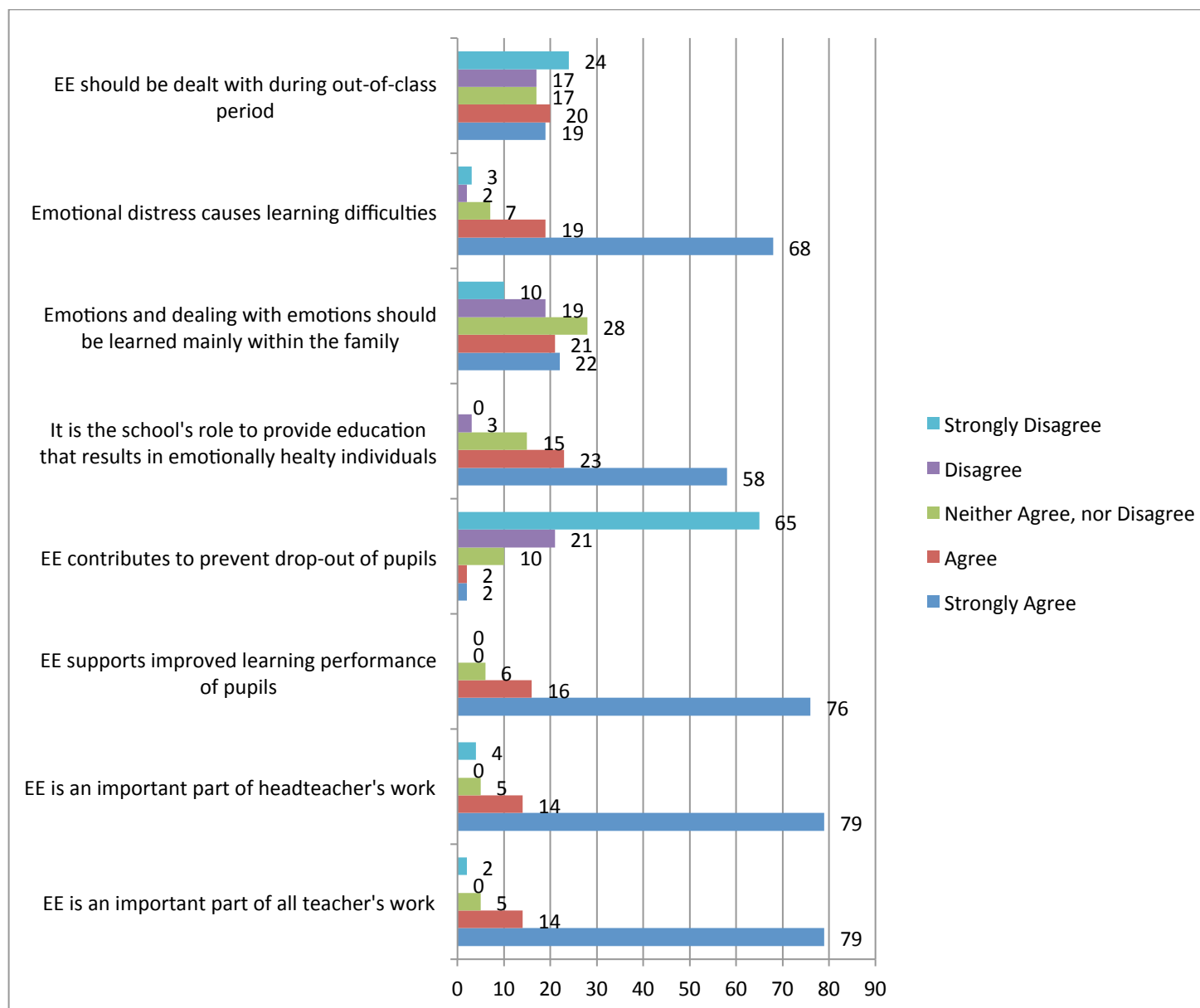
**1. As far as you remember, was Emotional Education part of your initial teacher education?**



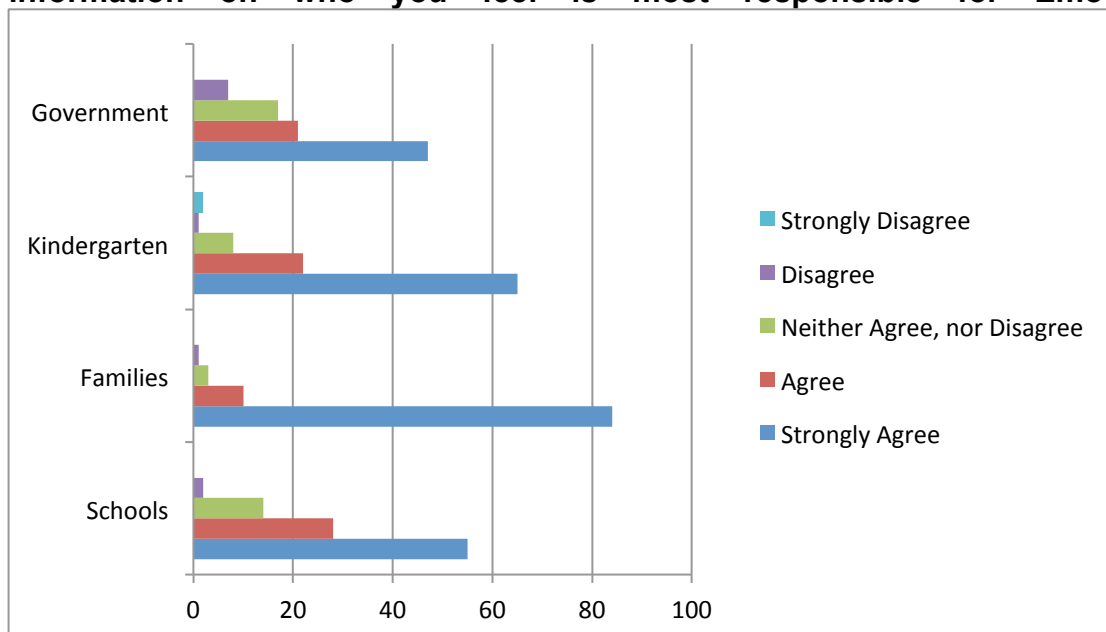
## 2. Please choose the following scale that describes your situation as far as Emotional Education is concerned:



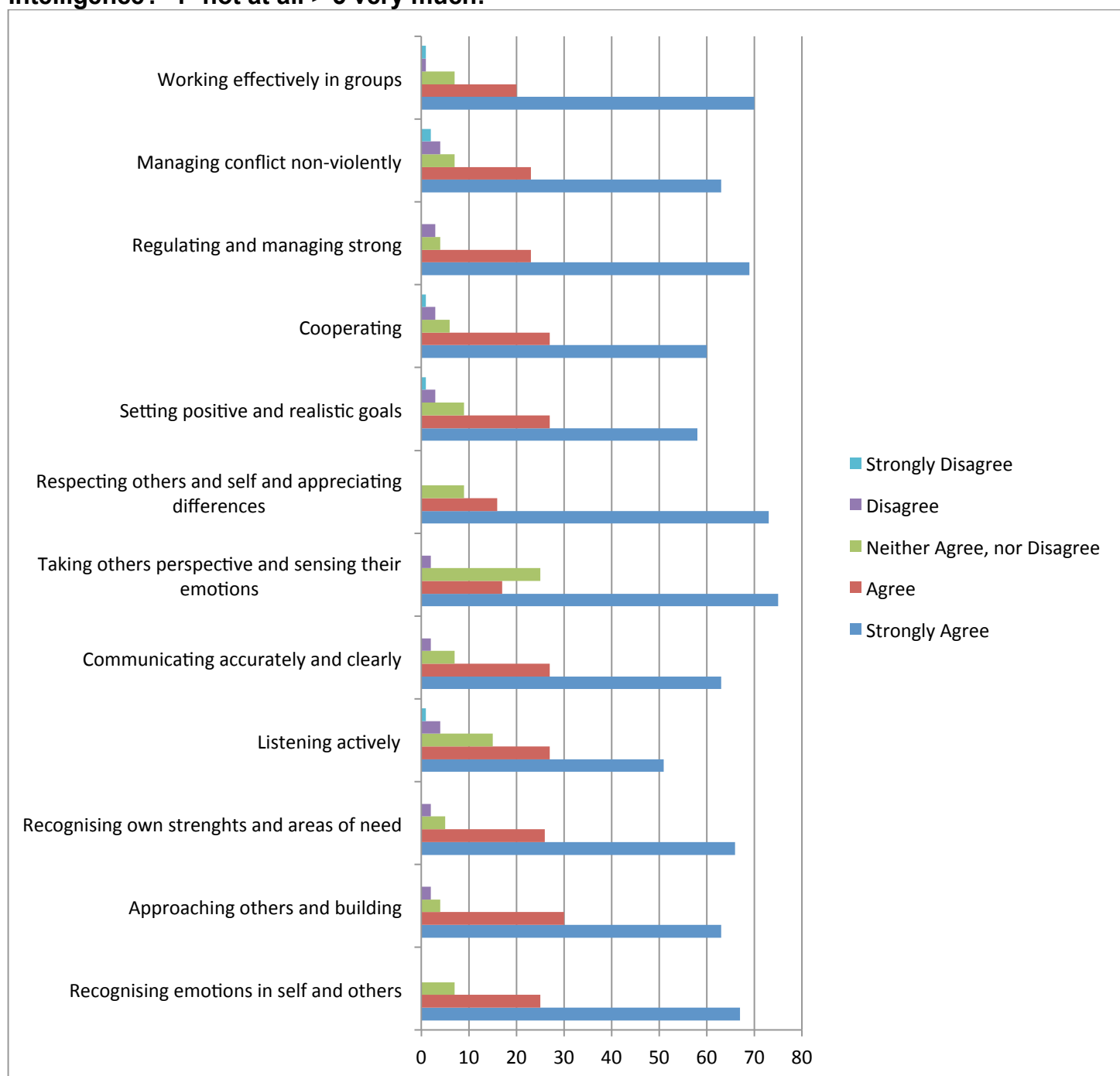
**3. Please use the following scale to indicate how much you agree with the following statements:**



**4. Please use the following scale ( 5 - Strongly Agree; 1 – Strongly disagree) to give more information on who you feel is most responsible for Emotional Education:**

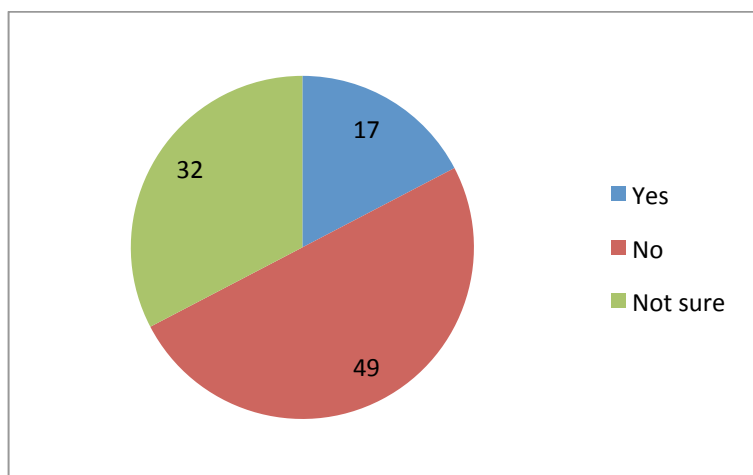


**5. How much do you think the following competences is part of the Emotional Intelligence? 1- not at all > 5 very much:**

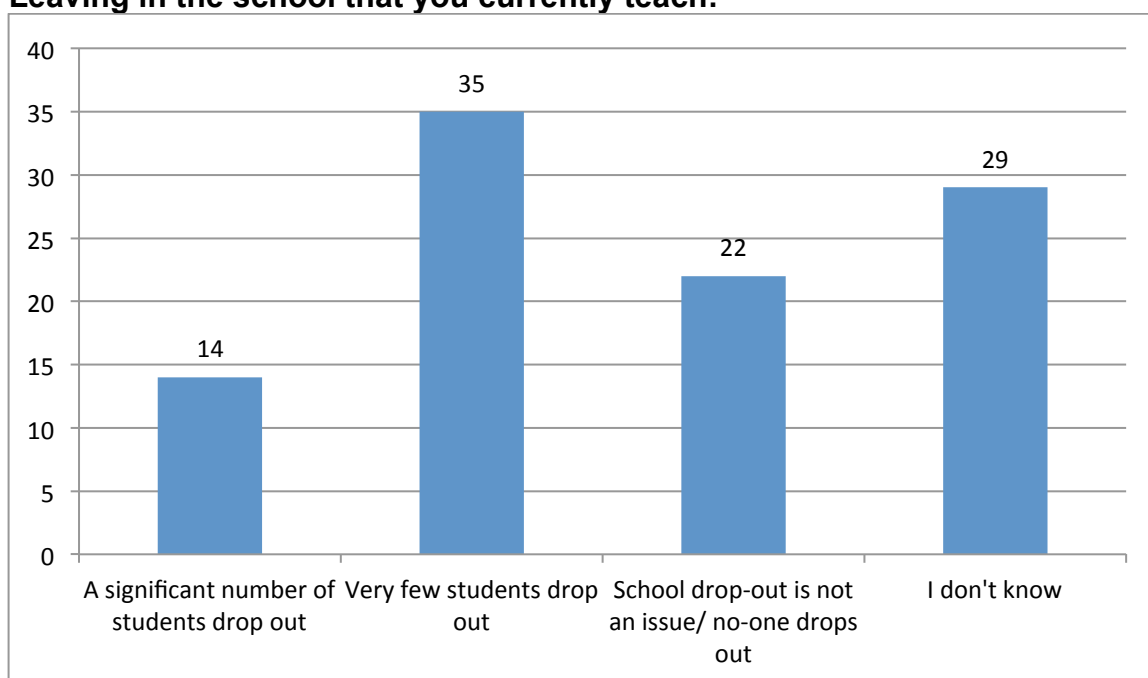




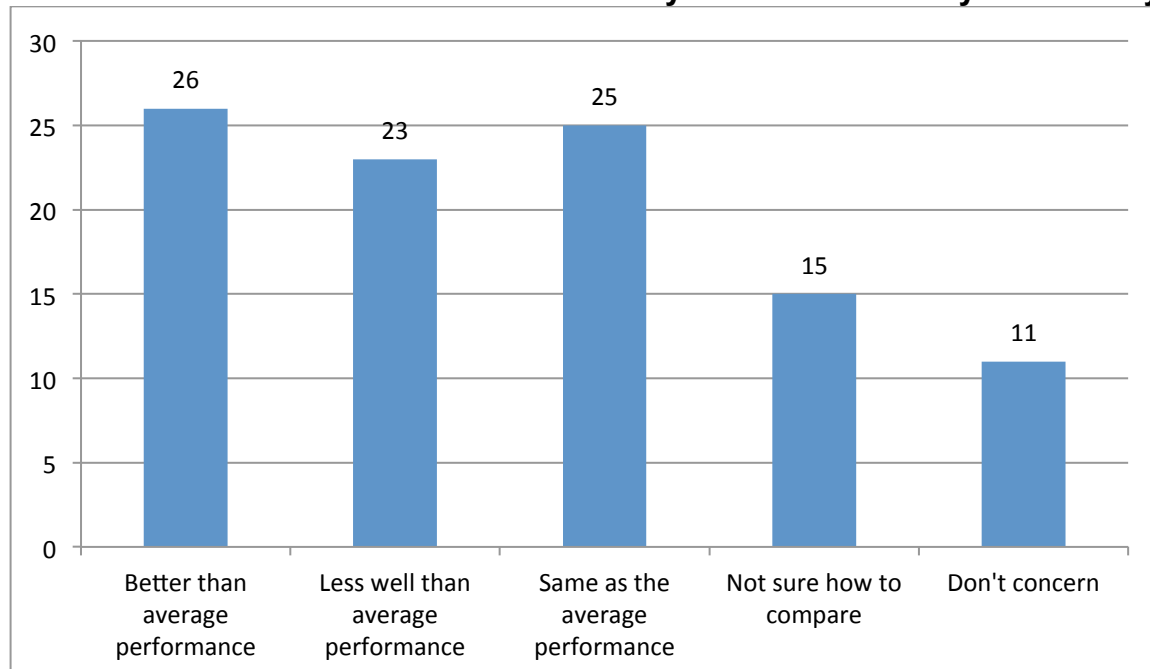
**6. Are there any Emotional Education-related learning outcomes/competences in your school curriculum (the one that guides your own teaching)?**



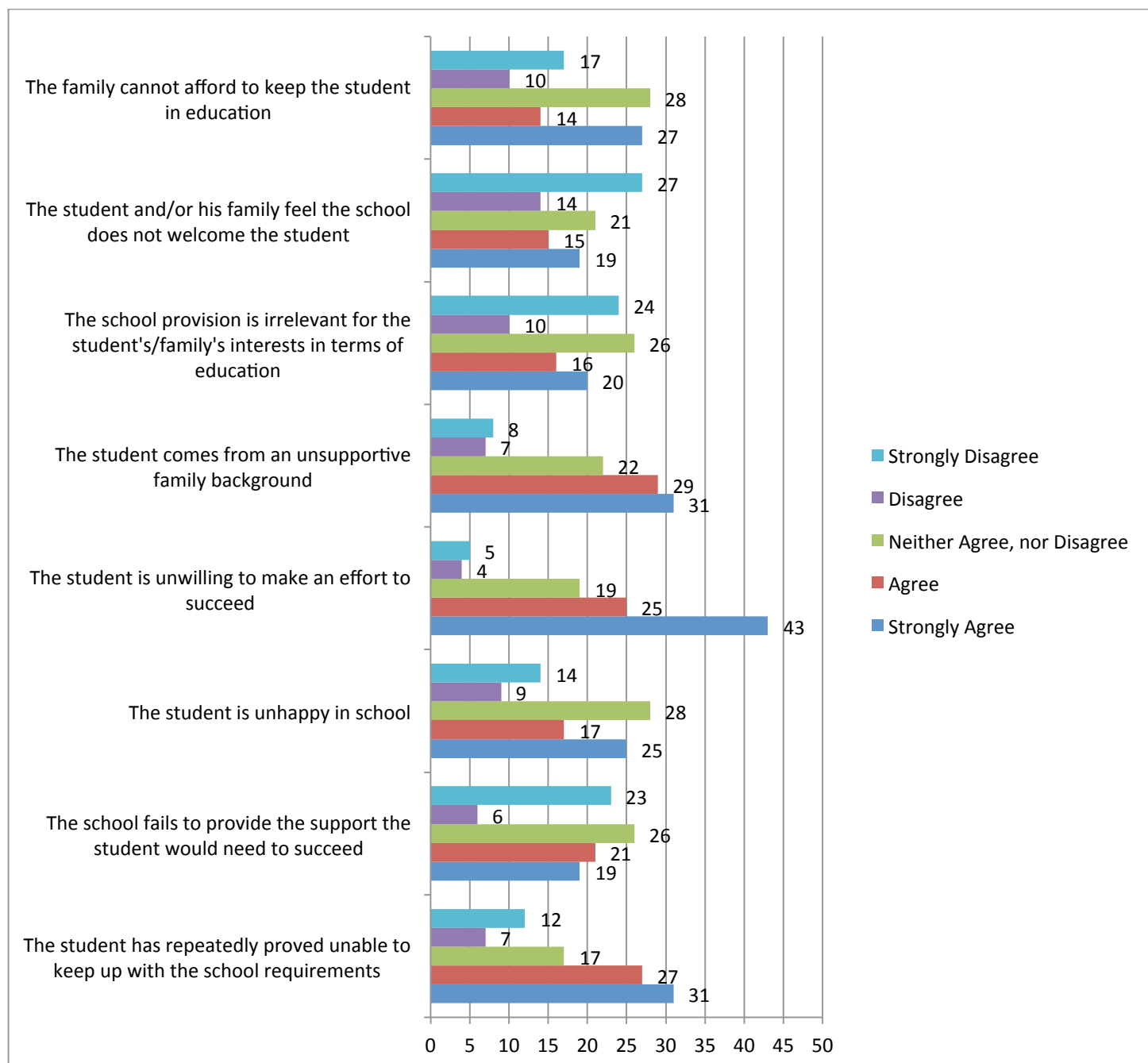
**7. Please choose the best statement defining the current situation regarding Early School Leaving in the school that you currently teach:**



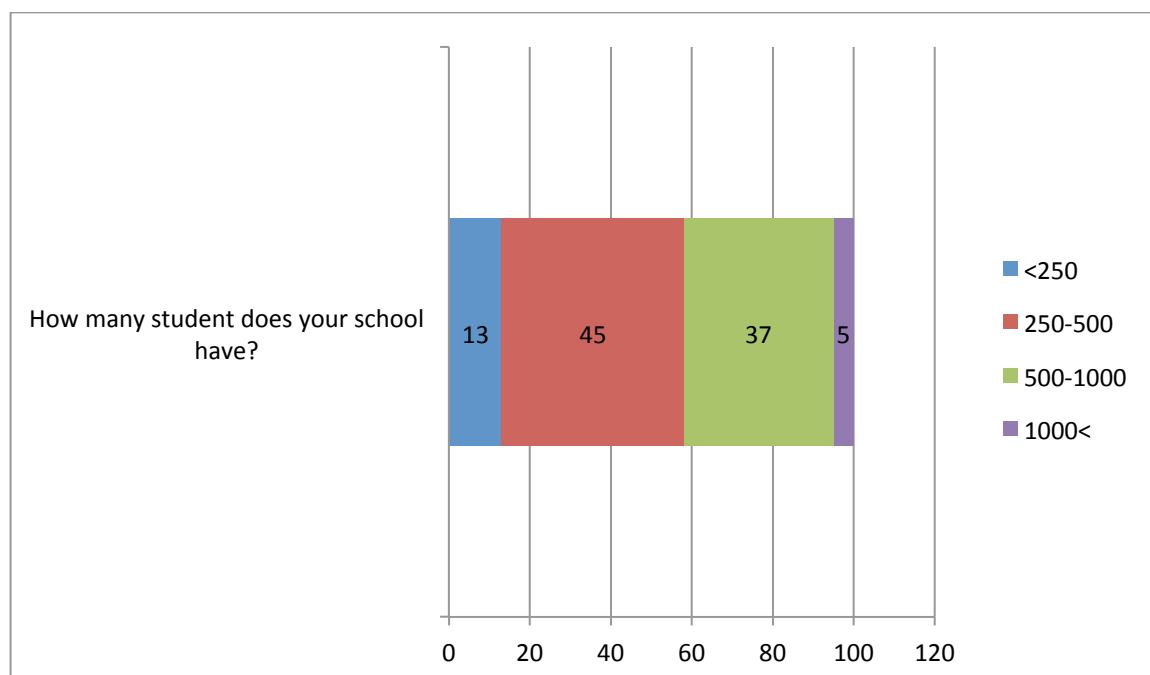
**8. Please choose the best statement about your students who you currently teach:**



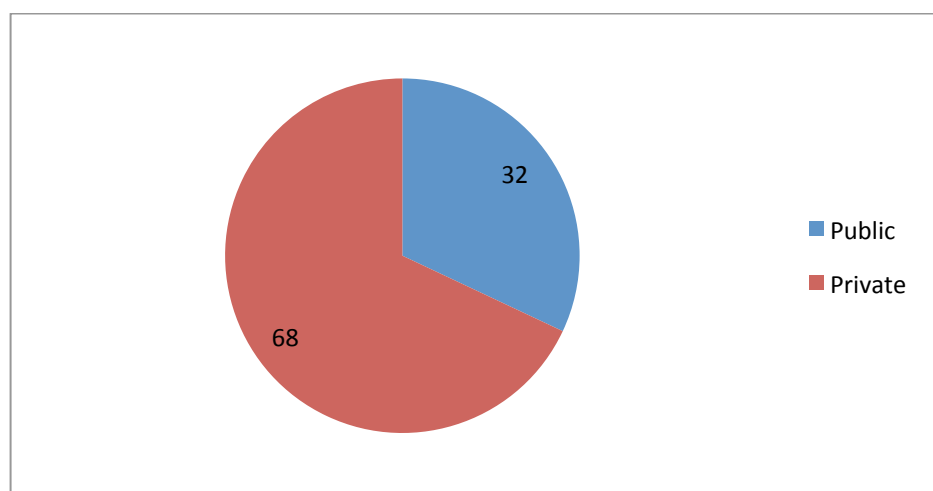
**9. Please use the following scale to define the (top) factors contributing the most to early school leaving/ school drop-out in your region**



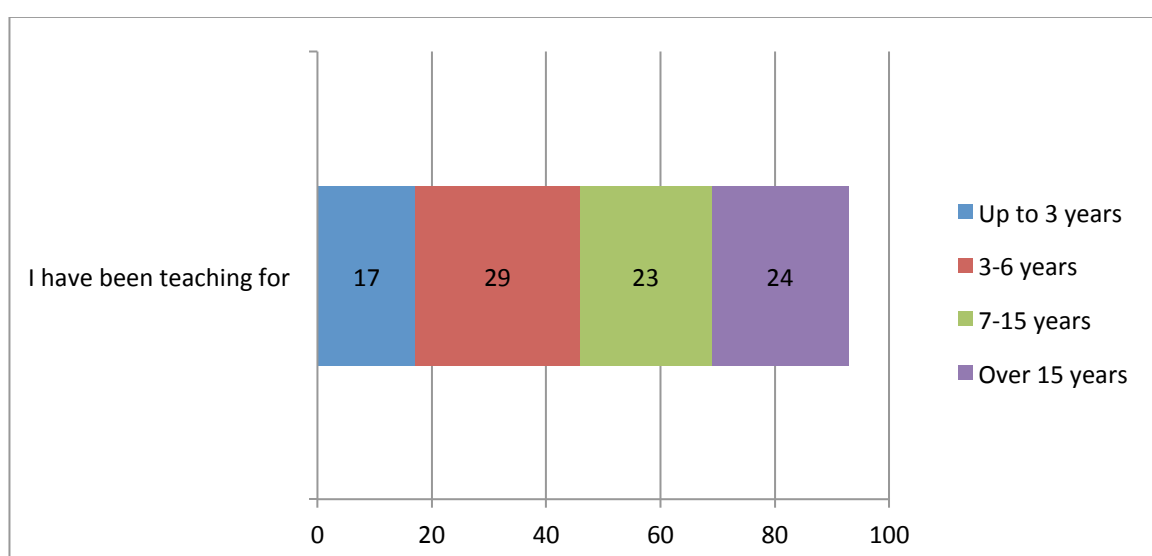
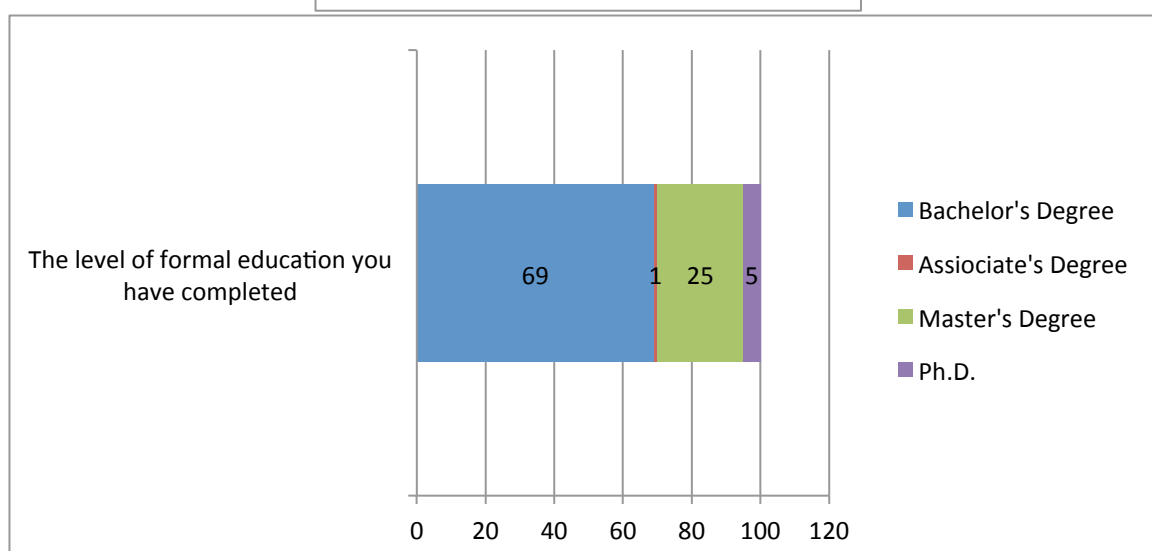
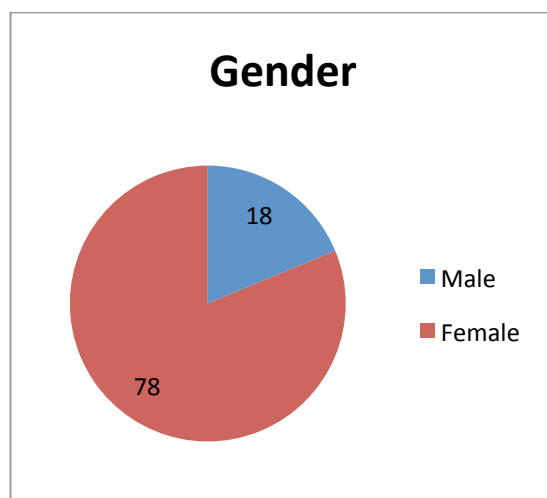
## 10. How many students does your school have?



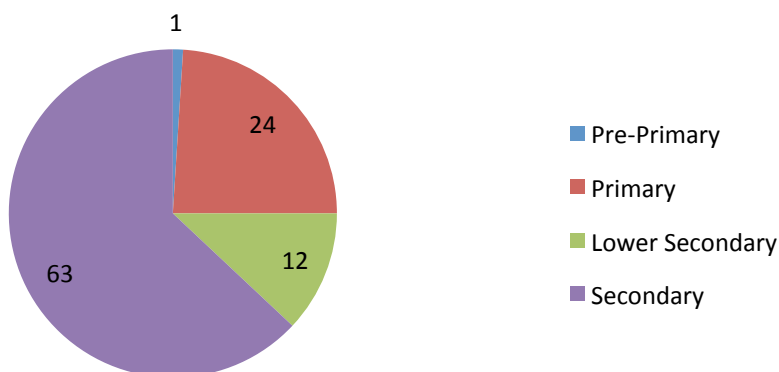
## 11. Your school is:



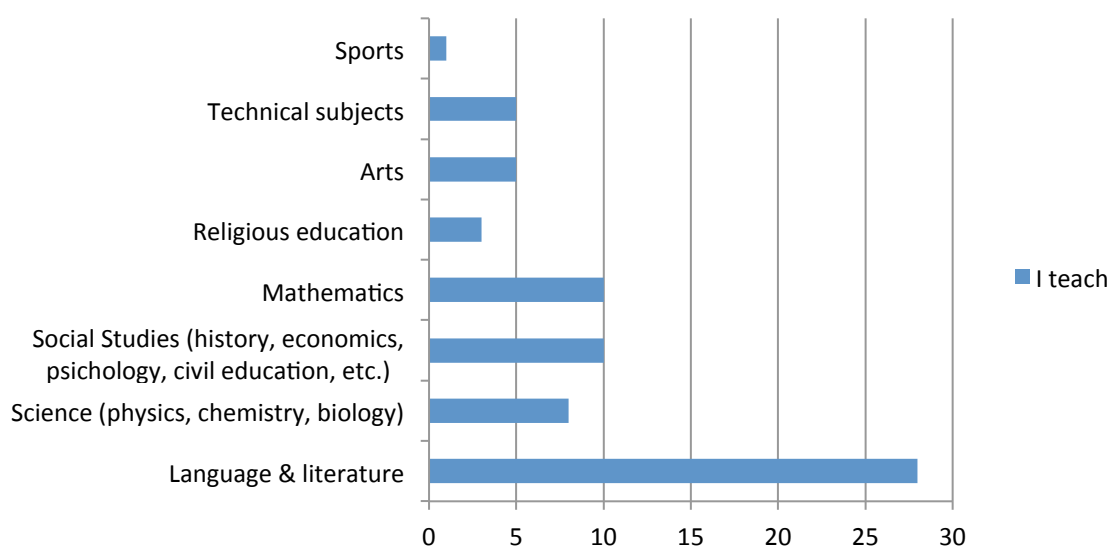
## 12. Personal information:



## Type of current school



## I teach



## Analysis of Online Questionnaires

### 1. Background information

This questionnaire has been developed within the project “Emotional education for Early School Leaving prevention – EUMOSCHOOL” as part of the needs analysis stage of the project. The aim of the questionnaires was to learn teachers’ opinion about Emotional Education and school drop-out.

Questionnaires were conducted to 100 teachers in Turkey. 78% of respondents were female and 18% were male. %69 respondents declared that they completed bachelor’s degree & %25 remarked that they holds Master’s degree. Most of our respondents teach language & literature. (27%) About their experience, 29% have 3-6 years of experience. Their current school is mostly secondary (63%) and private (68%)

### 2. How do the teachers conceptualize the Emotional Education in your country ?

Most respondent feel confident that they do their best to provide for their students EE, even though most of them remark that have not participated in a professional development programme in EE. 51% of them willing to participate an education related to the EE in the near future. Because; the vast majority of teachers remark that EE is an important part of their & head teachers’ work and EE supports & improved learning performance of pupils. (76%) They also believe that EE contributes to prevent drop-out of pupils and emotional distress causes learning difficulties.

Teachers do not agree that EE should be dealt with during out-of-class period. They agree that providing education that results in emotionally healthy individuals is schools role.

Related to the competencies of the EI; more specific outcomes mentioned are: taking others’ perspectives and sensing their emotions, managing conflict non-violently, help-seeking and help-giving;

Teachers are aware of the EI competencies and they are interested in EI.

They believe that the first competence has to be ‘empathy’ with the following answers; ‘taking others perspectives and sensing their emotions’ (75%), ‘taking others and self and appreciating differences’ (73%) are the most indicated answers as EI competences.

Following answers are; ‘showing ethical and social responsibility’(71%), ‘help seeking and help-giving’(70%), ‘managing conflict non-violently’(70%) and ‘regulating and managing strong emotions(pleasant and unpleasant)’(69%).

### 3. To what extent the teachers think that Emotional Education is part of their role?

Most of teachers remark that have not participated in a professional development programme in EE. 51% of them willing to participate an education related to the EE in the near future. Because; the vast majority of teachers remark that EE is an important part of their & head teachers’ work.

(79%) Though teachers agree on that families are the most responsible actors for EE and kindergarten is the second responsible actor. Because teachers see EE as 'interest'.

Also, teachers pointed out the government is less responsible for EE.

#### 4. How the teachers think that they can support Emotional Education?

Teachers point out that the EE related learning outcomes do not exist in their school curriculum. Because they seek the specific words 'emotional education' 'emotion' and they answered 'no', even though the indicators of these competences exist in their curriculum.

Small group of respondent answered 'yes' and indicated the competences like: 'cooperation', 'work together', 'listen actively', 'communication', 'recognise of self emotion'.

Even though the theme is 'emotion' teachers believe that the purpose of this theme is teaching emotions and not related to the emotional education competences.

#### 5. Early School Leaving: how much are teachers aware of the phenomenon?

According to the results, school drop-out is not an issue for teachers (57%), they indicated that very few students drop out in the schools that they are currently teach. Because respondents current schools are mostly private (68%).

Also, small group of teachers indicated that 'significant number of students drop out' because, apart from the private schools 'vocational schools' are also involved in the survey.

Teachers are aware of the ESL phenomenon in their schools & region. They stated that the most of their students perform better than the average student in their region.

#### 6. What emotional factors the teachers feel contribute to ESL?

The vast majority of teachers remark that EE is an important part of their & head teachers' work and EE supports & improved learning performance of pupils. (76%) They also believe that EE contributes to prevent drop-out of pupils and emotional distress causes learning difficulties.

Teachers think that the factors which contributing the most ESL/school drop out are; 'Students' unwilling to make an effort to succeed', 'student is unhappy in school'

They connect students' unwilling to education in school and believe school has effect on students emotion, EE has to be supported & improved in schools.

### Conclusions and recommendations

Questionnaires were conducted to 100 teachers in Turkey. 68% of them from private schools. Even though most of them remark that they have not participated in a professional development programme in EE. 51% of them willing to participate an education related to the EE and they are aware of the EI competencies.



Teachers point out that the EE related learning outcomes do not exist in their school curriculum. Because they seek the specific words like 'emotional education', 'emotion' and they answered 'no', even though the indicators of these competences exist in their curriculum. Basically this is caused by that they do not read the curriculum carefully and they do not work curriculum oriented. Teachers prefer to work course book and material oriented.

Small group of respondents answered 'yes' and indicated the competences like: 'cooperation', 'work together', 'listen actively', 'communication', 'recognise of self emotion'.

Even though the theme is 'emotion' teachers believe that the purpose of this theme is teaching emotions and not related to the emotional education competences.

## Analysis of Interviews

Information on the people interviewed are below the following table. In total, 10 people were interviewed providing information on the following topic:

MAIN THEME	SUB THEME	WORD/ PHRASE	FREQUENCY	Quote from the interviewee
EMOTIONAL EDUCATION	Definition	Recognise	2	<p>1)'Emotional education is a process that involves feelings of the students to <b>recognize and be aware of</b> themselves. <b>Expressing</b> all types of feelings without suggesting or directing any of them.' (Acıbadem 1 School Principles, Turkey)'</p> <p>2)'Teaching to an individual that, are feelings of anger, sadness besides feelings of happiness, joy and excitement and it is normal to feel in both ways. Emphasizing the way of <b>reflecting those unpleasant feelings</b>. It is normal to feel anger, fear etc. These feelings provide necessary actions to our life like; when we fear we will protect ourselves ,when we are angry we will fight for our rights (Acıbadem 2 School Principles, Turkey)'</p> <p>3)'Teaching children experiences of emotions –feeling different emotions, <b>expressing emotions</b> ,and <b>understanding</b> own and others' emotions. (Yeditepe University Academician, Turkey )'</p> <p>4)'It helps to <b>control and manage physical and mental(cognitive)needs</b> .One portion more consumption of food leads to obesity like that excessive emotion intensity leads to psychological problems.' (Çamlıca 1 School Principles, Turkey)'</p> <p>5)'It helps to <b>control people's emotion</b> and emotional education <b>enables to express their feelings about life.</b> ' (Çamlıca 2 School</p>
		Understand	1	
		Reflect	1	
		Control & manage emotions	2	
		Express emotion	4	
		Development of social & emotional competences	1	
		Academic competence	1	
		Connection with society	1	
		Acquisition vs. learning	1	

				<p>Principles, Turkey)'</p> <p>6)'It refers to the process of <b>development in social, emotional and cognitive competencies</b>. (Head of ELT, Turkey )'</p> <p>7) 'Emotional education also supports the person's <b>academic competence</b> apart from communication, empathy subjects underlying for it. High internal consistency and internalization of humanistic features make them happy. Also, they supports the <b>social and personal development</b>. ( Head of primary school department, Turkey)'</p> <p>8) 'If parents create the living area supporting their emotions, they can <b>recognize their emotions</b> .I think, <b>the acquisition</b> of emotion is appropriate instead of learning/teaching the <b>emotional education</b>.(Headmaster, Turkey)</p> <p>9) 'People are <b>integrated with society</b>, people can't be separated from the society. Bounds keep people together.(Headmaster, Turkey)</p> <p>10) Emotional Education <b>is expressing your feelings</b> in an appropriate way. (YTU Univ./ education faculty)</p>
	Yes:10	No:0	Not sure:0	
		Contribution for student's life	1	<p>1)'Yes, school plays a <b>big role in an individual's life</b> just after families' role. Emotional education is important and it should be considered by every school. Schools should provide EE as a contribution for student's life. (Acibadem 1,School Principles, Turkey )'</p> <p>2)'Yes, teacher -parent - student triangle has an important role in transforming <b>thoughts into behaviours as role models</b>.</p>
		As role models for behaviors	1	
		Supporting healthy emotional development	1	
		Relating social rules	1	

	Contribution to balance of mental & emotion	1	(Acıbadem 2, School Principles, Turkey)
	Provide social and emotional competence	1	3)'Yes. Apart from academic education, it is important supporting children's <b>healthy emotional development</b> especially in early school education such as nursery and elementary school years. (Yeditepe University Academician, Turkey)
	Support to understand human development (happiness oriented development)	1	4)'Yes, schools give place to <b>social rules</b> and give emotional education explicitly or implicitly. (Çamlıca 1 School Principles, Turkey)
	Creating environment for transforming emotion to behaviour	1	5)'Yes, peoples' behaviours represent their emotions . This means schools make an important <b>contribution to balance between mental and emotion</b> . (Çamlıca 2 School Principles, Turkey)
	Guide for the parents in & out classroom activities	1	6)'School has a role to provide social and emotional competence which help students to gain the ability to <b>understand, manage and express the social and emotional aspects of our lives</b> . (Head of ELT, Turkey) 7)'Absolutely yes, because thanks to this information can make contributions to <b>human development</b> .. Happiness-oriented development is more sustainable than success-oriented development. (Head of primary school department, Turkey) 8)'Yes, because, schools are places to creating proper environments for transformation of emotions to behaviours. (Acarkent 1, Turkey) 9)'Absolutely yes, school has a role to provide education that results in emotionally healthy individuals. Also, EE has to be supported with guiding to <b>families and in/out of school activities</b> . (Headmaster, Turkey) 10) Sure, if we want the emotionally

				healthy individuals , it should be initial conditions and they have to arrange their environment to support it. (YTU education faculty)
EARLY SCHOOL LEAVING	Main factors of early school leaving (ESL)	Economic Reasons (parents' income)	4	<p>1) 'Necessity of earning money for family, <b>absence of parent interest</b> ,lack of self-confidence, issues in communication with school authorities. (Acibadem 1,School Principles, Turkey)'</p> <p>2)'<b>Absence of role model</b> ,wrong friendship choices occurred from communication issues and loneliness, failure in courses, <b>getting bored at school</b> (Acibadem 2,School Principles, Turkey)'</p> <p>3)'<b>Economic reasons</b>, delinquency (Yeditepe University Academician ,Turkey)'</p> <p>4)'<b>Economic reasons</b> , education level of families ,environmental factors, connection between school and the students ,student's academic achievement level, <b>school opportunities</b> (Çamlıca 1 School Principles, Turkey)'</p> <p>5)'School drop-out is not a problem in our region, but in some regions alternative informal education centres providing religious education can cause to drop outs. (Çamlıca 2 School Principles, Turkey)'</p> <p>6)'Educational background of the parents, <b>financial and socioeconomic reasons</b> ,<b>students' motivation</b> (Head of ELT, Turkey )'</p> <p>7)'Lack of education is the most important reason. <b>Unconsciousness of parents.</b> (Head of primary school department, Turkey )'</p> <p>8)'<b>Unhappy and aimless persons</b> are more inclined to dropout. (Headmaster, Turkey )'</p>
		Communication with school authority	1	
		Academic Success	1	
		Informal alternative education	1	
		Absence of parent support	2	
		School opportunities		
		Negative emotions towards education	4	
		Teachers competence & health problems	1	

				<p>9)' <b>Lack of family support</b> ,parents' relationships, <b>economic reasons</b>, unattractive <b>school environments</b> ,<b>boring and aimless education</b> , <b>uneducated trainers</b> , health problems. (Headmaster, Turkey)'</p> <p>10. Lack of motivation and I think the schools should <b>provide a learning environment</b> that increases <b>motivation</b> in their students. The students don't understand why they need to learn all these subjects. (YTU education faculty)</p>
	Yes:8	No :0	Not Sure :2	
	Link between ESL and EE/ SEL	Lack of information & inexperienced	1	1) ' Definitely , lots of people drops out mostly because ; <b>lack of information</b> and <b>failure in dealing with feelings</b> . (Acibadem 1,School Principles, Turkey)'
		Preventing bad feelings	1	2) 'Yes, there is a relation between ESL and EE. An <b>emotional education prevents</b> students from dropping out school. Student can recognise that, <b>bad feelings can appear but important think is 'manage' and 'reflect' it</b> . (Acibadem 2,School Principles, Turkey)'
		Relating research		3) 'No idea' . (Yeditepe University Academician ,Turkey)'
		Balancing physical & psychological conditions	1	4) 'Yes there is a relation between them ,but this is not enough. Education is a wall that occurs from bricks. Therefore, one of the brick is non-existence for wall .This situation must be mistake. <b>Physical and psychological conditions has to be balanced for</b> healthy individuals. (Çamlıca 1 School Principles, Turkey)'
		Positive social environment (friends & teachers)	1	5) 'If the students are <b>happy with</b>
		Preventing school drop-out & helping solve problems	1	

		Adoption of educational processes	1	<p><b>their school, teachers</b> and friends and feel engaged ; this prevents school drop outs. (Çamlıca 2 School Principles, Turkey)'</p> <p>6)'When a child learns a new language ,s/he first imitates. To recognize the meaning ,s/he combines the words with different emotional experiences .So ,they have a relation. Emotional education <b>helps students to solve problems</b> ,feel more motivated and be more aware of themselves. So, it can contribute to prevent school drop-out. (Head of ELT ,Turkey )'</p> <p>7)'There is a positive correlation between ESL and EE. Emotional education contributes to <b>adoption of educational processes</b> by both students and parents. (Head of primary school department, Turkey)'</p> <p>8)'Yes, if people are <b>happy and satisfied with their life &amp; education, this can prevent</b> leaving education. (Headmaster, Turkey)'</p> <p>9)'I think ,it might be. If persons can not <b>control/ manage their emotions</b>, they can easily give up ,choose easy solutions. Also , these people can not deal with the challenges. (Headmaster, Turkey)'</p> <p>10. Yes, if the students don't know how to <b>manage their emotions</b>, they can easily give up learning and drop the schools. They need to be motivated and supported to go on their education . Emotional Education is the best way to prevent the early school drops. (YTU education faculty)</p>
		Relating positive feelings	1	
		Control/ manage	2	
	Outcomes	Outcomes skills	11 (each lists some of the items in the list)	All respondents list outcomes such as: feelings, social and emotional competencies communication skills; The more specific outcomes that mentioned are: physical & mental



				cognitive needs, conscious, anger, sadness, happiness, unpleasant feelings, protect, obesity like intensity of emotion, control, boundary, management skills, problem-solving skills, physical environment, internal consistency.
--	--	--	--	---

### Conclusion:

4 department managers, 4 school principals and two academicians provided answers to Eumoschool interviews. Their answers were analyzed using the thematic analysis through defining the main and sub-themes in their answers.

**The definition of Emotional Education:** According to the results of survey, it is clear that the responses mostly cover the components of EE. Mostly recognize, understand, express and control and manage are used to define EE. The Emotional Education (EE) is clustered in 8 different skills. Most the interviewee (4 out of 10) state that EE enables the students to express their emotions. 2 respondents define EE as recognition of emotions. Apart from this, two respondents think that EE enables the students to control and manage their emotions to cope with the life and psychological problems. Two interviewees states that EE is a kind of process supports the cognitive and emotional development and parents and schools are in charge of providing the environment to support these skills. In addition to this, reflection of emotion is defined as the reflection of emotions to protect and defend their rights and feelings. One respondents believe that EE can't be taught and learnings and it is acquired. S/he states that E-emotions are recognized but than it is acquired by living. One respondent links EE with the academic competence and states that EE supports the academic success of the learners. One interviewee makes connection with society and emotion that keep the people together.

**The role of school:** According to thematic analysis of the Eumoschool interview questions, respondents believe that, school plays a big role in an individual's life. School has a role to promote social and emotional competences which help students to gain the ability to understand, manage and express the social and emotional aspects of our lives. They agree that providing education that results in emotionally healthy individuals is schools' role.



**Main factors of early school leaving (ESL):** Following question shows that the economic reasons (parents' income) and educational background of the parents are the most important reasons to early school leaving. Also, absence of the parent support can cause the early school leaving. Negative emotions towards education and level of academic success were defined as a reasons to school drop out. Apart from these, teachers' competences and students' health problems were defined as reasons of school drop outs.

**Link between ESL and EE:** The last question shows that respondents strongly point out that there is a relation between early school leaving and emotional education. Also prominent answers indicate that emotional education can prevent school drop outs. Furthermore, emotional problems cause learning difficulties. Emotional education can be solutions to this problem as it supports academic performance of pupils.

## Bibliography

- Akcaalan, M. (2016). *Yaşam boyu öğrenme ile sosyal duygusal öğrenme arasındaki ilişkilerin çeşitli değişkenler açısından incelenmesi*, Master thesis, Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Eğitim Bilimleri Anabilim Dalı, Yaşam Boyu Öğrenme, Bilim Dalı, Sakarya, Turkey.
- Akgul, G., Cokamay, G., & Demir, E. (2016). *Predictors of teacher support: Turkey and Shanghai in the programme for international student assessment*, 2012. Eurasian Journal of Educational Research, 63, 115-132. Retrieved from <http://dx.doi.org/10.14689/ejer.2016.63.7>
- Balcı, S. (2004). *Duyguları güçlendirme eğitimi programının annelerin duygusal zeka düzeylerine etkisi*. Türk Psikolojik Danışma ve Rehberlik Dergisi, 3(22), 35-43.
- Bar-On, R., Tranel, D., Denburgand, N. L., & Bechara, A. (2005). *Exploring the neurological substrate of emotional and social intelligence*. In J. T. Cacioppo & G. G. Bernston (Eds.). *Social Neuroscience: Key Readings in Social Psychology* (1st ed. pp. 223-237) Psychology Press: Taylor & Francis Group.
- Cefai, C. & Cooper, P. (2009). *Promoting emotional education:engaging children and young people with social, emotional, and behavioral difficulties*. Jessica Kingsley Publishers, London.
- Cefai, C. & Cavioni, V. (2014). *Social and emotional education in primary school: Integrating theory and research into practice*. Springer, NY.
- Cobb, S. (1976). *Social support as a moderator of life stress*. *Psychosomatic Medicine* 38(5),300-314. doi:10.1097/00006842-197609000-000.
- Collaborative for Academic, Social, and Emotional Learning (CASEL) 2013 Guide. (2013). *Effective social and emotional learning programs: Preschool and elementary school edition*. Collaborative for Academic, Social, and Emotional Learning (CASEL).
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.) *Social and emotional learning*. Retrieved from <http://www.casel.org/social-and-emotional-learning/core-competencies/>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.) *Social and emotional learning in action*. Retrieved from <http://www.casel.org/in-action/>
- Cooper, P. (2016). Teacher education, students with diverse needs and social-emotional education. *Quality and Change in Teacher Education*, 13 (of the series Professional Learning and Development in Schools and Higher Education), 293-305.
- Corcoran, R. P. & Slavin, R. E. (2016). *Effective programs for social and emotional learning (SEL): A systematic review*. The Campbell Collaboration.
- 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.

Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ?* Bloomsbury Publishing, London.

Goleman, D. (n.d.). *Social & Emotional Learning*. Retrieved from <http://www.danielgoleman.info/topics/social-emotional-learning/>

Goleman, D. (n.d.). *Emotional Intelligence*. Retrieved from <http://www.danielgoleman.info/topics/emotional-intelligence/>

Greenberg, M. T., Kusche, C. A., Cook, E. T., & Quamma, J. P. (1995). *Promoting emotional competence in school-aged children: The effects of the PATHS curriculum*. Development and Psychopathology, 7(1), 117-136.

Herpertz, S., Schütz, A., & Nezlek, J. (2016). *Enhancing emotion perception, a fundamental component of emotional intelligence: Using multiple-group SEM to evaluate a training program*. Personality and Individual Differences, 95, 11-19.

Hilgendorf, A. E. (2016). *Through a limiting lens: Comparing student, parent, and teacher perspectives of African, American boys' support for school*. School Community, 22(2), 111-130.

Iglesia, de la G., Stover, J. B., & Liporace, M. F. (2014). *Perceived social support and academic achievement in Argentinean College students*. Europe's Journal of Psychology, 10(4), 637-649.

Istanbul University, *The Department of Teaching for Gifted Children, Social Skills Teaching for Gifted Children*. Retrieved from [https://egitimdeyapilanma.istanbul.edu.tr/akademik/index.php?page=ders&&birim\\_id=1153&&gripid=508965&&dil=tr](https://egitimdeyapilanma.istanbul.edu.tr/akademik/index.php?page=ders&&birim_id=1153&&gripid=508965&&dil=tr).

Karaaslan, Ü. K. (2012). *Okul öncesi eğitimin ve diğer değişkenlerin ilköğretim 1. sınıf öğrencilerinin duyguları tanıma ve ifade etme becerilerine etkisi*. (Master thesis, T.C. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Çocuk Gelişimi ve Ev Yönetimi Ana Bilim Dalı, Çocuk Gelişimi ve Eğitimi Bilim Dalı, Konya, Turkey).

Kaya, F., Kanık, P., & Alkın, S. (2016). *Üstün zekalı ve yetenekli öğrencilerin duygusal zeka ve iletişim becerileri düzeylerinin karşılaştırılması*. International Online Journal of Educational Sciences, 8(1), 229-244.

Nedim Bal, P. & Bilge, Y. (2016). *Empati becerisi psiko eğitim programının üstün zekalı ergenler üzerindeki etkisi*. Hasan Ali Yücel Eğitim Fakültesi Dergisi, 3(1), 23-36.

Otluoğlu, R. (2002). *İlköğretim okulu izlencesinde (programında) duyuşsal alan ve duygu eğitimi*. M. Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 15, 163-172.

Salovey, P. & Mayer, J. D. (1990). *Emotional intelligence. Imagination, Cognition, and Personality*, 9(3), 185-211.

The Ministry of Education. (n.d.) We worth it (Biz Değeriz Projesi): *The behavioral development-based method of social competence and values education to preschool teachers*. Retrieved from <http://bizdegeriz.okyanuswebtasarim.com/dgm-sosyal-yeterlilik-egitimi-projesi/dgm-sosyal-yeterlilik-egitimi-projesi>

The Ministry of Education (2012). *The course of emotional and social development learning program* (1st-8th grades).

Üsküdar Municipality, *We educate our emotions with 'Emotional Education'*. The Center of Knowledge and Child Academies. (n.d.). Retrieved from <http://www.usgem.org/bilgi-evleri-ve-cocuk-akademileri/haberler/duygularimizi-duygu-egitimi-ile-egitiyoruz/>

Vernon, A. (2006). *Thinking, feeling, behaving: An emotional education curriculum for children, grades 1-6*. Research Press, USA.

Yıkılmaz, M. & Hamamcı, Z. (2011). *Akılcı Duygusal Eğitim programının lise öğrencilerinin akılcı olmayan inançları ve algılanan problem çözme becerileri üzerine etkisi*. Türk Psikolojik Danışma ve Rehberlik Dergisi, 4(35), 54-65.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). *The scientific base linking social and emotional learning to school success*. In Zins, J. E., Weissberg, R. P., Wang, M. J., & Walberg, H. J. (Eds.), *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (1st ed., pp.3-22). Teacher's College Press, NY.



# EUMOSCHOOL

[www.eumoschool.eu](http://www.eumoschool.eu)



[facebook.com/Eumoschool](https://facebook.com/Eumoschool)



[twitter.com/eumoschool](https://twitter.com/eumoschool)



[eumoschool](https://www.youtube.com/eumoschool)

 CENTRO SVILUPPO  
CREATIVO  
DANILO DOLCI



VEREIN  
**MULTI KULTURELL**



  
**doga**  
SCHOOLS  
A Doga Generation Grows  
SUCCESS - DOGA

 UNIVERSITY OF  
GLOUCESTERSHIRE  
at Cheltenham and Gloucester

  
**RWCT**  
INTERNATIONAL  
CONSORTIUM



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.