



The Importance of Rural, Township, and Urban Life in the Interaction between Social and Emotional Learning and Social Behaviors

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Abstract

Whether an individual lives in a rural or urban setting may have direct impact on a wide variety of psychological patterns adopted by students. In this study, the effects of positive and negative social behaviors on the relationship between social and emotional learning needs and skills gaps of students who reside in both rural and urban areas have been examined. The participants of this research consist of 348 female and 319 male students, forming a total of 667 middle school students living in the province of Çanakkale, Turkey as well as in its surrounding areas. The Matson Social Skills Evaluation Scale, the Social-emotional Learning Scale, the Social and Emotional Learning Skills Scale, and personal information form were used to collect data for this research. The Baron and Kenny's approach and the Sobel test were followed during the examination of the model created in the data analysis process. The mediator test examined the effects of positive and negative social behaviors in relationship to students' level of social and emotional learning needs and social and emotional learning skills. As a result of this test, it was found that both positive and negative social behaviors exert partial mediation effects over students living in rural and urban areas of the province of Turkey researched.

Key Words

Rural Life, Social and Emotional Learning, Social Skills, Urban Life.

Due to the realization of industrialism, individuals living in today's world are required to cope with different problems than those of

previous generations. In the past, skills vital to an individual in a specific society were transmitted to children by their parents. Nowadays, however,

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the skill transmittance to children from parents is interrupted due both to the parents' higher level participation in business life and to large, multi-generational families giving way to nuclear families (Schaps, 2010). Schools struggling to prepare their students to succeed in whatever future academic career they may choose from focusing solely on "test success" produces students distant from being shared, helpful, and responsible individuals (Schonert-Reichl & Hymel, 2007). Adolescents endeavor to improve their social lives while they continue to develop biologically and emotionally while also trying to gather sufficient energy and attention for their academic developments, thereby increasing the frequency that they encounter biological, emotional, and social problems (Elias, Weissberg, & Patrikakou, 2003). Yet, learning in schools should come after having one's social, emotional, and physical needs satisfied (Elias et al., 1997). In addition, when students are forced not to cooperate, but to compete, with their peers, teachers, and social environments both in and out of class, learning should not be an expected outcome (Zins, Walberg, & Weissberg, 2004).

Social and emotional learning includes the basic skills of all students (Türnüklü, 2004), yet it brings new standards to such vital skills (Elias, 2003); thus allowing students to exert control over their emotions thereby decreasing the effects of negative emotions (Durlak, Weissberg, & Pachan, 2010). Positive emotions ease the learning of students and increase their academic success (Zins, Walberg, & Weissberg, 2004). According to Merrell and Gueldner (2010), the emotional dimension of children developing relationships with the social content of social and emotional learning, peers, parents, teachers, and other social environment while continuing to maintain such relationships aims to develop self-awareness or self-knowledge for students to feel and have emotions. Zins and Elias' (2006) approach to social and emotional learning means to recognize and manage one's feelings, being aware of others, good decision making, and acting morally and responsibly. Programs being conducted to increase the students' levels of social and emotional learning skills aim to develop complex social and emotional skills more than actually allowing them to deal with real behaviors or problems (Zins & Elias, 2006).

Social and emotional learning is not considered as a type of intelligence or as an aspect of one's personality; instead, it is considered as a psychological structure and pattern set (Coryn,

Spybrook, Evergreen, & Blinkiewicz, 2009). On the other hand, developing social and emotional learning is not dealt with by a single program, and is instead regarded holistically in which many skills are developed in tandem with each other (Norris, 2003). Whereas to know emotions, to control them, and to learn how to use them as facilitators is one of the fundamental achievements in social and emotional learning in that it shows that social and emotional learning act, in part, as a bridge between EQ (Emotional Quotient) and IQ (Intelligence Quotient) (Bencivenga & Elias, 2003). The benefits of social and emotional learning such as emotional awareness, emotional regulation, developing social skills, and maintaining relationships could be developed without having any support by some students, however some other students need to be supported in order to acquire those skills (Norris, 2003). Also, CASEL (2003) holds that social and emotional learning has five components: self-awareness, social awareness, self-control, contraction skills, and responsibly deciding skills. Meanwhile, Korkut (2004) mentions four components: problem solving skills, communication skills, self-worth skills, and coping with stress.

Social and emotional learning develops students' abilities by providing them with those skills that will support their social, emotional, and academic development throughout the course of their lives (Kabakçı & Korkut Owen, 2010; Türnüklü, 2004). Thus, it may be assumed that there is an interaction between social and emotional learning and social skills. It appears to be evidence-based social and emotional learning programs may increase students' social skills levels (Durlak & Weissberg, 2007).

Social ability education is one of the applications based on social and emotional learning (Fredericks, 2003). Moreover, social and emotional learning is considered to be an affiliation with the concepts of the emotional quotient, the character education, the multiple intelligence theory, the aspect of life skills, the social skills and the social learning (Kabakçı & Korkut Owen, 2010). Zins, Payton, Weissberg, and O'Brien (2007) have classified the following traits as social and emotional skills: self-awareness, self-regulation of one's emotions, self-monitoring, perspective taking, and the social skills one uses in handling relationships. This statement stands as a strong piece of evidence for social skills to be treated as part of the social and emotional learning process.

Social skill may be defined as the learned, socially acceptable behaviors which allow one to make connection possible with the other individuals. In short, social skills are the means by which one may improve the quality of his/her life and enable one to reach his/her aims (Yüksel, 1999). According to Dowrick (1986) just as social skills consist of those skills which are socially accepted in a specific environment, so are they helpful both for one's own self and for others. Segrin (2001), states that social skills include the skill of being able to communicate with another person in a fair and effective way while also mentioning that those who possess social skills are able not only to express themselves proficiently, but also to understand others. Elksnin and Elksnin (2001), highlight that social skills contain interpersonal behaviors, behaviors regarding ego, academic success, peer relations, and communication skills. Gaining and maintaining social skills may be realized by repeating them in either a family or school setting in tandem with other social environments, which, after having been repeated for a sufficient amount of time, become permanent (McClelland & Morrison, 2003). This statement indicates that social skills may be understood as a supporting element for transmitting life skills since one of the aims of belonging to the social and emotional learning to the future (Cohen, Onunaku, Clothier, & Poppe, 2005). Both the social environment and the socioeconomic conditions of students directly affect their level of academic success as well as their vital outputs (Perry & McConney, 2010). Examining the possible differences between students living in cities and those living in rural areas is a method frequently used by researchers (Groves, 2009), with one of the originating point of social and emotional learning being to reduce the differences between students of different socioeconomic levels (Norris, 2003). For this reason, this study aims to examine positive and negative social behaviors in terms of their possible relationship with the emotional learning needs and the skills necessary to manifest these behaviors in a social setting of middle school students living in rural (village), township (semi-rural), and urban (city center) areas.

Method

Research participants

The convenience sampling method was used in this quantitative descriptive research designed study. The research participants consist of 667 middle school students in both the urban center and rural

regions of Çanakkale, Turkey. While 348 (52.2%) of the research participants were female, 319 (47.8%) were male. Of the total number of students, 273 (40.90%) lived in village areas, 107 (16.00%) in the township, and 287 (43.00%) in the urban center. In the study, 265 (39.70%) of the students were in their first year, 212 (31.80%) in their second year, and 190 (28.50%) were in their third year of middle school. Their age ranged between 11 and 15, and the average age of participants was 13.

Data Collecting Instruments

The Matson Evaluation of Social Skills with Youngsters (MESSY): The MESSY was developed by Matson, Rotatory, and Hessel (1983) and consists of self-report 5-point Likert-type items, a teacher form (consisting of 64 items), and a student form (consisting of 62 items). The student form of the MESSY was used while conducting research. The researchers found that the scale may be classified into five different sub-dimensions: (1) appropriate social skills, (2) inappropriate assertiveness, (3) impulsiveness, (4) overconfidence, and (5) jealousy/withdrawal in the structure validity study of the student form. The researchers further determined the internal consistency coefficient to be .80 and the test re-test coefficient to be .50. Bacanlı and Erdoğan, the authors of the Turkish adaptation of the MESSY (2003), detected a total of 47 items in the structure validation study. Of these 47 items, 23 may be defined as negative social behaviors explaining 14.2% of the variance, whereas 24 of the items may be defined as positive social behaviors explaining 7.4% of the variance in the structure validation study. In the test-retest validity study, the researchers detected that while positive social skills earned a score of .67, negative social skills had a score of .56, and that the total scale was .77 levels of value. Moreover, internal consistency coefficients were found to be at the level of .74 for positive social skills, .68 for negative social skills, and a total score of .85.

Social-emotional Learning Scale: This scale was developed by Coryn et al. (2009) and takes into account the social and emotional learning criteria of the state of Illinois in order to detect and analyze the levels of secondary school students' social and emotional learning needs. It consists of 20 five-point scaling type items and the three sub-dimension of (1) task articulation, (2) peer relations, and (3) self-regulation. Coryn et al. (2009) reported that the results of the confirmatory factor analysis of the three dimensional structure were satisfactory: [$\chi^2=$

520.58, $df=167$, $\chi^2/df=3.12$, AGFI=.90, CFI=.91, GFI=.92, NFI=.90, RMSEA=.06] and that internal consistency values were between .69-.80. They also reported that the scale protected its three-factor structure in second-year secondary school students: [$\chi^2=487.63$, $df=167$, $\chi^2/df=2.92$, GFI=.92, NFI=.98, CFI=.99, RFI=.99, SRMR=.033, RMSEA=.057] and that the internal consistency were .82 for sense of mission, .88 for peer relations, .84 for self-regulation, and .94 for the total scale. After the adaptation of this study into Turkish was completed by Totan (2011), the current researcher found that test-retest coefficients were .80 for sense of mission, .78 for peer relations, .96 for self-regulation, and .93 for the total scale during the adaptation study.

Social-emotional Learning Skills Scale: This scale was developed by Kabakçı (2006) in order to evaluate the levels of adolescent students' social and emotional learning skills based on the social and emotional learning approach. The scale, with its ability to be applied to either an individual or a group, consists of a total of 40 four-point scaling type scale items and four sub-dimensions. The sub-dimensions of the scale are (1) problem solving skills, (2) communication skills, (3) those skills which increase self-worth, and (4) skills used to cope with stress. Kabakçı (2006) determined that the scale is a 4-factor structure and that this four factor structure is valid: [$\chi^2=1282.02$, $df=727$, $\chi^2/df=1.76$, GFI=.90, AGFI=.89, CFI=.96, NFI=.92, NNFI=.96, SRMR=.049, RMSEA=.036]. He determined that the internal consistency coefficients of the scale, themselves being found to be associated with a series of similar scales, ranged between .61 - .83 in the sub-scales and at .88 as the total value. He reported for the test-retest validity of the scale that the sub-dimensions had a coefficient value between the .69-.82 and a total have coefficient value of .85.

Personal Information Form: This consisted of both open-ended and closed-ended questions prepared in order to ascertain the gender, age, grade level, and region of participants. While the closed-ended questions of the personal information form consisted of two options for gender (female/male) and three options for grade level (6th grade/7th grade/8th grade), open-ended questions were asked to determine the students' living conditions (village/township/urban) and age.

Data Analysis

Univariate and multivariate outliers were eliminated from the data. While missing values of no more than 5% were detected in all observations, it was also observed that the normal distribution is provided with dependent, independent, and mediating variables, and that no multicollinearity problem exists in the research data (Tabachnick & Fidell, 2007). In the correlation analysis, the Pearson Product Moment Correlation coefficient using with the Bonferroni correction was employed (Green & Salkind, 2008). During the analysis of mediation effects, a four stage criteria suggested by Baron and Kenny (1986) was used in order to analyze the mediation effect. In the first stage, the independent variable must be an important predictor of the dependent variable. In the second stage, the mediator variable must be an important predictor of the dependent variable; while in the third stage, the independent variable must be an important predictor of the mediator variable. In the final stage, the important effect of the independent variable on the dependent variable should decrease when the mediator variable is added to the model. If the effect of the independent variable on the dependent variable is zeroed when the mediator variable is added to the model, then *complete mediation* has occurred. However, if the effect of the independent variable decreases without fully disappears, a *partial mediation* has occurred. The Sobel test was also used to analyze if the direct effects were statistically important (Preacher & Hayes, 2004, 2008; Sobel, 1982). During the statistical analysis, the SOBEL macro of Hayes (Preacher & Hayes, 2004) was used with the SPSS package program.

Findings

First and foremost, this study examined the relationships between dependent and independent variables. In the relationships where the Pearson Product-Moment Correlation coefficient was used and the Bonferroni correction method was applied in order to reduce type I errors. These relations were analyzed in three different settings: rural, township, and urban areas and the significance level being .001 (.05/55=.001) for each of these. In addition, the internal consistency values of the variables were calculated for each level using descriptive statistical findings.

Table 1.
Relationships, Descriptive Statistics, Internal Consistency Values of the Social Emotional Learning Needs and Skills with Social Skill by Fields

Reside.	Variables	Sub-Dimen- sions	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	Mean	ss	Alpha	
Rural	Need of social and emotional learning	Task articula- tion [1]	1										23.87	5.23	.84	
		Peer Relation- ships [2]	.80	1										24.28	5.26	.90
		Self-Regulation [3]	.81	.86	1									32.43	6.83	.87
		Social and emo. lear. need [4]	.92	.94	.96	1								80.68	16.29	.95
	Social and emotional learning skills	Problem solv- ing skill [5]	.42	.37	.40	.42	1							36.99	5.56	.85
		Communica- tion skills [6]	.40	.37	.35	.40	.76	1						29.42	4.67	.76
		Self-value inc. ski. [7]	.44	.36	.40	.43	.63	.63	1					35.41	4.81	.86
		Coping with stress ski. [8]	.28	.21	.23	.25	.56	.54	.35	1				27.66	5.47	.73
	Social skills	Social and emo. lea. ski.[9]	.47	.40	.42	.45	.88	.89	.75	.78	1			129.48	16.91	.92
		Negative social behavior [10]	-.26	-.21	-.19	-.23	-.23	-.31	-.11	-.30	-.28	1		34.96	9.85	.84
		Positive social behavior [11]	.47	.40	.42	.46	.71	.65	.39	.59	.70	-.31		103.48	11.88	.86
Township	Need of social and emotional learning	Task articula- tion [1]	1										24.30	4.94	.82	
		Peer Relation- ships [2]	.81	1										24.58	5.14	.90
		Self-Regulation [3]	.81	.85	1									32.58	6.55	.86
		Social and emo. lear. need [4]	.92	.94	.95	1								81.46	15.62	.95
	Social and emotional learning skills	Problem solv- ing skill [5]	.55	.55	.51	.57	1							36.08	5.89	.86
		Communica- tion skills [6]	.54	.58	.58	.61	.68	1						28.99	5.18	.80
		Self-value inc. ski. [7]	.54	.46	.50	.54	.71	.69	1					34.37	5.33	.87
		Coping with stress ski. [8]	.50	.46	.39	.47	.59	.60	.42	1				27.20	5.62	.73
	Social skills	Social and emo. lea. ski.[9]	.64	.61	.59	.65	.88	.89	.78	.83	1			126.63	18.58	.93
		Negative social behavior [10]	-.24	-.22	-.18	-.23	-.29	-.56	-.43	-.32	-.48	1		36.83	11.05	.84
		Positive social behavior [11]	.47	.43	.47	.52	.73	.66	.48	.56	.72	-.37		102.95	11.08	.82
Urban	Need of social and emotional learning	Task articula- tion [1]	1										24.34	5.34	.86	
		Peer Relation- ships [2]	.82	1										24.84	5.30	.90
		Self-Regulation [3]	.81	.86	1									32.57	7.14	.87
		Social and emo. lear. need [4]	.92	.94	.96	1								81.76	16.74	.95
	Social and emotional learning skills	Problem solv- ing skill [5]	.56	.51	.51	.56	1							35.93	6.70	.89
		Communica- tion skills [6]	.48	.50	.45	.50	.75	1						29.60	4.94	.80
		Self-value inc. ski. [7]	.53	.52	.50	.55	.67	.70	1					34.59	5.80	.89
		Coping with stress ski. [8]	.37	.34	.38	.38	.63	.63	.48	1				27.51	6.09	.77
	Social skills	Social and emo. lea. ski.[9]	.57	.55	.54	.58	.88	.91	.80	.83	1			127.63	20.12	.94
		Negative social behavior [10]	-.28	-.24	-.19	-.25	-.24	-.42	-.12	-.34	-.33	1		35.58	11.49	.88
		Positive social behavior [11]	.39	.39	.37	.41	.60	.55	.31	.52	.58	-.44		103.69	12.13	.87

After having performed the Pearson Moment Correlation analysis, the intercorrelation between the social and emotional learning needs, the social and emotional learning skills, and the social skills for the students living in rural areas was determined to range from .80 to .96, from .35 to .89, and at -.31, respectively. For those students living in township areas (towns), the intercorrelation between the social and emotional learning needs, the social and emotional learning skills, and social skills were determined to range from .81 to .91, from .41 to .89, and at -.37, respectively. As for the students living in the urban center, the correlation between social and emotional learning needs, social and emotional learning skills, and social skills were determined to range from .81 to .96, from .38 to .81, and at -.34, respectively. The social and emotional learning needs of students living in the rural areas were correlated with the social and emotional learning skills as well as negative and positive social behavior social behavior, their means were .45, -.23, and .46, respectively. The social and emotional learning skills of students living in the rural areas were correlated with negative and positive social behavior, their means being -.28 and .70, respectively. Moreover, the internal consistency coefficients of students' social and emotional learning needs as well as their social skills were found to range between .73 and .95 for students living in rural areas, township, and the urban center. The mediating effects of both positive and negative social behaviors on the relationship between social and emotional learning

needs and skills were tested for students living in all three settings in order to determine important relations between variables.

The above diagram in Figure 1 examines mediating effects. According to this diagram, it may be initially understood that both social and emotional learning needs are positive predictors for social and emotional learning skills. As such, it is theorized that the predictor variable of social and emotional learning needs is a positive predictor for the mediating variable of positive social behavior. It is a negative predictor for the mediating variable of negative social behavior; and the mediating variable of positive an important positive predictor for the predicted variable of social and emotional learning skill. Social behavior is also a negative predictor for the mediating predictor of negative social behavior. In the research model, the social and emotional learning needs are independent variables, the social and emotional learning skills are the dependent variable, and positive and negative social behaviors are mediating variables.

SOBEL test is determined as a simple mediation procedure by Preacher and Hayes (2004). Using the SOBEL script, "b" values obtained (which falls within the confidence interval of 95%) in the models that determined as a mediating variable of the positive and negative social behavior of students living in rural areas, township, and urban centers. Moreover, since all the significance levels of the Z values are below .05, it has been proved

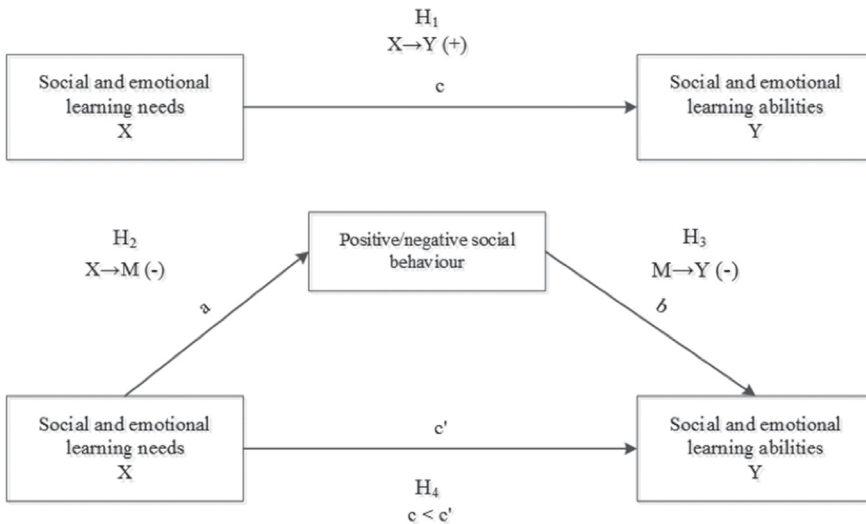


Figure 1. Research Model Belonging to Mediation Effects of Positive and Negative Social Behaviors in Relation between Social and Emotional Learning Needs and Skills

Table 2.

Multiple Regression Analyses Belonging to Mediation Effects of Positive and Negative Social Behaviors in Relationships with Social and Emotional Learning Needs and Skills

Residence	Criteria Levels	β	sh	t	p	Sobel test					
						b	sh	Lower limit 95%	Upper limit 95%	Z	p
Rural	PSB										
	SELN → SELA	.47	.06	8.35	.000	.31	.04	.22	.38	7.18	.000
	SELN → PSB	.34	.04	8.61	.000						
	PSB → SELA	.90	.07	13.10	.000						
	Full model	.17	.05	3.38	.001						
	NSB										
	SELN → SELA	.47	.06	8.35	.000	.05	.02	.01	.08	2.54	.011
	SELN → NSB	-.14	.04	3.90	.001						
	NSB → SELA	-.33	.10	3.44	.001						
	Full model	.43	.06	7.49	.000						
Township	PSB										
	SELN → SELA	.77	.09	8.69	.000	.32	.07	.19	.45	4.70	.000
	SELN → PSB	.37	.06	6.21	.000						
	PSB → SELA	.88	.12	7.30	.000						
	Full model	.45	.09	5.31	.000						
	NSB										
	SELN → SELA	.77	.09	8.68	.000	.09	.04	.01	.18	2.12	.034
	SELN → NSB	-.16	.07	2.37	.019						
	NSB → SELA	-.59	.12	5.07	.000						
	Full model	.68	.09	8.26	.000						
Urban	PSB										
	SELN → SELA	.70	.06	12.10	.000	.20	.04	.13	.27	5.64	.000
	SELN → PSB	.29	.04	7.51	.000						
	PSB → SELA	.67	.08	8.62	.000						
	Full model	.50	.06	8.90	.000						
	NSB										
	SELN → SELA	.70	.06	12.10	.000	.06	.02	.02	.10	2.97	.031
	SELN → NSB	-.17	.04	4.33	.000						
	NSB → SELA	-.35	.09	4.18	.000						
	Full model	.64	.06	11.02	.000						

* PSB= Positive social behaviors, NSB= Negative social behaviors, SELN= Social and emotional learning needs, SELA= Social and emotional learning skills

**p≤ .05

that every tested model is statistically accountable. According to result, positive and negative social behaviors of the students are a mediating variable between the variable of students' social and emotional learning needs and their social and emotional learning skills. Positive (Sobel Z= 7.18, p= .000) and negative (Sobel Z= 2.54, p= .11) social behaviors of the students of rural areas is a mediating variable between the variable of students' social and emotional learning needs and their social and emotional learning skills. Positive (Sobel Z= 4.70, p= .000) and negative (Sobel Z= 2.12, p= .034) social behaviors of the students of township areas is a mediating variable between the variable of students' social and emotional learning needs and their social and emotional learning skills. Positive

(Sobel Z= 5.64, p= .000) and negative (Sobel Z= 2.97, p= .031) social behaviors of the students of urban areas is a mediating variable between the variable of students' social and emotional learning needs and their social and emotional learning skills.

It is observed that b values are within the 95% upper and lower limit ranges. According to the Sobel test results, there can be a mediating effect between the dependent and independent variables. In addition, it is determined that the social and emotional learning needs of the students are important predictors to their social and emotional learning skills with the levels of; .47 (t= 8.35, p= .000) for students living in rural areas .77 (t= 8.59, p= .000) living in township and .70 (t= 12.10, p= .000) in

urban center. The results showed that social and emotional learning needs of students, that are living in the rural areas, predicts social and emotional learning skills in lesser levels than the students who lives in the township and urban centers. Social and emotional learning needs of students predict their positive social behavior by the levels of; in rural areas .34 ($t= 8.61, p= .000$), in township .37 ($t= 6.21, p= .000$) and urban center .29 ($t= 7.51, p= .000$). In addition, positive social behavior predicts social and emotional learning skills by levels of; in rural areas .90 ($t= 13.10, p= .000$), in township .88 ($t= 7.30, p= .000$) and in urban centers .67 ($t= 8.62, p= .000$). Social and emotional learning needs predict the negative social behavior by the levels of; in the rural areas -.14 ($t= 3.90, p= .001$), in township -.16 ($t= 2.37, p= .019$) and in urban centers -.17 ($t= 4.33, p= .000$). Additionally, it is shown that negative social behavior of the students predict their social and emotional learning skills by the levels of; in rural areas -.33 ($t= 3.44, p= .001$), in township -.59 ($t= 5.07, p= .000$) and in urban center -.35 ($t= 4.18, p= .000$). The steps of mediating effects which Baron and Kenny (1986) suggest are also examined.

According to the mediating test, which the effects of positive and negative social behavior on the relationship between social and emotional learning needs and social and emotional learning skills is investigated, adding a mediating variable between the dependent and independent variables of students that are living in rural areas, township or urban centers, does not trivialize the model but lowers the impact values; hence it is concluded that positive and negative social behaviors have partial mediating effects. The mediation effect of positive social behavior on the transaction between social and emotional learning needs and social and emotional learning skills are calculated for rural areas, township and urban as .30, .32 and .20, respectively; for negative social behavior, in rural areas .07, in township .09 and in urban center .06. Furthermore, it is determined that effects of social and emotional learning needs on social and emotional learning is mediated by positive social behavior; 64% of rural areas (.30/.47), 42% of township (.32/.77) and 29% of urban center (.20/.70), and by negative social behavior; 15% of rural areas (.07/.47), 12% of township (.09/.77) and 9% of urban center (.06/.70).

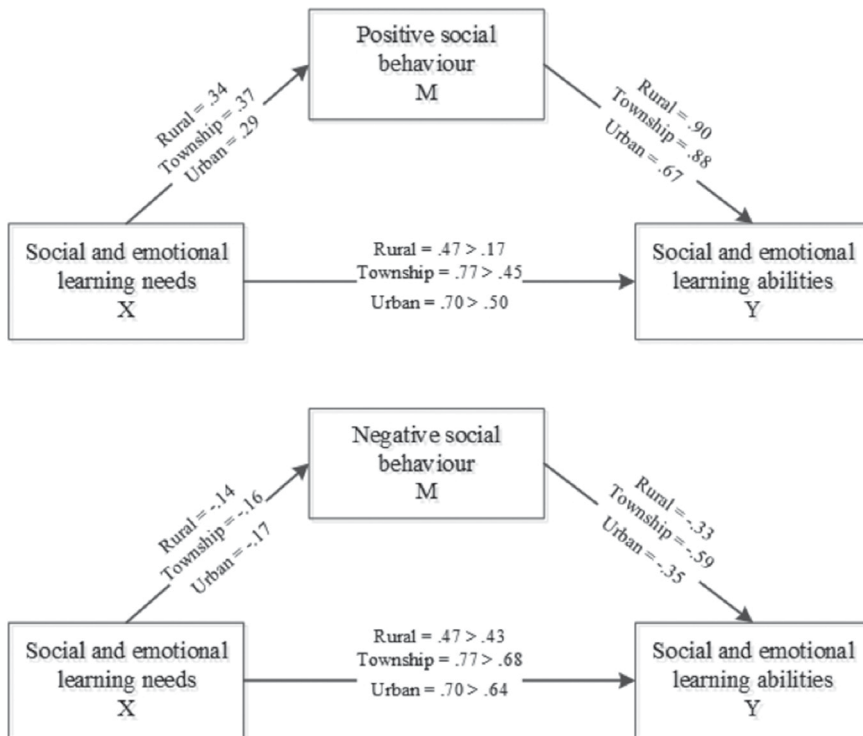


Figure 2. Model of mediation effects of positive and negative social behaviors in relationship between social and emotional learning needs and skills

Discussion and Results

As a result of the research, it was found that positive social behaviors positively affect students' social and emotional learning needs and skills positively, whereas negative social behaviors negatively affect them regardless of living situation. The results indicate that the relation between social and emotional learning needs with the skills is higher for positive social behaviors than it is for negative social behaviors. Positive social behaviors predict that the social and emotional learning skills of adolescents living in villages are higher than those living in the two other residential settings. As a result of the mediation test examining the effects of positive and negative social behaviors in relation with social and emotional learning needs as well as social and emotional learning skills, it was found that, positive and negative social behaviors have partial mediating effects.

It was observed that negative social behaviors in the relationship between social and emotional needs and skills of adolescents living in village, township, and urban have similar levels of mediating effects and in addition, the mediating effects of social skills are higher in villages and township than the city center. Social and emotional learning contribute to the academic success of students; and it allows students to reinforce the positive behaviors and removes the negative behaviors by reducing them (Durlak, Weissberg, & Pachan, 2010; Ross, Rose Powell, & Elias, 2002; Zins, Payton, Weissberg, & Utne O'Brien, 2007). Social and emotional learning activities providing effective and school environments also support students for developing relations with their peers, self-management and problem solving (Zins et al., 2007). In addition, it is the center of social and emotional learning in prevention of violence, supporting the character development, showing preventive features and protecting the mental health (Merrell & Gueldner, 2010). As the result of social and emotional learning finding, it draws attention that, firstly it was helping them to be a good citizen (Elias, 2009), it was increasing their academic success and removing them from problematic and unwanted behaviors (Elias et al., 1997), establishing a mutual relation between class environment and real life (Norris, 2003) and transmittance of these positive behaviors to out-of-school life (Zins & Elias, 2006). While social and emotional learning provides learning possibilities in school, well structured, reliable, supportive environments; it also allows them to take adults as models by supporting them to be

individuals showing respect, acknowledging their emotions and not easily giving in (Zins et al., 2007). Norris (2003) emphasizes that social and emotional learning provides gains of changing attitudes and behaviors, creating cognition, developing healthy social relations, being better individuals and developing academic skills. In addition, the studies done in Turkey shows that female students have higher social and emotional learning skills than the male students (Kabakçı & Korkut, 2008), social and emotional learning skills have bullying prevention effect (Totan & Kabakçı, 2010), they have a canonical linear relation with self-concept (Totan & Kabasakal, 2011), social and emotional learning skills predict the living satisfaction and hope positively (Kabakçı & Totan, 2013), they predict the negative mental health indicators negatively (Kabasakal & Totan, 2013). In another research, it is found that gaining problem solving skills are effective for increasing the social and emotional learning needs and skills of students (Totan, 2011; Totan & Kabasakal, 2012). The results show that social and emotional learning has protective and preventive powers as guidance and psychological counseling.

The relationship between social and emotional learning needs and skills which are the research variances is empirically presented together (Totan, 2011). In addition, it is seen that the relationship between social and emotional learning and social skills is theoretical (Kabakçı & Korkut Owen, 2010; Zins et al., 1998) and empirical (Fredericks, 2003; Durlak & Weissberg, 2007). Apart from the close relation between social part of social and emotional learning, and social skills (Payton et al., 2000); social skills and social capabilities of individuals are also in mutual interaction (Şahin, 2001). There are research findings regarding the communication skills and social skills which are the contents of social and emotional learning skills. One of these shown that an education program intended for increasing the social skills in adolescents decreases the stress levels sourcing interpersonal relations (Uenoyama, Ara, Watanabe, Kato, & Nishihara, 2011). In addition, it is reported that social skill education is effective for developing the interpersonal relationships among adolescents (Uzamaz, 2000).

From the social and emotional learning needs, self-preparation and social skills are effective variables to improve and betterment of intervention to schools strategy (Pelco & Reed-Victor, 2007). Self-preparation and social skills, have synergy together

(Stevenson & Crnic, 2012). Bolton (2010) found that autistic male teens who have a social talent deficiency, when their social skills are improving, self-preparation skills are improved in the same amount. Also activities which are for improving self-preparation of primary school students are effective to improve their social skills (McGalflin 2010) accepts problem solving skills as an important component to improve social skills (Liderman, 2002; Tsang, 2002). Education programs which aimed improvement of problem solving skills have a positive effect on children's social skills (Bushman & Gimpel Peacock, 2010). Activities which are about improving social skills also have a positive effect on improving problem solving skills (Dereli, 2009). Education programs in which both problem solving and social skills are treated, have effect on reducing drug abuse (Espada, Griffin, Pereira, Orgiles, & Garcia-Fernandez 2012). At early ages, children's social and problem solving talent improvements help to be protected from problem behaviors (Webster-Statton, Reid, & Hammond, 2001) and being strong in terms of social and emotional (Webster-Stratton & Reid, 2004). Social talent and coping with stress have synergy together. Sommers-Flanagan, Barrett-Hakanson, Clarke, and Sommers-Flanagan (2000) found that school based psychology education programs based on stress management and social talent improvements

are reducing depression symptoms. As a result, social and emotional learning needs and skills sub-fields have a linear relationship with social talent that overlaps with the results of this study and other studies. As living in rural area or cities, geographical position is used for classification to specify the individual's socioeconomic conditions (Groves, 2009). Also living in rural area or cities is thought to have a negative effect on academic outcomes (Young, 1998). While Howely and Gunn (2003) report that there is no difference in the results of the mathematics test between rural area students and students living in cities. For Ramos, Duque, and Nieto (2012) in 2006-2009 PISA results, students living in rural areas in Colombia have lower academic level than students living in cities. When the linear trend between social and emotional learning and academic achievement are being considered (Elias, 2003; Merrell & Gueldner, 2010; Zins et al., 2004) teens who are living in villages, township and cities, their social and emotional learning needs and talent's importance of positive and negative social behaviors should be considered. In three different settlements, same procuration effects can be explained by the mobile life, improvement of news network and the non-difference in the education system. But there's a need to totalitarian researches in which external variables are checked or locked.

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