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SOCIAL AND EMOTIONAL FOREIGN LANGUAGE LEARNING

PERCEPTIONS OF STUDENTS IN RURAL SCHOOLS

THESIS BY

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APPROVAL

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To my beloved mom, dad, and sister…

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ABSTRACT

SOCIAL AND EMOTIONAL FOREIGN LANGUAGE LEARNING PERCEPTIONS OF STUDENTS IN RURAL SCHOOLS

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In the 21st century, it is aimed to provide students with social and emotional skills as well as to increase their academic success. On the other hand, it could be seen that there is still not enough study to examine the Social and Emotional Learning perceptions of students in the rural context. In this study, the Social and Emotional Foreign Language Learning perceptions of secondary school students studying in rural schools and the rural challenges that affect students socially and emotionally were investigated. The "Social and Emotional Foreign Language Learning Scale" developed by Zaimoğlu (2018) was used to measure students' social and emotional language learning competencies. Additionally, semi-structured interviews were conducted to collect data about the challenging situations affecting the participants. The research was carried out in schools located in the 4th, 5th, and 6th compulsory service areas in the province of Niğde, and the sample of this study consisted of 768 secondary school students. The results of the study indicated that students in rural schools had moderate SEFLL competencies. It was also determined that these competencies showed significant differences according to factors such as gender, family attitude, family education level, family income level, perceptions of academic success, and service area. Moreover, the qualitative results of the study present the social and financial challenges experienced by students studying in rural schools and the emotional and mental effects of these challenges.

Keywords: Social and Emotional Learning, Social and Emotional Foreign Language Learning, Social and Emotional Competencies, Rural Schools, Rural Students

ÖZET

KIRSAL OKULLARDAKİ ÖĞRENCİLERİN SOSYAL VE DUYGUSAL YABANCI DİL ÖĞRENME ALGILARI

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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21. yüzyılda, akademik başarıyı artırmanın yanı sıra öğrencilerin Sosyal ve Duygusal becerilerin kazandırılması hedeflenmektedir. Bu doğrultuda, Sosyal ve Duygusal Öğrenme adına yapılan çalışmalar gün geçtikçe artmaktadır. Öte yandan, Sosyal ve Duygusal Öğrenme algısını kırsal bağlamda inceleme konusunda gereken değerin verilmediği görülmektedir. Dolayısıyla, bu çalışmada kırsal okullarda öğrenim gören ortaokul öğrencilerinin Sosyal ve Duygusal Yabancı Dil Öğrenimi algıları ve öğrencileri sosyal ve duygusal olarak etkileyen kırsal bölge zorlukları araştırılmıştır. Öğrencilerin sosyal ve duygusal dil öğrenme yeterliliklerini ölçmek için Zaimoğlu (2018) tarafından geliştirilen "Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği" kullanılmıştır. Ek olarak, katılımcıları etkileyen olumsuz şartlar durumlar veri toplamak için yarı yapılandırılmış görüşmeler yürütülmüştür. Çalışma Niğde ilinde bulunan, 4., 5. Ve 6. zorunlu hizmet bölgelerinde yer alan okullarda yürütülmüştür ve çalışmanın örneklemi 768 ortaokul öğrencisinden oluşmaktadır. Çalışmanın sonuçları, kırsal okullardaki öğrencilerin SEFLL algılarının orta düzeyde olduğunu göstermiştir. Bu yeterliliklerin cinsiyet, aile tutumu, ailenin eğitim seviyesi, aile gelir düzeyi, akademik başarı algısı ve hizmet bölgesi gibi faktörlere göre anlamlı farklılıklar gösterdiği de tespit edilmiştir. Dahası, çalışmanın nitel sonuçları kırsal bölgedeki okullarda eğitim gören öğrencilerin yaşadığı sosyal ve finansal zorlukları ve bu zorlukların duygusal ve mental etkilerini de sunmaktadır.

Anahtar Kelimeler: Sosyal ve Duygusal Öğrenme, Sosyal ve Duygusal Yabancı Dil Öğrenme, Sosyal ve Duygusal Yetkinlikler, Kırsal Okullar, Kırsal Öğrenciler

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ABBREVIATIONS

ANOVA : Analysis of Variance

CASEL : Collaborative for Academic, Social, and Emotional Learning

EEO : Equality of Educational Opportunity

EQ : Emotional Intelligence

IQ : Intelligence Quotient

MEB : Milli Eğitim Bakanlığı [Ministry of National Education]

SCT : Sociocultural Theory

SEC : Social and Emotional Competencies

SEFLL : Social and Emotional Foreign Language learning

SEL : Social and Emotional Learning

SLT : Social Learning Theory

SPSS : Statistical Program for Social Sciences

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CHAPTER I
INTRODUCTION

Background of the study

The first education a child receives from birth begins in the family (Çankırlı, 2008). In this process, the cultural and moral education given by the parents could be considered an important start for the steps that children will take in social life. In addition, family is the first stage of the socialization context for a child, and it is the first place where they can experience the "feeling, relating and doing" toolset to experience Social-Emotional Learning (Dworkin & Serido, 2017). It is very important to experience this set of tools because it is very critical for children to be able to express their feelings, control their emotions and be in harmony with their environment to ensure their Social-Emotional development (Kandır & Alpan, 2008). On the other hand, it should be taken into account that every family has different cultures, different moral values, different customs and traditions, or different financial situations. Therefore, each family educates their child under different values and frameworks. For this reason, it could be thought that the social and emotional development of each child is different from each other. In short, it could be thought that the differences in families during the first education process may have different positive or negative effects on the social and emotional development of children.

Moreover, in the next phase of the education and support given by the family, the development of the child is supported by school education. A qualified education is the legal right of every student at school age. For instance, education was made compulsory for 4+4+4 years (12 years in total) for each Turkish student with the decision taken by the Ministry of National Education (MEB), in 2012-2013. In this compulsory education process, students receive at least one foreign language education. This foreign language in schools starts at the 2nd grade level of primary school and continues until the last year of high school. During this process, the Ministry of National Education aims to offer equal opportunities in education to all students, regardless of language, religion, race, gender, and disability (Milli Eğitim Temel Kanunu, 1973). On the other hand, despite these principles of the Ministry of National Education, there is a large imbalance in the quality of education (including language education) in rural schools compared to urban schools. Many children living in rural areas are still deprived of most of their legal rights

to language learning because of this imbalance. Rural schools face more socioeconomic, sociopolitical and sociocultural problems compared to urban schools. For instance, rural school students have financial problems, educational source problems, transportation problems and technological deficiencies. Therefore, such problems cause them to be deprived of their legal rights.

Therefore, just like familial differences, differences and inequalities in educational institutions may cause positive or negative differences in the academic and social-emotional development of children. For instance, students studying in rural areas have faced various educational difficulties that may negatively affect their academic development and social-emotional development due to sociocultural, socioeconomic, and sociopolitical reasons. If these difficulties are briefly mentioned, especially early marriages could be expressed. According to research conducted by Malhotra et al. (2021), children in rural areas are forced to get married at an early age and leave their education life. In addition, based on a belief from the past, it is considered to be a shameful situation for girls to be educated and be employed in any formal job. Alongside sociocultural reasons, some socioeconomic and political reasons are also effective in reducing the quality of education in rural schools. Students in rural areas experience many difficulties, such as access to school, economic inability to access necessary materials for education, and the different responsibilities that come with being an individual living in a rural area. In addition to all these difficulties, it could be also mentioned that the schools in these rural areas experience a lack of education personnel and educational resources (Çelikdemir, 2020).

Furthermore, inequalities in access to technology and the use of technological devices also negatively affect the academic and social-emotional development of students studying in rural schools. The low budget in these areas has had a direct negative impact on the technology acquisition of rural schools (Sunden & Sunden, 2013). Students who live in urban areas can easily use technological instruments and find more information about what they are interested in. For instance, they can find some applications to develop their language proficiency and they can easily find ways to communicate with people all around the world via various social media applications and sites such as Facebook, Instagram, and Twitter or they can develop their language proficiency by watching films or TV series in some foreign languages. It is known that the use of social media in language learning contributes to improving student motivation (Castrillo, 2013) and improving social relations and communication skills (Boaru et al.,

2009). Considering the opportunities of rural schools compared to urban schools, it becomes very difficult for students studying in these schools to reach such opportunities and therefore develop a new language due to some socioeconomic and sociocultural reasons. That is why; it is too hard for students to access authentic materials in the process of language learning.

Additionally, another deficiency in language learning of students who are studying in rural areas can be considered as inadequacy in social interaction and meeting new people. As well as various materials, while learning a new language, communication with people who speak the target language can be seen as a factor that contributes positively to language development. Günday (2018) states that thanks to a foreign language or languages, the person who learns a foreign language can communicate with more people from different nations of the world and perform collaborative actions, and develop his/her language learning better through communicating with people from the culture to which that language belongs. From the rural area point of view, there may be a deficiency in this situation. Since the number of people living in rural areas is less compared to urban areas, people living in these areas know each other well and have a lot of common features and sociocultural backgrounds. So, people living in these areas may experience various deficiencies in the process of meeting new people since they already know each other very well and their need to meet new people is generally very low, and so the opportunities to meet new people are less than in urban areas. Thus, while people living in urban areas and having a sufficient level of culture may have the ability to communicate with people from all over the world, people in rural areas may have various difficulties and anxieties about these issues.

Due to the reasons given above, as Yakut (2011) states, the rate of participation in education is low in places where education is not achieved at the desired level in Turkey. Moreover, most schools in rural areas give education to students in multigrade classes, because of the factors such as low student participation and insufficient teaching staff. Therefore, such reasons negatively affect students both socially and emotionally. While this situation affects the academic success of the students, it also causes them to fail in their social relations with their environment.

In light of such considerations, Social-Emotional Learning (SEL) in schools has become increasingly important. According to Zins and Ellias (2006), SEL is the ability to recognize and manage one's feelings, solve problems effectively, and develop healthy relationships with others. Moreover, based on multiple sources and analysis of hundreds

of studies, CASEL (2022) mentions that SEL bolsters students' academic success by supporting positive attitudes and positive skills and reducing negative behavior. Thus, it could be thought that solutions could be brought to the unique problems of students studying in rural areas through SEL. Moreover, students are able to develop positive feelings and attitudes towards education through Social and Emotional Learning (Zaimoğlu, 2018).

For instance, students who are self-aware (conscious of their own capacity), and self-confident insist on doing better despite the difficulties they experience and show resistance against these difficulties (Aronson, 2002). Zins and Elias (2006) stated that students who had problem-solving skills, which is one of the social-emotional competencies, were more competent in overcoming the difficulties that they experienced by making responsible decisions. In addition, students who have self-discipline can motivate themselves better in their learning path and organize their learning effectively (Duckworth & Seligman, 2005). Mitchell (2021) also shares the idea that despite all the difficulties and inadequacies brought by rural school conditions, the implementation of an organized SEL program is effective in creating a positive school climate where students can make responsible decisions and be successful in interpersonal interaction. Therefore, it could be said that these students will be more successful in their academic processes and can get higher grades.

On the other hand, while it is known that social-emotional learning reduces problems and increases students' academic success and positive behavior in the classroom, this type of learning is still not applied systematically in schools (Zolkoski et. al., 2020). It can even be said that this practice is weaker due to the conditions in rural schools. According to an analysis of rural schools in 16 counties conducted by Bain et al. (2011), all school counselors expressed a desire to have more resources for students' social and emotional learning and their need to find more diverse programs to meet students' mental health needs.

Statement of the problem

In general, SEL supports the development of students both emotionally and socially by coping with their problems and enabling them to control their emotions. Thus, it is aimed to raise highly successful individuals in both social and academic life. Gillies (2019) supports the view that students who have healthy social and emotional capacities

are more successful in academic life and have stronger learning goals than those who have negative social and emotional capacities. On the other hand, students who are studying at rural schools have more problems in both other lessons and foreign language learning than students studying in urban schools. These problems are based on many reasons such as sociopolitical, sociocultural, and socioeconomic reasons. Therefore, students studying in such schools need more specifically organized social-emotional learning to overcome these problems. In order to organize such learning, it is first necessary to investigate students' SEL competencies and SEL perceptions in rural school contexts.

Purpose of the study

Considering the issues above, this study aims to investigate students' perceptions of Social-Emotional Foreign Language Learning regarding to the rural school context. It is the researcher's goal to understand Social- Emotional Foreign Language Learning (SEFLL) perceptions of students who are educated in rural schools regarding SEFLL competencies and examine whether SEFLL perceptions of students vary according to some factors such as gender, age, students' perceptions of parental attitudes, education level of mother, education level of father, income level of parents, perceptions of academic success, and service area of the rural school.

Research Questions

In the light of purpose of the research, this study answers the following research questions to achieve these objectives;

1. What are participant students' perceptions related to Social and Emotional Foreign Language Learning in the rural school context?
2. Are there significant differences in participant students' perceptions of Social and Emotional Foreign Language Learning regarding their demographic info such as;
   a) Gender
   b) Age
   c) Students' perceptions of parental attitudes (Protective, Careless, Authoritarian/Oppressive, Democratic)

    d) Education level of mother (Illiterate, Primary, Secondary, Highschool, University)

    e) Education level of father (Illiterate, Primary, Secondary, Highschool, University)

    f) Income level of parents (Low Income, Middle Income, High Income)

    g) Perceptions of academic success (Successful, Moderately Successful, Unsuccessful)

    h) Service Area of Rural School (4th service area, 5th service area, 6th service area)

3. What challenges do students face when learning language in the rural school context that may affect them both socially and emotionally?

Significance of the study

According to Durlak and colleagues (2011), when the studies in this field (SEL) were examined deeply, it was noticed that there were only a few studies that investigate Social-Emotional Learning competencies in rural schools. Research in the field of SEL was limited to studies only at the primary and secondary school level and they were limited to urban areas. In this study, the researcher was expected to contribute to the literature by investigating students' Social and Emotional Foreign Language Learning competencies and SEFLL perceptions of students regarding rural schools and demographic factors of students studying in these rural schools.

Literature Review

Social and Emotional Learning (SEL)

The education given in schools aims to make students socially and emotionally competent individuals as well as academically successful. On the contrary, since the development of students was evaluated only by considering their academic achievements until a short time ago, individuals brought up under these conditions have caused deficiencies in subjects such as in-class interactions and communications, emotion management, overcoming difficulties, self-awareness, and social awareness (Benson, 2006). On the other hand, the social and emotional aspects of individuals have a

significant impact on determining the quality of life and development within the framework of various competencies (Kabakçı & Korkut, 2008). After the education given in the family, different behaviors, perceptions and attitudes are exhibited in each individual during the complex education period given in the schools. In addition, during this educational process, learners have to face many difficulties. (Artut, 2016). Therefore, the social and emotional awareness of learners should be high in order to overcome these difficulties. These difficulties may cause different attitudes in different individuals and thus negatively affect both the mental and physical health of learners. So, it is of great importance that individuals have social and emotional competence. Studies on the field have suggested that SEL plays an important role in improving students' empathy skills, positive relationship-building skills, and responsible decision-making skills, as well as supporting students' academic success (Billy & Rodriguez, 2021; Jones & Doolittle, 2017). Thus, the term "Social and Emotional Learning" gained great importance among researchers (Zaimoğlu & Karakaş, 2021).

To briefly define Social Emotional Learning, this term includes "the process of acquiring and applying various knowledge, attitudes and skills so that individuals can develop a strong identity, communicate in a healthy and effective way, develop empathy skills, and make responsible and careful decisions" (CASEL, 2020a). In fact, Social-Emotional Learning origins date back to Ancient Greek times when Plato created a holistic curriculum that supported moral education as well as academic education to raise individuals who have positive character by maintaining a strong education and training process (Edutopia, 2011). This approach of Plato, by adopting the principle of "raising students with good character as well as students with high academic success", formed the basis of the practice called Social and Emotional Learning (SEL).

Moreover, the term Social and Emotional Learning, which was formed by Plato, entered the literature for the first time in the early 90s and then gradually began to expand its place in the literature. Later, in 1994, the Collaborative to Advance Social and Emotional Learning (CASEL) organization was established (Edutopia, 2011). Also in the same year, the term SEL and the importance of SEL were introduced at the conference conducted by the Fetzer Institute, which was attended by researchers, educators and advocates interested in meeting the psychological and physical health needs of children (Elbertson et al., 2009). The value placed on the SEL framework gained importance after this conference (Feuerborn & Gueldner, 2019). Additionally, interest in SEL was further

triggered by the influence of Goleman's "Emotional Intelligence (EQ)" and Gardner's "Multiple Intelligences (MI) books.

Salovey and Mayer (1990) defined Emotional Intelligence as the capacity to be aware of and control one's own emotions and those of others. At the same time, according to Goleman (1995), there are five basic elements of emotional intelligence such as self-awareness, self-regulation, motivation, empathy and social skills. The Social and Emotional Learning framework was built to support and develop these five key elements. In other words, individuals receiving SEL support improve in competencies such as self-awareness, self-regulation, social awareness and skills (Domitrovich et al., 2017). Hence, it could be said that SEL is in parallel with improving the Emotional Intelligence (EQ) of individuals in addition to their IQ (Intelligence Quotient).

Social and Emotional Competencies (SEC)

Social and Emotional Competencies were defined by CASEL (2020b) within the framework of five basic competencies; self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These five core competencies were defined to provide a clear framework for the acquisition of skills that will benefit individuals in their personal and social interactions (Positive Action, 2020).

Figure 1. Social and Emotional Competencies

Note. This figure was presented by CASEL (2020b).

Children's families, relatives, siblings, friends, teachers and other community elements have great importance in the acquisition of Social and Emotional Competencies (Kirschbaum et al., 2018). These competencies contribute significantly to both individuals' academic success processes (Denham & Brown, 2010) and their interactions with the social environment in their lives (McKown, 2007). In addition to academic and cognitive knowledge, the acquisition of social and emotional skills should not be ignored on the way to being successful in life (Swartz, 2017). Furthermore, according to the study conducted by Artut (2021), there is a strong and positive correlation between SEFLL competencies. Therefore, it could be mentioned that SEFLL competencies are intertwined, that is there is a relationship between these competencies (Han & Jhonson, 2012). For instance, individuals who are aware of their and their social environment can direct their own actions and behaviors by making responsible decisions and can strengthen their relationship skills with the help of the positive character they have created. So, these individuals support both personal well-being, interaction with the social environment and academic success (Wentzel, 2009). That is why, educators and policymakers play a key role in incorporating SEL into the school education process in order to develop these skills in children and integrate them into daily experiences (Smolover, 2022).

Self-awareness

The development of self-awareness is an important beginning in the social and emotional life process of individuals (Yıldırım, 2012). "The term "self-awareness" means being aware of one's own emotions, behaviors, thoughts and preferences through observing and examining the experiences, and exhibiting behaviors and attitudes in this direction (Çelik, 2010; Goleman, 2007). Moreover, it is vital for people to be self-aware in the process of completing a task, that is, to be aware of their emotions, behaviors, skills and preferences, and to be self-confident (Zusho, 2003). In the process of acquiring self-awareness, individuals also acquire other competencies such as self-confidence and self-efficacy along with self-awareness competency (Mantz, 2017). Self-awareness not only positively affects the person himself/herself, but also provides significant success in interpersonal relationships and academic success processes (Yahaya et al., 2012). Considering the rural life conditions, students' self-evaluation under these difficult

conditions and being aware of their self-efficacy can increase their academic success and social interactions.

Self-management

Self-management represents the ability to control emotions, behaviors and thoughts consciously, effectively and productively on the way to achieving goals (CASEL, 2020d). Individuals with strong self-management can control their anger, avoid distractions, maintain attention and motivation, and remain productive, that is, they can control what to do and how to behave (Munro, 2021). Moreover, students with strong self-management skills prepare and focus on their lessons, follow teacher-given directions, perform tasks, and respect other people in the class (Transforming Education, 2014). Additionally, Zaimoğlu (2018) argued that students with strong self-management perform better and avoid negative behaviors. Hence, it could be said that students who have self-management competency can organize their personal and academic emotions, attitudes and actions to achieve their goals.

Social-awareness

Social awareness is the ability to be aware of people from different backgrounds and cultures and to understand them through empathy (Nielsen et al, 2019). In addition, since individuals' moods and actions can affect others in positive and negative ways, Shaffer (2020) also defined social awareness as the ability to empathize and have social awareness considering these situations. Students with social awareness can solve the problems they experience with their peers through constructive communication, they are successful in the learning process with their and peers, and they know where and how they can get family, school and community support. Social awareness supports students to understand and respect differences by purifying them of their prejudices, and to bear a hand of compassion to their peers who are exposed to negative attitudes due to their unique differences (Curley, 2021). Therefore, it could be said that social awareness also supports language learning students' desire to learn about different cultures of target language speakers and their ability to respect them. In addition to the individual development of students who have all these awareness and skills, their academic development is also supported (Zaimoğlu, 2018).

Relationship Skills

Relationship skills, as described by CASEL (2020d), are the ability to form and maintain healthy and productive interactions with a variety of people and groups. The aim at this point is to strengthen the interaction between individuals by encouraging positive and effective exchanges with other individuals in the classroom and social environment (Denham & Brown, 2010). Helgesen (2008) stated that the models offered in order to form and maintain successful and long-term interactions between individuals were structured by taking into account the satisfaction, loyalty and maintenance of reputation among individuals. Therefore, it could be thought that students with strong relationship skills can maintain the satisfaction, loyalty and reputation of both sides by establishing healthy relationships with their friends, teachers and other people at school. Teachers also can follow their learning processes and analyze their academic behavior by establishing good relations with their students (Piedade & Santos, 2008). Student relationships in the classroom are very important. Negative behaviors of students toward each other and their teachers in the learning process will bring an inefficient classroom environment. In addition, collaborative activities and games in the classroom also require strong relationship skills to get positive outcomes from students. In order to increase both the academic and social success of students, information should be provided about appropriate relationship management skills, and the processes of acquiring and applying these skills should be followed by teachers and parents.

Responsible Decision-Making

Responsible decision-making refers to the ability to evaluate the positive and negative consequences of actions and make decisions accordingly considering the results in order to ensure personal, social and collective well-being by considering different situations such as ethical and safety situations (CASEL, 2020d). According to Denham and Brown (2010), responsible decision-making skills contribute to the ability to make supportive decisions of students to provide the welfare of the school and society by making them respect the feelings, thoughts and opinions of other individuals in the school environment, to increase compliance with school rules and to minimize student aggression and destructive behaviors. Denham and Brown (2010) emphasized that studies in the field prove that responsible decision-making contributes to the academic

success of students. Moreover, responsible decision-making ability includes elements such as curiosity, critical thinking, evaluation, logical decision-making, and finding solutions (CASEL, 2020d). It could be understood from all these views that students can evaluate the feelings, thoughts, ideas and actions of others through critical thinking, make logical decisions and find various solutions. Thus, students have a say in both their personal development and academic success.

Education in Rural Schools

Rural areas can be defined as environments where the economic budget is mainly based on the use of natural resources, where face-to-face relations between individuals are more effective, where the rules of life are based on customs and where technological, economic and cultural developments occur more slowly than urban areas (DPT, 1994). In Turkish literature, rural areas are defined as "the regions where the people make their living through agriculture and animal husbandry" (Büyükşahin, Güler, & Mutlu, 2014). Additionally, according to National Rural Development Strategy Report (2015), rural areas in Turkey can be defined as "all villages and towns." Therefore, schools located in these regions can also be defined as rural schools. In other words, rural schools can be defined as schools built under inadequate conditions and facilities in rural areas. As a result, schools in this region remained poor and disadvantaged (Du Plessis, 2014).

Mentioning these disadvantages in more detail, rural schools have long faced many challenges in their efforts to develop teaching and learning (Culbertson & Billig, 2016). These challenges consist of many elements such as logistical challenges, transportation challenges, lack of technological resources, and lack of personal development opportunities (Ashton & Duncan, 2012; Phillips, 2016). In addition to these socioeconomic factors, some sociocultural factors are also effective in the backwardness of rural schools. The first one of these factors is the forced marriage of girls at a young age (Malthora et. al., 2021). Moreover, child labor is another factor. Baştaymaz (1994) stated that every child born in rural areas was considered a "potential workforce" due to underdevelopment. Therefore, children growing up in rural areas are not allowed by their families to go to school. Even if they get permission, they have to carry out both their worker and student identities together.

Furthermore, as a sociocultural factor, the belief that "girls should not be educated" is also an important factor. Families in rural areas prefer boys rather than girls to enroll their children in school (MEB, 1992). The reason for this may be the early marriage of girls, as well as the rapid increase in the family population in the rural area, and the fact that girls take on the role of second mother (Tunç, 2009).

Therefore, the foreign language learning processes of students are also affected by these disadvantages and impossibilities. Language learning processes do not take place effectively in rural districts because students cannot have the required opportunities. Gürler et al. (2015) also stated that various factors such as environmental conditions in rural districts, financial difficulties, lifestyles of families, low education levels of families and lack of role models for students had negative effects on the language learning habits of students studying in rural schools. These impossibilities prevented students from being interested in learning a new language and adopting it. At the same time, even if they are interested and adopted, the low financial situation, which is one of the disadvantages of the rural districts, causes the students living here to not have access to the required resources in the language learning process. Mcwango (2009) also emphasized the lack of required resources for students' language learning processes, especially in rural schools. In addition, from the sociocultural perspective, students living in rural areas also lack in carrying the new language they learn beyond the classroom (Brock-Utne, 2015). In short, the impossibilities in rural areas negatively affect the processes of students' interest, adoption, learning and practice of the language.

To sum up, compared to urban areas, many sociocultural, socioeconomic, and political deficiencies in rural areas cause an educational imbalance between these two regions. Therefore, these deficiencies in rural areas cause a low level of education and such inadequacies significantly affect both the academic success and social-emotional learning of students.

Rural Schools in Niğde

Public schools in Turkey were categorized as provinces with similarity in terms of "the need for a teacher, geographical conditions, level of economic and social development, transportation conditions and meeting service requirements", and three service regions were formed as a result of this categorization (MEB, 2015). According

to this categorization, the conditions of the schools in the 1st service region are very qualified, while the conditions of the schools in the 3rd service region are quite inefficient. Niğde, a small city located in the Central Anatolian Region of Turkey, is located in the 2nd service region group. Therefore, although the educational conditions of rural schools in Niğde province are not as bad as schools in the 3rd service region, the schools in this region do not have sufficient educational conditions.

Moreover, according to the "Assignment and Relocation Regulation" published in the Official Gazette of The Republic of Turkey by the Ministry of National Education (2015), schools in the provinces are divided into six service areas, taking into account the similarities in terms of the degree of difficulty in assigning and employing teachers. While the first three of these groups are out of the scope of compulsory service, the schools in the 4th, 5th and 6th service areas are within the scope of the compulsory service obligation (MEB, 2015). The educational conditions of these schools in Niğde, which are located in the 4th, 5th and 6th compulsory service areas, are worse than the educational conditions of the first three service areas. In addition, there are various differences between schools in the 4th, 5th and 6th areas. Rural schools in 4th service area are closer to the city center than schools in 5th and 6th service areas. Therefore, intra-village transportation and transportation from the village to the city are much easier in this area. In these areas, there is an hourly transportation opportunity from the villages to the city centers. This convenience offered in transportation also brings economic and technological opportunities. In addition, considering the schools in the 4th area of Niğde province, the conditions of these schools in this area have gradually started to reach the central school conditions. For example, some facilities such as smart boards were provided to some schools in this region. On the other hand, some problems such as internet connection problem still exist.

Moreover, the rural schools in the 5th area have slightly worse conditions compared to the schools in the 4th area. Most of the innovations of rural schools in the 4th area were not provided to the rural schools in the 5th area. For example, intra-village transportation and transportation from the village to the city center are still very limited. Additionally, various technological innovations such as smart boards have not been provided yet, so lessons are continued using various old technological tools such as projectors and CD players.

At this point, the schools with the worst conditions in terms of quality of life and education in Niğde are located in the 6th area. Many of these schools do not have any of the old or new technological facilities. Therefore, education in these regions is provided by traditional education methods such as the use of blackboards. In addition, intra-village transportation and transportation from the village to the city center are not provided in this area. The people of this area meet their transportation needs with their own personal transportation vehicles. It is almost impossible to reach the city center from the village, especially for people who do not have their own vehicles. In addition, students in this area have to walk a long way from their homes to their schools. Thus, this situation becomes much more difficult especially in autumn and winter seasons.

SEL in Foreign Language Learning

Melani et al. (2020) stated that the recent increase in the number of studies in the field of Social Emotional Learning (SEL) has led to the need to examine the effect of SEL within the framework of foreign language teaching and learning. In other words, social and emotional learning (SEL) has started to attract attention in the academic field in recent years, due to the need to shift the focus from cognitive development to social and emotional development in evaluating students' academic performance (Dix et al., 2012). The main reason for this shift can be attributed to "Social Learning Theory (SLT)" and "Sociocultural Theory (SCT)". What both theories have in common is the idea that language learning is a social practice."

According to Vygotsky (1978), language learning is a social activity when it is considered within the framework of Sociocultural Theory. Vygotsky emphasized that language is the primary tool for communication (as cited in Brown, 2014). Therefore, it could be stated that individuals communicate with each other using this tool and provide their learning in a social environment. According to Vygotsky (1978), the child is an apprentice who learns by communicating with "more knowledgeable others" in this social environment (as cited in Mcleod, 2023). In addition, Social Learning Theory (SLT) adopts the idea that "learning occurs as a result of communication with others in a social context" (Nabavi & Bijandi, 2012). Bandura (1977), the father of Social Learning Theory, states that the child's behaviors and attitudes are shaped by observing others and that the observed behaviors and skills are reproduced in real terms. Based on both theories, briefly, it could be expressed that language learning is a social activity that takes

place through cooperation with other people (Melani et al., 2020). For this reason, language learning cannot be separated from a social context. In order for the individual to benefit from learning in this social context at the maximum level and to realize language learning at the maximum level, he/she should have social-emotional skills such as social awareness and communication skills. Additionally, they need to have social-emotional skills such as self-awareness, self-management and responsible decision-making so that they can effectively use the knowledge and skills they have acquired as a result of their interaction with the social environment.

The experience of individuals in this social environment affects their learning positively or negatively. For example, students who are supported by their family, environment and teachers and who can communicate effectively with these people are more active and motivated in their learning processes. On the other hand, students who experience the opposite situations become more withdrawn and demotivated in this process. In short, the way to learn is about dealing with life experiences for the purpose of learning (Pasarelli and Kolb, 2012). This view can be supported by the Affective Filter Hypothesis put forward by Krashen. According to Krashen, students' emotional factors have distracting effects on the language learning process (as cited in Lin, 2008). Lin (2008) argued that students' learning processes may be negatively affected by the unpleasant attitudes of teachers and peers. Moreover, Krashen (1982) associated students' success in second language acquisition with students' emotional states. In that case, an effective SEL program should be implemented in order to overcome this prejudice and low motivation stemming from students' past experiences, social environments and individual problems. In various studies, it was stated that the implementation of an organized SEL program had important effects on establishing an effective classroom environment, determining effective learning goals, solving problems, and thus increasing learning motivation (Adams & Richie, 2017; Schonert-Reichl, 2017).

At the same time, learning a language is not just about learning the grammar of the language and memorizing a few vocabularies. In addition to these, learning a language includes having an idea about the culture and social structure of the target language (Gardner, 1985). In this case, it is fair to say that language is a tool for exchanging ideas and opinions or sharing experiences (Ali et al., 2015). Students can learn more about the target language and culture through the language they learn. On the other hand, language has a social, cultural and political impact, and the social and cultural

community in which each language is used may differ (Mahadi & Jafari, 2012). Students should be aware of the target culture, be aware of the similarities and differences between the target culture and their own culture and respect these differences. In other words, students should have various intercultural competencies within the scope of SEL, such as listening, being respectful, awareness, empathy and effective communication skills (Deardoff, 2011). Thus, it could be thought that they can be more successful in learning the target language and culture by communicating more effectively.

Social and Emotional Learning in Rural Schools

Geographic, cultural, economic and social deficiencies in rural areas have negative effects on the quality of provided education (Echazarra & Radinger, 2019). The main reason for these negative effects is the lack of "Equality of Educational Opportunity (EEO)." The phenomenon of Equality of Educational Opportunity (EEO) is discussed considering the characteristics of the regional structure, the characteristics of the students in that region, socioeconomic factors, student achievement and school effect variables (Gamoran & Long, 2007). In addition, Bilgin and Erbuğ (2021) examined the factors that create inequality of opportunity in education in five dimensions as "economic, social, geographical, biological and political". Therefore, when the variables in the urban area are compared with the variables in the rural area, it could be clearly seen that equality of opportunity in education cannot be achieved and the rural area is in a disadvantageous position in education.

In this direction, it would not be wrong to say that students who have to receive education under these conditions are also negatively affected mentally. Eisenberg et al. (2009) determined in their study that various mental disorders such as depression and anxiety cause students to fail in their academic life and push these students to leave their school. On the contrary, schools in rural areas have difficulty in providing mental support to students (Bain et al., 2011). In line with additional findings, Zins et al. (2007) presented a similar view on the difficulty of providing mental support to people living in rural communities. The main reasons for this difficulty are the lack of support for families in rural areas, financial barriers, and the distance of qualified personnel who can provide mental support (Zolkoski et al., 2021).

On the other hand, an organized SEL program is a great need for students who struggle with impossibilities in rural school conditions. Accordingly, Elias et al. (1997) state that students studying in rural areas and having low socioeconomic status benefit more from SEL interventions. In addition, a review of 22 studies by Goodman (1997) concluded that school-focused SEL programs positively affected children from low-income backgrounds from an emotional and behavioral perspective. In other words, it could be expressed that an organized SEL program has powerful interventions for students from poor families in terms of increasing school success and reducing undesirable behaviors (Hawkins et al., 1999). In addition to increasing school success and reducing undesirable behaviors, SEL program could be effective in maintaining desired behaviors. As a result of a study conducted by Li et al. (2022) in a rural school in Henan, China, it was determined that the SEL program applied was effective in increasing students' relationship skills with their peers and reducing the problems among peers. Based on these studies on Social and Emotional Learning in rural areas, it could be concluded that an organized SEL program is more needed in rural areas and these SEL programs have positive effects on the academic and social skills of disadvantaged students in rural areas. Moreover, the study conducted by Schebell (2018) in rural schools in Maine supports the view that an organized SEL program is more needed in rural areas and that the SEL programs have significant positive effects on rural students and teachers.

CHAPTER II

METHOLODOGY

Research Design

In this study, a mixed method research design was applied to investigate the Social-Emotional Foreign Language Learning perceptions of rural school students regarding SEFLL. Mixed method research design includes the combination of quantitative and qualitative techniques that are used to achieve the purpose of the study (Bryne & Humble, 2007). According to Creswell (2003), through the use of quantitative research design, researchers can develop statistically significant conclusions about the population by analyzing a representative sample of the population. The quantitative research design includes many research strategies such as descriptive, inferential, experimental and correlational. Within the framework of the quantitative research design, descriptive statistics and inferential statistics were selected to be analyzed. Fisher and Marshall (2009) mention that descriptive statistics include the numerical or graphical data which are used to characterize the features or components of a particular sample. Therefore, descriptive statistics give the researcher information about the SEFLL perceptions of rural school students. Inferential statistics, on the other hand, can be utilized to generalize results from a sample to the overall population of interest (Allua & Thompson, 2009). Inferential statistics were used to explore the differences between participants' SEFLL competencies regarding their demographic information.

Furthermore, semi-structured focus group interviews were also conducted to collect qualitative data from the participants. The qualitative study is a well-established approach in educational studies. In order to understand concepts, ideas, or experiences, qualitative research entails gathering and evaluating non-numerical data such as text, video, or audio (Bhandari, 2020). In this direction, the researcher aimed to learn about the challenges that rural school students face by asking questions.

Variables

Eight independent variables were presented in this study. Participant's gender, age, their perception of parental attitudes, education level of their mother and father, income level of their parents, their perceptions of academic success and service area of rural

school were the independent variables. These independent variables were used to examine whether SEFLL perceptions of rural school students differ according to demographic information. On the other hand, students' SEFLL competencies which has three subscales such as "Self-regulation, Social Relations and Decision-Making" were dependent variables of the study. These subscales gave information about how rural school students perceived Social and Emotional Learning.

Participants and Setting

In order to decide on appropriate sampling strategy, the researcher looked at the aim of the study. The aim of the study is to examine SEFLL perceptions of students in rural schools. That is why, the participants were selected by taking into account the fact that they studied at rural schools and took English lessons. Moreover, it is very difficult to reach all students studying at rural schools in Turkey. Therefore, the "Cluster Random Sampling" strategy was used when selecting the sample because the target population is very large. Cluster Random Sampling is a sampling method that can be used to study large populations; especially those are geographically spread over a large area (Thomas, 2020).

Thus, the sample of this study consisted of secondary school students studying at rural schools in Niğde province, in the fall semester of the 2022-2023 academic year. According to the regulation published by the Ministry of National Education (MEB) (2015), schools in Turkey are grouped into three service regions, considering the provinces that are similar in terms of teacher needs, geographical situation, level of economic and social development, and transportation conditions. In addition, schools in the provinces are divided into six service areas, considering the degree of difficulty based on the same factors. For instance, level-1 areas are more suitable in terms of opportunities, while level-6 areas have very difficult conditions in terms of teaching and learning. The distance of the area to the city center is another factor in the classification of the areas. While the schools in the 1st, 2nd and 3rd areas are classified as voluntary servitude areas, the schools in the 4th, 5th and 6th areas are classified as compulsory service areas. In addition, it could be said that rural schools are in the compulsory service (4th, 5th and 6th) areas. In this study, rural schools from the 4th, 5th and 6th service areas (compulsory service areas) of Niğde province was taken as a sample. In total, 768

students studying in rural schools participated in this study. The demographic information of the participants was given in Table 1.

Moreover, in order to conduct interview, the sample was formed on the basis of volunteerism of the participants. In other words, Voluntary Sampling was used to select participants to interview. Voluntary Sampling is the sampling method in which the final sample is selected from potential volunteers who are willing qualifying to participate in the study (Murairwa, 2015). Therefore, the sample was formed by participants who were interested in this study. One school from each service area was selected. Additionally, four students of each school, as two females and two males, were participated to interview. A total of 12 participants attended the interview.

Table 1

Demographic Information of Participants

		F	%
Gender	Female	396	51.56
	Male	372	48.44
Age	11	140	18.23
	12	234	30.47
	13	252	32.81
	14	142	18.49
Parental Attitudes	Protective	275	35.81
	Careless	120	15.63
	Authoritarian	144	18.75
	Democratic	229	29.82
Education Level of Mother	Illiterate	94	12.24
	Primary	262	34.11
	Secondary	262	34.11
	Highschool	123	16.02
	University	27	3.52
Education Level of Father	Illiterate	59	7.68
	Primary	186	24.22
	Secondary	296	38.54
	Highschool	187	24.35
	University	40	5.21
Income level of parents	Low Income	166	21.61
	Middle Income	423	55.08
	High Income	179	23.31
Perceptions of academic success	Unsuccessful	213	27.73
	Moderately Successful	332	43.23
	Successful	223	29.04
Service Area	4. Service Area	268	34.90
	5. Service Area	240	31.25
	6. Service Area	260	33.85

Data Collection Instruments

Social and Emotional Foreign Language Learning Scale

The researcher used the scale named "Social and Emotional Foreign Language Learning Scale" developed by Zaimoğlu (2018) to collect data from participants (See Appendix C). Zaimoğlu (2018) categorized 179 items under five dimensions as "self-awareness, self-management, social awareness, relationship management and responsible decision-making" at the beginning of the scale development study. Zaimoğlu gathered the dimensions of self-awareness and self-management under a group after the factor analysis and named this new subscale "self-regulation". Moreover, Zaimoğlu gathered the dimensions of social awareness and relationship management under a group and named this group as social relations. Thus, this scale developed by Zaimoğlu includes three subscales as "Self-regulation, Social Relations and Decision-Making". The reliability [(Cronbach's Alpha (α)] of each subsection was; Self-Regulation (10 items, α=.81), Social Relations (8 items, α=.84), and Decision-Making (6 items, α=.85).

Considering the English language proficiency levels of participants, the SEFLL scale's language was applied both English and Turkish to minimize misunderstandings. The scale consists of 24 items. In this scale, each item was rated by participants with a 5-point Likert scale ranging like "Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree." Totally, 24 questions in the questionnaire were answered according to the perceptions of the participants. Furthermore, the demographic information such as gender and school level of the participants were also significant in this study because this information may affect the results of the research. So, demographic information form was presented to participants to fill (See Appendix D) and necessary demographic information was collected through this form.

Focus Group Semi-Structured Interviews

The researcher utilized a focus group interview method to gather data from participants. During the interviews, basically 10 semi-structured and open-ended questions were asked to students during the interviews (see Appendix E). The interview questions were asked in students' mother tongue (Turkish) to avoid misunderstandings. The group interviews were also be audio recorded. The focus group interview helped the

researcher to understand the phenomenon better from students' perspectives. Through these interviews, the students were able to share their ideas and argue the ideas of their peers. In this way, the researcher was able to gather rich data from students' views.

Data Analysis

Quantitative data analysis

The quantitative data obtained from participants were coded into Statistical Program for Social Sciences (SPSS) software program and they were analyzed through this software program. Descriptive statistics such as mean, frequency, and standard deviation were calculated and analyzed to examine participant' perceptions of SEFLL in rural school context.

Moreover, considering the examination of the skewness and kurtosis value of the data obtained from the participants, it was determined that the data were distributed parametrically. Hair et al. (2006) mentions that the skewness value between -1 and +1 shows a largely parametric distribution. In addition, George and Mallery (2010) express that the kurtosis value between -1 and +1 is suitable for the parametric distribution. In this study, kurtosis and skewness values were determined between -1 and +1. So, the researcher examined whether there were significant differences between participants' SEFLL perceptions regarding their gender through Independent Sample T-test statistics. Additionally, One-way ANOVA test statistics were used by researcher to determine whether there were significant differences between participants' SEFLL perceptions regarding their demographic info such as age, students' perceptions of parental attitudes, education level of mother, education level of father, income level of parents, and perceptions of academic success and service area of rural school.

Qualitative data analysis

The researcher audio-recorded the interviews and the audio-recorded data were transcribed by the researcher. After the researcher had transcribed the audio recordings, the transcriptions were read several times by the researcher to identify important and repetitive ideas from the data. The data obtained from the participants were content analyzed with the help of Atlas.ti software. Mayring (2000) defined content analysis as

a set of systematic, rule-based techniques used to analyze the informational contents of textual data. While conducting content analysis, the researcher identified, coded, and categorized the data from each interview with the help Atlas.ti software in order to transform data into findings.

Procedure of the Study

Before the start of the study, the researcher acquired the necessary permissions from Niğde-Provincial Directorate of National Education and school administrations through permission letters. Since the necessary permissions were obtained, the research began to be carried out by the researcher. At the same time, necessary permissions were obtained from the students through informed consent form to collect data for the purpose of the study (See Appendix B). Therefore, informed consent forms were given to the participants to read and sign before collecting data. Classroom teachers were informed about the consent form would be given to the students. In cases where the teachers had questions about the form, these questions were answered by the researcher. After the participants read the information on the form, if they had any questions about the form, they were able to freely ask these questions. After answering relevant questions, the participants signed the form to confirm their participation in the study. Moreover, considering that the language level of the participating students was not sufficient to understand the English, these students were given a Turkish version of the consent form translated by the researcher and his advisor.

After obtaining the necessary permissions from the institutions and participants, the data were collected from participants. All information regarding the correct filling of the questionnaire and all explanations regarding the conducting of the study was presented to the participant in the questionnaire. Participants filled out these questionnaires under the supervision of their teachers. Afterward, all collected data was analyzed via SPSS software and interpreted regarding to research questions by the researcher.

Moreover, semi-structured focus group interviews were conducted to learn about challenges rural school students face. At the begging of the interview, the researcher asked for the permission from the participants. Participants were informed that participation was on a voluntary basis and that they could withdraw from the interview

at any time. In addition, the participants were indicated that the interviews were audio recorded by the researcher. In cases where the participants did not allow audio recording, the researcher noted the answers of the participants using the note-taking technique.

The research divided participants into groups of 5 members to conduct focus group interviews. Each interview was conducted face-to-face with groups. Participants answered the predetermined questions to be asked by the researcher after discussing among themselves. On the other hand, the order of questions could vary according to the interview process and additional questions may emerge during this process. During the interviews, no intervention was made by the researcher that may affect the answers of the participants. Moreover, no time limit was set for the participants to freely express their feelings and thoughts. Considering ethical concerns, each participant was given different pseudonyms and the real names of the participants were kept private. Participants used their mother tongue (Turkish) to express themselves more easily. All of the data collected from focus group interview were transcribed in English and presented in English by the researcher.

Reliability/Validity Check

A reliable scale is essential to collect and interpret information in the most accurate way. Therefore, Cronbach alpha score of "Social and Emotional Foreign Language Learning Scale" was calculated to ensure the validity and reliability. The Cronbach Alpha score of three sub-scales is ranging from 0.81 to 0.85, and the total score of scale was found as ($\alpha = 0.84$). According to Freankel and Wallen (1996), the Cronbach alpha score is acceptable if it is above or equal to 0.7 ($\alpha \geq 0.7$). Therefore, the scale developed by Zaimoğlu (2018) was reliable and valid to use in this study. Moreover, in order to test the applicability of this scale, a pilot-study was conducted with a sample of 156 students from 6th, 7th and 8th grades. According to the pilot-study results, it was determined that this scale was suitable for applying to secondary school students.

Ethical Considerations

This study was approved by the Çağ University Ethics Committee for the ethical issues (see Appendix A). The necessary official permissions were obtained from Niğde-Provincial Directorate of National Education and school administrations to conduct the

research in rural schools. Moreover, in order to use the Social Emotional Language Learning Scale, necessary permissions were obtained from Zaimoğlu, the developer of the scale.

At the same time, participants were informed that this study was based on voluntary participation. The data collected from the volunteer participants were only used within the scope of this research, were not used for any other purpose and were not shared with anyone else. The data were examined objectively by the researcher, researcher bias was avoided and no subjective interpretation was made.

CHAPTER III

RESULTS

Analysis of Quantitative Data

This section presents descriptive and inferential statistics of the data obtained by the participants using the" Social-Emotional Foreign Language Learning" (SEFLL) scale which was developed by Zaimoğlu (2018) to answer the first and second research questions. This scale consists of 24 items in total; the first ten items aim to measure self-regulation competence, the ones from the 11th to 18th items aim to measure social relations competence, and the ones from the 19th to 24th items aim to measure decision-making competence.

In detail, descriptive statistics were analyzed in answering the first research question, and inferential statistics were analyzed in answering the second research question. While interpreting the findings descriptively, Oxford's (1990) guideline was adopted and used as a criterion in determining the competency levels of the participants. Based on the guideline, the participants' competency levels were sorted into three groups considering mean scores: low (1.0- 2.4), moderate (2.5- 3.4), and high (3.5- 5.0).

Descriptive Statistics for the First Research Question

In this section, within the scope of the first research question of the study, the data obtained from the participants with the SEFLL scale were analyzed descriptively. The purpose of this descriptive analysis conducted by the researcher was to investigate the participants' SEFLL perceptions. In this analysis, the overall SEFLL competency and the competencies in the SEFLL subscales were analyzed. The frequencies, mean scores, standard deviations, and percentages were calculated for each analysis. Results were presented separately in Table 2, Table 3, Table 4, and Table 5.

Table 2

Descriptive Statistics for SEFLLS Subscales

	N	M	S.D
Self-Regulation	768	2.89	0.86
Social Relations	768	3.47	0.98
Decision-Making	768	2.80	1.00
Overall SEFLL Competency	768	3.05	0.88

N=780

According to Table 2, it could be seen that the participants' perceptions of overall SEFLL competencies were moderate (M=3.05, SD=0.88). The participants' decision-making competency had the lowest mean scores with (M=2.80, SD=1.00), and the mean scores of self-regulation subscale were (M=2.89, SD=0.86). Furthermore, the social relations competency of participants had the highest mean scores with (M=3.47, SD=0.98). Results showed that participants had the highest social relations competency compared to other competencies, and they had moderate decision-making and self-regulation competencies.

Table 3

Descriptive Statistics for Self-Regulation Subscale

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
1. I am curious about learning different languages.	ƒ	280	158	190	132	8	2.26	1.15
	%	36.5	20.6	24.7	17.2	1		
2. I can recognize my own emotions.	ƒ	77	69	154	269	199	3.58	1.24
	%	10	9	20.1	35	25.9		
3. I do not hesitate to reflect my feelings while learning English.	ƒ	311	198	146	104	9	2.09	1.11
	%	40.5	25.8	19	13.5	1.2		
4. If I try, I can do even the hardest work in the class.	ƒ	203	188	195	169	13	2.48	1.15
	%	26.4	24.5	25.4	22	1.7		
5. I can easily motivate myself when I feel bad.	ƒ	269	172	193	123	11	2.26	1.14
	%	35	22.4	25.1	16	1.4		
6. I always concentrate on my lessons during English class.	ƒ	62	105	205	237	159	3.42	1.19
	%	8.1	13.7	26.7	30.9	20.7		
7. I shape my life in accordance with my goals.	ƒ	64	92	165	233	214	3.57	1.24
	%	8.3	12	21.5	30.3	27.9		
8. I overcome every difficulties to achieve my goals.	ƒ	177	134	231	216	10	2.67	1.15
	%	23	17.4	30.1	28.1	1.3		
9. I get my family to help me when I have social problems.	ƒ	118	141	94	185	230	3.35	1.45
	%	15.4	18.4	12.2	24.1	29.9		
10. I get my friends to help me when I do not solve the problem on my own.	ƒ	110	158	107	222	171	3.24	1.37
	%	14.3	20.6	13.9	28.9	22.3		

N=780

In this part, rural school students' Self-Regulation competencies were analyzed in line with the second first question of the study. The frequencies, mean scores, standard deviations, and percentages were calculated. Items 1,2,3,4,5,6,7,8,9 and 10 were the

factors that aim to investigate the Self-Regulation competencies of participants. The results obtained from the questions were presented in Table 3. Based on the results, Item 2, "I can recognize my own emotions" (M=3.58, SD=1.24) had the highest mean score, and Item 7, "I shape my life in accordance with my goals" followed with (M=3.57, SD=1.24). Therefore, the participants showed high competency in recognizing their own emotions and shaping their life in accordance with their goals. On the other hand, Item 3, "I do not hesitate to reflect my feelings while learning English" (M=2.09, SD=1.11) had the lowest mean score compared to others. Item 1, "I am curious about learning different languages" (M=2.26, SD=1.15), and Item 5, "I can easily motive myself when I feel bad" (M=2.26, SD=1.14) had the same mean scores and these two items had lower mean scores compared to others. This analysis showed that the participants had the lowest competency in reflecting their feeling while learning English. Moreover, it also showed that the participants had low competencies in being curious about learning different languages and motivating themselves when they feel bad.

Table 4

Descriptive Statistics for Social Relations Subscale

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
11. I cooperate with my friends.	f	89	113	123	209	234	3.50	1.36
	%	11.6	14.7	16	27.2	30.5		
12. I can motivate my friends to	f	88	93	146	197	244	3.54	1.34
do their best in group work.	%	11.5	12.1	19	25.7	31.8		
13. I try not to criticize my friends	f	150	132	159	182	145	3.05	1.39
when we argue.	%	19.5	17.2	20.7	23.7	18.9		
14. I try not to prevent others to	f	98	103	125	236	206	3.45	1.34
be alienated.	%	12.8	13.4	16.3	30.7	26.8		
15. I help others when they have	f	73	88	114	275	218	3.62	1.26
problems.	%	9.5	11.5	14.8	35.8	28.4		
16. I respect others' thoughts.	f	63	98	96	240	271	3.73	1.28
	%	8.2	12.8	12.5	31.3	35.3		
17. I recognize how people feel by	f	94	126	168	212	168	3.30	1.30
looking at their facial expressions.	%	12.2	16.4	21.9	27.6	21.9		
18. I am sensitive to others'	f	83	83	133	245	224	3.58	1.30
feelings.	%	10.8	10.8	17.3	31.9	29.2		

N=780

Participants' Social Relations competencies were analyzed to answer the first research question of the study. The frequencies, mean scores, standard deviations, and percentages were calculated. Items 11, 12, 13, 14, 15, 16, 17, and 18 related to Social Relations competencies and their analysis were presented in Table 4. Results illustrated that Item 16, "I respect other's thoughts" (M=3.73, SD= 1.28) had the highest mean score, and also Item 15, "I help others when they have problems" (M=3.62, SD=1.26) and Item 18, "I am sensitive to others feelings" (M=3.58, SD=1.30) had higher mean

scores compared to other items. Based on this, it could be mentioned that participants were quite competent in respecting others' thoughts, helping others when they have problems, and being sensitive to others' feelings.

On the other hand, Item 13, "I try not to criticize my friends when we argue" (M=3.05, SD=1.39) had the lowest mean score, and also Item 17, "I recognize how people feel by looking at their facial expressions" (M=3.30, SD=1.30) had lower mean score compared to other items. This indicated that participants had moderate competency in not criticizing their friends when they argue and recognizing how people feel by looking at their facial expressions.

Table 5

Descriptive Statistics for Decision-Making Subscale

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
19. I can discuss the decisions that I consider unfair.	*f*	199	252	112	104	101	2.55	1.35
	%	25.9	32.8	14.6	13.5	13.2		
20. While making decisions, I also think about the future consequences of my actions.	*f*	188	237	118	139	86	2.61	1.32
	%	24.5	30.9	15.4	18.1	11.2		
21. While making decisions, I select the one with positive outcomes.	*f*	308	172	113	104	71	2.29	1.35
	%	40.1	22.4	14.7	13.5	9.2		
22. I can decide between right or wrong.	*f*	92	108	156	205	207	3.43	1.33
	%	12	14.1	20.3	26.7	27		
23. While making decisions about my future, I search a lot.	*f*	222	239	123	122	62	2.43	1.27
	%	28.9	31.1	16	15.9	8.1		
24. I make decisions that are appropriate for my personal values.	*f*	106	112	81	192	277	3.55	1.44
	%	13.8	14.6	10.5	25.0	36.1		

N=780

In line with the first research question, descriptive analysis was applied to the decision-making subscale. Items 19, 20, 21, 22, 23, and 24 related to the decision-making subscale and their analysis were presented in Table 5. The frequencies, mean scores, standard deviations, and percentages were calculated. According to the results, Item 24, "I make decisions that are appropriate for my personal values" (M=3.55, SD=1.44) had the highest mean scores, and also Item 22, "I can decide between right or wrong" (M=3.43, SD=1.33) had higher mean scores compared to other items. This illustrated that the participants were quite competent in making decisions that are appropriate for their personal values. Moreover, they had moderate competency in deciding between right or wrong.

On the other hand, Item 21, "While making decisions, I select the one with positive outcomes" (M=2.29, SD=1.35) had the lowest mean scores, and also Item 23, "While making decisions about my future, I search a lot" (M=2.43, SD=1.27) had lower mean scores compared to other items in Table 5. So, it could be said that the participants had low competency in selecting positive outcomes while they were making decisions. Moreover, they also had low competency in searching a lot while they were making decisions about their future.

Inferential Statistics for the Second Research Question

In this chapter, in line with the second research question, it was analyzed whether there were significant differences between the SEFLL competencies of the participants and demographic variables such as gender, age, students' perceptions of parental attitudes, education level of mother, education level of father, income level of parents, perceptions of academic success and service area of the rural school. Before starting the analysis, the distribution of the data received from the participants was checked. A parametric distribution was detected as a result of the check. Therefore, Independent Sample T-test and One-way ANOVA test were conducted for the analysis of inferential statistics. Post Hoc results were used for the detailed analysis of One-way ANOVA test results.

Table 6

Independent Sample T-test Results for SEFLL Competencies and Gender

	Gender	*n*	M	SD	*t*	*p*
Self-	Female	396	3.09	0.82	6.828	**<u>0.001*</u>**
Regulation	Male	372	2.68	0.84		
Social	Female	396	3.68	0.92	6.317	**<u>0.001*</u>**
Relations	Male	372	3.24	0.99		
Decision-	Female	396	3.05	0.95	7.317	**<u>0.001*</u>**
Making	Male	372	2.54	0.98		
Overall	Female	396	3.27	0.83	7.351	**<u>0.001*</u>**
SEFLL	Male	372	2.82	0.88		

Note: *p<0.005

As a first step, an Independent Sample T-test test was used to determine whether there was a statistically significant difference between the SEFLL competencies of male and female participants. As presented in Table 6, Independent Sample T-test revealed that there was a statistically significant difference between females' self-regulation competencies (M=3.09, p=0.001) and males' self-regulation competencies (M=2.68, p=0.001). Table 6 also illustrated that there was a statistically significant difference between females' social relations competencies (M=3.68, p=0.001) and males' social relations competencies (M=3.24, p=0.001). There was a statistically significant difference between the decision-making competencies of female participants (M=3.05, p=0.001) and male participants (M=2.54, p=0.001). In addition, there was a significant difference between the overall SEFLL competencies of female participants (M=3.27, p=0.001) and male participants (M=2.82, p=0.001). Results indicated that females were more competent than males in self-regulation, social relations, decision-making, and overall SEFLL competency.

Table 7

ANOVA Results for SEFLL Competencies and Age

	Age	*n*	M	S.D.	*F*	*p*
Self-Regulation	11	140	2.90	0.98	.504	.680
	12	234	2.94	0.81		
	13	252	2.85	0.83		
	14	142	2.87	0.85		
Social Relations	11	140	3.39	1.07	.350	.789
	12	234	3.49	0.91		
	13	252	3.48	1.00		
	14	142	3.50	0.98		
Decision-Making	11	140	2.70	1.01	.938	.422
	12	234	2.85	0.92		
	13	252	2.78	1.00		
	14	142	2.87	1.09		
Overall SEFLL	11	140	2.99	0.97	.430	.732
	12	234	3.09	0.82		
	13	252	3.04	0.87		
	14	142	3.08	0.91		

In order to determine whether participants' SEFLL competencies differ according to participants' age, a one-way ANOVA test was performed by the researcher. As seen in Table 7, the one-way ANOVA test revealed that there was no significant difference between age groups (Gp1, *n*=140, 11 yrs; Gp2, *n*=234, 12 yrs; Gp3, *n*=252, 13 yrs; Gp4, *n*=142, 14 yrs) and participants' self-regulation ($F=.504$, $p=.680$), social relations ($F=.350$, $p=.789$), decision-making ($F=.938$ $p=.422$) and overall SEFLL competencies ($F=.430$, $p=.732$). Thus, the results showed that rural school students' competencies did not differ according to age groups.

Table 8

ANOVA Results for SEFLL Competencies and Students' Perceptions of Parental Attitudes

	Parental Attitudes	*n*	Mean	S.D.	*F*	*p*
Self-Regulation	Protective	275	3.09	0.63	141.214	**.001***
	Careless	120	1.99	0.65		
	Authoritarian	144	2.42	0.86		
	Democratic	229	3.41	0.65		
Social Relations	Protective	275	3.67	0.73	104.252	**.001***
	Careless	120	2.54	0.93		
	Authoritarian	144	2.98	1.12		
	Democratic	229	4.01	0.65		
Decision-Making	Protective	275	3.02	0.86	80.669	**.001***
	Careless	120	1.92	0.82		
	Authoritarian	144	2.38	1.06		
	Democratic	229	3.28	0.77		
Overall SEFLL	Protective	275	3.26	0.65	128.332	**.001***
	Careless	120	2.15	0.75		
	Authoritarian	144	2.59	0.96		
	Democratic	229	3.57	0.60		

Note: *p<0.005

A one-way ANOVA test was performed to determine whether participants' SEFLL competencies differ according to participants' parental attitudes. As seen in Table 8, results revealed that there was a significant difference between participants' parental attitudes (Gp1, *n*=275, Protective; Gp2, *n*=120, Careless; Gp3, *n*=144, Authoritarian; Gp4, *n*=229, Democratic) and participants' self-regulation ($F=141.214$, $p=0.001$), social relations ($F=104.252$, $p=0.001$), decision-making ($F=80.669$, $p=0.001$) and overall SEFLL competencies ($F=128.332$, $p=0.001$).

Furthermore, Post Hoc analysis was carried out to determine the significance of the difference (see Appendix F). Post Hoc analysis indicated that the difference in SEFLL competencies was statistically significant between protective, careless, authoritarian and democratic. Accordingly, participants whose families had democratic attitudes were the most competent ones in self-regulation (M=3.41, SD=0.65), social relations (M=4.01, SD=065), decision-making (M=3.28, SD=0.77) and overall SEFLL competencies (M=3.57, SD=0.60). In addition, participants who had protective families had higher self-regulation (M=3.09, SD=0.63), social relations (M3.67, SD=0.63), decision-making (M=3.02, SD=0.86) and overall SEFLL competencies (M=3.26, SD=0.65) compared to participants who had careless and authoritarian families.

On the other hand, Table 8 indicated that participants whose families had careless attitudes were the least competent ones in self-regulation (M=1.99, SD=0.65), social relations (M=2.54, SD=0.93), decision-making (M=1.92, SD=0.82) and overall SEFLL competencies (M=2.15, SD=0.75). Moreover, participants who had authoritarian families had lower self-regulation (M=2.42, SD=0.86), social relations (M=2.98, SD=1.12), decision-making (M=2.38, SD=1.06) and overall SEFLL competencies (M=2.59, SD=0.96) compared to participants who had protective and democratic families. Therefore, results revealed that participants who have protective and democratic parents have higher Self-Regulation, Social-Relations, Decision-Making and overall SEFLL competencies than participants with careless and authoritarian parents.

Table 9

ANOVA Results for SEFLL Competencies and Education Level of Mother

	Education Level of Mother	*n*	M	S.D.	*F*	p
Self-Regulation	Illiterate	94	2.09	0.83	53.252	**.001***
	Primary	262	2.71	0.78		
	Secondary	262	3.03	0.77		
	High school	123	3.40	0.63		
	University	27	3.72	0.67		
Social Relations	Illiterate	94	2.49	1	48.676	**.001***
	Primary	262	3.31	0.95		
	Secondary	262	3.66	0.86		
	High school	123	3.97	0.66		
	University	27	4.22	0.65		
Decision-Making	Illiterate	94	1.95	0.92	43.218	**.001***
	Primary	262	2.62	0.94		
	Secondary	262	2.94	0.94		
	High school	123	3.37	0.77		
	University	27	3.68	0.59		
Overall SEFLL	Illiterate	94	2.18	0.87	57.118	**.001***
	Primary	262	2.88	0.82		
	Secondary	262	3.21	0.78		
	High school	123	3.58	0.60		
	University	27	3.88	0.57		

Note: *p<0.005

A one-way ANOVA test was performed to determine whether participants' SEFLL competencies differ according to the education level of participants' mothers. As seen in Table 9, results revealed that there was a significant difference between the education level of participants' mothers (Gp1, *n*=94, Illiterate; Gp2, *n*=262, Primary; Gp3, *n*=262, Secondary; Gp4, *n*=123, Highschool; Gp5, *n*=27, University) and participants' self-regulation (*F*=53.252, *p*=0.001), social relations (*F*=48.676, *p*=0.001),

decision-making (F=43.218, p=0.001) and overall SEFLL competencies (F=57.118, p=0.001).

Therefore, Post Hoc analysis was carried out to determine the significance of the difference (see Appendix G). Post Hoc revealed that the difference in SEFLL competencies was statistically significant between the illiterate, primary, secondary, high school, and university groups. According to Post Hoc results, although there was a significant difference between the high school group and illiterate, primary and secondary school groups, there was no significant difference between high school groups and university groups in self-regulation (p=0.263), social relations (p=0.659), decision-making (p=0.493) and overall SEFLL competencies (p=0.379). According to Table 9, participants whose mothers were graduated from university were the most competent ones in self-regulation (M=3.72, SD=0.67), social relations (M=4.22, SD=0.65), decision-making (M=3.68, SD=0.59) and overall SEFLL competencies (M=3.88, SD=0.57). In addition to this, participants whose mothers were graduated from high school had more competency in self-regulation (M=3.40, SD=0.63), social relations (M=3.97, SD=0.66), decision-making (M=3.37, SD=0.77) and overall SEFLL competencies (M=3.58, SD=0.60) compared to participants had illiterate mothers and participants whose mothers were graduated from primary and secondary school.

On the other hand, participants who had illiterate mothers were the least competent ones in self-regulation (M=2.09, SD=0.83), social relations (M=2.49, SD=1.00), decision-making (M=1.95, SD=0.92) and overall SEFLL competencies (M=2.18, SD=0.87). Moreover, participants whose mothers were graduated from primary schools had lower self-regulation (M=2.71, SD=0.78), social relations (M=3.31, SD=0.95), decision-making (M=2.62, SD=0.94) and overall SEFLL competencies (M=2.88, SD=0.82) compared to participants whose mothers were graduated from secondary school, high school, and university. Thus, results indicated that as the education level of the mothers increases, the competencies of the participants also increase.

Table 10

ANOVA Results for SEFLL Competencies and Education Level of Father

	Education Level of Father	*n*	M	S.D.	*F*	*p*
Self-Regulation	Illiterate	59	1.91	0.77	61.247	**.001***
	Primary	186	2.50	0.81		
	Secondary	296	2.96	0.75		
	High school	187	3.32	0.66		
	University	40	3.56	0.72		
Social Relations	Illiterate	59	2.22	0.95	61.776	**.001***
	Primary	186	3.06	1		
	Secondary	296	3.59	0.81		
	High school	187	3.91	0.75		
	University	40	4.15	0.73		
Decision-Making	Illiterate	59	1.68	0.71	52.675	**.001***
	Primary	186	2.41	0.99		
	Secondary	296	2.88	0.93		
	High school	187	3.29	0.77		
	University	40	3.46	0.71		
Overall SEFLL	Illiterate	59	1.94	0.77	70.114	**.001***
	Primary	186	2.66	0.87		
	Secondary	296	3.15	0.76		
	High school	187	3.51	0.62		
	University	40	3.72	0.66		

Note: *p<0.005

A one-way ANOVA test was performed to determine whether participants' SEFLL competencies differ according to the education level of participants' fathers. As seen in Table 10, results revealed that there was a significant difference between the education level of participants' fathers (Gp1, *n*=59, Illiterate; Gp2, *n*=186, Primary; Gp3, *n*=296, Secondary; Gp4, *n*=187, Highschool; Gp5, *n*=40, University) and participants'

self-regulation (F=61.247, p=0.001), social relations (F=61.776, p=0.001), decision-making (F=52.675, p=0.001) and overall SEFLL competencies (F=70.114, p=0.001).

In order to determine the significance of the difference, Post Hoc was performed by the researcher (see Appendix H). Post Hoc revealed that the difference in SEFLL competencies was statistically significant between the illiterate, primary, secondary, high school, and university groups. According to Post Hoc results, although there was a significant difference between the high school group and illiterate, primary and secondary school groups, there was no significant difference between high school groups and university groups in self-regulation (p=0.379), social relations (p=0.491), decision-making (p=0.816) and overall SEFLL competencies (p=0.484). Table 10 illustrated that participants whose fathers were graduated from university were the most competent ones in self-regulation (M=3.56, SD=0.72), social relations (M=4.15, SD=0.73), decision-making (M=3.46, SD=0.71) and overall SEFLL competencies (M=3.72, SD=0.66). Furthermore, participants whose fathers were graduated from high school had more competency in self-regulation (M=3.32, SD=0.66), social relations (M=3.91, SD=0.75), decision-making (M=3.29, SD=0.77) and overall SEFLL competencies (M=3.51, SD=0.62) compared to participants had illiterate fathers and participants whose fathers were graduated from primary and secondary school.

On the other hand, participants who had illiterate fathers were the least competent ones in self-regulation (M=1.91, SD=0.77), social relations (M=2.22, SD=0.95), decision-making (M=1.68, SD=0.71) and overall SEFLL competencies (M=1.94, SD=0.77). Moreover, participants whose fathers were graduated from primary schools had lower self-regulation (M=2.50, SD=0.81), social relations (M=3.06, SD=1.00), decision-making (M=2.41, SD=0.99) and overall SEFLL competencies (M=2.66, SD=0.87) compared to participants whose mothers were graduated from secondary school, high school, and university. Thus, results indicated that as the education level of the fathers increases, the SEFLL competencies of the participants also increase.

Table 11

ANOVA Results for SEFLL Competencies and Income Level of Parents

	Income Level of Parents	*n*	M	S.D.	*F*	*p*
Self-Regulation	Low Income	166	2.10	0.76	142.570	**.001***
	Middle Income	423	2.98	0.73		
	High Income	179	3.41	0.69		
Social Relations	Low Income	166	2.62	1.04	119.333	**.001***
	Middle Income	423	3.57	0.85		
	High Income	179	4.02	0.68		
Decision-Making	Low Income	166	1.96	0.91	108.538	**.001***
	Middle Income	423	2.92	0.91		
	High Income	179	3.31	0.76		
Overall SEFLL	Low Income	166	2.23	0.85	147.382	**.001***
	Middle Income	423	3.16	0.76		
	High Income	179	3.58	0.61		

Note: *p<0.005

The researcher performed a one-way ANOVA test to determine whether participants' SEFLL competencies differ according to the income level of their parents. Table 11 showed that there was a significant difference between the income level of parents (Gp1, *n*=166, Low Income; Gp2, *n*=423, Middle Income; Gp3, *n*=179, High Income) and participants' self-regulation (*F*=142.570, *p*=0.001), social relations (*F*=119.333, *p*=0.001), decision-making (*F*=108.538, *p*=0.001) and overall SEFLL competencies (*F*=147.382, *p*=0.001).

Furthermore, Post Hoc analysis was performed to determine whether there was a significant difference between pairs (see Appendix I). Post Hoc indicated that the

difference in SEFLL competencies was statistically significant between low-income, middle-income, and high-income groups. According to Table 11, participants with high-income families had the highest competency in self-regulation (M=3.41, SD=0.69), social relations (M=4.02, SD=0.68), decision-making (M=3.31, SD=0.76) and overall SEFLL competencies (M=3.58, SD=0.61) whereas participants with low-income families had the lowest competency in self-regulation (M=2.10, SD=0.76), social relations (M=2.62, SD=1.04), decision-making (M=1.96, SD=0.91) and overall SEFLL competencies (M=2.23, SD=0.85). Results showed that as the income levels of the parents increase, the SEFLL competencies of the participants also increase.

Table 12

ANOVA Results for SEFLL Competencies and Perceptions of Academic Success

	Perceptions of Academic Success	*n*	M	S.D.	*F*	*p*
Self-Regulation	Unsuccessful	213	1.80	0.41	1017.139	**.001***
	Moderately Successful	332	3.02	0.49		
	Successful	223	3.72	0.41		
Social Relations	Unsuccessful	213	2.32	0.78	517.387	**.001***
	Moderately Successful	332	3.69	0.63		
	Successful	223	4.24	0.49		
Decision-Making	Unsuccessful	213	1.59	0.47	623.510	**.001***
	Moderately Successful	332	3.05	0.73		
	Successful	223	3.60	0.54		
Overall SEFLL	Unsuccessful	213	1.90	0.46	1032.274	**.001***
	Moderately Successful	332	3.25	0.50		
	Successful	223	3.85	0.37		

Note: *p<0.005

A one-way ANOVA test was carried out to determine whether participants' SEFLL competencies differ according to their perceptions of academic success. Results revealed that there was a significant difference between participants' perceptions of academic success (Gp1, n=213, Unsuccessful; Gp2, n=332, Moderately Successful; Gp3, n=223, Successful) and participants' self-regulation (F=1017.139, p=0.001), social relations (F=517.387, p=0.001), decision-making (F=623.510, p=0.001) and overall SEFLL competencies (F=1032.274, p=0.001).

Moreover, Post Hoc analysis was performed to determine whether there was a significant difference between pairs (see Appendix J). Post Hoc illustrated that the difference in SEFLL competencies was statistically significant between unsuccessful, moderately successful, and successful groups. Accordingly, participants who consider themselves successful had the highest competency in self-regulation (M=3.72, SD=0.41), social relations (M=4.24, SD=0.49), decision-making (M=3.60, SD=0.54) and overall SEFLL competencies (M=3.85, SD=0.37) whereas participants who consider themselves unsuccessful had the lowest competency in self-regulation (M=1.80, SD=0.41), social relations (M=2.32, SD=0.78), decision-making (M=1.59, SD=0.47) and overall SEFLL competencies (M=1.90, SD=0.46). Results also indicated that as the success levels of the students increase, the SEFLL competencies of them also increase.

Table 13

ANOVA Results for SEFLL Competencies and Rural Schools' Service Area

	Service Area	n	M	S.D.	F	p
Self-Regulation	4. Service Area	268	3.04	0.78	7.564	**.001***
	5. Service Area	240	2.86	0.80		
	6. Service Area	260	2.76	0.96		
Social Relations	4. Service Area	268	3.71	0.82	15.043	**.001***
	5. Service Area	240	3.42	0.87		
	6. Service Area	260	3.26	1.16		
Decision-Making	4. Service Area	268	3.15	0.98	32.549	**.001***
	5. Service Area	240	2.77	0.90		
	6. Service Area	260	2.48	0.98		
Overall SEFLL	4. Service Area	268	3.33	0.77	19.993	**.001***
	5. Service Area	240	3.02	0.79		
	6. Service Area	260	2.83	0.99		

Note: *p<0.005

The researcher conducted a one-way ANOVA test to determine whether participants' SEFLL competencies differ according to the service area of rural schools. According to results, there was a significant difference between service area of rural schools (Gp1, n=268, 4. Service Area; Gp2, n=240, 5. Service Area; Gp3, n=260, 6. Service Area) and self-regulation (F=7.564, p=0.001), social relations (F=15.043, p=0.001), decision-making (F=32.549, p=0.001) and overall SEFLL competencies (F=19.993, p=0.001).

Additionally, Post Hoc was analyzed to determine whether there was a significant difference between pairs (see Appendix K). Post Hoc results revealed that participants

studying at schools in the 4th service area (M=3.04, SD=0.78) had more self-regulation competency than participants studying at schools in the 5th service area (M=2.86, SD=0.80) and participants studying at schools in the 6th service area (M=2.76, SD=0.96). On the other hand, according to Post Hoc analysis, there was no significant difference between the 5th and 6th service areas in self-regulation competency (p=0.389).

When the service areas were compared in terms of social relations competency, it was determined that participants studying at schools in the 4th service area (M=3.71, SD=0.82) were more competent in social relations than participants studying at schools in the 5th service area (M=3.42, SD=0.87) and participants studying at schools in the 6th service area (M=3.26, SD=1.16). On the other hand, Pairwise Comparison analysis showed that there was no significant difference between the 5th and 6th service areas in social relations competency (p=0.148).

In terms of decision-making competency, results illustrated that participants who were studying at schools in the 4th service area (M=3.15, SD=0.98) were more competent in decision-making than participants studying at schools in the 5th service area (M=2.77, SD=0.90) and participants studying at schools in the 6th service area (M=2.48, SD=0.98). In addition, there was a significant difference between the 5th and 6th service areas and participants studying at schools in the 5th service area (M=2.77, SD=0.90) had more competency in decision-making compared to participants studying in the 6th service area (M=2.48, SD=0.98).

Furthermore, results indicated that there was a significant difference between all groups in Overall SEFLL competencies and participants studying at schools in the 4th service area were the most competent ones (M=3.33, SD=0,77). Moreover, participants studying at schools in the 5th service area (M=3.02, SD=0.79) had more overall SEFLL competencies than participants studying in the 6th service area (M=2.83, SD=0.99). Overall, results revealed that students' SEFLL competencies decrease as getting further from city center to rural area.

Analysis of Qualitative Data

In this section, the first question of the research was answered with the help of the qualitative research method. In order to learn about challenges students faced in the rural school context that may affect them both socially and emotionally, semi-structured

interview questions were asked the students. During the process, a total of 12 students studying in schools located in the 4th, 5th, and 6th service regions were interviewed. The data obtained from the interviews were divided into two main categories as "*Challenges*" and "*Effects*" and coded under these categories.

Category 1: Challenges

Table 14

Challenges Students Face in the Rural Schools

Category	Sub-Categories	Codes	*f*
Challenges	Financial Challenges	Low Family Income	12
		Written Source Problems	8
		Lack of Technology	6
		Transportation Problems	4
	Social Challenges	Family Attitude	12
		Teacher Attitude	11
		Classroom Environment	6
		Lack of Encouragement	5

As the first step of the interview, the participants were asked whether they experienced any difficulties or impossibilities in terms of education in their schools. After that, they were asked whether they found the facilities at their schools sufficient to learn a new language to gather more in-depth information regarding foreign language learning. Participants expressed their problems and challenges in the framework of this question. Therefore, the *"Challenges"* category was created based on the answers given by the participants to the questions. When Table 14 is examined, it could be seen that the

challenges experienced by the students were divided into two different sub-categories as "*Financial Challenges*" and "*Social Challenges*". First of all, when the financial difficulties were addressed, the most cited point by the participants was "low family income". Participants generally talked about the poor financial situation of their families and emphasized that their family could not meet their needs in the field of education. One of the participants, Participant 6-D, expressed this situation with the following words:

I want to study; I want to go to high school but… My family's financial situation is not good enough. My father says, "Learn how to read and write, that is enough for you. There is no more…". They don't want to send me to high school, they say they don't have money.

As seen in the excerpt above, some of the participants stated that they could not continue their education life due to financial distress. On the other hand, students who were able to continue their education and felt lucky at this point stated that they had problems in going to school and returning from school. It means one of the most important problems experienced by the participants was the transportation problem. Some of the students, who were affected by the low socioeconomic status of the rural area and low family income, stated that their school was too far away from their home and there was no free transportation service. Participant 5-D said about this situation:

Our school is far away from my house, there is no free school bus. When it's hot in the summer, I can walk but it gets harder when it's cold in winter.

As in the example of Participant 6-D and Participant 5-D, many participants stated that their financial situation was inadequate in many aspects of education. On the other hand, the problems of the participants based on financial distress were not limited to these. In addition, participants complained about the lack and/or inadequacy of written resources in the school, and these participants also said that they had problems in purchasing additional written sources requested by their teachers due to problems caused by their poor financial situation. For example, Participant 5-A:

Two books were given to us by the government… To learn English... Okay, that's a great thing... But why don't we use these 2 heavy books at all, even though we carry them in our backpacks with other books and bring them to school every day? When we

ask our teachers why, they say "The books you have are not good enough." and they want us to buy additional books. My father has no money. Then how can I get this book?

The low socioeconomic status in rural areas also caused the schools in these districts to lag behind in terms of technology. Some of the participants stated that most of the technological facilities in schools located in city centers were not available in their schools. They complained about technological inadequacies, stating that their schools were not given enough technological support. This can be clearly seen in the following words of Participant 6-A:

For exampleee… There are some listening activities in the books. We cannot do these activities because there is no computer or CD player in our classroom. As in other schools, we do not have smart boards. We cannot do some of the activities in our English book. We cannot play educational games or watch videos on the smart board.

As in the example of Participant 6-A, many students mentioned the lack of technological devices in their schools and stated that these deficiencies had negative effects on their language learning processes. Furthermore, although the participants in some rural schools were lucky in terms of access to technological devices compared to the participants in other schools, they complained that the technology was not presented to them in a way that was completely suitable for use. Therefore, Participant 4-C mentioned another technological inadequacy with the following words:

I mean, we are lucky to have smart boards in our classroom because most of the schools do not have but sometimes, we cannot use smart boards… Because sometimes our internet connection drops. There is no good internet connection in the village.

Moreover, the factors that negatively affect the educational processes of students in rural schools were not only financial challenges. At the same time, the participants also talked about various social factors that affected them in this process. The most mentioned one of these factors was "family attitude". Many of the participants said that they did not receive enough support from their families for education. The families of many participants did not support students' education within the framework of many factors, especially financial inadequacy, and they wanted them to start working life as soon as possible. In addition, families did not give enough support to their children during their academic and emotional problems. They saw such difficulties as an opportunity and

wanted to finish the education life of the students. This can be clearly seen in the words of Participant 6-B:

My family does not support me to study. For example, I rarely get low grades on exams. Even if I rarely get low grades, they get mad at me. They say, "You can't be a man, you have nothing to do with school". They want to remove my registration from the school immediately.

In addition to the family attitude, some of the students studying in the rural schools also complained about the attitudes of their teachers. They talked about the fact that the teachers in these schools got angry or upset very quickly as a result of the negative situations experienced, and as a result, they gave up. Therefore, it could be seen in the words of Participant 5-C that this negative attitude of their teachers affected them:

So… Firstly, my friends make a lot of noise during the lessons, they disrupt the lesson. I can't listen to our teacher. Our teacher gets angry, warns my friends, but they continue. Finally, the teacher also gives up. She says, "I'm trying to teach you something, but you don't want to learn. I'll take my money eventually. Do what you want to do…" and then he stops teaching. What's my fault? I want to learn English but the teacher doesn't care about me because of my other friends.

Additionally, based on the interviews with the participants, it was seen that the negative situations in the small and crowded classroom environment affected the students as well as the teachers. Some of the participants mentioned that their classrooms were too small and too crowded, and they stated that this problem negatively affected their learning processes also. For example, Participant 5-A:

Our classrooms are very small and crowded. Those who come to the lesson by force (she is talking about those who do not want to study) sabotage the lesson and make too much noise, and they distract us. The whole lesson passes with the teachers warning them. We cannot listen to the lesson.

The participants stated that they would like to receive support and encouragement and they said that such encouragement would motivate them against all these challenging situations. In other words, the encouragement they received from their teachers and families could be a glimmer of hope for them. On the other hand, they complained that they did not receive such encouragement and support from their families or teachers.

Participant 4-D talked about the encouragement he did not receive from teachers as follows:

We are not motivated enough to learn English, sir. For example, award-winning competitions can be organized in our school. For example, there may be award-winning competitions such as "read this story in English, answer the questions". People (students) also study more enthusiastically.

Furthermore, Participant 6-C expressed that he did not receive encouragement and support from his family with the following words:

My family is not supportive. I don't want it either... I don't like studying, it doesn't interest me. I want to be a shepherd, I don't want to study.

Category 2: Effects

Table 15

Effects of Challenging Situations

Category	Sub-Categories	Codes	*f*
Effects	Emotional Effects	Demotivation	11
		Sadness	10
		Reproach	6
	Mental Effects	Focus Problem	5
		Giving Up	5

As another interview question, it was asked whether the challenges experienced by the participants demotivated them and, in addition, how they felt in such situations. The coding that emerged from the data led to the creation of the "*Effects*" category. The

participants talked about the negative emotional and mental effects they experienced within the framework of this question. Therefore, the data received from the participants were divided into 2 separate sub-categories as "*Emotional Effects*" and "*Mental Effects*" under the main category of "Effects".

If the emotional effects were examined first, Table 15 showed that the most common emotional effect experienced by the participants was "*demotivation*". The participants expressed that the deficiencies and challenging situations they experienced in rural school conditions demotivated them. Therefore, they expressed that felt sad in these situations. As an example of this situation, Participant 6-B:

I get too demotivated. I see that my peers speak English very well because they have more opportunities than me. All of them have phones, tablets, computers at home... They can access the information they want instantly and they learn very well and they can speak English fluently. This makes me very sad...

The participants who were demotivated and felt sad because of these problems also reproached the negative situations they experienced and the negative educational conditions they experienced. The reproach of the participants was that they did not find a solution to the impossibilities they experienced, and that they were not provided with enough support. Participant 4-C and Participant 4-D said the following sentences about this:

How do we compete with the other children in the city center? Of course, we are demotivated when we are under these impossibilities, how can we be motivated?

Well…We are losing our enthusiasm, Of course, we are upset. Others can reach the books they want, they can reach the technological opportunities they want. I'm sorry, but why does no one provide us with these opportunities?

Moreover, the negative conditions in rural schools not only affected students emotionally but also affected them mentally. According to the data obtained from the participants, these mental effects were coded as "*Focus Problem*" and "*Giving up*". The participants stated that they could not focus enough on the lessons due to the problems experienced in the classroom environment. For example, Participant 5-C:

We study in crowded classrooms. So, there is a lot of noise during the lesson. I cannot listen to the teacher. I can't focus on my lessons because of the noise.

In addition, the participants also experienced "focus problems" due to the challenging situations caused by the rural school context. Regarding this situation, Participant 5-D added:

When I come by walking (from home to school), I get very tired. So, I cannot focus on the lessons.

All these negative and challenging situations experienced in the rural school context caused the effect of "giving up" in addition to effects such as demotivation, sadness, reproach, and focus problems in students. Some of the participants stated that they felt inadequate due to these challenging situations and that they did not want to be involved in the school environment that caused these feelings. In other words, they said that they "gave up". It could be seen in the responses of Participants 5-B and 4-C:

I don't want to come to this school… I want to leave this school. I don't want to listen to lessons because I feel unsuccessful and inadequate.

I meaan…, I quit now, I gave up. Let it go where it goes, what else can I do?

CHAPTER IV
DISCUSSIONS AND CONCLUSION

Discussion of the Participants' SEFLL Perceptions

In this study, the SEFLL competency of secondary school students studying in rural schools and their competencies in three different dimensions of SEFLL were examined to reveal their SEFLL perceptions. Therefore, quantitative data obtained from the participants were interpreted descriptively to determine the participants' SEFLL perceptions. The results showed that the participants' overall SEFLL perceptions were moderate, with a mean score of 3.05 out of 5.00. This means that the overall SEFLL competencies of students studying in rural areas still need improvement. There are not many studies that investigate students' social-emotional learning competencies in the rural context. Again, although there are few, there are some studies in which the opinions of teachers and school leaders are taken about the importance of applying SEL in schools located in high-needs rural areas. (Dyson et al., 2019; Jones and Carter, 2020). These studies revealed that SEL programs implemented in rural areas are beneficial for students studying in these areas. For example, according to a study conducted by San Antonio (2018) in high-need rural areas, teachers agreed that a new curriculum based on SEL is effective in making students aware of some sensitive issues such as racism and gender discrimination, making them responsible citizens. In addition, Mahoney et al. (2021) state that promoting SEL competencies such as self-regulation, social relations, and decision-making is important for students' school and real-life success. Therefore, improving students' low or moderate SEFLL qualifications and increasing them to a high level contribute to their academic and social success in many aspects.

Furthermore, SEFLL consists of many dimensions such as Self-Regulation, Social Relations, and Decision-Making. Based on the results, it could be said that the participants had the highest Social Relations competency compared to other competencies. Gillin and Gillin (1956) defined Social Relations as "any kind of social and dynamic relationship that exists between the individual and the individual, the group and the group, and the group and the individual, depending on the situation". Thus, the interaction of students with each other, their teachers, the school administration, and other school personnel within the school can also be defined as students' social relations. These social relations that students establish within the school have many contributions

to their social development and academic success. Zaimoğlu (2018) stated that the social relations that students establish with other students and teachers in the school were effective in terms of receiving positive or negative feedback. In addition, Ali et al. (2022) mention that social interactions with others can help students to keep their ideas organized, reflect on their comprehension, and identify the gaps in their study. Therefore, the student's social interactions within the school can be a predictor of academic success (Zaimoğlu, 2018). Moreover, it could be thought that students who can establish effective social relations in the school can also be successful in cooperating and collaborating with their peers. In this study, although the results showed that the social relation competencies of the students in rural schools were moderate and they still need to be improved, they also showed that students were quite successful in cooperating with others. At the same time, students were also successful in being sensitive to the others' feelings and helping others when they have problems. However, the results illustrated that even if the participants were sensitive to the feelings of other individuals, they never hesitated to criticize their friends when they argued. Such a situation may indicate that students were honest and outspoken, and did not hesitate to express their opinions during their social interactions. On the other hand, this situation may vary according to the type of criticism. In other words, negative criticism of the students to their friends during the discussion may cause high tension between them. This high tension can turn into verbal or physical violence. At this point, it is very important to teach students how to criticize properly without hurting the feelings of others. Thus, students can learn to criticize effectively without being affected by the emotional sensitivities brought about by the gloomy atmosphere during the discussion.

To sum up, the results showed that the social relations competencies of students studying in rural areas were still lacking in some aspects. Completing the missing points in students' social relations competencies is very important in terms of increasing their success in their social and academic life. Especially, Yang et al. (2022) emphasize that from the perspective of social interaction, teachers need to fully engage in the supportive role of social interaction and relationship networks by strengthening the bonds with friends of rural children to support their mental health development and increase their emotional development. Moreover, in order to complete these deficiencies in social relations, and increase the mental and emotional development of students, it is necessary to identify the causes of these deficiencies. The factors causing this deficiency can be expressed as difficulties and negativities caused by rural district conditions. For instance,

people living in rural areas may not know about different people. In other words, the social circle of these people can be limited only to a group of people living in the rural area and they do not know much about other people living in different areas and having different cultures. This problem can be caused by many reasons such as the low population in the rural area, the lack of technological opportunities, and transportation problems. Therefore, they may not have developed their social relations competencies sufficiently. What needs to be done at this point is to introduce students to different types of people with different views and to teach them to respect these differences.

Moreover, after the Social Relations competency, the secondary competency of participants was Self-Regulation. Self-Regulation refers to the thoughts, feelings, and actions that are systematically generated by individuals to reach their goals (Schunk & Zimmerman, 1994). Students who have Self-Regulation competency could be aware of their strengths and weaknesses during the process of learning and using the language (English), and organize their learning in this direction (Güler Urhan, 2019). Additionally, they can evaluate the current conditions and organize their learning processes under these conditions. Students who have self-regulation competency, that is, who are aware of their own feelings and thoughts and have the ability to organize these feelings and thoughts for their own purposes, can be successful in turning disadvantages into advantages and turning weaknesses into difficulties, even under the negative conditions of rural schools. On the other hand, based on the results of this research, it could be seen that the participants had a moderate level of self-regulation competence. The results of this study showed that although rural school participants had a certain level of self-regulation competence, it was still not enough. This situation was similar to the study conducted by Bala et al. (2019) in rural schools in Kupang City, Indonesia. Based on the findings, they did not find the self-regulation competency of the students studying in rural areas to be sufficient, and argued that this competency should be developed. Therefore, based on both studies, it could be fair to say that the self-regulation competencies of young learners studying under rural conditions still need to be developed.

Moreover, what is important at this point is to determine which aspects of students' self-regulation competencies are low. For example, in this study, the participants rated items such as "I am curious about learning different languages" and "I do not hesitate to reflect my feeling while learning English", and when the mean scores of both items are considered, it could be revealed that the participants showed low competency in being curious about learning different languages and reflecting their

feelings while learning English. There may be many reasons why students are not interested in learning a foreign language and are hesitant to express their feelings while learning a foreign language. Paker (2006) stated that one of the main reasons for students' lack of interest in language learning was that students find language learning unnecessary. Similarly, in a study conducted by S and Hameed (2016) in rural areas of India, it was mentioned that students were uninterested and unmotivated in learning a foreign language (English). At this point, students studying in rural areas may have low interest and low motivation for language learning. In addition, Öztekin (2022) stated in her study that it was more difficult to motivate students in rural areas to learn a language.

Another point that should be mentioned in the name of self-regulation competency is that although the participants studying in rural areas can recognize their emotions, they fail to motivate themselves when they feel bad. In other words, when they feel bad, they may be aware of it. On the other hand, they cannot find a solution to it and they cannot motivate themselves. At this point, it could be mentioned that although the self-awareness competencies of the students studying in rural schools are at an acceptable level, their self-regulation and self-motivation competencies are not sufficient. The main reason for this deficiency in self-motivation and self-regulation may be the unique characteristics of the rural area and rural school context. In support of this view, Tyler et al. (2006) state that each group of people has unique values, concerns, and other common characteristics and these factors can cause motivational presence or deficiency. In addition, Hardré and Licuanan (2010) stated that some of these characteristics could further complicate learning and educational development motivations when considered in a rural context. Consequently, the main factor causing these self-regulation and self-motivation deficiencies and self-motivation complexities of students could be the inadequate conditions in rural schools.

Furthermore, the participants had the least Decision-Making competency compared to other competencies. Schoemaker and Russo (2014) defined the term decision-making as an individual or group's determination of what actions to take in the future considering current resources and limitations. According to the results of this study, students studying in rural areas are not fully competent in deciding what actions to take for their future. In other words, according to the results of the study, the decision-making competence of the students in rural schools was determined as moderate. Similar to this study, David and Maiyo (2010) conducted a study in rural Mwala and found that students were only slightly involved in decision-making processes such as school

curriculum and school management, and school welfare. On the other hand, the results of the same study showed that more than 95% of the students wanted to be involved in the decision-making processes. At this point, it could be concluded that students want to be involved in the decision-making processes, but they are not competent in how to manage this process. According to Demir and Zaimoğlu (2021), the inability of individuals to manage the decision-making process and the conflict situation may cause anxiety. Therefore, the decision-making competencies of these students also need to be developed and supported. In order to provide this development and support, first of all, it is necessary to determine which points of the decision-making competence of the students are lacking. For instance, this study showed that students were not sufficient to select the side with positive outcomes when making a decision. There can be many factors affecting this situation. The impossibilities of the rural conditions and the pressure of family or environment can be given as examples of these factors. These factors may compel students to select the side with negative outcomes. At the same time, students may not have enough opportunities to conduct research in the decision-making phase. The result of this study that "students do not search a lot while deciding on their future" also supports this view. The challenges and deficiencies experienced by students living in rural areas may also restrict their research on their future.

Discussion of the Participants' SEFLL Perceptions and Demographic Variables

In the light of the second research question of the study, it was investigated whether there was a statistically significant difference between the students' SEFLL perceptions and their demographic variables. In order to answer this question, each demographic variable was investigated separately by using inferential statistical analysis methods such as the Independent Sample t-Test and one-way ANOVA. In this section, the results of the analysis were discussed.

As for the *gender* variable, Independent Sample t-Test results revealed that there was a significant difference between rural school students' gender and their Self-Regulation, Social Relations, Decision-Making, and overall SEFLL competencies. Similarly, as a result of the research conducted by Riney and Ku (2021), they emphasized that female students have a higher proficiency in grit and social awareness than males. Kabakçı and Korkut (2008) also determined that the SEL competencies and communication skills of female students were at a better level than male students,

according to the findings obtained as a result of their research at the secondary school level. Çelik (2014) also supported the view that "female students have a better level of problem-solving skills and communication skills than boys" as a result of the study. Another study supporting this view was conducted by Kluczniok et al (2016). As a result of the study, it was concluded that female students have a higher social-emotional development than male students. Similar to these studies, many studies that argue that female students' SEL competencies are at a higher level than male students. (Durualp, 2014; Elcik, 2015; Akçaalan, 2016). On the other hand, Aksoy (2020) stated that there was no significant difference in terms of the SEL scale considering the gender variable.

In terms of sub-dimensions of SEFLL, results indicated that female students were more competent in terms of Self-Regulation in rural school contexts. On the contrary, Ilgaz (2011) stated that the Self-Regulation competency of secondary school students did not differ according to gender. Similarly, Zaimoğlu (2018) determined that there was not a significant difference between students' gender and Self-Regulation competency. On the other hand, Son et al. (2018) found that the self-awareness and self-management competencies of female students were higher than male students as a result of their study with 4th and 5th-grade students in Vietnam. Moreover, Kizkapan et al. (2018) stated that, as a result of their study with secondary school students in the İncesu and Kocasinan districts of Kayseri City, the Self-Regulation scores of female students were higher than that of males. Many studies that support the results of these studies; "the Self-Regulation competencies of female students are higher than male students". (Raffaelli et al., 2005; Zimmerman & Martinez-Poz, 1986; Bouffard et al., 1995; Matthews et al., 2009; Ray et al., 2003; Saad et al., 2011). Therefore, it could be concluded that female students are more successful than male students in identifying their weaknesses and strengths, regulating their learning process, and reaching their goals considering their weaknesses and strengths.

Furthermore, results also revealed that there was a significant difference between participants' gender and their Social Relations competency in rural school contexts. According to the results, female students were more competent in terms of Social Relations. Zaimoğlu (2018) stated that Social Relations competence showed a significant difference according to the gender variable and that female students were more competent than male students. Bar-on (2005) supported this view and stated that females were more successful than males in managing their emotions, empathizing, and establishing interpersonal communication. Similarly, Alisinanoğlu and Köksal (2000)

stated that females' empathic skills were higher than boys, and therefore females were more successful in establishing social interactions. As a result of the study, Kuyulu (2015) also stated that female students were more competent in establishing social relations with their peers. Findings revealed that female students are more competent than male students in terms of Social Relation competence.

Moreover, when the results of the current research were examined in terms of Decision-Making competence, it was indicated that there was a significant difference in favor of female students in the rural school context. In support of this view, Kutluay Çelik (2014) determined this significant difference in favor of female students as a result of her research. In addition, Öztürk (2017) stated that female students were more successful than male students in terms of taking responsible decisions. Baquedano et al. (2007) stated that females were more sensitive and interested in making decisions and dealing with the consequences of their decisions compared to males. Therefore, based on all these findings, it could be deduced that female students are more interested in decision-making processes, that they manage these processes better, and that they have higher decision-making competence.

At this point, the reasons why female students had more Self-Regulation, Social-Relations, Decision-Making and overall SEFLL qualifications than male students could be interpreted in various ways. The first of these reasons could be that male students in rural areas work in various occupational groups such as farming or animal husbandry, as well as being a student. The fact that male students work in these occupational groups may cause their social and emotional competences to fall behind as well as their academic success. In addition, there are many studies show that female students' emotional intelligence scores are higher than male students' emotional intelligence scores (Harrod & Scheer, 2005; Gürşen Otacıoğlu, 2009; Köksal, 2003). Therefore, it could be said that female students with more developed emotional intelligence are more competent in Social and Emotional Learning skills.

In order to see whether there was a significant difference between rural school students' SEFLL perceptions and their *age* variable, the one-way ANOVA was performed. So, results revealed that there was no significant difference between age groups and SEFLL competencies of students in rural schools. Similar to the results of this study, it was determined that there was no significant difference between age groups as a result of the studies conducted by Berk (2020) and Artut (2021) at the university level. On the other hand, contrary to the findings of these studies, as a result of the

research conducted by the OECD (2021) in Helsinki, it was determined that SEL competencies differ according to age groups. It was also stated that 10-year-old students showed higher Social and Emotional competency than 15-year-old students. Similar to these results, Kutluay Çelik (2014) stated that as a result of the research conducted by sampling 12-13 and 14-year-old students, problem-solving and coping skills increased as the ages of the students decreased. Roseberry (1997) also mentioned that children's competencies such as effective communication and cooperation decreased as they get older. On the contrary, Zimmerman (1990) expressed that as the age of the students increased, their self-regulation skills also increased. Additionally, many studies revealed that students' Social and Emotional competencies vary according to age groups (Kabakçı, 2006; Kabakçı & Totan, 2013; Çelik, 2014). At this point, more studies are needed by considering wider age ranges to reach clearer results on whether the SEFLL perceptions of students in rural schools differ significantly according to age groups.

Results regarding *students' perceptions of parental attitudes* variable indicated that there was a significant difference between students' perceptions of parental attitudes and their SEFLL competencies in rural school contexts. The results indicated that students with a democratic or protective family were more competent in Self-Regulation, Social Relations, Decision-Making, and overall SEFLL competencies than students who have a careless or authoritarian family. Darling and Steinberg (1993) defined the term parental attitude briefly as "the attitude shown by parents towards children's different situations". Parental attitude plays an important role in the social development of children (Yavuzer, 2016). İnanc et al. (2017) stated that parents who had a democratic attitude displayed supportive and tolerant attitudes and applied for supervision that the child could accept. In addition, they also stated that these parents explained the rules of social life and the reasons for these rules in a way that the child could understand. Thus, children who are aware of social rules can be more careful and successful in establishing social interactions. In addition to this, children who grow up within the framework of a democratic parental attitude have self-confident, respectful, and tolerant personality traits in their social interactions (İkiz, 2015). It is obvious that these children's Social Relation competencies are more developed. On the other hand, parents who have authoritarian attitudes do not see their children as stand-alone individuals (Ogelman & Önder, 2011). Contrary to families with a democratic attitude, the children of families with an authoritarian attitude exhibit low self-confidence, shyness, and passive attitude in their social interactions due to the withholding of love and frequent punishments (Pantley,

2001). In addition, although the results of this study showed that the SEFLL competencies of the students with a protective family were at enough level, the "overprotective" family attitude can negatively affect the social and emotional development of the students. Families with overprotective attitudes impose limitations on their children's social lives because they have more control over their children than they should (Cüceloğlu, 2005) and raise shy children (Rubin & Burgess, 2002). Furthermore, as well as an overprotective family attitude, a careless family attitude also negatively affects the children's social and emotional development process. Kaya (1997) expresses that parents who exhibit a careless attitude leave their children completely free, have no control over their children in any way, and ignore the needs of the children. It is known that children growing with under this attitude feel lonely and their sense of confidence decreases (Aydoğdu & Dilekmen, 2016). Bornstein and Zlotnik (2008) argued that the social, cognitive, and physical developments of a child who grows up with careless parents are insufficient (as cited in Dursun, 2010). Therefore, it could be concluded that the social and emotional development of children with healthy parental attitudes progresses more successfully. Children who grow up in this family environment become more self-confident, tolerant, and respectful in their social environment, and they realize a more effective decision-making process by consulting their families and more knowledgeable others. Additionally, with the support of positive parental attitudes, students can realize a more effective self-regulation process in their social and academic lives by having self-awareness (Kaya, 1997).

The other independent variables of this study were the *education level of the mother* and the *education level of the father*. In order to determine whether there was a significant difference between the education levels of the parents and the SEFLL competencies of the students in the rural school, the competencies of the students were analyzed separately according to the education level of the mother and the education level of the father. As a result of the analysis, it was determined that there was a significant difference between the education levels of the parents and the SEFLL competencies of the children. According to the results, while the competency of the students who have illiterate parents was very low, the competency of the students who have highly-educated parents was high. Therefore, it was found that as the education level of the parents increases, the SEFLL competency of the students also increases. Kutluay Çelik (2014), who conducted a similar study, determined that the increase in the education level of parents contributes to the success of students' social relations and self-esteem-enhancing

skills. Moreover, Guryan et al. (2008) state that parents with higher education levels spend more time with their children. Thus, parents who spend more time with their children contribute to the development of their children's talents and skills (Lareau, 2002). In support of this view, as a result of the study conducted by Adhe et al. (2020), it was determined that the high level of parental education contributes to the early increase in children's life skills. In addition to the development in social life, many studies that argued the increase in family education level is a predictor of the educational and behavioral development of the child (Nagin & Tremblay, 2001; Dearing et al., 2002; Davis-Kean, 2005). Based on these views, it could be right to say that family support contributes to the increase in the students' social-emotional and academic success. It was suggested that the communication of students with their family members has an impact on their school success and decision-making processes (Vickers et al., 2014). So, parents with a high level of education can guide their children better in processes such as Self-Regulation, Social Relations, and Decision-Making. These parents can help their children more effectively and contribute to increasing their children's overall SEFLL competencies.

Moreover, another independent variable of this study was the *income level of parents*. Results indicated that there was a significant difference between the income level of parents and SEFLL competencies of rural school students. It means, results showed that the competencies of students in rural schools increase in parallel with the increase in the income level of the parents. The important view expressed by Yalın Uçar and Aktaş (2020) that the increase in the income level of the parents can increase the external motivation of the student and create a high expectation of success also supports the results of this study. In other words, high-income parents are more willing to give attention to their children's educational processes (Cheadle & Amato, 2011) and so, they can provide external motivation and support for their children's social and academic development. In addition, it is also known that the financial situation of the family affects students' attitudes toward the education process and the process of enhancing self-esteem (Kutluay Çelik, 2014). Bolat and Odacı (2017) also mention that high family income contributes to the increase in students' decision-making competencies. On the other hand, low family income could negatively affect the social and emotional development of students (Jensen, 2009; Feldman & Eidelman, 2009). Based on the research, it could be concluded that as a result of high-income parents providing more opportunities for students, they can contribute positively to students' self-regulation processes, processes

of establishing social relations, and responsible decision-making processes. Students who have more financial opportunities can organize their social and academic lives by considering these opportunities and take responsible decisions in this direction.

Results regarding *perceptions of academic success* indicated that there was a significant difference between students' perceptions of academic success and their SEFLL competencies. According to the results, it was determined that academically more successful students had higher SEFLL competency than unsuccessful students in rural schools. In detail, it was indicated that students who were successful in the academic field had more SEL competencies such as Self-Regulation, Social Relations, and Decision-Making. It is known that social and emotional competencies have a significant impact on students' academic performance (Yılmaz & Sipahioğlu, 2012). In addition, Arslan and Demirtaş (2016) determined that there is a significant correlation between social-emotional learning and academic achievement as a result of their study. Therefore, considering the view that social-emotional learning and academic achievement are parallel, it could be mentioned that social and emotional learning has an effect on the success of academically successful students. It could also be concluded that these students benefit from competencies such as Self-Regulation, Social Relations, and Responsible Decision-Making to achieve high academic success. This situation reveals that students with high academic achievement have also high SEFLL competencies.

The last independent variable of this study was the *service area of rural schools*. In this study, schools in the 4th, 5th, and 6th compulsory service areas in the province of Niğde were considered as independent variables. So, it was examined whether there was a significant difference between the SEFLL competencies of the students and the service area of the school where they were educated. Schools in the 4th area are closer to the city center than schools in the 6th service area. Therefore, while discussing, it was considered that the impossibilities and difficulties of the schools in the 6th area were higher than the schools in the 4th area. As a result of the analysis, a significant difference was found between the service areas where the rural schools were located and the SEFLL competencies of the students. The results showed that rural students in the 4th service area had higher Self-Regulation, Social Relations, Decision-Making, and overall SEFLL competencies compared to students in the 5th and 6th service areas. At the same time, rural students in the 5th service area were more successful in terms of these competencies compared to students in the 6th service area. Based on the results of the study, it was seen that the social and emotional competencies of the students

decrease as getting further away from the center and getting closer to rural areas. Also, Mitchell (2021) mentioned the increase in social and emotional imbalance of students in rural schools when juxtaposed with students studying in urban schools. Furthermore, there are some arguments that rural schools offer less student support and extracurricular programs than schools in the city center (Ballou & Podgursky, 1995). Therefore, the decreasing opportunities from the center to the rural area may cause a decrease in the social and emotional competence of the students. In addition to this view, many common views argued that students studying in rural school conditions are at risk in terms of motivation and academic success (D'Amico et al., 1996; Litcher et al., 2003).

Discussion of Rural Challenges that Affect Students Socially and Emotionally

In order to collect data about the rural challenges that affect students both socially and emotionally, semi-structured interviews were conducted. According to the results, two categories were generated; *Challenges* and *Effects*. These categories were also created based on the challenges that rural school students face and the effects of these challenges on rural school students.

As for the challenges category, students mentioned many challenges they experienced in rural school conditions. As a result, two separate sub-categories were created as *Financial Challenges* and *Social Challenges*. Firstly, when financial challenges were mentioned, four separate codes emerged such as Low Family Income, Written Source Problems, Lack of Technology, and Transportation Problems. Many of the students in the rural school complained about the *low income of their parents*. These students stated that they had many difficulties in the process of continuing their education life due to their low financial situation, and even had to finish their education at certain points. Lv (2017) stated that parents with low income kept their expectations low for their children's education and even kept their financial difficulties before their children's education. Furthermore, the students, who mentioned that they could not reach the additional written and technological sources they needed in their education processes, thought that they could not compete with more advantageous students within the scope of the exams. Therefore, this situation may cause a loss of motivation in students. In addition to demotivation, it is also known that children with low-income parents have lower self-esteem (Bannink et al., 2016). Therefore, this demotivation and low self-esteem can cause students to fail both in their social and academic lives. Some studies

supporting the view that the financial situation of the family affects the academic success of students also support this idea (Betancur et al., 2018). Moreover, considering the low family income, it could be said that students have problems in terms of their ability to make responsible decisions for their future. While deciding on behalf of their future, students have to consider the financial situation of their families as well as the points they are successful in or the points they are interested in. So, they have to make decisions according to these factors.

In addition to low family income, students also mentioned *written sources problems*. According to many students who participated in the research, the coursebooks provided free by the government are insufficient in terms of content. The students stated that they had to carry these books in their backpacks every day and that this situation was a burden for them. At the same time, students said that their teachers also found the coursebooks insufficient and asked them to buy additional sources. At this point, students who had bad financial situations stated that they had difficulty in buying additional written resources. Similarly, participating teachers in the study conducted by Öztekin (2022) stated that they did not find the coursebooks sufficient and that additional alternatives should be found. It could be predicted that the negative attitudes of the students who see the books given free of charge by the state as a burden may increase. Students who had deficiencies in written sources may experience other deficiencies in learning and short self-regulation. In order to overcome these deficiencies to some extent, libraries can be created to provide students with additional written resources that can help them learn English by themselves outside the classroom and improve their learning through English (Paker, 2006).

Some deficiencies in written sources can also be eliminated by the use of technological resources. Teachers can make the teaching process productive by making use of the technological opportunities of computers and smart boards. On the other hand, the students who participated in the research emphasized that the schools they studied at were also insufficient in terms of technology. Students in rural schools complained that technological facilities were not adequately provided by the government. At the same time, although various facilities such as computers and smart boards were started to be provided in some rural schools, it is known that the internet infrastructure is still insufficient. Students who stated that they could not do various activities such as listening, watching, and playing educational games in the learning process because they

did not have sufficient technological opportunities also mentioned that their lessons continued in a monotonous manner. Taşkaya et al. (2015) suggested that technological deficiencies negatively affect the teaching-learning process. Moreover, from the perspective of language learning, it is known that not being able to benefit from instructional technology for various reasons hinders success in language learning. In addition to in-class situations, the inadequacy of technological opportunities also affects the out-of-class learning of students in rural schools. For example, students who do not have technological opportunities are at a disadvantage in communicating with people from different races, cultures, and languages. Such situations may prevent students from being motivated and interested in learning, as well as preventing the development of students' Social Relations competencies.

The last code in the financial challenges sub-category is the *transportation problem*. Some of the students living in rural areas stated that there was no free transportation and that they had difficulties in going to school from their homes. Especially, the challenging conditions of the winter season cause physical strain on the students. Awang et al. (2020) also mentioned in their study that the transportation problem affected students negatively. Additionally, Mitchell (2021) emphasized that one of the factors that increase the social and emotional instability of students in rural schools is limited access to public transport. Students studying in this region may have to travel long distances to reach the school, and this problem may negatively affect the quality of education and students' attitudes toward education (Cuong, 2021). In other words, students who go to school by walking a long way may see school as torture because they experience physical fatigue. This may cause students to have a negative attitude towards school.

From the SEL framework, these financial difficulties could affect the social and emotional development of students in rural schools in various ways. In other words, the Self-Regulation, Social Relations, and Responsible Decision-Making competencies of these financially challenged students may be negatively affected by these problems. These students, who have low financial income in rural areas, experience various difficulties in terms of technological deficiencies, lack of written sources and transportation problems. First of all, deficiencies in these areas may negatively affect students' ability to make responsible decisions about their future. For instance, Osoro et al. (2000) mention that students in this region cannot be exposed to most of the

professional roles in the decision-making processes, and they also do not have opportunities such as television, computers and smartphones in which they can do research for their future. At the same time, these students, who could not reach many technological innovations such as television, computers and smartphones due to low income, could have a deficiency in having knowledge about different cultures, different races and different languages, and communicating with people from these different cultures, races and languages. Therefore, this situation may also have a negative effect on students' Social Relations skills. It was stated that these children, who faced various financial difficulties, also had difficulty in focusing, had weak personal and social competencies, had behavioral problems and had various psychological disorders (Wanless et al., 2011). In addition, families of children growing up under a low socioeconomic background spend more time at work rather than spending quality time with their children (Mohamed & Toran, 2018). This shows that families could not fully support their children in developing their social communication skills. Therefore, it could be an inevitable fact that these students fail in terms of Social Relations competencies. Additionally, financial difficulties negatively affect these students' Self-Regulation competencies. Evans and Rosenbaum (2008) also stated that financial difficulties had a negative effect on children's Self-Regulation skills. One of the main reasons for this situation may be that students fail in their academic and social-emotional development due to various problems such as low family income, technological deficiencies, and lack of written resources, and thus they may experience a lack of self-awareness. Due to financial difficulties, these students may not be able to create self-awareness in terms of their academic and social-emotional competencies and deficiencies, and therefore they may lack self-management considering these situations.

Moreover, students in rural schools mentioned *social challenges* as well as financial challenges. The first one of these social challenges mentioned by the students was the *family attitude*. Students in rural areas complained that their families did not sufficiently support their education processes and that their families were looking for various excuses to end the education processes of the students. Furthermore, it is known that children who receive enough family attention and family support are more successful in the social adaptation process and academic success. On the other hand, the social adaptation and self-construction processes of children who grow up under harsh or uninterested parental attitudes are more unsuccessful (Dam, 2008; Yavuzer, 2001). From

the perspective of language learning, LaRocque et al. (2011) stated that in order to prevent such failures, families should contribute to the learning of students by taking voluntary duties at schools, helping children in their learning processes, and playing an active role in students' decision-making processes. Gonzales DeHass (2005) determined that family involvement and positive family attitudes positively affect students' motivation in language education processes. Therefore, it is greatly important that families support their children's education processes and adopt positive attitudes in this process because the social life and academic achievement of students are affected positively or negatively in parallel with family attitudes.

In education, besides family attitude, *teacher attitude* is also an important factor. Based on the analysis of the interviews, it was seen that the students in rural schools also complained about the attitudes of their teachers. The students expressed that their teachers gave up quickly in the negative situations and this problem negatively affected their learning processes. According to Tang and Hu (2022), teachers' negative attitudes and deterrent teaching approaches cause a loss of motivation in students' language learning processes. Therefore, it is known that teachers' negative attitudes are a predictor of students' demotivation (Dörnyei & Ushioda, 2021) because it is known that teachers are the most important factors affecting student motivation (Yadav & BaniAta, 2013). When all these opinions and findings are considered, it could be said that teachers' negative criticism, indifference, and unenthusiastic attitudes cause students to exhibit a demotivating attitude in their language learning processes. In particular, from the rural school perspective, students who struggle with various socioeconomic and sociocultural impossibilities may need more interest and support from their teachers.

Another situation that students in rural schools complained about was the *classroom environment*. At this point, students mentioned that their classrooms were crowded, and therefore they had to perform learning in a noisy classroom environment. The noise pollution caused by the crowded classroom environment prevents the students from focusing on the lesson and causes the lesson process to be disrupted. In addition, crowded classrooms not only prevent students from concentrating on the lesson but also prevent teachers from organizing collaborative learning and group activities (Inamullah, 2012). On the other hand, Boyesen and Bru (1999) stated that in classrooms with a small number of students, students could establish social relations with their peers and teachers more easily and had a better social understanding. Thus, students who have a warmer

learning environment in small classes exhibit more positive attitudes toward learning (Blatchford et al, 1998). At this point, students in rural schools should be provided with a wider, more spacious classroom environment with fewer student numbers, and students should be prevented from being negatively affected socially, emotionally, and academically.

Another social challenge that students complain about is the *lack of encouragement* in their education process. During the interviews, the students stated that they did not receive any encouragement from their families and teachers in terms of education. This problem caused a loss of motivation in students and a decrease in students' interest in the lesson. On the other hand, Huo (2018) stated that extrinsic motivation and encouragement were effective in creating a healthy classroom environment, effective social interaction environment, and increasing academic success as well as the social-emotional development of students. Additionally, it was suggested that external motivation increases students' achievement because students are aware that their success will be rewarded in return (Baker & Wigfield, 1999; Wang & Guthrie, 2004). In support of this view, during the interviews, the students expressed that they wanted various external motivation sources such as award-winning competitions to be organized. Based on these considerations, external encouragement and reward provided by parents and teachers may increase students' motivation in the learning process. At this point, the mission of parents and teachers is to provide support to students during their learning process and to encourage them to learn.

At the same time, all these social challenges experienced by rural school students have negative effects on their Social and Emotional development. It is known that the families of students studying in rural areas have high life stresses (Roy & Raver, 2014) and they are deficient in supporting their children's education processes (Williams & Sanchez, 2011). Negative family attitudes and lack of family support in education can hinder children's ability to make responsible decisions for their future and push them to make wrong decisions. In the light of these considerations, it could be said that negative family attitudes have negative effects on children's Decision-Making competencies. Moreover, besides the family attitude, the attitude of the teacher is also an important factor. In order to develop students' Self-Regulation skills, teachers need to support and develop students' autonomous and independent learning skills (Ocak & Yamaç, 2013). Therefore, it could be expressed that negative teacher attitudes and lack of teacher

support have a negative effect on students' Self-Regulation skills. Another social challenge that negatively affects students' SEL skills is crowded classrooms. Students studying in crowded and noisy classrooms complain about this situation a lot. It should be considered that such situations could cause fights in classrooms. Students have underdeveloped Social Relations competencies may not be able to deal with such situations in a rational and respectful way. Generali et al. (2018) state that when social and emotional skills are not supported in such situations, problems such as bullying and fighting may occur in the classroom environment. Therefore, since the Social Relations skills of students studying in a crowded and noisy classroom environment are affected by various factors, these skills should be developed so that they can overcome such problems more effectively.

Additionally, these challenges experienced by students in rural schools had also some negative effects on students. In this study, the negative effects experienced by the students were divided into two separate sub-categories as *Emotional Effects* and *Mental Effects*. Considering the emotional effects, the most expressed effects by the students were *demotivation*, *sadness,* and *reproach*. The students expressed that their motivation towards learning decreased in the face of the challenges and deficiencies they experienced in the rural areas, and this situation created a feeling of sadness in them. Along with these feelings, the students reproached the conditions they lived in and questioned why they did not have the same opportunities as the other schools in the city centers. Such emotional effects can cause students to lose interest in school and the learning process. In conclusion, these difficulties cause sadness and reproach to replace the combative attitude of the students.

In addition to the emotional effects, the challenges of the rural area also affected the students *mentally*. Students who had to struggle with the difficulties in rural areas stated that they could not focus on their lessons under this heavy load. In addition, this problem caused the students to *give up*. The students thought that they could not progress further under these difficulties, they gave up and they had to turn to different decisions such as early marriage and early employment. Especially, students in rural schools want to turn to agriculture, which is a common occupation in rural areas and provides financial returns in the early term because of the fact that they think that they cannot progress further in the field of education under these challenging conditions.

At this point, considering the effects of all these difficulties and deficiencies, rural school conditions should be developed and students should be fully focused on education. The main problems of students and the effects of these problems should be addressed and solutions to these problems should be found by providing cooperation between the government, family, and school. Thus, students should be supported, encouraged, and enabled to achieve the success they deserve.

Implications of the Study

Research examining students' SEL competencies in a rural school context is very limited. Therefore, this mixed-method study provides in-depth information to investigate the challenges experienced by students studying in rural schools, and the effects of these challenges on their social and emotional learning competencies of students. Based on the results of this research, although the Self-Regulation, Social Relations, Decision-Making, and overall SEFLL perceptions of students in rural schools were moderate, these perception levels were still unsatisfactory. Therefore, it could be said that students in rural schools have limited knowledge and competence in terms of SEL. On the other hand, it is known that SEL competencies can be taught and developed elements. In order to teach and develop these competencies, it would be better to include the teaching of SEL skills in the curriculum. However, it would be more effective to consider the educational conditions of schools in rural areas while including these competencies in the curriculum. The challenges experienced by students studying in rural schools should be identified, the social and emotional effects of these challenges can be observed, and SEL support can be provided considering these factors.

Thus, students in rural schools can manage these processes more successfully by getting support in the process of struggling with the conditions in rural areas. This will provide important support for students to turn the disadvantages in their social lives and academic achievements into advantages. Students will be able to evaluate their weaknesses and strengths more effectively, take more responsible decisions, and organize their educational processes more effectively considering the conditions they are in. Teachers and families have important roles in providing this support to students. Therefore, SEL can be included in the curriculum of pre-service teachers' learning processes, and pre-service teachers can be informed about SEL. Teachers can share this

knowledge with the parents of the students, so that a more effective SEL process can be managed by providing cooperation between teachers, parents and students.

Limitations and Recommendations for Further Research

This research was conducted with students studying in rural schools located in the 4th, 5th, and 6th service areas in Niğde province. However, the sample of the study has limitations in some points. In further research, schools located in different provinces of seven different geographical regions of Turkey can also be included in the research in order to obtain more extensive data. As it is known, educational conditions and living conditions in Turkey may vary according to geographical regions. On the other hand, the sample of this study is limited to the Turkey context. Samples from different countries should also be included in the studies in order to reach wider data and interpretations, and contribute to the field. Thus, it can also be investigated whether different cultures and rural challenges experienced in different countries are important factors for SEFLL competencies. Moreover, the sample of this study is limited to secondary school students. Primary and high school students studying in rural schools can also be included in further research, and the effect of education level on SEFLL competencies can be examined to contribute to the field. Finally, this research only includes data obtained from students on behalf of SEFLL competencies. Therefore, researching the views of teachers and families in terms of students' perceptions of SEFLL competencies can be an important study in order to compare the views of students, teachers, and families.

Conclusion

Today, the conditions of rural schools are still not as good as those in urban schools. Students studying in rural school conditions are negatively affected by the challenging situations in these areas in terms of social-emotional learning and academic success. Students struggling with various difficulties in these areas need social and emotional support. Therefore, a special SEL program can be developed for rural schools and this program can be included in the curriculum. Moreover, when developing these programs, the specific conditions of rural schools and the effects of these conditions on students can be considered. In this direction, this study aimed to provide in-depth information about the challenging situations experienced by students in rural schools and

the effects of these situations. In addition, in-depth information was provided about the social and emotional language learning perceptions of the students studying in these areas and about the significant difference in these perceptions according to various factors.

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APPENDICES

Appendix A. Approval of The Ethics Committee

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Eyyüp Can AVCI
ÖĞRENCİ NO	2021008006
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili ve Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ DÖNEMİ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022 / 2023 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	KIRSAL OKULLARDAKİ ÖĞRENCİLERİN SOSYAL VE DUYGUSAL YABANCI DİL ÖĞRENME ALGILARI
TEZİN AMACI	Bu çalışma, öğrencilerin kırsal okul bağlamına ilişkin Sosyal-Duygusal Yabancı Dil Öğrenimi algılarını araştırmayı amaçlamaktadır.
TEZİN TÜRKÇE ÖZETİ	Bu araştırmanın amacı, kırsal okullarda eğitim gören öğrencilerin Sosyal-Duygusal Yabancı Dil Öğrenimi (SDYDÖ) algılarının SDYDÖ yeterlikleri göz önünde bulundurarak incelenmesi ve öğrencilerin SDYDÖ algılarının cinsiyet, yaş, okul düzeyi gibi bazı faktörlere göre değişip değişmediğini incelenmesidir. Bu çalışma Niğde ilinde bulunan 4., 5. ve 6. hizmet bölgelerinde bulunan kırsal okullarda öğrenimine devam eden ortaokul öğrencilerini içermektedir. Çalışma sürecinde detaylı verilere ulaşabilmek amacıyla karma araştırma yöntemi uygulanacaktır. Nitel verilere ulaşmak amacıyla araştırmacı tarafından düzenlenen görüşme soruları kullanılacak, nicel verilere ulaşmak içinse Zaimoğlu (2018) tarafından geliştirilen Sosyal-Duygusal Dil Öğrenme Ölçeği kullanılacaktır. Nitel veriler Atlas.ti programıyla, nicel veriler ise SPSS 26.0 programıyla analiz edilecektir.

ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Değirmenli Şehit Yalçın Aran Ortaokulu, Yeşilgölcük Şehit Osman Turgut Ortaokulu, Alay Şehit Oktay Önder Ortaokulu, Kiledere Şehit Bülent Tunçbilek Ortaokulu, Keçikalesi Cumhuriyet Ortaokulu, Çardak Ortaokulu, Dündarlı 100.Yıl Ortaokulu, Gösterli Ortaokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Niğde İl Milli Eğitim Müdürlüğü (NİĞDE/MERKEZ), Altunhisar İlçe Milli Eğitim Müdürlüğü (NİĞDE/ALTUNHİSAR) Çiftlik İlçe Milli Eğitim Müdürlüğü (NİĞDE/ÇİFTLİK)
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Yapılmak istenen çalışmada, Niğde merkez ve ilçelere bağlı 4., 5. ve 6. hizmet bölgelerinde bulunan kırsal okullarda öğrenim gören ortaokul öğrencilerinin Sosyal-Duygusal Dil Öğrenme Algıları hakkında, Zaimoğlu (2018) tarafından geliştirilen Sosyal-Duygusal Dil Öğrenme anketi ve araştırmacı tarafından geliştirilen görüşme soruları aracılığıyla veri toplanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Zaimoğlu (2018) tarafından hazırlanan Sosyal Duygusal Dil Öğrenme Ölçeği (SEFLLS)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Sosyal Duygusal Dil Öğrenme Ölçeği (Social and Emotional Foreign Language Scale) - 3 Sayfa 2) Görüşme Soruları- 1 Sayfa 3) Kişisel Bilgi Formu - 1 Sayfa
ÖĞRENCİNİN ADI - SOYADI: Eyyüp Can AVCI	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde Evrağın Aslı İmzalıdır TARİH: 02/ 02 / 2023

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.			
1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	**ANA BİLİM DALI BAŞKANININ ONAYI**	**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**
Adı - Soyadı: **Senem ZAİMOĞLU**	Adı - Soyadı: ……………….......	Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Murat KOÇ**
Unvanı: Dr. Öğr. Üyesi	Unvanı: ……………	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası: ………………	İmzası:Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır
… / ….. / 20….	…. / …. / 20….	…… / …….. / 20…..	…. / …. / 20…

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası : Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası : Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası : Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası : Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası : Enstitü müdürlüğünde evrağın aslı imzalıdır	İmzası : Enstitü müdürlüğünde evrağın aslı imzalıdır
…… / ….. / 20…..	…… / ….. / 20…..	… / ….. / 20….	….. / ….. / 20….	… / ….. / 20…	…… / ….. / 20…..	…… / ….. / 20…..
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE	X	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 28 / 02 / 2023 - 28 / 03 / 2023 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE	O	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B. Informed Consent Form

Tarih:....................

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Social and Emotional Foreign Language Learning Perceptions of Students in Rural Schools" başlıklı araştırma "Eyyüp Can AVCI" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu çalışma öğrencilerin kırsal okul bağlamına ilişkin, öğrencilerin sosyal-duygusal yabancı dil öğrenimi algılarını araştırmayı amaçlamaktadır. Araştırmacının hedefi, kırsal okullarda eğitim gören öğrencilerin sosyal-duygusal yabancı dil öğrenimini (SDYDÖ) algılarını anlamak ve SDYDÖ algılarının cinsiyet, yaş ve okul düzeyi gibi bazı faktörlere göre değişip değişmediğini incelemektir.

Araştırmanın Nedeni: Kırsal bölgelerde eğitim alan öğrenciler, eğitimde fırsat eşitliğinin sağlanamaması nedeniyle ve coğrafi, sosyoekonomik, sosyopolitik ve sosyokültürel alanlardaki dezavantajları nedeniyle yeterli düzeyde eğitim alamamaktadır. Bu durum göz önünde bulundurularak, dil öğrenme sürecine devam eden kırsal okul öğrencileri için ayrı bir sosyal-duygusal dil öğrenme programı düzenlenmelidir. Bu düzenlemenin ilk adımı olarak ise öğrencilerin sosyal ve duygusal dil öğrenme algıları incelenmelidir.

Araştırmanın Yürütüleceği Yer: Değirmenli Şehit Yalçın Aran Ortaokulu, Yeşilgölcük Şehit Osman Turgut Ortaokulu, Alay Şehit Oktay Önder Ortaokulu, Kiledere Şehit Bülent Tunçbilek Ortaokulu, Keçikalesi Cumhuriyet Ortaokulu, Çardak Ortaokulu, Dündarlı 100.Yıl Ortaokulu, Gösterli Ortaokulu

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile)

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı: Eyyüp Can AVCI

e-posta:

İmzası:

Appendix C. Social and Emotional Foreign Language Learning Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am curious about learning different languages (Farklı diller öğrenmeye meraklıyımdır)					
2. I can recognize my own emotions (Duygularımı tanıyabilirim)					
3. I do not hesitate to reflect my feelings while learning English (İngilizce öğrenirken duygularımı dile getirmekten çekinmem)					
4. If I try, I can do even the hardest work in the class (Eğer denersem sınıftaki en zor çalışmayı bile yapabilirim)					
5. I can easily motivate myself when I feel bad (Kötü hissettiğim zaman kendimi kolayca motive edebilirim)					
6. I always concentrate on my lessons during English class (Sınıfta daima derslerime odaklanırım)					
7. I shape my life in accordance with my goals (Koyduğum hedefler doğrultusunda hayatıma yön veririm)					
8. I overcome every difficulties to achieve my goals (Hedeflerime ulaşmak için her türlü zorluğun üstesinden gelirim)					
9. I get my family to help me when I have social problems (Sosyal sorunlarım olduğu zaman ailemden yardım alırım)					
10. I get my friends to help me when I do not solve the problem on my own (Bir problemi kendi başıma çözemediğim zaman arkadaşlarımdan yardım alırım)					
11. I cooperate with my friends (Arkadaşlarımla işbirliği yaparım)					
12. I can motivate my friends to do their best in group work (Grup çalışmasında arkadaşlarımı en iyisini yapmaları konusunda motive edebilirim)					

13. I try not to criticize my friends when we argue (Tartıştığımız zaman arkadaşlarımı eleştirmemeye çalışırım)				
14. I try to prevent others to be alienated (Başkalarının dışlanmasını engellemeye çalışırım)				
15. I help others when they have problems (Başkalarına problem yaşadıkları zaman yardım ederim)				
16. I respect others' thoughts (Başkalarının düşüncelerine saygı duyarım)				
17. I recognize how people feel by looking at their facial expressions (İnsanların ne hissettiklerini yüz ifadelerine bakarak anlayabilirim)				
18. I am sensitive to others' feelings (Başkalarının duygularına karşı duyarlıyımdır)				
19. I can discuss the decisions that I consider unfair (Adil olmadığını düşündüğüm kararları tartışabilirim)				
20. While making decisions, I also think about the future consequences of my actions (Karar verirken, kararlarımın gelecek sonuçlarını da düşünürüm)				
21. While making decisions, I select the one with positive outcomes (Karar verirken olumlu yönleri ağır basan tarafı seçerim)				
22. I can decide between right or wrong (Doğru veya yanlış arasında karar verebilirim)				
23. While making decisions about my future, I search a lot (Geleceğimle ilgili karar verirken çok araştırma yaparım)				
24. I make decisions that are appropriate for my personal values (Kişisel değerlerime uygun kararlar veririm)				

Appendix D. Demographic Information Form

Demografik Bilgi Formu

Katılımcılardan alınacak olan demografik bilgiler, araştırmayı gerçekleştirirken büyük bir önem taşıyacaktır. Bu bilgiler araştırmacının, katılımcıların "cinsiyet, yaş, ebeveyn tutumlarına ilişkin algı, ebeveynlerin eğitim durumu, ebeveynlerin gelir düzeyi, akademik başarıya ilişkin algı ve öğrencilerin okudukları okulun hizmet alanı" gibi demografik faktörlerinin Sosyal Ve Duygusal Yabancı Dil Öğrenme algıları üzerindeki etkilerini anlamasına yardımcı olacaktır. Bu form, araştırmanın amacı çerçevesinde, araştırmacının katılımcılar hakkında daha fazla bilgi sahibi olmasına yardımcı olacak 8 adet sorudan oluşmaktadır.

Lütfen soruları dikkatlice okuduktan sonra, her bir sorunun yanındaki boş kutucuğu işaretleyerek size en uygun olan tek bir seçeneği belirtiniz veya verilen boşluğa cevabınızı yazınız.

1. **Okulunuzun İsmi:** _____

2. **Yaşınız:** _____

3. **Cinsiyetiniz:**

   Kız ☐   Erkek ☐

4. **Annenizin eğitim durumu nedir?**

   Okur-yazar değil ☐   İlköğretim ☐   Ortaöğretim ☐

   Lise ☐   Üniversite ☐

5. **Babanızın eğitim durumu nedir?**

   Okur-yazar değil ☐   İlköğretim ☐   Ortaöğretim ☐

   Lise ☐   Üniversite ☐

6. **Ailenizin size karşı tutumu nasıldır?**

   Koruyucu ☐   Dikkatsiz ☐   Baskıcı/Otoriter ☐   Demokratik ☐

7. **Ailenizin gelir düzeyi nedir?**

   Düşük Gelirli ☐   Orta Gelirli ☐   Yüksek Gelirli ☐

8. **Kendinizi derslerinizde ne derece başarılı görüyorsunuz?**

   Başarısızım ☐   Orta Düzeyde Başarılıyım ☐   Oldukça Başarılıyım ☐

Appendix E. Semi-Structured Interview Questions

Social-Emotional Foreign Language Learning, Semi-Structured Interview Questions

1- Do you like your school? Can you explain your answer with reasons? (Okulunuzu seviyor musunuz? Cevabınızı nedenleri ile açıklar mısınız?)

2- Do you experience any difficulties or deficiencies in terms of education at your school? If you experience, can you talk about them? (Okulunuzda eğitim adına herhangi bir zorluk veya imkânsızlık yaşıyor musunuz? Yaşıyorsanız bunlardan bahseder misiniz?)

3- Does these difficulties or deficiencies demotivating you? How do you feel in these situations? (Bu zorluklar veya imkansızlıklar sizi demotive ediyor mu? Bu durumlarda neler hissediyorsunuz?)

4- How do you deal with these difficulties and deficiencies? Who does help you? (Bu zorluklarla ve imkansızlıklarla nasıl baş ediyorsunuz? Size kimler destek oluyor?)

5- Does your family support your education? If they not, what is the reason? (Aileniz sizin eğitim almanızı destekliyor mu? Eğer desteklemiyorsa bunun sebebi nedir?)

6- Who supports you at school when you have a problem socially and emotionally? (Sosyal ve duygusal olarak bir problem yaşadığınızda, size okul içerisinde kimler destek oluyor?)

7- Do you think it is advantageous to learn a new language? If your answer is yes, what are these advantages? (Yeni bir dil öğrenmek avantajlı mıdır? Cevabınız evet ise sizce bu avantajlar nelerdir?)

8- Do you think your school's facilities are sufficient to learn a new language? Why? (Sizce okulunuzun imkanlar yeni bir dil öğrenmek için yeterli midir değil midir? Neden?)

9- What kind of arrangements can be made in your school to learn languages more efficiently? Which deficiencies should be dealt with? (Daha verimli dil öğrenmek için, sizce okulunuzda ne gibi düzenlemeler yapılabilir? Hangi eksikler giderilmelidir?)

10- Thank you for participating in my study and for your answers. Do you have anything to add or share? (Çalışmama katıldığınız için ve verdiğiniz cevaplar için teşekkür ederim. Eklemek veya paylaşmak istedikleriniz var mı?)

Appendix F. Post Hoc Results Regarding Students' Perceptions of Parental Attitudes

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) AileTutumu	(J) AileTutumu	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
SelfRegTOTAL	Koruyucu	Dikkatsiz	1,09606*	,07568	,000	,9012	1,2909
		Otoriter	,66981*	,07115	,000	,4866	,8530
		Demokratik	-,32692*	,06188	,000	-,4863	-,1676
	Dikkatsiz	Koruyucu	-1,09606*	,07568	,000	-1,2909	-,9012
		Otoriter	-,42625*	,08550	,000	-,6464	-,2061
		Demokratik	-1,42298*	,07796	,000	-1,6237	-1,2223
	Otoriter	Koruyucu	-,66981*	,07115	,000	-,8530	-,4866
		Dikkatsiz	,42625*	,08550	,000	,2061	,6464
		Demokratik	-,99673*	,07357	,000	-1,1862	-,8073
	Demokratik	Koruyucu	,32692*	,06188	,000	,1676	,4863
		Dikkatsiz	1,42298*	,07796	,000	1,2223	1,6237
		Otoriter	,99673*	,07357	,000	,8073	1,1862
SocialRelTOTAL	Koruyucu	Dikkatsiz	1,13013*	,09103	,000	,8958	1,3645
		Otoriter	,69645*	,08559	,000	,4761	,9168
		Demokratik	-,33783*	,07443	,000	-,5295	-,1462
	Dikkatsiz	Koruyucu	-1,13013*	,09103	,000	-1,3645	-,8958
		Otoriter	-,43368*	,10284	,000	-,6985	-,1689
		Demokratik	-1,46796*	,09377	,000	-1,7094	-1,2265
	Otoriter	Koruyucu	-,69645*	,08559	,000	-,9168	-,4761
		Dikkatsiz	,43368*	,10284	,000	,1689	,6985
		Demokratik	-1,03428*	,08849	,000	-1,2621	-,8064
	Demokratik	Koruyucu	,33783*	,07443	,000	,1462	,5295
		Dikkatsiz	1,46796*	,09377	,000	1,2265	1,7094
		Otoriter	1,03428*	,08849	,000	,8064	1,2621
DecMakingTOTAL	Koruyucu	Dikkatsiz	1,09977*	,09567	,000	,8535	1,3461
		Otoriter	,63287*	,08995	,000	,4013	,8645
		Demokratik	-,26760*	,07823	,004	-,4690	-,0662
	Dikkatsiz	Koruyucu	-1,09977*	,09567	,000	-1,3461	-,8535
		Otoriter	-,46690*	,10808	,000	-,7452	-,1886
		Demokratik	-1,36738*	,09854	,000	-1,6211	-1,1137
	Otoriter	Koruyucu	-,63287*	,08995	,000	-,8645	-,4013
		Dikkatsiz	,46690*	,10808	,000	,1886	,7452

	Demokratik	Demokratik	-,90048*	,09300	,000	-1,1399	-,6610
		Koruyucu	,26760*	,07823	,004	,0662	,4690
		Dikkatsiz	1,36738*	,09854	,000	1,1137	1,6211
		Otoriter	,90048*	,09300	,000	,6610	1,1399
OverallSEFLL	Koruyucu	Dikkatsiz	1,10866*	,07908	,000	,9051	1,3123
		Otoriter	,66638*	,07435	,000	,4750	,8578
		Demokratik	-,31079*	,06466	,000	-,4773	-,1443
	Dikkatsiz	Koruyucu	-1,10866*	,07908	,000	-1,3123	-,9051
		Otoriter	-,44228*	,08934	,000	-,6723	-,2123
		Demokratik	-1,41944*	,08145	,000	-1,6292	-1,2097
	Otoriter	Koruyucu	-,66638*	,07435	,000	-,8578	-,4750
		Dikkatsiz	,44228*	,08934	,000	,2123	,6723
		Demokratik	-,97716*	,07687	,000	-1,1751	-,7792
	Demokratik	Koruyucu	,31079*	,06466	,000	,1443	,4773
		Dikkatsiz	1,41944*	,08145	,000	1,2097	1,6292
		Otoriter	,97716*	,07687	,000	,7792	1,1751

Appendix G. Post Hoc Results Regarding Education Level of Mother

Tukey HSD

Dependent Variable	(I) AnneEgitim	(J) AnneEgitim	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
SelfRegTOTAL	Okur-Yazar Değil	İlköğretim	-,61770*	,09174	,000	-,8685	-,3668
		Ortaokul	-,93525*	,09174	,000	-1,1861	-,6844
		Lise	-1,30726*	,10454	,000	-1,5931	-1,0214
		Üniversite	-1,63282*	,16681	,000	-2,0884	-1,1773
	İlköğretim	Okur-Yazar Değil	,61770*	,09174	,000	,3668	,8685
		Ortaokul	-,31756*	,06667	,000	-,4999	-,1353
		Lise	-,68956*	,08340	,000	-,9176	-,4615
		Üniversite	-1,01513*	,15423	,000	-1,4368	-,5934
	Ortaokul	Okur-Yazar Değil	,93525*	,09174	,000	,6844	1,1861
		İlköğretim	,31756*	,06667	,000	,1353	,4999
		Lise	-,37200*	,08340	,000	-,6001	-,1440
		Üniversite	-,69757*	,15423	,000	-1,1193	-,2758

	Lise	Okur-Yazar Değil	1,30726*	,10454	,000	1,0214	1,5931
		İlköğretim	,68956*	,08340	,000	,4615	,9176
		Ortaokul	,37200*	,08340	,000	,1440	,6001
		Üniversite	-,32556	,16217	,263	-,7690	,1179
	Üniversite	Okur-Yazar Değil	1,63282*	,16661	,000	1,1773	2,0884
		İlköğretim	1,01513*	,15423	,000	,5934	1,4368
		Ortaokul	,69757*	,15423	,000	,2758	1,1193
		Lise	,32556	,16217	,263	-,1179	,7690
SocialRelTOTAL	Okur-Yazar Değil	İlköğretim	-,81765*	,10607	,000	-1,1077	-,5276
		Ortaokul	-1,16688*	,10607	,000	-1,4569	-,8769
		Lise	-1,47491*	,12086	,000	-1,8054	-1,1444
		Üniversite	-1,72818*	,19263	,000	-2,2549	-1,2015
	İlköğretim	Okur-Yazar Değil	,81765*	,10607	,000	,5276	1,1077
		Ortaokul	-,34924*	,07708	,000	-,5600	-,1385
		Lise	-,65726*	,09643	,000	-,9209	-,3936
		Üniversite	-,91054*	,17832	,000	-1,3981	-,4229
	Ortaokul	Okur-Yazar Değil	1,16688*	,10607	,000	,8769	1,4569
		İlköğretim	,34924*	,07708	,000	,1385	,5600
		Lise	-,30802*	,09643	,013	-,5717	-,0444
		Üniversite	-,56130*	,17832	,015	-1,0489	-,0737
	Lise	Okur-Yazar Değil	1,47491*	,12086	,000	1,1444	1,8054
		İlköğretim	,65726*	,09643	,000	,3936	,9209
		Ortaokul	,30802*	,09643	,013	,0444	,5717
		Üniversite	-,25327	,18750	,659	-,7660	,2594
	Üniversite	Okur-Yazar Değil	1,72818*	,19263	,000	1,2015	2,2549
		İlköğretim	,91054*	,17832	,000	,4229	1,3981
		Ortaokul	,56130*	,17832	,015	,0737	1,0489
		Lise	,25327	,18750	,659	-,2594	,7660
DecMakingTOTAL	Okur-Yazar Değil	İlköğretim	-,66355*	,10901	,000	-,9616	-,3655
		Ortaokul	-,98735*	,10901	,000	-1,2854	-,6893
		Lise	-1,41612*	,12421	,000	-1,7557	-1,0765
		Üniversite	-1,72597*	,19796	,000	-2,2673	-1,1847
	İlköğretim	Okur-Yazar Değil	,66355*	,10901	,000	,3655	,9616
		Ortaokul	-,32379*	,07921	,000	-,5404	-,1072

		Lise	-,75257*	,09910	,000	-1,0235	-,4816
		Üniversite	-1,06241*	,18326	,000	-1,5635	-,5613
	Ortaokul	Okur-Yazar Değil	,98735*	,10901	,000	,6893	1,2854
		İlköğretim	,32379*	,07921	,000	,1072	,5404
		Lise	-,42877*	,09910	,000	-,6997	-,1578
		Üniversite	-,73862*	,18326	,001	-1,2397	-,2375
	Lise	Okur-Yazar Değil	1,41612*	,12421	,000	1,0765	1,7557
		İlköğretim	,75257*	,09910	,000	,4816	1,0235
		Ortaokul	,42877*	,09910	,000	,1578	,6997
		Üniversite	-,30985	,19269	,493	-,8367	,2170
	Üniversite	Okur-Yazar Değil	1,72597*	,19796	,000	1,1847	2,2673
		İlköğretim	1,06241*	,18326	,000	,5613	1,5635
		Ortaokul	,73862*	,18326	,001	,2375	1,2397
		Lise	,30985	,19269	,493	-,2170	,8367
OverallSEFLL	Okur-Yazar Değil	İlköğretim	-,69963*	,09355	,000	-,9554	-,4438
		Ortaokul	-1,02983*	,09355	,000	-1,2856	-,7740
		Lise	-1,39943*	,10659	,000	-1,6909	-1,1080
		Üniversite	-1,69566*	,16989	,000	-2,1602	-1,2311
	İlköğretim	Okur-Yazar Değil	,69963*	,09355	,000	,4438	,9554
		Ortaokul	-,33020*	,06798	,000	-,5161	-,1443
		Lise	-,69980*	,08505	,000	-,9323	-,4673
		Üniversite	-,99602*	,15727	,000	-1,4260	-,5660
	Ortaokul	Okur-Yazar Değil	1,02983*	,09355	,000	,7740	1,2856
		İlköğretim	,33020*	,06798	,000	,1443	,5161
		Lise	-,36960*	,08505	,000	-,6021	-,1371
		Üniversite	-,66583*	,15727	,000	-1,0958	-,2358
	Lise	Okur-Yazar Değil	1,39943*	,10659	,000	1,1080	1,6909
		İlköğretim	,69980*	,08505	,000	,4673	,9323
		Ortaokul	,36960*	,08505	,000	,1371	,6021
		Üniversite	-,29623	,16536	,379	-,7484	,1559
	Üniversite	Okur-Yazar Değil	1,69566*	,16989	,000	1,2311	2,1602
		İlköğretim	,99602*	,15727	,000	,5660	1,4260
		Ortaokul	,66583*	,15727	,000	,2358	1,0958
		Lise	,29623	,16536	,379	-,1559	,7484

Appendix H. Post Hoc Results Regarding Education Level of Father

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) BabaEgitim	(J) BabaEgitim	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
SelfRegTOTAL	Okur-Yazar Değil	İlköğretim	-,59442*	,11219	,000	-,9012	-,2877
		Ortaokul	-1,05096*	,10705	,000	-1,3437	-,7582
		Lise	-1,41041*	,11212	,000	-1,7170	-1,1038
		Üniversite	-1,64475*	,15379	,000	-2,0652	-1,2242
	İlköğretim	Okur-Yazar Değil	,59442*	,11219	,000	,2877	,9012
		Ortaokul	-,45654*	,07026	,000	-,6486	-,2644
		Lise	-,81599*	,07776	,000	-1,0286	-,6034
		Üniversite	-1,05032*	,13087	,000	-1,4082	-,6925
	Ortaokul	Okur-Yazar Değil	1,05096*	,10705	,000	,7582	1,3437
		İlköğretim	,45654*	,07026	,000	,2644	,6486
		Lise	-,35945*	,07014	,000	-,5512	-,1677
		Üniversite	-,59378*	,12649	,000	-,9396	-,2479
	Lise	Okur-Yazar Değil	1,41041*	,11212	,000	1,1038	1,7170
		İlköğretim	,81599*	,07776	,000	,6034	1,0286
		Ortaokul	,35945*	,07014	,000	,1677	,5512
		Üniversite	-,23433	,13080	,379	-,5920	,1233
	Üniversite	Okur-Yazar Değil	1,64475*	,15379	,000	1,2242	2,0652
		İlköğretim	1,05032*	,13087	,000	,6925	1,4082
		Ortaokul	,59378*	,12649	,000	,2479	,9396
		Lise	,23433	,13080	,379	-,1233	,5920
SocialRelTOTAL	Okur-Yazar Değil	İlköğretim	-,84041*	,12836	,000	-1,1914	-,4894
		Ortaokul	-1,37085*	,12248	,000	-1,7057	-1,0360
		Lise	-1,68964*	,12827	,000	-2,0404	-1,3389
		Üniversite	-1,93056*	,17595	,000	-2,4117	-1,4495
	İlköğretim	Okur-Yazar Değil	,84041*	,12836	,000	,4894	1,1914
		Ortaokul	-,53044*	,08038	,000	-,7502	-,3107
		Lise	-,84923*	,08896	,000	-1,0925	-,6060
		Üniversite	-1,09015*	,14972	,000	-1,4995	-,6808

	Ortaokul	Okur-Yazar Değil	1,37085*	,12248	,000	1,0360	1,7057
		İlköğretim	,53044*	,08038	,000	,3107	,7502
		Lise	-,31879*	,08025	,001	-,5382	-,0994
		Üniversite	-,55971*	,14471	,001	-,9554	-,1640
	Lise	Okur-Yazar Değil	1,68964*	,12827	,000	1,3389	2,0404
		İlköğretim	,84923*	,08896	,000	,6060	1,0925
		Ortaokul	,31879*	,08025	,001	,0994	,5382
		Üniversite	-,24093	,14965	,491	-,6501	,1683
	Üniversite	Okur-Yazar Değil	1,93056*	,17595	,000	1,4495	2,4117
		İlköğretim	1,09015*	,14972	,000	,6808	1,4995
		Ortaokul	,55971*	,14471	,001	,1640	,9554
		Lise	,24093	,14965	,491	-,1683	,6501
DecMakingTOTAL	Okur-Yazar Değil	İlköğretim	-,72754*	,13281	,000	-1,0907	-,3644
		Ortaokul	-1,20151*	,12673	,000	-1,5480	-,8550
		Lise	-1,60857*	,13273	,000	-1,9715	-1,2457
		Üniversite	-1,77606*	,18205	,000	-2,2738	-1,2783
	İlköğretim	Okur-Yazar Değil	,72754*	,13281	,000	,3644	1,0907
		Ortaokul	-,47397*	,08317	,000	-,7014	-,2466
		Lise	-,88103*	,09205	,000	-1,1327	-,6293
		Üniversite	-1,04852*	,15492	,000	-1,4721	-,6249
	Ortaokul	Okur-Yazar Değil	1,20151*	,12673	,000	,8550	1,5480
		İlköğretim	,47397*	,08317	,000	,2466	,7014
		Lise	-,40706*	,08303	,000	-,6341	-,1800
		Üniversite	-,57455*	,14974	,001	-,9840	-,1651
	Lise	Okur-Yazar Değil	1,60857*	,13273	,000	1,2457	1,9715
		İlköğretim	,88103*	,09205	,000	,6293	1,1327
		Ortaokul	,40706*	,08303	,000	,1800	,6341
		Üniversite	-,16749	,15485	,816	-,5909	,2559
	Üniversite	Okur-Yazar Değil	1,77606*	,18205	,000	1,2783	2,2738
		İlköğretim	1,04852*	,15492	,000	,6249	1,4721
		Ortaokul	,57455*	,14974	,001	,1651	,9840
		Lise	,16749	,15485	,816	-,2559	,5909
OverallSEFLL	Okur-Yazar Değil	İlköğretim	-,72079*	,11333	,000	-1,0307	-,4109
		Ortaokul	-1,20777*	,10814	,000	-1,5034	-,9121

		Lise	-1,56954*	,11325	,000	-1,8792	-1,2599
		Üniversite	-1,78379*	,15534	,000	-2,2085	-1,3590
İlköğretim	Okur-Yazar Değil	,72079*	,11333	,000	,4109	1,0307
		Ortaokul	-,48698*	,07097	,000	-,6810	-,2929
		Lise	-,84875*	,07854	,000	-1,0635	-,6340
		Üniversite	-1,06300*	,13219	,000	-1,4244	-,7016
Ortaokul	Okur-Yazar Değil	1,20777*	,10814	,000	,9121	1,5034
		İlköğretim	,48698*	,07097	,000	,2929	,6810
		Lise	-,36177*	,07085	,000	-,5555	-,1680
		Üniversite	-,57602*	,12777	,000	-,9254	-,2267
Lise	Okur-Yazar Değil	1,56954*	,11325	,000	1,2599	1,8792
		İlköğretim	,84875*	,07854	,000	,6340	1,0635
		Ortaokul	,36177*	,07085	,000	,1680	,5555
		Üniversite	-,21425	,13213	,484	-,5755	,1470
Üniversite	Okur-Yazar Değil	1,78379*	,15534	,000	1,3590	2,2085
		İlköğretim	1,06300*	,13219	,000	,7016	1,4244
		Ortaokul	,57602*	,12777	,000	,2267	,9254
		Lise	,21425	,13213	,484	-,1470	,5755

Appendix I. Post Hoc Results Regarding Income Level of Parents

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) GelirDüzeyi	(J) GelirDüzeyi	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SelfRegTOTAL	Düşük Gelirli	Orta Gelirli	-,87457*	,06737	,000	-1,0328	-,7164
		Yüksek Gelirli	-1,30618*	,07927	,000	-1,4923	-1,1200
	Orta Gelirli	Düşük Gelirli	,87457*	,06737	,000	,7164	1,0328
		Yüksek Gelirli	-,43161*	,06559	,000	-,5856	-,2776
	Yüksek Gelirli	Düşük Gelirli	1,30618*	,07927	,000	1,1200	1,4923
		Orta Gelirli	,43161*	,06559	,000	,2776	,5856
SocialRelTOTAL	Düşük Gelirli	Orta Gelirli	-,94858*	,07893	,000	-1,1339	-,7632
		Yüksek Gelirli	-1,39525*	,09286	,000	-1,6133	-1,1772
	Orta Gelirli	Düşük Gelirli	,94858*	,07893	,000	,7632	1,1339
		Yüksek Gelirli	-,44667*	,07684	,000	-,6271	-,2662
	Yüksek Gelirli	Düşük Gelirli	1,39525*	,09286	,000	1,1772	1,6133
		Orta Gelirli	,44667*	,07684	,000	,2662	,6271
DecMakingTOTAL	Düşük Gelirli	Orta Gelirli	-,96304*	,08106	,000	-1,1534	-,7727
		Yüksek Gelirli	-1,34985*	,09537	,000	-1,5738	-1,1259
	Orta Gelirli	Düşük Gelirli	,96304*	,08106	,000	,7727	1,1534
		Yüksek Gelirli	-,38682*	,07892	,000	-,5721	-,2015
	Yüksek Gelirli	Düşük Gelirli	1,34985*	,09537	,000	1,1259	1,5738
		Orta Gelirli	,38682*	,07892	,000	,2015	,5721
OverallSEFLL	Düşük Gelirli	Orta Gelirli	-,92873*	,06893	,000	-1,0906	-,7669
		Yüksek Gelirli	-1,35043*	,08109	,000	-1,5409	-1,1600
	Orta Gelirli	Düşük Gelirli	,92873*	,06893	,000	,7669	1,0906
		Yüksek Gelirli	-,42170*	,06711	,000	-,5793	-,2641
	Yüksek Gelirli	Düşük Gelirli	1,35043*	,08109	,000	1,1600	1,5409
		Orta Gelirli	,42170*	,06711	,000	,2641	,5793

Appendix J. Post Hoc Results Regarding Perceptions of Academic Success

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) BaşarıDüzeyi	(J) BaşarıDüzeyi	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SelfRegTOTAL	Başarısızım	Orta Düzeyde Başarılı	-1,22110*	,03956	,000	-1,3140	-1,1282
		Oldukça Başarılı	-1,92164*	,04317	,000	-2,0230	-1,8203
	Orta Düzeyde Başarılı	Başarısızım	1,22110*	,03956	,000	1,1282	1,3140
		Oldukça Başarılı	-,70053*	,03901	,000	-,7921	-,6089
	Oldukça Başarılı	Başarısızım	1,92164*	,04317	,000	1,8203	2,0230
		Orta Düzeyde Başarılı	,70053*	,03901	,000	,6089	,7921
SocialRelTOTAL	Başarısızım	Orta Düzeyde Başarılı	-1,36481*	,05650	,000	-1,4975	-1,2321
		Oldukça Başarılı	-1,91813*	,06166	,000	-2,0629	-1,7733
	Orta Düzeyde Başarılı	Başarısızım	1,36481*	,05650	,000	1,2321	1,4975
		Oldukça Başarılı	-,55332*	,05572	,000	-,6842	-,4225
	Oldukça Başarılı	Başarısızım	1,91813*	,06166	,000	1,7733	2,0629
		Orta Düzeyde Başarılı	,55332*	,05572	,000	,4225	,6842
DecMakingTOTAL	Başarısızım	Orta Düzeyde Başarılı	-1,46261*	,05428	,000	-1,5901	-1,3351
		Oldukça Başarılı	-2,01301*	,05924	,000	-2,1521	-1,8739
	Orta Düzeyde Başarılı	Başarısızım	1,46261*	,05428	,000	1,3351	1,5901
		Oldukça Başarılı	-,55041*	,05354	,000	-,6761	-,4247
	Oldukça Başarılı	Başarısızım	2,01301*	,05924	,000	1,8739	2,1521
		Orta Düzeyde Başarılı	,55041*	,05354	,000	,4247	,6761
OverallSEFLL	Başarısızım	Orta Düzeyde Başarılı	-1,34951*	,04043	,000	-1,4445	-1,2546
		Oldukça Başarılı	-1,95093*	,04413	,000	-2,0545	-1,8473
	Orta Düzeyde Başarılı	Başarısızım	1,34951*	,04043	,000	1,2546	1,4445
		Oldukça Başarılı	-,60142*	,03988	,000	-,6951	-,5078
	Oldukça Başarılı	Başarısızım	1,95093*	,04413	,000	1,8473	2,0545
		Orta Düzeyde Başarılı	,60142*	,03988	,000	,5078	,6951

Appendix K. Post Hoc Results Regarding Rural Schools' Service Area

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) OkulBolge	(J) OkulBolge	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SelfRegTOTAL	4. Bölge	5. Bölge	,18447*	,07585	,040	,0064	,3626
		6. Bölge	,28470*	,07430	,000	,1102	,4592
	5. Bölge	4. Bölge	-,18447*	,07585	,040	-,3626	-,0064
		6. Bölge	,10022	,07640	,389	-,0792	,2796
	6. Bölge	4. Bölge	-,28470*	,07430	,000	-,4592	-,1102
		5. Bölge	-,10022	,07640	,389	-,2796	,0792
SocialRelTOTAL	4. Bölge	5. Bölge	,29375*	,08605	,002	,0917	,4958
		6. Bölge	,45577*	,08429	,000	,2578	,6537
	5. Bölge	4. Bölge	-,29375*	,08605	,002	-,4958	-,0917
		6. Bölge	,16202	,08667	,148	-,0415	,3656
	6. Bölge	4. Bölge	-,45577*	,08429	,000	-,6537	-,2578
		5. Bölge	-,16202	,08667	,148	-,3656	,0415
DecMakingTOTAL	4. Bölge	5. Bölge	,37963*	,08555	,000	,1787	,5805
		6. Bölge	,67402*	,08380	,000	,4772	,8708
	5. Bölge	4. Bölge	-,37963*	,08555	,000	-,5805	-,1787
		6. Bölge	,29439*	,08617	,002	,0920	,4968
	6. Bölge	4. Bölge	-,67402*	,08380	,000	-,8708	-,4772
		5. Bölge	-,29439*	,08617	,002	-,4968	-,0920
OverallSEFLL	4. Bölge	5. Bölge	,28595*	,07674	,001	,1057	,4662
		6. Bölge	,47150*	,07517	,000	,2950	,6480
	5. Bölge	4. Bölge	-,28595*	,07674	,001	-,4662	-,1057
		6. Bölge	,18554*	,07730	,044	,0040	,3671
	6. Bölge	4. Bölge	-,47150*	,07517	,000	-,6480	-,2950
		5. Bölge	-,18554*	,07730	,044	-,3671	-,0040

Appendix L. Çağ University Thesis Questionnaire Permission Request Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300001400   01.03.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
          Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan **Eyyüp Can AVCI** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Appendix M. Çağ University Rectorate Thesis Ethic Permission Request Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300001673   13.03.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
         Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 01.03.2023 tarih ve E-23867972- 050.01.04-2300001400 sayılı yazınız.

İlgi yazıda söz konusu edilen **Eyyüp Can AVCI** isimli öğrencimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix N. Çağ University Rectorate Letter of Permission Request

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300001702   13.03.2023
Konu : Eyyüp Can AVCI'nın Tez Anket
           İzni Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Eyyüp Can AVCI** isimli öğrencimizin, **"Kırsal Okullardaki Öğrencilerin Sosyal ve Duygusal Yabancı Dil Öğrenme Algıları"** konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Dr. Öğr. Üyesi Senem ZAİMOĞLU**'nun tez danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı Değirmenli Şehit Yalçın Aran Ortaokulu, Yeşilgölcük Şehit Osman Turgut Ortaokulu, Alay Şehit Oktay Önder Ortaokulu, Kiledere Şehit Bülent Tunçbilek Ortaokulu, Keçikalesi Cumhuriyet Ortaokulu, Çardak Ortaokulu, Dündarlı 100.Yıl Ortaokulu, Gösterli Ortaokulunda, Niğde Merkez ve İlçelere bağlı 4.,5.,6.Hizmet Bölgelerinde bulunan kırsal okullarda halen eğitim görmekte olan öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Dağıtım:
Gereği: Bilgi:
T.C Niğde İl Milli Eğitim Müdürlüğüne   Niğde Valiliğine

Appendix O. Niğde Provincial Directorate of National Education Permission

Letter

T.C.
NİĞDE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-61900286-605.01-73543621   31.03.2023
Konu : Araştırma İzni

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi: a) Milli Eğitim Bakanlığına Bağlı Okul Ve Kurumlarda Yapılacak Araştırma Ve Araştırma
       Desteğine Yönelik İzin Ve Uygulama Yönergesi.
     b) Valilik Makamının 31/03/2023 tarih ve 73473905 sayılı Olurları.
     c) Valilik Makamının 31/03/2023 tarih ve 73473855 sayılı Olurları.

       Müdürlüğümüz Araştırma Değerlendirme Komisyonu tarafından yapılan değerlendirme
sonucunda, Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Hande KALLİ
ve Eyyüp Can AVCI'nın tez çalışmasını, değerlendirme formunda belirtilen okullarda uygulama
yapmasına ilişkin, Valilik Makamından alınan ilgi (b) ve ilgi (c) Olur yazımız ekinde sunulmuştur.
       Gereğini arz ederim.

                                                        Halil İbrahim YAŞAR
                                                        İl Millî Eğitim Müdürü

Ek:
1- Valilik Oluru (2 sayfa)
2- Araştırma Değerlendirme Komisyon Görüşü (2 sayfa)
3- Başvuru Taahhütnamesi (3 sayfa)

Appendix P. Institutional Permission of Niğde Governorate

T.C.
NİĞDE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-61900286-20-73473855   31.03.2023
Konu : Araştırma İzni
        (Eyyüp Can AVCI)

VALİLİK MAKAMINA

İlgi: a) Milli Eğitim Bakanlığına Bağlı Okul Ve Kurumlarda Yapılacak Araştırma Ve Araştırma
        Desteğine Yönelik İzin Ve Uygulama Yönergesi.
      b) Çağ Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğünün 13/03/2023 tarihli ve 23867972
        sayılı yazısı.

        Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Eyyüp Can AVCI isimli
öğrencimizin, "Kırsal Okullardaki Öğrencilerin Sosyal ve Duygusal Yabancı Dil Öğrenme Algıları" konulu tez
çalışmasını, değerlendirme formunda belirtilen okullarda uygulamak istemektedir.

        Eyyüp Can AVCI' nın, gerekli özen ve hassasiyeti göstererek çalışmasını uygulaması Müdürlüğümüz
Araştırma Değerlendirme Komisyonu tarafından yapılan değerlendirme sonucunda, Müdürlüğümüzce uygun
görülmektedir.

        Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

                                        Ahmet ŞENEL
                                        Milli Eğitim Müdür Yardımcısı

OLUR

Halil İbrahim YAŞAR
Vali a.
Milli Eğitim Müdürü

Ek:
1-Araştırma Değerlendirme Komisyon Görüşü (1 sayfa)
2-Başvuru Taahhütnamesi (3 sayfa)