The Relationship of Reward Addiction and Punishment Sensitivity with Social and Emotional Learning Skills in High School Students [1]

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Abstract

The purpose of the study was to analyze the relationship between Social Emotional Learning skills, which helps develop basic skills for life efficiency of students, and the sensitivity created using reward-punishment in educational processes on students. The present research was designed in accordance with the relational survey model. The sample of the research consists of 818 high school students who continue formal education in a province located in the Marmara Region, Türkiye. According to the results of the research; When the relationships between reward addiction in the academic context and sensitivity to punishment in the academic context were examined, low and moderate positive correlations were found between the sub-dimensions of both variables. According to the structural equation modeling., reward dependence affects punishment sensitivity by 60%. When the relationships between reward addiction and sensitivity to punishment and social and emotional learning in the academic context are examined; Both significant and non-significant relationships were found between reward addiction sub-dimensions and social and emotional learning sub-dimensions. There are low-level significant relationships between conditional performance versus reward expectation and the sub-dimensions of social and emotional learning. There is no significant relationship between the reinforcement effect of the award at school and the reinforcement effects of the award at home and most of the social and emotional learning sub-dimensions. In the relationships between punishment sensitivity sub-dimensions and social and emotional learning sub-dimensions; significant low-level and non-significant relationships were found. The fact that relationship status has a positive value close to 0 on most dimensions of punishment sensitivity also means that punishment sensitivity is little related to social and emotional learning. Among the main suggestions of the research; there is a need to structure family and educational environments where reward dependence and sensitivity to punishment are not preferred in order to develop SEL skills in individuals.

Keywords: *Social and emotional learning, Reward addiction, Punishment sensitivity, High school.*

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INTRODUCTION

In addition to being an academic learning environment, school is also a social environment in which students take part from a very young age and both influence and are affected by it. This environment includes teachers, students, families, administrators, auxiliary staff and other people who may be associated with the school (Toprakçı, 2017). Students interact with the school environment in the context of their cognitive, social and emotional characteristics, and in addition to academic (cognitive) learning, Social Emotional Learning (SEL) (Cherniss, Extein, Goleman & Weissberg, 2006; Hoffman, 2009) takes place at school. In the early 1990s, attention was drawn to the potential impact of this learning on the social-emotional problems experienced by American youth (Hoffman, 2009). First introduced at a conference which Fetzer Institute hosted in 1994, research on the applications of SEL (Cherniss et al., 2006) has increased significantly in recent years (Jennings et al., 2017; Schonert-Reichl, 2017). The idea that students' social and emotional competencies can be improved, and many studies proving that this development will affect not only students' SEL skills, but also their academic success, are increasing the interest in this field. This interest is not limited to the academic world; Besides educators, parents, productive and adult citizens in the society have also started to focus on the development of social and emotional competence for children and young people to realize their potential (Schonert-Reichl, 2017).

Looking at the definitions of SEL, it is seen that five basic skills are emphasized (Weissberg & Cascarino 2013; Zins & Elias, 2008). These are expressed as recognizing and managing their own emotions, empathizing, developing positive relationships with people, making decisions that they can take responsibility for, coping with difficult situations in a constructive and ethical way (Schonert-Reichl, 2017; Slovak & Fitzpatrick, 2015). The definition frequently encountered today is used by the Collaborative for Academic Social Emotional Learning (CASEL) as the process of acquiring and effectively applying the necessary knowledge, attitudes and skills to manage the emotions of children and adults, set and achieve positive goals, feel and show empathy for others, build positive relationships and make responsible decisions (CASEL, 2013; 2015 ;2019; Weissberg & Cascarino, 2013). CASEL, which has become one of the leading organizations of SEL, carries out important studies for the recognition of social and emotional skills and their use in educational environments. In addition, the Organization for Economic Co-operation and Development (OECD) has extensive research in the field of SEL. The "Big Five" model based on SEL skills has been developed by the OECD (OECD, 2018). The model included fifteen different skill areas by dividing five core competencies into sub-categories: task performance, emotional regulation, collaboration, open-mindedness, communicating and engaging with others. At the same time, it is seen that this model includes complementary skills such as awareness, self-efficacy, meta-cognition, and critical thinking under the title of "Compound Skills" (OECD, 2018).

Individuals who have acquired SEL skills can experience many positive developments. While gaining competence in the management of emotions, improving mood and mental well-being are expressed as psychological gains provided by SEL (Esen-Aygün, 2017); It also contributes to the achievement of academic and social gains such as improving academic success and maintaining it throughout life, taking active decisions, and reducing substance addiction (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Romasz, Kantor & Elias, 2004). From this point of view, it can be concluded that the cognitive development of SEL is closely related to the development of social and emotional skills, and that with the development of these skills, learners can actually access higher-level gains more easily (Eliot, 1997). In addition, the effect of SEL is not only effective on academic achievement, but also on increasing students' addiction to school and school attendance (Durlak & Weissberg, 2005). A positive school atmosphere characterized by caring and trust-based relationships encourages students to be more attached to the school by developing their social and emotional skills with SEL practices (Catalano, Berglund, Ryan, Lonczak & Hawkins, 2002; Durlak & Weissberg, 2005; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik & Elias, 2003). The meta-analysis study conducted by Durlak et al. (2011) highlights the positive effect of SEL programs on children's academic achievement and behaviors, while emphasizing that practices aimed at gaining SEL skills should be a part of standard education programs.

There are many studies in the literature examining the effects of SEL practices on various variables or their relationship with these variables. However, it is possible to say that these studies differ in terms of content, format, impact and the approach used (Wigelsworth et al., 2016). In general, it is possible to

say that the topics covered in these studies are listed as follows: academic performance (Wang, Haertel & Walberg, 1997; Zins et al., 2004), asocial and aggressive behaviors (Lösel & Beelman, 2003; Wilson & Lipsey, 2007), symptoms of depression (Horowitz & Garber, 2006), results of SE L applications at student and class level (Domitrovich et al., 2016; Greenberg & Abenavoli, 2017), results of SEL applications on teachers (Castillo-Gualda et al., 2017; Carvalho et al., 2017; Jennings et al., 2017), mental health (Durlak & Wells, 1997; Greenberg, Domitrovich, & Bumbarger, 2001), problem behaviors (Wilson, Gottfredson & Najaka, 2001) and positive self-development of youth (Catalano et al., 2002).

When we look at the researches carried out in the context of Türkiye, it is seen that various SEL practices are adapted to teaching activities. Among these, the Second Step Program, adapted by the Social Emotional Learning Academy in 2011, has been implemented in 55 schools as of 2019 (Ağırkan & Ergene, 2022). In addition, Promoting Alternative Thinking Strategies (PATHS) (Bilir-Seyhan et al., 2019), First Step to Success (Karaoğlu, 2011), Lions Quest life skills program (Göl- Güven, 2017) and Strong Beginning SEL Program (Beceren- Özdemir & Zembat, 2016) and programs containing other SEL competencies (Ceylan & Yiğitalp, 2018; Kılıçoğlu-Akbulut, 2016) are some of the important practices carried out in Türkiye.

Two other concepts discussed in the research are reward addiction and punishment sensitivity. While reward sensitivity is defined as an individual's emotional identity and behavior that begins to be governed by the rewards provided to him over time (Aypay, 2016); Sensitivity to punishment is defined as "a sensitivity that results in hypersensitivity to punishment and punishment stimuli, fear, anxiety and dysfunctional reactivity" (Aypay, 2015a). In fact, while these rewards and punishments are used for opposite purposes, there are situations in which individuals who expect a reward will experience disappointment when they encounter a lower reward than they expected (Carver, 2004; Corr, 2002; Harmon-Jones, 2003). Sensitivity to punishment includes the concepts of inhibited behavior and anxiety about punishment (Loxton & Dawe, 2006). Reward addiction, on the other hand, includes the sensitivity developed by the person to approach behavior and receive rewards under rewarding conditions (Loxton & Dawe, 2006).

The concept of sensitivity used for rewards and punishments using based on Gray's (1970; 1991) Reinforcement Sensitivity Theory. According to the basic version of this theory, there are two motivational systems: the behavioral inhibition system (BIS) and the behavioral approach system (BAS). Each system is associated with different brain structures, responding to a separate reinforcement for certain types of behavior. While BIS is characterized by fear and anxiety, sensitive to stimuli associated sensitive to stimuli associated with punishment and non-reward and to high-intensity stimuli such as innate fears;; BAS, on the other hand, is characterized by impulsivity and is sensitive to stimuli for unconditional reward or avoidance of punishment (Gray, 1970; 1991). In the revised version of the theory by Gray and McNaughton (2000), the Fight-Flight-Freeze System (FFFS) was added to the theory and sensitivity to punishment was associated with FFFS and BIS, and reward addiction with BAS (Corr, 2008).

Aypay (2015a) states that reward and punishment will cause similar feelings in individuals. In other words, just as an individual whose reward sensitivity has reached the level of addiction will be upset when no longer encounters a reward, in case of high sensitivity to punishment, impunity will create a reward effect on the individual.

The use of rewards and punishments are tools used in education as an important element that affects and shapes academic success. At the same time, it is clear that social emotional skills, which are expected to be developed in education processes and whose importance is recognized in the current system, will also be affected by reward-punishment practices. Therefore, it is thought that the use of reward-punishment may be related to social emotional skills, which is another variable that also affects and shapes academic achievement.

When many SEL studies conducted in Türkiye and around the world are examined, no study examining the relationship between SEL and sensitivity to punishment and reward addiction was found. However, SEL skills, which affect students' basic motivational processes, academic achievement and emotion management, and the impact of which has been proven by many research findings, and the concepts of punishment sensitivity and reward addiction are united on a common subject. It is known that emotional problems increase among children and young people, who are the common subjects of

these concepts, especially in secondary and high school periods (Chung, Elias & Schneider, 1998), and the importance of SEL skills increases in this period (Ağırkan & Ergene, 2022). This deficiency in the literature makes the relationship questionable between reward addiction and sensitivity to punishment both among themselves and with SEL in the academic context. In this case, it is thought that it would be appropriate to apply the measurement tools that can be applied to determine the SEL skills, sensitivity to punishment and reward addiction in the academic context and to determine the relationship between these variables, to high school students between the ages of 15-18 in order to provide high-valid results. In the current study, it is aimed to determine the relationship between high school students in Türkiye, their addiction to rewards and sensitivities to punishment in the academic context, and the relationship between the same variables and SEL skills. The increase in social-emotional problems in adolescence was effective in choosing high school students as the study group of the research. In addition, the research wondered why social and emotional skills were not developed in students. It has been predicted that reward addiction and punishment sensitivity may cause this situation. Similarly, it is among the aims of the research to determine the predictive levels of reward addiction and sensitivity to punishment, which are thought to affect social and emotional learning (positively or negatively), in high school students. For these reasons, it is aimed to answer three research questions for high school students:

1. Is reward addiction of high school students related to punishment sensitivity in the academic context and to what extent does reward addiction affect punishment sensitivity?
2. Is reward addiction of high school students related to social and emotional learning skills in academic context, and what is the predictive effect of reward addiction on social and emotional learning?
3. Is sensitivity to punishment of high school students related to social and emotional learning skillö in academic context, and what is the predictive effect of punishment sensitivity on social and emotional learning?

METHOD

Research Model

The research is a descriptive study designed in accordance with the relational survey model, one of the quantitative research designs. Survey studies are studies that allow the description of the tendency and attitude of the sample (Creswell, 2017). In the relational screening model, the relationship between two quantitative variables is revealed on the basis of the correlation coefficient (Fraenkel, Wallen & Hyun, 2012). In relational survey studies, the relationship between the investigated characteristics of the sample group is handled without any intervention (Büyüköztürk, Çakmak-Kılıç, Akgün, Karadeniz & Demirel 2013). In this context, firstly, the mean scores of SEL skills, reward addiction and sensitivity to punishment were revealed, the scores of reward addiction and sensitivity to punishment were tested in terms of various variables, and lastly, the predictive relationship between SEL skills, reward addiction and sensitivity to punishment scores was examined.

Population and Sample

The universe of the research consists of high school students who continue their formal education in a province located in the Marmara Region. There are 90.806 high school students in the province determined as the universe in the 2021-2022 academic year when the data of the research were collected. In the study, it was calculated that a sample group consisting of 383 students would be sufficient to select a sample with a confidence interval of 0.05 (Yazıcıoğlu & Erdoğan, 2004). Simple random sampling method was used to determine the sample. In the simple random sampling method, it is assumed that the probability of being included in the sample is equal independently of each other (Cohen, Manion & Morrison, 2007). The fact that it does not depend on any criteria and gives equal chance to each individual makes the simple random sampling method powerful. In the present study, a two-stage sampling method was used. Firstly, the high schools to be included in the sample were determined. It was aimed to include students from four different types of high schools: Anatolian high

school, science high school, religious high school and vocational high school. In this context, different types of high schools were included in the research by using the maximum diversity sampling method in the first stage in determining the sample. Secondly, 818 high school students studying at 12 high schools in a province located in the Marmara Region were included in the sample of the study by using the random sampling method. Detailed information about the sampling is given in Table 1.

Table 1. *Descriptive Data of the Participants*

Variables		*f*	%
Gender	Female	443	54,6
	Male	375	45,4
School type	Anatolian High School	618	75,9
	Vocational high School	84	10,3
	Imam Hatip High School	69	8,5
	Science High School	47	5,3
Grade level	9th grade	273	33,5
	10th grade	244	29,9
	11th grade	218	26,9
	12th grade	82	9,7
Total		818	100

Data Collection Tools

Four different data collection tools were used in the study. Detailed information about these data collection tools is given below.

Personal Information Form: In this section, which is located at the beginning of the data collection tools and consists of three items, it is aimed to obtain information about the gender, school type and grade level of the participants.

Punishment Sensitivity Scale: The punishment sensitivity scale for high school students was developed by Aypay (2015b) on a total of 506 students consisting of 9th, 10th and 11th grade students. The KMO value of the scale was 0.90; The result of Bartlett's Test (χ^2 (153) =2260,070, p<.05) showed that it was significant. This shows that the scale has an additive structure. Punishment Sensitivity Scale consists of 18 items and has a four-factor structure. These factors are; fear of punishment, negative attitude towards punishment contexts, negative self-feelings related to punishment, inhibition due to punishment. The sample items of the Punishment Sensitivity Scale are as follows; "If I think that I might get an adverse reaction from the teacher even though I know the answer in the lessons, I will not answer that question.", "If I think my friends will make fun of me because of my answer to a question asked in the lesson, I will never answer that question.", "I am afraid of being humiliated in front of my friends by saying the wrong thing in the lessons. I don't attend class because of it." The scale is rated on a four-point Likert type (1=Totally agree, 2=Agree, 3=Disagree, 4=Strongly disagree). According to the data of this study, the reliability (internal consistency) cronbach alpha coefficients of the sub-dimensions of the scale; fear of punishment is .788, negative attitude towards punishment contexts was .765, negative self-feelings related to punishment are .783, inhibition due to punishment is .794, and the total scale is .873.

Reward Addiction Scale: It was developed by Aypay (2018) and its construct validity was tested with exploratory factor analysis (EFA) and comfirmatory factor analysis CFA analyzes. The KMO value in EFA is 0.95; The result of Bartlett's Test (χ^2(153) =5321,719, p<.001) was found significant. After the Varimax Rotation, a three-factor structure with an eigenvalue greater than 1 and explaining 64% of the total variance was determined. These factors are; Conditional performance depending on the expectation of reward, the reinforcement effect of the reward at school, and the reinforcement effect of the reward at home. The scale consists of a total of 18 items and some sample items are as follows; "If I know that I will receive a reward in return, I will study immediately.", "When I am rewarded by my parents after studying, my desire to study increases.", "If I cannot have some things I want as a reward in return, I see studying as torture.". The scale is rated on a four-point Likert type (1=Totally agree, 2=Agree, 3=Disagree, 4=Strongly disagree). According to the data of this study, the reliability (internal consistency) cronbach alpha coefficients of the sub-dimensions of the scale; Conditional performance

depending on the expectation of reward is .869, the reinforcement effect of the reward at school is .858, the reinforcement effect of the reward at home is .797, and the total scale is .903.

Social Emotional Learning Scale: The Social and Emotional Learning Scale developed by West, Buckley, Krachman, and Bookman (2018) and translated into Turkish by Kılıç and Alcı (2022) was used to determine the social and emotional learning levels of the participants in the study. The 5-point Likert-type data collection tool consists of 25 items and 4 sub-dimensions. These sub-dimensions are; self-management, mindset change, self-efficacy and social awareness. The items in the scale determine the level of social and emotional learning in an academic context. The sample items of this measurement tool are as follows; "I came to class prepared", "My intelligence is something I can hardly change", "I can get the best grade in my classes", "How carefully did you listen to the opinions of others?" In this research data, the reliability (internal consistency) cronbach alpha coefficients of the sub-dimensions of the scale; .765 in self-management dimension; .709 in mentality change dimension; .915 in the self-efficacy dimension; in the social awareness dimension, it was calculated as .785 and the total reliability coefficient of the scale was calculated as .801.

Analysis of Data

SPSS 26.0 and Amos 24.0 programs were used in the statistical analysis of the research data. In the analyses, firstly, the correlation coefficient (pearson) between reward addiction and punishment sensitivity sub-dimensions was examined. Since all sub-dimensions were found to be positively related, causal relationships between the variables were attempted to be estimated. For this reason, tested by structural equation modeling by establishing a structural equation modeling with latent variables. Secondly, the relationship between students' levels of reward addiction and punishment sensitivity to social and emotional learning in the academic context was investigated. Since various correlations were obtained, albeit at low levels, it was decided to perform regression analysis. In this way, the predictive levels of both reward addiction and punishment sensitivity on social and emotional learning skills were examined. Therefore, it was deemed appropriate to perform regression analysis. For the analysis, first of all, extreme values were calculated with the Mahalanobis distance from the data (Mertler & Reinhart, 2016). Then, before the analysis process was started, it was tested whether the data were normally distributed at each scale. Homogeneity of variance was tested by Levene Test. The kurtosis and skewness values of the data were examined and it was determined that the values were between +1.5 and -1.5, thus conforming to the normal distribution (Tabachnick & Fidell, 2013). In order to test the multiple normality assumptions of the data, the Bartlett sphericity test was performed and significant results ($p<.001$) were obtained.

Ethic Issues

There are some ethical principles that should not be violated in all human-related research (Yıldırım & Şimşek, 2018). These ethical principles are counted as informed consent, non-deception, accuracy, confidentiality and privacy by Christians (2005). In line with these principles, the data set containing information about the purpose and scope of the research, the informed consent form and the parent consent form were shared with the participants and their parents before the study was conducted. Only volunteers were included in the study and it was reported that they could leave the study at any time. The personal information of the participants was not included in the research report, instead only demographic information was included. Prior to the study, research permission was obtained from the Ministry of National Education. Academic ethics committee approval was obtained from Yıldız Technical University Ethics Committee, stating that the study did not contain any elements contrary to ethical principles.

FINDINGS

1. *Predictive Relationships Between Reward Loyalty and Punishment Sensitivities in Academic Context*

The correlations between the sub-dimensions of reward addiction in academic context and sensitivity to punishment in academic context in high school students are given in Table 2.

Table 2. *Correlations between reward addiction sub-dimensions and punishment sensitivity sub-dimensions*

	Conditional performance based on reward expectation	Reinforcement effect of reward at school	Reinforcement effect of reward at home
Fear of punishment	.358**	.292**	.266**
Negative attitude towards punishment	.402**	.434**	.311**
Negative sense of self against punishment	.172**	.283**	.256**
Inhibition due to punishment	.189**	.182**	.131**

**p<0.01

As seen in Table 2, the sub-dimensions of addiction to reward addiction and sensitivity to punishment are positively and significantly related to each other in the academic context of high school students. Since the correlation coefficients of the sub-dimensions are in the range of .131 and .434, a low and moderate relationship can be mentioned. In the light of these relationships, the extent to which reward addiction affects punishment sensitivity was examined through structural equation modeling.

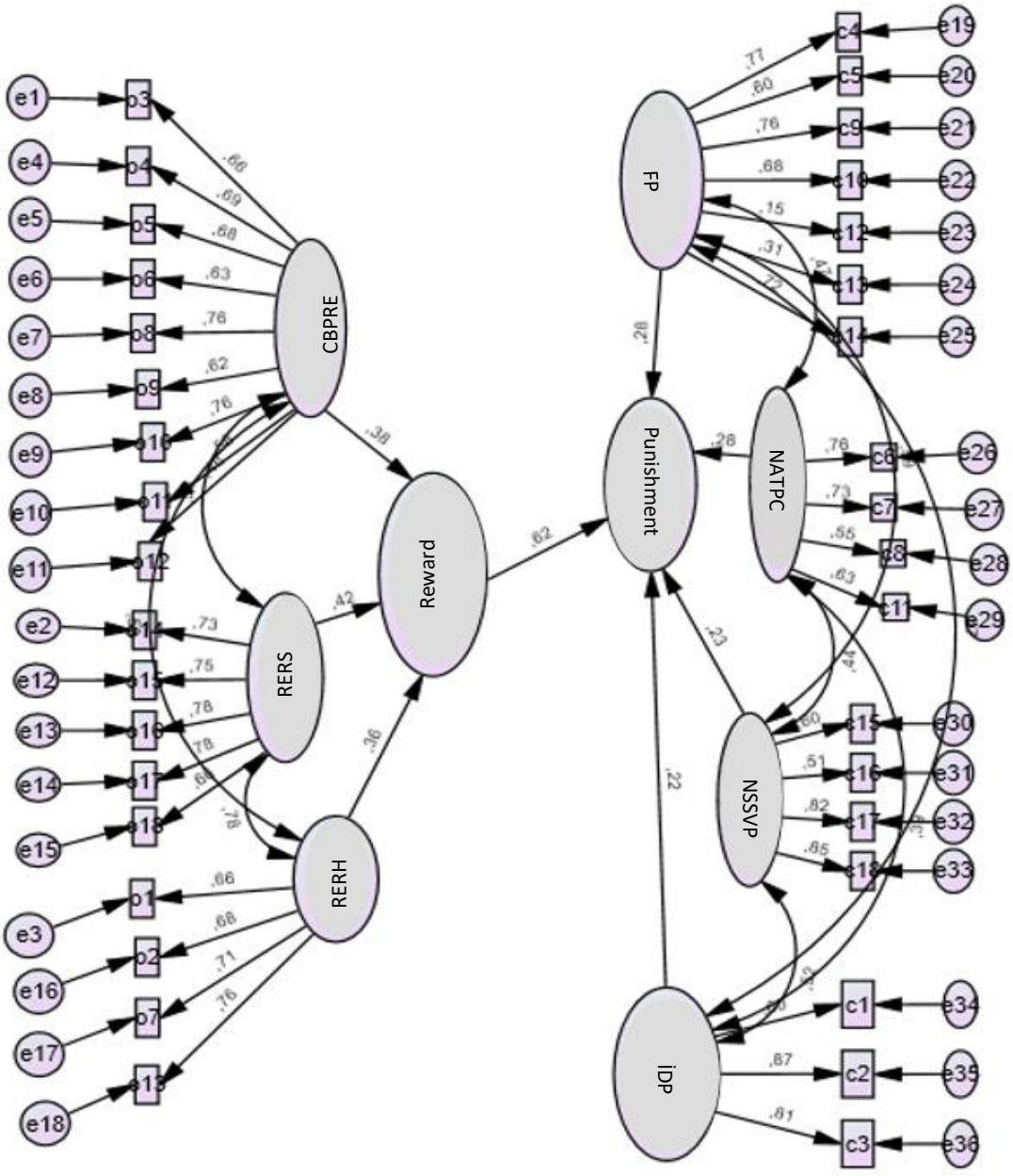

Figure 1. *Between reward addiction and punishment sensitivity in an academic context: structural equation modeling.*

The fit indices of the structural equation model shown in Figure 1 are x2/sd = 2.95 (p<.05), RMSEA = .079, SRMR = .069, CFI = .86, GFI = .92, NFI = .90, AGFI = . It was found to be 92. It can be said that the values are acceptable values according to Kline (2005), Jöreskog and Sörbom, (1993), Anderson and Gerbing, (1984).

In high school students, it is seen that reward addiction in the academic context affects punishment sensitivity at a moderate level of .62. This shows that reward addiction sub-dimensions positively affect punishment sensitivities in high school students. This result is estimated to be that as students' loyalty to the reward increases, they constantly expect rewards or want to be reinforced with rewards, and they develop their sensitivity to punishment over time. In other words, the emotions felt by the individual in criminal sanctions can be positively affected by the feelings of reward. All these situations show that the feelings of reward that occur in individuals can create feelings of punishment over time.

2. *Predictive Relationships Between Reward Addiction, Sensitivity to Punishment, and Social and Emotional Learning in an Academic Context*

The relationships between the sub-dimensions of reward addiction in the academic context and the social and emotional learning sub-dimensions in the academic context in high school students are given in Table 3.

Table 3. *Correlation coefficients between* reward addiction sub-dimensions *and social and emotional learning sub-dimensions*

	Self-management	Mindset Development	Self-efficacy	Social Awareness
Conditional performance based on reward expectation	293**	.200**	.232**	.252**
Reinforcement effect of reward at school	.102**	.040	.086*	.063
Reinforcement effect of reward at home	.068	.008	.049	.015

**p<0.01 *p<0.05

It is seen in Table 3 that the correlation coefficients between the reward addiction in the academic context and the social and emotional learning sub-dimensions in the academic context are between .015 and .293. While there is a low level of positive significant correlation in some correlation coefficients, there is no significant correlation in others. This means that in the academic context, there is a low level of positive relationship between reward addiction and social and emotional learning in high school students or no relationship at all in some sub-dimensions. The fact that most of the correlation coefficients show significance with a value close to 0 may also mean that reward addiction does not improve or affect social and emotional learning skills. It is estimated that this situation does not affect the social and emotional changes in the physiology of students' dependence on reward. It is also thought that the increase in an individual's addiction to the reward is a situation that hinders his social and emotional learning. Multiple regression analysis was deemed appropriate in order to better test these predictions about the predictive status of social and emotional learning of reward addiction sub-dimensions. The results of multiple regression analysis regarding the prediction of social and emotional learning with reward dependence in the academic context are presented in Table 4.

Table 4. *Multiple regression analysis results on predicting social and emotional learning with reward dependence in academic context*

Variables	B	Standard Error	β	t	p	Double r	Partial r
Constant	2.533	.098	-	25.796	.000		
Award-based performance	.380	.034	.434	11.249	.000	.373	.379
Reinforcement effect of reward at school	.003	.029	.004	.100	.921	.112	.004
Reinforcement effect of reward at home		.031	-.142	-3.189	.001	.054	-.115

R = 0.393 R^2 = 0.155 F = 46.039 P = .000

In the multiple regression analysis indicated in Table 4, an analysis was made on the averages over the total scores of reward addiction and social and emotional learning sub-dimensions, and the predictive status between them was examined. All sub-dimensions of reward addiction, together with the mean scores of social and emotional learning, have a low level of significant predictive value (R2=0.155, p<.01). Reward-related conditional performance has positive predictive effects, and the reinforcement effect of the reward at home has negative predictive effects. The reinforcement effect of the award at school does not have a significant effect. It is estimated that this situation causes positive changes in the social and emotional learning of the individual who is in expectation of reward. However, it is thought that the individual whose behaviors are reinforced with rewards cannot achieve the social and emotional satisfaction they want. In other words, when an individual is in anticipation of a reward, he or she can experience positive emotional states in social and emotional terms. However, these positive moods can be extinguished or turned into a negative direction when the individual receives the reward.

Based on the results that the increase in the addictiveness to to the award in the academic context also increases the sensitivity to punishment; Positive, low or negative correlations are predicted between the sub-dimensions of sensitivity to punishment and the sub-dimensions of social and emotional learning. The relationships between the sub-dimensions of sensitivity to punishment in the academic context and the social and emotional learning sub-dimensions in the academic context in high school students are given in Table 5.

Table 5. *Correlation coefficients between punishment sensitivity sub-dimensions and social and emotional learning sub-dimensions*

	Mind Development	Self-efficacy	Self-management	Social Awareness
Inhibition due to punishment	.142	.291**	.159**	-.002
Negative sense of self versus punishment	.125**	.177**	-.018	-.138
Negative attitude towards punishmnet contexts	.183**	.108**	.230**	.129
Fear of punishment	.137**	.168**	.081*	-.005

It is seen that the correlation coefficients between the sensitivity to punishment in the academic context and the social and emotional learning sub-dimensions in the academic context, indicated in Table 5, range from -.138 to .291. While there are significant relationships in the correlation coefficients, there are also non-significant relationships. As predicted, this situation indicates situations where there is no relationship, although there are low levels of both positive and negative relationships between the sub-dimensions of sensitivity to punishment and the sub-dimensions of social and emotional learning. The fact that most of the correlation coefficients are close to 0 means that punishment sensitivity does not improve or affect social and emotional learning skills in any way.

According to these results; In the academic context, it can be said that the formation of various sensitivities to punishment in students does not affect them socially and emotionally in a positive way. It is estimated that the penal sanction applied to the student causes negative emotional states in him and these situations hinder their social and emotional learning. Multiple regression analysis was deemed appropriate in order to better test these predictions about the predictive status of social and emotional learning of punishment sensitivity sub-dimensions.

Table 6. *Multiple regression analysis results on predicting social and emotional learning with punishment sensitivity sub-dimensions in academic context*

Variables	B	Standard Error	β	t	p	Double r	Partial r
Constant	2.859	.112	-	25.616	.000		
Fear of punishment	.036	.040	.039	.906	.365	.162	.033
Negative attitude towards punishmnet contexts	-.173	.027	.148	.248	.000	.197	.130
Negative sense of self versus punishment	-.060	.028	-.088	-.088	.034	.086	-.077
Inhibition due to punishment	.117	.026	.180	.180	.000	.246	.163

R = 0.341 R^2 = 0.117 F = 24.871 P = .000

In the multiple regression analysis indicated in Table 6, an analysis was performed on the average of the sub-dimensions of sensitivity to punishment and the total sub-dimensions of social and emotional learning, and the predictive status between them was examined. All sub-dimensions of sensitivity to

punishment, together with the mean scores of social and emotional learning, have a low level of significant predictive value (R2=0.117, p<.01). Fear of punishment does not have a significant effect on students' social and emotional learning. Negative attitudes towards punishment contexts and inhibition due to punishment sub-dimensions have a low-level positive effect on social and emotional learning, and negative self-states against punishment have a negative significant effect. These results indicate that as students' sensitivity to punishment in the academic context develops, their social and emotional learning situations are affected at a moderate or high level. It can even be said that sometimes students' sensitivity to punishment negatively affects their social and emotional learning.

CONCLUSION, DISCUSSION AND SUGGESTIONS

When the relationships between academic reward addiction and academic punishment sensitivity in high school students were examined, low and medium level relationships were found between the subdimensions of both variables. There are the highest relationships between the sub-dimensions of reward addiction, conditioned performance against reward expectation, the reinforcement effect of reward at school, and the negative attitude towards punishment contexts sub-dimension of the reinforcement effect of reward at school. In the light of these relationships, a path analysis was conducted between reward addiction and punishment sensitivity and it was found out to what extent reward addiction affects punishment sensitivity. According to the regression equation, reward addiction affects punishment sensitivity by 60%. In other words, as high school students' addiction to reward in the academic context increases, their sensitivity to punishment also increases by 60%. This also means that rewards given to students may have a punishment effect on them after a certain period of time. Because as a student's addiction to reward increases, she will constantly expect reward. If this expectation is not realized, negative emotional states will be experienced and a perception of punishment may occur. In addition, this possible perception of punishment will cause fear of punishment and inhibition due to punishment, development of negative attitudes towards punishment contexts and negative self-feelings. These results are similar to the results of Aypay (2018)'s research with secondary school students. According to Aypay (2018), reward addiction alienates students from academic enjoyment. Apart from these situations, as stated by Carver (2004), Corr (2002) and Harmon-Jones (2003), individuals who expect a reward will be disappointed when they receive a lower reward than they expected. Therefore, it can be said that reward expectation will be perceived as punishment sensitivity over time.

In the next part of the research, the relationships between reward addiction and sensitivity to punishment and social and emotional learning in an academic context were investigated. Both significant and non-significant relationships were found between reward addiction sub-dimensions and social and emotional learning sub-dimensions. There are low-level significant relationships between conditional performance versus reward expectation and the sub-dimensions of social and emotional learning. In most of the sub-dimensions of the reinforcement effect of the reward at school and the reinforcement effect of the reward at home, there are no significant relationships between the social and emotional learning sub-dimensions. As a result of the regression analysis on the predictor of social and emotional learning of reward addiction, it was found that reward addiction significantly affected social and emotional learning at the level of 15%. Conditional performance depending on the reward is 43%, the reinforcement effect of the reward at home has a significant effect at the level of -14%, and the reinforcement of the reward at school has no significant effect. According to these results, the expectation of reward can have positive effects on individuals socially and emotionally for a while. However, it should be noted that these effects are low-level and temporary. In addition, addictive and unrealized reward expectation can create punishment situations in individuals over time. In addition, from these results, it was found that a behavior that the individual performs in an academic context does not have a social and emotional effect if it is reinforced with an award at home or at school. An individual whose behavior is reinforced by rewards at an addictive level will constantly expect rewards. Research findings examining the relationship between punishment sensitivity and reward addiction by Aypay (2018) also confirm this. This situation will both create sensitivity to punishment and hinder social and emotional learning.

Adolescents are prone to more intense and unstable emotions. This is because the brain is in the process of development. The formation of subcortical-subcortical, cortical-middle and cortical connections in the brain makes the person prejudiced against rewards (McRae at al, 2012). Therefore, their sensitivity and bias towards reward can be considered a neural mismatc (Koyuncu, 2022). It can be said that this neural mismatch does not positively affect social and emotional learning and development.

Significant, low-level and non-significant relationships were found in the relationships between punishment sensitivity sub-dimensions and social and emotional learning sub-dimensions. The fact that relationship statuses are close to 0 in most of these dimensions also means that sensitivity to punishment does not affect social and emotional learning. As a result of the regression analysis on the predictor of social and emotional learning of punishment sensitivity, it was found that sensitivity to punishment significantly affected social and emotional learning at the level of 11%. This situation can be considered as an unexpected result. However, due to the low level of prediction, it is predicted that results close to zero or at the level of negative effect can be obtained in different samples. As a matter of fact, negative self-states against punishment affect social and emotional learning significantly and negatively. While fear of punishment does not have a significant effect, negative attitudes towards punishment contexts and inhibition due to punishment affect social and emotional learning at low levels. It is thought that the formation of negative self-states against punishment in an individual causes negative emotional states in that individual. Negative emotional states negatively affect the social and emotional learning of the individual. In the study carried out by Gregory and Fergus (2017), SEL practices were considered as an alternative to punishment. The findings of this study, which offers a critical look at the use of SEL practices to reduce the negative effects of punishment on students, also emphasize the social emotional effects of punishment. Hoffman et al. (2009) similarly suggests that reducing dependence on reward and punishment has positive effects on improving the school climate.

There are many benefits for an individual who is in a learning experience to improve their SEL levels (Esen-Aygün, 2017; Durlak et. al, 2011; Romasz, Kantor & Elias, 2004). It is known that situations such as academic burnout, in particular, are caused by stress at school (Aypay, 2018) and stress situations can be controlled with SEL gains (Esen-Aygün, 2017). In addition, SEL outcomes encourage students to be more connected to a positive school atmosphere (Catalano et. al, 2002; Durlak & Weissberg, 2005; Greenberg et. al, 2003). Additionally, social and emotional learning also supports cognitive learning (Koyuncu, 2022). According to a research in which more than 135000 students participated; A significant increase was found in the mathematics, reading and science test scores of students who received a social and emotional learning program (Corcoran at al, 2018). In order to create a positive school atmosphere and students' addiction to school with the mediator role of SEL, it is among the suggestions of the research to create school environments where reward and punishment practices are not preferred. Integration of SEL into school environments is still being studied (Ceylan & Yiğitalp, 2018; Kılıçoğlu-Akbulut, 2016). Another suggestion of the research is that this situation can reach a better point, that is, SEL is a stronger part of education systems. For this reason, it can be suggested to investigate the variables with which SEL can be developed and the presence of these variables in school environments. Apart from these situations, researchers may also be advised to investigate the relationships between reward and punishment and SEL in different contexts. Social and emotional learning skills are developed in the context of school, parents and social environment. For this reason, it is among the recommendations not to create reward addiction towards the child as a parental behavior. It will be enough for families and teachers to know that the expectation of reward, even if only slightly, positively affects social and emotional skills.

Lise Öğrencilerinde Ödül Bağımlılığı ve Ceza Hassasiyetinin Sosyal ve Duygusal Öğrenme Becerileri ile İlişkisi[2]

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Özet

Araştırmanın amacı, öğrencilerin sosyal ve duygusal sorunları üzerinde okulun etkisini ön plana çıkaran Sosyal Duygusal Öğrenme becerileri ile eğitim süreçlerinde ödül-ceza kullanımının öğrenciler üzerinde yarattığı hassasiyet arasındaki ilişkinin incelenmesidir. Mevcut araştırma, nicel araştırma desenlerinden ilişkisel tarama modeline uygun olarak tasarlanmıştır. Araştırmanın örneklemini Marmara Bölgesi'nde yer alan bir ilde, örgün eğitime devam etmekte olan 818 lise öğrencilesi oluşturmaktadır. Verilerin toplanmasında, kişisel bilgi formu, ceza hassasiyeti ölçeği, ödül bağımlılığı ölçeği, sosyal duygusal öğrenme ölçeği kullanılmıştır. Verilerin analizinde, pearson korelasyon katsayıları belirlenmiş ve gizil değişkenler ile yapısal eşitlik modellemesi kurularak test edilmiştir. İkinci olarak öğrencilerin akademik bağlamda ödül bağımlılığı ve ceza hassasiyet düzeylerinin sosyal ve duygusal öğrenmelerine etkisi araştırılırken çoklu regresyon analizi yapılmıştır. Araştırmanın sonuçlarına göre; akademik bağlamda ödül bağlılığı ile akademik bağlamda ceza hassasiyeti arasındaki ilişkiler incelendiğinde, her iki değişkenin de alt boyutları arasında düşük ve orta düzeyde pozitif yönlü ilişkiler bulunmuştur. Yapısal eşitlik modeline göre ödül bağımlılığı ceza hassasiyetini %60 oranında etkilemektedir. Akademik bağlamda ödül bağımlılığı ve ceza hassasiyeti ile sosyal ve duygusal öğrenme arasındaki ilişkiler incelendiğinde; ödül bağımlılığı alt boyutları ile sosyal ve duygusal öğrenme alt boyutları arasında hem anlamlı hem de anlamlı olmayan ilişkiler bulunmuştur. Ödül beklentisine karşı şartlı performans ile sosyal ve duygusal öğrenmenin alt boyutları arasında düşük düzeyde anlamlı ilişkiler mevcuttur. Ödülün okulda pekiştirme etkisi ile ödülün evde pekiştirme etkileri alt boyutlarının ile sosyal ve duygusal öğrenme alt boyutlarının birçoğu arasında anlamlı ilişkiler bulunmamaktadır. Ceza hassasiyeti alt boyutları ile sosyal ve duygusal öğrenme alt boyutları arasındaki ilişkilerde; anlamlı düşük düzeyde ve anlamlı olmayan ilişkiler bulunmuştur. Ödül bağımlılığı ve ceza hassasiyetinin boyutlarının birçoğunda ilişki durumlarının 0'a yakın olması ödül bağımlılığı ve ceza hassasiyetinin sosyal ve duygusal öğrenmeyi etkilemediği anlamı da taşımaktadır. Araştırmanın temel önerileri arasında; bireylerde SDÖ becerilerini geliştirmek için ödül bağımlılığı ve ceza hassasiyeti durumlarının tercih edilmediği aile ve eğitim ortamlarının yapılandırılması gerektiği bulunmaktadır.

Anahtar Kelimeler: *Sosyal ve duygusal öğrenme, Ödül bağımlılığı, Ceza hassasiyeti, Ortaöğretim.*

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Genişletilmiş Özet

Problem: Okul bir akademik öğrenme ortamı olmasının yanında öğrencilerin oldukça küçük yaşlardan itibaren içinde yer aldığı ve hem etkilediği hem de etkilendiği sosyal bir çevredir. Bu çevre kapsamında öğretmenleri, öğrencileri, aileleri, yöneticileri, yardımcı personeli ve okul ile ilişkili olabilecek diğer insanları barındırır (Toprakçı, 2017). Öğrenciler bilişsel, sosyal ve duygusal özellikleri bağlamında okul çevresi ile bir etkileşime girer ve okulda akademik (bilişsel) öğrenmenin yanında Sosyal Duygusal Öğrenme de (SDÖ) (Cherniss, Extein, Goleman & Weissberg, 2006; Hoffman, 2009) gerçekleşir. 1990'lı yılların başında, bu öğrenmenin Amerikalı gençlerin yaşadığı sosyal-duygusal sorunlar üzerinde potansiyel etkisine dikkat çekilmiştir (Hoffman, 2009). İlk olarak, 1994 yılında Fetzer Enstitüsünün ev sahipliği yaptığı bir konferansta tanıtılan SDÖ (Cherniss vd., 2006) uygulamalarına ilişkin araştırmalar son yıllarda önemli ölçüde artış göstermiştir (Jennings vd., 2017; Schonert-Reichl, 2017). Öğrencilerin sosyal ve duygusal yeterliliklerinin geliştirilebileceği düşüncesi ve bu gelişimin yalnızca öğrencilerin SDÖ becerilerini değil aynı zamanda akademik başarılarını da etkileyeceği sonucunu kanıtlayan pek çok araştırma bu alandaki ilgiyi giderek artırmaktadır.

SDÖ becerilerini kazanmış olan bireylerde birçok olumlu gelişim yaşanabilmektedir. Bireyin duygularını etkili bir şekilde yönetebilmesi, mutsuzluğunun azalması ve psikolojik iyi oluşunun sağlanması SDÖ'nün psikolojik kazanımları arasındayken (Esen-Aygün, 2017); akademik başarıyı arttırma, hayat boyu başarıyı sürdürme, etkin karar alma, olumlu iletişim kurma ve zararlı maddelerin bağımlılığını azaltma gibi birçok olumlu kazanıma ulaşmayı da sağlamaktadır (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Romasz, Kantor & Elias, 2004). SDÖ ile aslında, bilişsel gelişimin sosyal ve duygusal becerilerin gelişimi ile yakından ilişkili olduğu ve bu becerilerin gelişimi ile aslında öğrenenlerin üst düzey kazanımlara daha kolay erişebildiği ifade edilmektedir (Eliot, 1997). Ödül ve ceza kullanımına karşı kullanılan duyarlılık kavramı, temelde Gray'in (1970; 1991) Pekiştirmeye Duyarlılık teorisine dayanmaktadır. Bu teorinin temel haline göre iki motivasyonel sistem bulunmaktadır: Davranışsal engelleme sistemi (DES) ve davranışsal aktivasyon sistemi (DAS). Her sistem, belirli davranış türlerine ilişkin ayrı bir pekiştirece yanıt vererek farklı beyin yapılarıyla ilişkilendirilir. DES, korku ve anksiyete ile karaktireze edilmekte, cezayla ve ödülün verilmemesiyle ilişkili uyaranlarla doğuştan gelen korkular gibi yüksek yoğunluktaki uyaranlara karşı duyarlılık göstermekteyken; DAS ise, dürtüsellikle karakterize edilir ve koşulsuz ödüllendirmeye veya cezadan kurtulmaya ilişkin uyaranlara karşı duyarlılık gösterir (Gray, 1970; 1991). Teorinin Gray ve McNaughton (2000) tarafından revize edilmiş halinde, teoriye Dövüş-Don-Kaç Sistemi (DDKS) eklenmiş ve cezaya karşı duyarlılık DDKS ve DES ile ödüle karşı duyarlılık ise DAS ile ilişkilendirilmiştir (Corr, 2008).

Aypay (2015a), ödül ve cezanın bireylerde benzer duyguların ortaya çıkmasına neden olacağını belirtmektedir. Yani, ödül hassasiyeti artık bağımlılık düzeyine erişmiş bir birey ödülle karşılaşmadığında ne denli üzülecekse cezaya karşı geliştirilen yüksek hassasiyet durumunda da cezasız kalma durumu bireyde bir ödül etkisi yaratacaktır. Bu ilişkiden hareketle okul ortamında geliştirilmesi artık önemsenen ve beklenen sosyal duygusal becerilerin de bu uygulamalardan etkilenmemesi mümkün değildir. Bu nedenle, bu ödül-ceza ilişkisinin bir başka değişken olan ve artık akademik gelişimi de yakından ilgilendiren sosyal duygusal beceriler ile yakından ilişkili olabileceği düşünülmektedir.

Türkiye ve dünya ölçeğinde gerçekleştirilen çok sayıda SDÖ araştırmaları incelendiğinde, SDÖ ile ceza hassasiyeti ve ödül bağımlılığı arasındaki ilişkiyi inceleyen bir araştırmaya rastlanmamıştır. Oysaki öğrencilerin temel motivasyonel süreçlerini, akademik başarılarını ve duygu yönetimini etkileyen ve bu etkisi çok sayıda araştırma bulgusuyla kanıtlanmış SDÖ becerileri ile ceza hassasiyeti ve ödül bağımlılığı kavramları ortak bir özne üzerinde birleşmektedir. Bu kavramların ortak öznesi olan çocuklar ve gençler arasında, özellikle ortaokul ve lise döneminde duygusal problemlerin artış gösterdiği bilinmekte (Chung, Elias & Schneider, 1998) ve SDÖ becerilerinin önemi bu dönemde artmaktadır (Ağırkan & Ergene, 2022). Alan yazındaki bu eksiklik akademik bağlamda ödül bağlılığı ve ceza hassasiyetinin hem kendi aralarında hem de SDÖ ile ilişkisini merak konusu yapmaktadır. Bu durumda akademik bağlamda SDÖ becerilerini, ceza hassasiyetini ve ödül bağımlılığını belirleyebilecek ve bu değişkenlerin arasındaki ilişkisinin belirlenmesinde uygulanabilecek ölçme araçlarının geçerliği yüksek sonuçlar sunması amacıyla 15-18 yaşları arasındaki lise öğrencilerine uygulanmasının uygun olacağı düşünülmektedir. Mevcut araştırmada, Türkiye'deki lise öğrencilerinin akademik bağlamda ödüle bağlılıkları ile ceza

hassasiyetlerinin kendi aralarında ve aynı değişkenlerin SDÖ becerileri ile ilişkisinin belirlenmesi amaçlanmaktadır. Benzer şekilde lise öğrencilerinde sosyal ve duygusal öğrenmeyi (olumlu ya da olumsuz) etkileyebileceği düşünülen ödül bağlılığı ve ceza hassasiyetinin SDÖ becerilerini yordama düzeylerinin belirlenmesi de araştırmanın amaçları arasındadır. Bu nedenlerle lise öğrencileri için üç araştırma sorusunun yanıtlanması amaçlanmıştır.

1- Lise öğrencilerinin akademik bağlamda ödül bağımlılıkları ceza hassasiyetleri ile ilişkili midir ve ödül bağımlılığının ceza hassasiyetini etkileme düzeyi nedir?
2- Lise öğrencilerinin akademik bağlamda ödül bağımlılıkları sosyal ve duygusal öğrenme becerileri ile ilişkili midir ve ödül bağımlılığın sosyal ve duygusal öğrenmedeki yordama etkisi nedir?
3- Lise öğrencilerinin akademik bağlamda ceza hassasiyetleri sosyal ve duygusal öğrenme becerileri ile ilişkili midir ve ceza hassasiyetinin sosyal ve duygusal öğrenmedeki yordama etkisi nedir?

Method: Araştırma, nicel araştırma desenlerinden ilişkisel tarama modeline uygun olarak tasarlanmış betimsel bir çalışmadır. Tarama araştırmaları, ele alınan örneklemin gösterdiği eğilim ve tutumun betimlenmesine imkan tanıyan araştırmalardır (Creswell, 2017).

Araştırmanın evrenini Marmara Bölgesi'nde yer alan bir ildeki örgün eğitime devam etmekte olan lise öğrencileri oluşturmaktadır. Araştırmanın verilerinin toplandığı 2021-2022 eğitim öğretim yılında evren olarak belirlenen ilde 90806 lise öğrencisi bulunmaktadır. Örneklemin belirlenmesinde basit rassal örnekleme yöntemi kullanılmıştır. Basit rassal örnekleme yönteminde, evrende yer alan bireylerin örneklemde yer alma ihtimalinin birbirinden bağımsız biçimde eşit olduğu varsayılmaktadır (Cohen, Manion & Morrison, 2007). Herhangi bir ölçüte bağlı kalınmaması ve her bireye eşit şans tanıması basit rassal örnekleme yöntemini güçlü kılmaktadır. Mevcut araştırmada, rassal örnekleme yöntemi kullanılarak Marmara Bölgesi'nde yer alan bir ildeki lise kademesinden 12 okul ve bu okullarda eğitime devam etmekte olan 818 lise öğrencisi araştırmanın örneklemine dâhil edilmiştir.

Araştırmada dört farklı veri toplama aracından yararlanılmıştır. Bu veri toplama araçları; ceza hassasiyeti ölçeği, ödül bağımlılığı ölçeği ve sosyal duygusal öğrenme ölçeğidir.

Bulgular: Lise öğrencilerinde akademik bağlamda ödül bağlılığı ile akademik bağlamda ceza hassasiyeti arasındaki ilişkiler incelendiğinde, her iki değişkenin de alt boyutları arasında düşük ve orta düzeyde ilişkiler bulunmuştur. Ödül bağımlılığının alt boyutları olan ödül beklentisine karşı şartlı performans, ödülün okulda pekiştirme etkisi ve ödülün okulda pekiştirme etkisinin ceza bağlamlarına karşı olumsuz tutum alt boyutu arasında en yüksek ilişkiler bulunmaktadır. Bu ilişkiler ışığında ödül bağımlılığı ile ceza hassasiyeti arasında yapısal eşitlik modellemesi kurularak, ödül bağımlılığının ceza hassasiyetini ne derecede etkilediği bulunmuştur. Bu modele göre; ödül bağımlılığı ceza hassasiyetini %60 kadar etkilemektedir. Yani lise öğrencilerinin akademik bağlamda ödüle bağlılıkları arttıkça %60 oranında cezaya karşı hassasiyetleri de artmaktadır. Bu durum öğrencilere verilen ödüllerin belirli bir süre sonra onlarda ceza etkisi oluşturabileceği anlamına da gelmektedir.

Araştırmanın daha sonraki kısmında, akademik bağlamda ödül bağımlılığı ve ceza hassasiyeti ile sosyal ve duygusal öğrenme arasındaki ilişkiler araştırılmıştır. Ödül bağımlılığı alt boyutları ile sosyal ve duygusal öğrenme alt boyutları arasında hem anlamlı hem de anlamlı olmayan ilişkiler bulunmuştur. Ödül beklentisine karşı şartlı performans ile sosyal ve duygusal öğrenmenin alt boyutları arasında düşük düzeyde anlamlı ilişkiler mevcuttur. Ödülün okulda pekiştirme etkisi ile ödülün evde pekiştirme etkileri alt boyutları ile sosyal ve duygusal öğrenme alt boyutlarının birçoğu arasında anlamlı ilişkiler bulunmamaktadır. Ödül bağımlılığının sosyal ve duygusal öğrenmeyi yordamasıyla ilgili yapılan regresyon analizi sonucunda, ödül bağımlılığının %15 düzeyinde anlamlı olarak sosyal ve duygusal öğrenmeyi etkilediği bulunmuştur. Ödüle bağlı şartlı performans %43, ödülün evde pekiştirme etkisi %-14 düzeyde anlamlı etkiye sahip ve ödülün okulda pekiştirme etkisi anlamlı etkiye sahip değildir.

Ceza hassasiyeti alt boyutları ile sosyal ve duygusal öğrenme alt boyutları arasındaki ilişkilerde anlamlı düşük düzeyde ve anlamlı olmayan ilişkiler bulunmuştur. Bu boyutların birçoğunda ilişki durumlarının 0'a yakın olması ceza hassasiyetinin sosyal ve duygusal öğrenmeyi etkilemediği anlamı da taşımaktadır. Ceza hassasiyetinin sosyal ve duygusal öğrenmeyi yordamasıyla ilgili yapılan regresyon

analizi sonucunda, ceza hassasiyetinin %11 düzeyinde anlamlı olarak sosyal ve duygusal öğrenmeyi etkilediği bulunmuştur. Bu durum beklenmedik bir sonuç olarak değerlendirilebilir. Fakat yordama düzeyinin düşük olmasından dolayı, daha farklı örneklemlerde sıfıra yakın ya da negatif etki düzeyinde sonuçlar elde edilebileceği öngörülmektedir.

Öneriler: Öğrenme yaşantısı içerisinde olan bir bireyin SDÖ seviyelerini geliştirmelerinin birçok yararı bulunmaktadır (Esen-Aygün, 2017; Durlak vd. 2011; Romasz vd., 2004). Özellikle akademik tükenmişlik gibi durumların okuldaki stresten kaynaklı olduğu (Aypay, 2018) ve stres durumlarının SDÖ kazanımları ile kontrol edilebileceği (Esen-Aygün, 2017) bilinmektedir. Ayrıca SDÖ kazanımları öğrencileri olumlu bir okul atmosferine daha fazla bağlanmalarını teşvik etmektedir. (Catalano, Berglund, Ryan, Lonczak & Hawkins, 2002; Durlak & Weissberg, 2005; Greenberg vd., 2003). Olumlu okul atmosferini ve öğrencilerde okula olan bağlılığı SDÖ'nün aracı rolü ile oluşturabilmek için, ödül ve ceza uygulamalarının tercih edilmediği okul ortamlarının oluşturulması araştırmanın önerileri arasındadır. SDÖ'nün okul ortamlarına entegre edilmesi halen üzerinde çalışılan bir durumdur (Ceylan & Yiğitalp, 2018; Kılıçoğlu-Akbulut, 2016). Bu durumun daha iyi bir noktaya erişebilmesi, yani SDÖ'nün eğitim sistemlerinin daha güçlü bir parçası olması araştırmanın diğer bir önerisidir. Bu nedenle SDÖ'nün hangi değişkenlerle geliştirilebileceği ve bu değişkenlerin okul ortamlarında bulunma durumlarının araştırılması da önerilebilmektedir.

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