

The Effects of an Emotional Education Program on the Emotional Skills of Six-year-old Children Attending Preschool*

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Abstract

The aim of this study is to examine the effects of an Emotional Education Program, which is based on the PATHS (Promoting Alternative Thinking Strategy) developed by Domitovich, Greenberg, Cortes and Kusche, on six year old children's emotional skills (identification of emotions, understanding emotions and expression of emotions). In this study, pre-test post-test control group design was used. The sample group of the study consists of 64 students, including 32 in the experimental group and 32 in the control group studying in two public schools of the Konya Provincial Directorate of National Education. Data were collected by the Assessment of Children's Emotion Skills (ACES) which was developed by Shultz and Izard and adopted into Turkish by Durmuőođlu Saltalı, Deniz, Çeliköz, and Arı. In order to analyze the data, dependent and independent groups t-tests were used. Results show that the Emotional Teaching Program increased children's emotional skills at a significant level and have permanent effects on children's emotional skills.

Key Words

Emotional Skills, Identifying Emotions, Understanding emotions, Expressing Emotions, Emotion Teaching Program.

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Recent studies in pre-school education and psychology draw attention to the vital importance of the development of emotional skills in child development (Trentacosta, Izard, Carrol & Fine, 2006). These studies point out the importance of emotional skills in healthy configuration of child's social relations and behaviors and suggest early childhood as the most suitable period to gain such skills. Healthy development can be contributed with supportive educational mediums provided in this period of time and also with the regulations in domestic relationships (Gottman, Katz & Hooven, 1996). Child gains and develops important emotional skills if necessary supportive education is provided in pre-school education institutions. For example, child starts understanding emotions that he experiences, understanding emotional clues, and starts realizing the effects of his way of expressing emotions on reactions he will receive from other people (Shields, Dickstein, Seifer, Guisti, Magee & Spritz, 2001). The development of emotional skills has various effects in the following years on children's adaptation to school, peer relationships, and academic success. The lack of emotional skills has an important role especially in the basic behavioral problems encountered during first and mid childhood period (Cichetti, Ganiban & Barnett, 1991; Denham, 1998). Moreover, during the preschool period children have limited vocabulary knowledge so, emotions become important social signs for them. Therefore, educators should be aware of how much importance the development of emotional skills regarding emotions that have an important place in expressing the behaviors shown by children and their way of self-expression and they should give place to the emotion developing activities in their educational programs (Havighurst, Harley & Prior, 2004).

Saarni (1999) categorized emotional skills into eight dimensions; ability to recognize his own emotional state and others' emotions; expressing his emotions in an appropriate way according to the culture he is living in; forming a relationship with social rules and emotions, involving others emotions emphatically and sympathetically, understanding that there might be inconsistency between intrinsic and extrinsic emotions of himself and others, ability to cope with unpleasant emotions with control strategies, understanding how emotions effect relationships, accepting his emotions and pleased with his emotions, and Saarni stated that most of these dimensions are acquired during early childhood period. Developments of emotional skills start with birth at home. Parents

have important roles in child's emotional skills development. Parent-child relationship and modeling of the parents have an important role in child's emotional skills development (Ramsden & Hubbard, 2002). In daily life with their reactions to events, parents teach children emotion words and identification of emotions (Webster-Stratton & Hammond, 1997). For children who do not have enough emotional skills, an education program should be planned beginning from preschool education institutions to make those children to gain emotional skills. Because research shows that the most important phase in children's emotional skills development is between 4-8 ages. This is the best time for children to identify emotional clues, and learn causes and effects and behavioral outputs of emotions (Berk, 1994). After this period, children learn that a person can experience more than one emotion at a time for some situations. Fully understanding others' emotional skills develops about at the age of 7-8 years. In the mean time, these ages are also appropriate for gaining self control and managing emotions (Santrock, 1997).

Emotional skills are integral part of mental functions and inseparable part of daily life. They are interacting with thought, belief and decision processes and guiding behaviors and they help individual adapt his environment. They not only lead individual's own behaviors but also help individual perceive others mental processes and shape his social relationships (Salah, 2006). Emotional skills coordinate psychical and mental awareness in a wide angle. In this way, they became a part of comprehensive and complicated process like perception and interpretation processes (Altunel, Demirdöğen, Dural & Kuşçu, 2008).

Giving place to developing emotional skills in child education beginning from preschool years and continuing in the following years will contribute quite a lot to child's whole education life and socialization. Emotion skills education programs teach the child to be able to identify his emotions and be aware of them, recognize, understand, be sensitive to others' emotions, and turn his emotions into behaviors in a healthy way. Emotions are in daily life and natural part of life (Antidote, 2003). Both positive emotions and negative emotions are real part of life and they are basic requirements of a healthy life. Some situations make it necessary to restrict to show them obviously even cannot change this reality (Weare, 2000).

Emotional skills that must be gained in early childhood are multiple skill areas where some dimensions take place such as recognition, un-

derstanding, and expression of emotions which lead social relations and conformity of children with his/her society and where these dimensions are interacting with each other (Saarni, 1999). Identifying an emotional skill which is one of emotional skills is recognizing the emotion of an individual by evaluating individual's emotional face expressions and emotional clues. During preschool period, when children's identifying emotion skill develops, their ability to understand emotions that events cause also develops (Gallese, 2003). Ability to identify others' emotional expressions accurately is an integral part of nonverbal communication, it is necessary skill to organize and adapt to environment. Forming satisfactory and successful links in interpersonal relationships is related with accurately interpreting nonverbal clues like emotional expression. Emotions expressed on face have a key role for social cognition by providing information about individuals' emotional lives and tendencies. Identifying emotions on the face is one of the first social-cognitive skills for people. Interpersonal relationships, conflicts and social agreement are extensions of this basic function (Erol, Ünal, Gülpek & Mete, 2009).

Another emotional skill is understanding emotions. It is ability to know which emotion will be experienced as a result of an event. Experiences have a great role in understanding emotional skill because individual learns which events will create which emotion by his experiences (Sroufe, 1997). The important aspect of understanding emotions is to know the results produced by emotions so the effects of emotions. Learning the source of emotions is important on account of understanding emotions (Davis, 2004). Child's ability to understand his friends' emotions, that he is in a social relationship, is very important for the continuum of their relation. Because in relationships understanding or misunderstanding other individual's emotions defines the reaction so it is important to continue relationship in a healthy way. For example, when a child misunderstands one of his friends who feels sad and react angrily to him will affect their relationship in a negative way (Dunn & Hughes, 1998).

One of emotional skills is the expression of emotion skill which is expressing emotions in an appropriate way to continue the social relationship and the other person can understand during interaction. The way emotions are expressed and the frequency of them are very important in child's social skills development. For instance, if a child always expresses his anger in his relationship with other children and especially he expresses his anger in an inappropriate way that disturbs other children

(pushing, insulting, fighting etc.), this will cause his friends to stop their relationship with this child (Denham, 1998). Experimental research results on children's emotional skills show that children with developed expression of emotions skill can easily make friend and maintain this relationship for a long time (Eisenberg, Fabes, Miller, Shell, Shea & May-Plumlee, 1990). In addition to that children who grow up in a safe emotional environment and grow among people who can express their emotions in daily life (parent, nurse, teacher etc.) can understand others' emotions and reacts in an appropriate way when he sees that one of his friends experience a negative feeling and help his friend overcome this feeling. They demonstrate these abilities beginning from age two (Zahn-Waxler & Radke-Yarrow, 1990).

Recent research shows that in early childhood period supporting programs for emotional development and programs to prevent emotional and behavioral problems have positive effects in long term (Ramey & Ramey, 1999; Weikart, 1998; Yoshikawa, 1995). These programs include rich learning experiences and various activities to support child's social and emotional development with the help of them they even helped academically unsuccessful children decrease their social and emotional problems. These results show us the importance of prevention studies and social and emotional skills programs that are prepared to include both parents and children to eliminate social and behavioral problems and will be administered during the early childhood period. Therefore, in preschool education programs day by day giving place to a lot of activities that support social and emotional development is important (Weikart, 1998).

In some countries such as the United States, Spain and England, extra programs and activities added to current programs to develop social and emotional skills to eliminate social and emotional problems. Studies in child development made great progress with the beginning of these programs' administration. These progresses with respect to the results of the study, the importance given to academic skills as well as social and emotional skills and development of behavior increased dramatically also the differences between the children is taken into account more than before (Blair, 2002; Denham, 1998). These results contributed to the preparation of preschool programs and to the formation of prevention activities that includes both parents and children.

In the light of these explanations, the aim of this study is to examine the effects of an Emotional Education Program, which is designed as extra activities to the current program, on six years old preschool children's emotional skills (identification of emotions, understanding emotions and expressing emotions).

Method

Model of the Study

This is an experimental type of study to find out the effects of emotion education on children's emotional skills. In this study pre-test, post-test, control group design model which is one of the experimental designs was used.

Working Group of the Study

Research was carried out on six year old children attending nursery classes of elementary schools under the Ministry of National Education in central counties of Konya. Working groups of the study are elementary schools with two or more nursery classes and consists of 66 children who are studying in two public schools selected with the random cluster sampling method from nursery classes training in the morning group and the afternoon group and who did not receive any education related to emotional skills before that. The first school was included in the morning group with 17 students of the experimental group and in the afternoon group with 15 students of the control group; other school was included in the afternoon group with 17 students of the experimental group and 17 students of the control group. Because two students in the experimental group had to leave school due to city change and could not complete their education, they had to leave the working group. Final shape of the working group of the study consists of 64 students, including 32 for experimental group and 32 for control group

Instrument

The Assessment of Children's Emotion Skills-ACES: While collecting data about children's emotional skills the Assessment of Children's Emotion Skills ACES which is developed by Shultz and Izard (1998) and adopted into Turkish by Durmuşoğlu Saltalı et al. (2009) was used.

The assessment of six year old children's emotional skills test is composed of three sub-tests; identification of emotions test, understanding emotions and expression of emotions. Identification of emotions sub-test is composed of 12 pictures depicting emotional face expression (happy, sad, angry, and scared). Understanding emotions sub-test is composed of 12 pictures that depicts sample emotional events children may come across in daily life. Expression of emotions sub-test is composed of 12 pictures depicting emotional expressions children show towards sample events (Schultz & Izard, 1998).

At the end of reliability and validity study done by Durmuşoğlu Saltalı et al. (2009) scores from factor analysis, item strength, arithmetic mean, standard deviation, total item correlation and item differentiation were considered and 2 items from identification of emotions sub-test, 2 items from understanding emotions sub-test and 2 items from expressing emotions sub-test were removed. Final form of the test has 30 items. In validity study, factor analysis was made to identify content validity and factor loads were found .35-.59 in identification of emotions sub-dimension; .30-.63 in understanding emotions sub-dimension; .31-.68 in expressing emotions sub-dimension. In addition to factor loads for validity study correlation coefficients for sub-dimensions were evaluated and found out .568 between identification of emotions sub-test and understanding emotions sub-test; .428 between identification of emotions sub-test and expressing emotions sub-test; .472 understanding emotions sub-test and expressing emotions sub-test. According to these values, there is .01 level significant difference between sub-tests.

About content validity of the test, opinions of experts are asked. Experts in the field examined the test and stated that it has the quality to measure pre-school children's emotional skills in three sub-dimension; identification of emotions, understanding emotions and expression of emotions about four main emotions (happy, sad, angry, scared).

In reliability study of the test test-retest was used and the following reliability values were found; understanding sub-test .87, identification sub-test .82, expression sub-test .78 and total score .79. KR20 reliability technique was used and following reliability values were found; identification sub-test .83, understanding sub-test .89, expression sub-test .83 and total score is .81. In addition to arithmetic median, standard deviation, total item correlation, item difficulty and item differentiation scores were evaluated for item analysis and they support the reliability

of the test. t-test results about significance between the top 27% and bottom 27% for each sub-test and for total test score proves that test is successful in differentiating successful and unsuccessful groups.

When scoring the test each correct answer is given 1 point and false answers and “do not know” answers are given 0 point. For identification of emotion test, minimum score is 0 and maximum score is 10. For understanding emotions sub-test minimum score is 0 and maximum score is 10. For expression of emotions sub-test minimum score is 0 and maximum score is 10. For total emotional skills minimum score is 0 and maximum score is 30.

Procedure

In the study, students of the experimental group was applied the Program for Emotional Education prepared based on the PATHS (Promoting Alternative Thinking Strategy) developed by Domitrovich et al. (2004). Educational material in the program were used exactly the same, but some of the activities were changed by considering cultural compatibilities and present preschool education curriculum in our country and lessons found necessary were placed additional activities. Educational program applications were performed as 45 lessons during 16 weeks and three days a week. Activity in a day continued for 90-12 minutes. Children in this control group were left in their natural processes during this period of time and this group was not applied the program prepared. In research, monitoring test was employed to determine whether the results related to the effect of the curriculum is permanent or not after the 8 weeks by the end of administered program.

While analyzing data statistically both control and experimental group children's pre-test results and while comparing both groups' pre-test post-test results and post test monitoring test scores about permanence for dependent groups, t-test independent t-test analysis were used. While testing the difference between ideas significance level is taken $\alpha = 0.05$.

Results

In this part, comparison between the experimental and control groups' pre-test post-test results to identify the effects of emotion education program on preschool children's emotional skills and experimental

group's post-test and monitoring test scores to identify the permanency of the programs effect are given.

Results of the Differences in Experimental and Control Group Children's Average Pre-Test Scores from Assessment of Children's Emotion Skills

Before children are administered the emotion education program to test whether both experimental and control group children are taken from same level namely before the education their pre-test scores are compared to see their scores are statistically similar from identification of emotions, understanding and expressing emotions and total emotional skills. Their average scores were compared using independent t-test and results are given in Table 1.

Table 1.

n, X, ss and t Values Concerning Both Experimental and Control Group Children's Pre-Test Scores from Assessment of Children's Emotion Skills Test.

Emotion Skills Subdimensions	Groups	n	X	Ss	t
Identification of Emotions	Experimental	32	3,44	1,66	-0,952
	Control	32	3,91	2,23	
Understanding Emotions	Experimental	32	2,91	1,97	-1,615
	Control	32	3,72	2,05	
Expression of Emotions	Experimental	32	2,38	2,28	-0,134
	Control	32	2,44	1,32	
Total Emotion Skills	Experimental	32	8,72	4,12	-1.260
	Control	32	10,06	4,40	

In Table 1, it is seen that experimental control group children' average pre-test scores are 3.44 from identification of emotion skills, 2.91 from understanding emotion skills, 2.38 from expression of emotion skills and 8.72 from total emotion skills. Control group children's average pre-test scores are 3.91 from identification of emotion skills, 3.72 from understanding emotion skills, 2.44 from expression of emotion skills and 10.06 from total emotion skills. t-test is used to find out if there is a significant difference between experimental and control groups' average pre-test scores and gathered t value (0.345) is not considered statistically significant ($p > 0.05$).

Results of the Differences in Experimental and Control Group Children's Average Pre-Test/Post Test Scores from Assessment of Children's Emotion Skills

Table 2.

n, X, ss and t Values Concerning Experimental I Group Children's Pre-Test/Post-Test Average Scores from Assessment of Children's Emotion Skills Test

Emotion Skills Subdimensions	Tests	n	X	Ss	t
Identification of Emotions	Pre-test	32	3,44	1,66	-17.499**
	Post-test	32	8.94	1.26	
Understanding Emotions	Pre-test	32	2.91	1,97	-16.574**
	Post-test	32	8.91	1.38	
Expression of Emotions	Pre-test	32	2.38	1.28	-11.747**
	Post-test	32	8.19	1.92	
Total Emotion Skills	Pre-test	32	8.72	1.28	-20.309**
	Post-test	32	26.03	1.92	

**p<.01

In Table 2, it is seen that children's average pre-test score from identification of emotion skills is 3.44 average post-test score is 8.94, children's average pre-test score from understanding emotion skills is 2.91 average post test score is 8.91, children's average pre-test score from expression of emotion skills is 2.38 average post-test score is 2.38 average post test score is 8.19 and total emotion skills average pre-test score is 8.72 total emotion skills average is 26.03. At the end of dependent t-test results it is seen that children's post-test average scores are higher than pre test results (t: -17.499; $p < 0.005$) in experimental group for identification of emotion skills; in understanding emotions skills their post-test average scores are higher than pre-test results (t: -16.574; $p < 0.005$); in expression of emotion skills their post-test average scores are higher than pre-test scores (t: -11.747; $p < 0.005$); and their total emotion skills post-test average scores are higher than their total emotion skills pre-test averages (t: -20.309; $p < 0.005$) in a significant way.

Results of the Differences in Control Group Children's Average Pre-Test/Post Test Scores from Assessment of Children's Emotion Skills

Table 3.

n, X, ss and t Values Concerning Control l Group Children's Pre-Test/Post-Test Average Scores from Assessment of Children's Emotion Skills Test

Emotion Skills Subdimensions	Tests	n	X	Ss	t
Identification of Emotions	Pre-test	32	3,91	2,23	-1.632
	Post-test	32	4,63	2,66	
Understanding Emotions	Pre-test	32	3,72	2,05	,832
	Post-test	32	3,34	1,77	
Expression of Emotions	Pre-test	32	2,44	1,32	-1,013
	Post-test	32	2,72	1,51	
Total Emotion Skills	Pre-test	32	10,06	4,41	-,877
	Post-test	32	10,69	4,40	

When Table 3 is examined it is seen that control group children has 3.91 average from identification of emotions pre-test and 4.63 from post-test. They have 3.72 average from understanding emotion skills pre-test and 3.34 from post-test. They have 2.44 average from expression of emotion skills pre-test and 2.72 from post-test. At the end of dependent t-test results it is seen that there is no significant difference between average pre-test post-test scores. Between pre-test and post-test average of identification of emotion skills is t: -1.632; $p>0.05$.

Between pre-test and post-test average of understanding emotion skills is t: ,832; $p>0.05$. Between pre-test and post-test average of expression of emotion skills is t: -1,013; $p>0.05$. Between pre-test and post test average of total emotion skills is t: -,877; $p>0.05$.

Results of the Differences in Experimental and Control Group Children's Average Post-Test Scores from Assessment of Children's Emotion Skills

Table 4.

n, X, ss and t Values Concerning Both Experimental and Control Group Children's Average Post-Test Scores from Assessment of Children's Emotion Skills Test

Emotion Skills Subdimensions	Groups	n	X	Ss	t
Identification of Emotions	Experimental	32	8.94	1.27	8.276**
	Control	32	4.63	2.66	

Understanding Emotions	Experimental	32	8.91	1.38	14.030**
	Control	32	3.34	1.77	
Expression of Emotions	Experimental	32	8.19	1.92	12.652**
	Control	32	2.72	1.51	
Total Emotion Skills	Experimental	32	26.03	4.18	14.302**
	Control	32	10.69	4.39	

** $p < .01$

Experimental group children's average post-test scores are given in Table 4. Their average post-test score from identification of emotion skills is 8.94; their average post-test score from understanding emotion skills is 8.91; their average post-test score from expression of emotion skills is 8.19; their average total emotion skills score is 26.03. Control group children's average post-test score from identification of emotion skills is 4.63; their average post-test score from understanding emotion skills is 3.34; their average post-test score from expression of emotion skills is 2.72; their average total emotion skills score is 10.69. According to these results to see whether there is a significant difference between the average post test scores of control and experimental groups. The findings about t value for identification of emotions (8.276), t value for understanding emotions (14.030, t value for expression of emotions (12.652) and t value for total emotion skills (14.302) shows that there is a significant difference between average scores of control and experimental groups($p < 0.005$).

Results of the Differences in Experimental Group Children's Average Post-Test/Monitoring Test Scores from Assessment of Children's Emotion Skills

Average test scores of the experiment group children's concerning assessment of whether effects of the Emotion Training Program is permanent or not, the averages scores of post test and average scores of the monitoring test that was employed after the 8 weeks by the ending training were examined in terms of whether there is a significant difference between or not, and results are given in Table 5.

Table 5.

n, X, ss and t Values Concerning Experimental Group Children's Post-Test/Monitoring Test Average Scores from Assessment of Children's Emotion Skills Test

Emotion Skills Subdimensions	Tests	N	X	Ss	t
Identification of Emotions	Post-test	32	8,94	1,27	0,626
	Monitoring	32	8,88	1,10	
Understanding Emotions	Post-test	32	8,91	1,38	-,329
	Monitoring	32	8,94	1,37	
Expression of Emotions	Post-test	32	8,19	1,93	,571
	Monitoring	32	8,13	1,62	
Total Emotion Skills	Post-test	32	26,03	4,19	,487
	Monitoring	32	25,94	3,61	

In Table 5, experimental groups post-test and monitoring test scores are given. Their average post-test score from identifying emotion skills is 8.94 and average monitoring test score is 8.88. Their average post-test score from understanding emotion skills is 8.91 and monitoring test score is 8.94. Their average post-test score from expression of emotion skills is 8.19 and monitoring test score is 8.13. Their average post-test score from total emotion skills is 26.03 and monitoring test score is 25.94. At the end of dependent t-test results it is seen that there is no significant difference between the averages. Between average post-test score and average monitoring test score for identification of emotion skills t value is t: 0.626; $p>0.05$. Between average post-test score and average monitoring test score for understanding emotion skills t value is t: -0,329 $p>0.05$. Between average post-test score and average monitoring test score for expression of emotion skills t value is t: -0.571; $p>0.05$. Between average score for total emotion skills and average monitoring test score t value is t: 0.487; $p>0.05$.

Discussion

When the findings of the study is examined, statistical analysis results about whether there is a difference between the pre-test scores of control and experimental groups or not it is seen that groups are similar. This finding can be interpreted as children in control and experimental

groups are similar in their social-cultural and economic features and parental structure. They were exposed to similar educational experiences before they had emotion education program and they are similar in their emotion skills level.

It is expected from the children who attended emotion education program that their level of recognizing emotional face expression should increase, their ability to understand which emotion an individual will experience in which events and their identification level to recognize the clues that will help them express emotions should increase as well. The difference between experimental group's identification of emotion, understanding, expressing and total emotion skills average pre-test scores and after the program their identification of emotion, understanding, expressing and total emotion skills average post-test scores is 0.001 different which means it is significant. However, subjects of the study are in a fast developing period. Education process is very long and education program in their schools may improve their identification, understanding and expression skills. This is taken into consideration and both control groups and experimental group's pre-test and post-test differences were compared. At the end of emotion education program when pre-test post-test results for experimental group is compared it is found that there is an increase in other tests except for understanding emotion test but it can be said that they are not significant.

To see the effects of the program when compared to the current program in their success in identification, understanding, expression and total emotion skills both control and experimental group's difference in their average post-test scores are compared. After the program between the difference in experimental and control group average post-test scores in identification of emotion, understanding emotion, expression of emotion and total emotion skill is compared and there is a significant difference at 0.001 level. According to this result improvement in these scores are not because of children's development or the education programs at schools but it can be claimed that because of emotion education program and it affects children's identification of emotion skills, understanding emotion skills, expression of emotion skills and total emotion skills. In other words, children's ability to recognize emotional facial expressions, their ability to understand which emotion an individual will experience in which events and their identification level to recognize the clues that would help them express emotions increased with children who attended emotion education program.

Children who attended emotion education program were more successful than children who attended normal education. According to the theories program is based on success can be because of some principles that the emotion education program is based. According to these theories the reasons of the success of skill education program can be listed as; it attracts children's attention, it emphasizes importance of teacher-student relationship, there are a lot of reinforcements in the program, the teacher models the activities and encourages being a model and it is dependent on teacher's success (Domitrovitch et al., 2004). Dependent on this principle, a lot of activities in emotion education program that increase teacher-student interaction, using reinforcement frequently, being a model to students may have increased the success level of the program. For example, emotion cards used in the program made child formalize the names of emotions. For relaxing emotions yellow cards are used, disturbing emotions are coded with blue cards. During whole program puppet characters are used and these are materials and methods developed to help children learn more easily and efficiently. In addition to that there are opportunity trainings, such as when there is an event teacher encourages children to talk about emotional effects of the event, in order to help children learn permanent skills (Domitrovitch et al., 2004). These factors could be counted as factors that increase the success of the emotion education program. Another educational factor in the program is teacher gives feedback to children for their positive and negative reactions (In praise list children who expresses his emotions in a positive way are praised, if there is an event in the class children are given feedback) and parents are informed about the program by parent letters, parents support is provided to program at home, today's king tortoise method which takes children attention and gives duties to children in the program can also be considered as contributing factors to the program's success. The result that emotion education program administered to children about their emotion skills development created a significant on their emotion skills is consistent with the findings of Ulutaş's (2005) study about the effects of emotional intelligence education program. Findings of the study are consistent with the findings of Eren-Yavuz's (2002) study to find out effects of supporting 1. 2. Class students' emotional intelligence skills.

After administering emotion education program 8 weeks later to see whether the differences in identification of emotions, understanding,

and expression of emotions continue and to see whether the effects of program still maintained or not post-test scores and 8 weeks later permanence tests scores are compared to find out if there is a significant difference.

Findings about permanence of the effects of the educational program that is administered about emotional skills are consistent with the findings of emotional intelligence education' permanence that is administered preschool children by Ulutaş (2005). Kam, Greenberg and Kusche (2004) conducted another study on permanence of emotion education with children who needs special education and the findings of this study also supports that emotion education program's effect is permanent.

In the light of the results obtained from the research it may be suggested to educators; giving place the activities including supportive emotional skills; Also to the researchers comparing findings by administering Emotion Training Program at the different economic, social and cultural environment, developing a parallel training program about emotional skills for the parents, implementing Emotion Training Program by making some arrangements on children requiring special education and conducting new researches to test effectiveness of this program.

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