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Investigation of the cognitive, psychomotor, and social emotional progress in primary schools by directors' ideas

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Abstract

The aim of this study is to identify the ideas of the directors about the progress of cognitive, psyhomotor, and social-emotional aims which are aimed in the primary fifth class teaching programme. This study is qualitative, and it is performed by case study and intertwined case pattern. 12 directors (7 principals and 5 assistant principals) has participated in this study who are working schools in Nicosia district. These schools are linked to the Ministry of Education. Data have been collected by a semi-structured interview. They have been analysed by content analysis. According to the results of this study students who are studying in fifth classes have been reached the teaching programme aims 59.83% in the cognitive domain, 42.2% in psychomotor domain, and 76.52% in social-emotional progress domain. The negative reasons for these results, respectively, are teachers, individual differences, teaching programmes, curriculum incompatibility, lack of infrastructure, and college exams.

Keywords: Cognitive development, teaching programme, psychomotor development (motor), social-emotional development (affective).

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1. Introduction

In this part of the study, problem status, problem statement, sub-problems, purpose, importance, and limitations of the research is stated. In addition, definitions of some concepts expressed in the research process are also explained here.

Individual development has three basic development processes. These are called cognitive, psychomotor, and social-emotional (affective) development areas. Training programmes are developed according to the Multiple Intelligence Theory. There is a parallel discipline to each type of intelligence. Verbal intelligence, language discipline; logical intelligence, mathematics discipline, visual spatial intelligence, painting discipline, musical rhythmic intelligence, music discipline, bodily sensory motor intelligence, physical education discipline, social -interpersonal intelligence, social skill discipline, self-directed individual intelligence, religious culture and ethics discipline and nature intelligence constitutes disciplines related to nature. Programmes include goals and target behaviours. Each objective includes target behaviours related to cognitive, psychomotor, and social-emotional development areas. The primary education programme in Northern Cyprus was developed in its new form in 2016. As of today, the programme covers 12 disciplines (courses) and consists of approximately 1,683 pages. There are around 3,000 outputs (gain-goal-target behaviour) in this programme. Also, there are around 800 printouts just for the fifth grades (KKTC & MEB, 2016).

Social-emotional learning covers the students' feelings, thoughts, relationships, moral development, and physical development as a whole and has an important place in realising qualified learning in terms of involving a learning process that does not separate students' well-being and school success. Although many schools have adopted a knowledge-based teaching approach, the contribution of socioemotional learning to cognitive and behavioural development has been clearly demonstrated (Elias, 1997). Schools have an important role not only in providing cognitive development but also in ensuring the social-emotional development of individuals (Durlak et al., 2011). This situation shows that social-emotional learning has an important place in the learning-teaching process as a part of individual development.

According to Yasutake and Bryan (1995), although affective intensive goals have a privileged place and importance in cognitive and psychomotor goals, it is seen that research does not focus on them enough and teachers tend to focus on cognitive and psychomotor behaviours rather than affective behaviours. By examining the schools learning pattern and student's interest in schools, lessons, interest related in fields, attitudes, and academic self as an affective input characteristic, Bloom showed the success of these characteristics within cognitive input behaviours and quality of teaching. The emphasis of the affective field is clearly observed within the principles and objectives of basic laws and programmes that we have taken since primary education. However, in practice, a system is observed that makes it difficult for the students to move forward from certain steps of the cognitive field. The effective is not considered consciously in practice and is limited (Paykoc, 1995).

I put forward a hypothesis that there is a problem in this area in Northern Cyprus. Namely; the primary education programmes which encapsulate the first to eighth grades. In other words, the period that covers the age of 7 to 15. I claim that targeted behaviours within these programmes such as music, visual arts, physical education, health and sports and social skills cannot be observed enough. Aims-objective and target behaviours parts within the four education programme I listed above; are lacking in cognitive, psychomotor, and social-emotional areas so students are developing insufficiently within these areas. As such, the cognitive development field also loses its effectiveness.

In this context, what are the administrative views on the state of achieving the cognitive, psychomotor, and affective development gains targeted in elementary school fifth-grade curriculum? For this purpose, answers will be sought for the following research questions:

1) What are the administrative views on the state of achieving targeted outcomes in cognitive, psychomotor, and affective development in primary schools' fifth-grade curriculum?

2) What are the administrative views related to the gains in visual arts discipline in cognitive, psychomotor, and social-emotional development in the fifth-grade primary school students?

3) What are the administrative views related to gains in mathematics discipline within cognitive, psychomotor, and social-emotional development in the fifth-grade primary schools?

4) What are the administrative views related to the gains in science and technology discipline within the cognitive, psychomotor, and social-emotional development in the fifth-grade primary schools?

5) What are the administrative views related to gains in physical education, health, and sports discipline within the cognitive, psychomotor, and social-emotional development in the fifth-grade primary schools?

6) What are the administrative views related to gains in social studies discipline within the cognitive, psychomotor, and social-emotional development in the fifth-grade primary schools?

7) What are the administrative views related to gains in music discipline within the cognitive, psychomotor and social-emotional development in the fifth-grade primary schools?

8) What are the administrative views related to percentage of distribution in the state of achieving the targeted outcomes within the cognitive, psychomotor, and social-emotional development in the fifth-grade primary schools?

2. Methods

2.1. Research model

In this study, which explored the administrative views on achieving the targeted gains in the cognitive, psychomotor, and social-emotional development in primary schools study programmes, a qualitative research model was adopted. It is possible to describe qualitative research as 'research model that uses qualitative data collection techniques such as observation, interview, and document analysis and the later qualitative process is followed to present perceptions and events in a realistic and holistic manner in natural environment' (Yildirim & Simsek, 2011). In this study, one of the qualitative research methods, 'case study' method was adopted. Case studies investigate one or more cases in depth (Yildirim & Simsek, 2011). Case studies are appropriate to the nature of this research as they can be used in situations where multiple sources of evidence or data are available (Yin, 2009). When the related research designs were examined, it was seen that the most appropriate pattern that was thought to achieve the purpose of this study was the 'nested single case' pattern. In a single-state nested pattern, there can often be multiple substrates or units within a single state (Yildirim & Simsek, 2011).

2.2. Study group

The primary education programme in Northern Cyprus has been prepared according to Bloom Taxonomy. Achievements are listed from easy to difficult, tangible to intangible, and are prerequisites for each other. In other words, the topics are the same in every classroom, but they

are getting more complex and deeper. Therefore, programme is considered as a whole and since the achievement of gains in the cognitive, psychomotor, and social-emotional development within the fifth-grade curriculum was the main priority, managers of the fifth-grade students were called and were asked whether they wanted to participate in the study. Participants were chosen from Nicosia District for practical reasons. A maximum diversity sampling type was used in the research. This method, which is used within the purposeful sampling, aims to find and define the basic themes that contain some differences (Patton, 2014). In this context, 12 administrators working in the relevant schools participated in the study. The distribution of administrators to schools is shown in Table 1.

Table 1. Distributions of administrators to schools

	Administrator
Alaykoy primary school	1
Sht. Ertugrul primary school	3
Cihangir-Duzova primary school	1
Gonyeli primary school	3
Necati Taskin primary school	1
Caglayan primary school	1
Haspolat primaryschool	1
Sht.Yalcin primary school	1
Total	12

2.3. Data collection tools

Interview tools will be used. There will be a meeting with 12 administrators and semi-structured interview will be held. It will be in the form of 18 questions and will be around 40–50 minutes. Interview questions are based on the primary education programme. All of the data in the study were obtained using the 'Semi-structured Interview Form' developed by the researcher and consist of open-ended questions. In this technique, the researcher prepares the interview protocols consisting of questions he wants to ask before the meeting. If the person has answered certain questions within the other questions during the interview, the researcher may skip that question. The semi-structured interview technique gives a more suitable technical view in educational science researches due to its certain level of standardisation and flexibility (Ekiz, 2003).

In the preparation of the form, first of all, all the relevant literature and education programmes were scanned, and then interview questions for pre-implementation part were created. Expert opinions were taken from four faculty members regarding the form, and also some questions were rearranged in line with the feedback, and some questions were removed. Later, as a result of pre-trial conducted with 20 people, some of the questions were corrected and then the form was finalised. The semi-structured interview form consists of 18 questions in order for the administrators to determine the gains of students in cognitive, psychomotor, and social-emotional developments. The data obtained after the interview with the administrator's were coded by the researcher and then three expert opinions were consulted to ensure the reliability of the questions. In terms of validity, 'Reporting the collected data in detail and explaining how the researcher reached the

results are among the most important point of validity in a qualitative research' (Yildirim & Simsek, 2005). Miles and Huberman (1994) included some important issues regarding internal validity, external validity, external reliability and in internal reliability. These considerations have been adequately addressed in the research.

According to this, the research findings were found to be significant in terms of internal validity and defined depending on the environment from which the data was obtained. Findings consist within themselves. The resulting concepts constitute a meaningful whole. Findings obtained from different sources, methods and strategies form a meaningful whole. Findings are in line with the conceptual framework. The rules and strategies used to confirm the findings were used appropriately. Unclear facts or events were identified. Alternative approaches were used to explain the findings. The findings were found to be realistic by the individuals who participated in the study. Estimates and generalisations made based on the findings of the research are consistent with the data obtained. The working group regarding to external validity has been described in detail. The working group is diversified. Comprehensive definitions are included. The reader can relate research results to their own experiences.

Research results are consistent with the research question and related theories. Research findings can be easily tested in similar environments. The choice of the working group, setting, the conceptual framework, and the limiting factors that these elements pose in terms of generalizations were discussed. In terms of external reliability, research methods and its stages are clear and detailed. What has been done in terms of data collection, processing, analysis, interpretation, and reaching results can be clearly understood. The results were clearly correlated with the data.

Regarding the methods and processes followed by the researchers, (such as working group, interview, and observation notes) the scope of the records is defined clearly and in detail. The researcher is aware of individual assumptions, biases, and methods. Clear information was given on the reflection of these assumptions and prejudices on the research. Different opinions and alternative explanations have been taken into consideration. Raw data are stored in a way that can be viewed by others. Research questions on internal reliability are extensive. It is clearly stated. The various stages of the research are consistent with the research questions. The researchers own position in the research process is clearly defined. The results of the research are compatible with the data. The basic perspective of the research and its approach to the research are clearly defined. The data were gathered in a detailed and purposeful manner as required by the research questions. In the analysis of the data, prejudices, misunderstandings, unrealistic data were reviewed and invalid data were removed accordingly.

2.4. Analysis and interpretation of data

The data were first written in a computer environment by the researcher and then analysed using content analysis, one of the qualitative research techniques. The main purpose of the content analysis is to reach the concepts and relationships that can explain the collected data (Yildirim & Simsek, 2008). According to Yildirim and Simsek, data are analysed in four stages in content analysis. These stages are, coding of the data, finding themes, organising codes and themes, defining and interpreting findings.

During the coding of the data, the researcher examined the obtained data and tried to divide it into meaningful sections to find out what each section meant conceptually. In this process, the researcher paid attention on how data could be divided into a meaningful wholes, what code could be given to these meaningful wholes and whether the data in these different sections could be

arranged with similar codes. At the stage of finding themes, it is necessary to find themes that can collect the encoded data under certain themes. In order to find the themes, the codes were first brought together and analysed. It has been tried to find common aspects between the codes. Later the codes were categorised and a system was created to organise the data collected. In the third stage, the researcher organised the data obtained according to this system and thus defined and interpreted the data according to certain facts. The interpretation of the findings were described and presented in detail by the researcher and some conclusions were made during the interpretation of the findings.

In this study which was based on one to one interview, conducted to determine the state of achieving the cognitive, psychomotor and affective development achievements targeted in primary schools' fifth-grade education programmes, the following findings were obtained when the responses of the administrators were examined.

3. Findings and comments

In this part of the study, the findings obtained from the qualitative analysis of the data collected to answer each sub-problem are presented in detail under separate headings. Qualitative data from the responses of 12 randomly selected administrators to the qualitative question set were evaluated by inductive content analysis. Quotations from the responses of the administrators to the qualitative questions set were named and represented independently from the research in order to ensure the confidentiality of the identity information.

Table 2. Distributions of managers views on cognitive, psychomotor, and social-emotional development gains related to the visual arts discipline in primary schools

Cognitive Domain	**Domain**
Content format association estimated percentage	1.8%
Behaviour and adaptation problems	1
Education system problem	1
Inadequate family support	1
College exams	1
Individual differences	1
Inappropriatenes of the programme	1
Psychomotor Domain	
Abstract figurative painting estimated percentage	40.8%
Teachers not practising	3
Students who have verbal intelligence skills experience problems in this regard	1
The programme is not suitable for this age	1
Social-emotional	
Interest and affection estimated percentage	73.18%
Teachers not practising enough	3
They are interested in subjects suitable for their own perceptions	1

There is interest because it is a lesson for relaxation and self-discovery (1)

Since not all students possess the sense of responsibility, self-confidence, and original thinking (1) When Table 2 is examined, we see that only 40.8% of the students involved with the visual arts course (being able to draw Abstract-figurative pictures) have all the achievements related to the psychomotor domain. The most important reason for this issue comes from teachers who do not practice enough. When we look at the answers given by the Administrators, it says 'they do not get enough training and information on this subject. Even though they have interests and talents, our schools do not provide practices related to these issues or courses and trainings to improve children's perspectives'. 'Although the secondary stage students enter the abstract processing cycle according to age groups, they cannot draw abstract and figurative pictures psychomotorly because they are not directed sufficiently'. We can say that the problem is mostly caused by the teachers. When we look at the other reasons, individual differences and age group are seen as not suitable for the programme. Regarding the cognitive field, 41.18% of the students can have all the achievements. When we look at the codes created in accordance with the answers given by the administrators (behaviour and adjustment disorder, education system, insufficient family support, college exams, inappropriateness of the programme), we can say that all of them negatively affect the success of the students. Regarding the affective domain, 73.18% of the students have an interest and love in visual arts lessons. We can say that, although the students have a good level of interest and love for this discipline, they don't have the same rate of gains as in the cognitive and psychomotor areas. When we look at the reasons for this, we can say that teachers not practising enough and individual differences are two of these problems. On the other hand, we can say that the reason for the interest and love of the students is their perception of the lesson as a relaxation lesson. Therefore, we can conclude by saying, the visual arts lessons are not performed properly so children cannot take be productive enough.

Table 3. Distribution of administrators views on cognitive, psychomotor, and social-emotional development gains on mathematics discipline in primary schools

Mathematics
Cognitive domain estimated gains percentage 68%
Students profile (2)
Programme intensity (2)
Teachers education based on memorising (1)
College exams (2)
Individual differences (2)
Attendance rate is low (1)
Teachers only teach with successful students (1)
Teachers failure to establish interdisciplinary relationship (1)
Learning is slow (1)
Inadequate family support (2)
Interest and love domain estimated percentage of gains 79%
College exams (2)
Teachers do not organise tangible activities (1)
Teachers lack of emphasis on affective activities (1)
If teachers show the importance of the effective field. If the connection with daily life is established.
If necessary methods and techniques are used (1)
Individual differences (1)

Teachers do not do enough reading and comprehension studies (1)
Those with learning difficulties (1)

When Table 3 is examined, it is seen that 68% of the students have achieved all cognitive gains in mathematics and 79% of them have an interest and love for this lesson. When we look at the themes that come together from the coding of responses given by the administrators, it is observed that the predominant reason for students not having all the achievements in the programme is related to teachers. Some of the answers follows as 'Teachers teach base on memorizing'. 'Teachers only teach with successful students'. 'In order for the students to stay active, not afraid of answering questions and be confident in the classroom, affective characteristics should be emphasized more'. On the other hand, the reasons for college exams, individual differences, programme density, parent indifference, student profile, low rate of attendance, learning difficulties, and slow learning can be listed from the most coded to least coded.

Table 4. Distribution of administrators views on cognitive, psychomotor, and social-emotional development gains related to science and technology discipline in primary schools

Science and technology
Cognitive Domain
Estimated percentage rate of concepts and information 63%
College exams
Teachers do not create enough studies, experiments and projects (4)

Psychomotor Domain
Estimated percentage in experiment and practice 57.5%
Programme intensity (2)
Lack of laboratories (6)
Teachers not having experiments done (1)
Affective teaching Domain
Estimated percentage in interest and love 74.54
Tangible Topics which involves research and practical parts gathers the interest (7)

When Table 4 is examined, it is seen that only 63% of the fifth-grade students can obtain all the cognitive gains related to the science and technology course. It is seen that teachers do not create enough studies and experiments. In the field of psychomotor acquisitions, it is seen that 57.5% of the students can obtain all the achievements of the science and technology course. The most important reason for this is the lack of a laboratory. This is followed by the intensity of the programme and the reasons arising from the teachers. It is seen that the interest and love for the course are higher than other development areas with the rate of 74.54%. We can say that the fifth-grade students have an interest and love for science and technology lessons, but they do not get enough out of cognitive and psychomotor fields.

Table 5. Distribution of administrators views on cognitive, psychomotor, and social-emotional development gains on physical education, health, and sports discipline in primary schools

Physical education, health and sports
Cognitive Domain

Estimated percentage rate of subject comprehension 67.7%
The programme is not fully implemented by teachers (4)
Individual differences (2)
Psychomotor Domain
Estimated percentage rate of sport branches practices. 67%
Teachers are not working to bring out the full potential (2)
Infrastructure, impossibilities (3)
Time shortage (1)
Unsuitability of the programme (1)
Individual differences (3)
Affective Teaching Domain
Estimated percentage rate in Interest and love domain 90.27%
For playing free games (8)

We can see that 90.27% of the students have an interest and love for health and social physical education lessons. From the answers given, we can say that the reason for this is that they do the lesson as if they were playing on the street. However primary school physical education, health and sports lesson programmes are the ones with the most gains. There are around 207 goals within the programme. These goals are repeated every year and follow a path from easy to difficult (TRNC MEB Primary School Education Programme, 2016). On the other hand, we see that the psychomotor and cognitive educational gains are around 67%. When we look at the responses given by participants they usually go as it follows, 'subjects are not adequately conveyed'. 'The programme is not fully implemented'. 'The wrong and reckless attitudes of teachers cause apathy and lack of love'. With the answers such as these, we can conclude that the problems are caused by the teachers. In this programme which includes the most goals, we see that children spend time leisurely. Problems arising from the teachers caused by individual differences, lack of infrastructure, unsuitability of the programme, and lack of time.

Table 6. Distribution of administrators views on cognitive, psychomotor and social-emotional development gains related to social studies discipline in primary schools

Social Studies
Cognitive Domain
Estimated percentage rate of comprehending concepts 65.5%
There aren't enough trips, surveys and practices (4)
Third country students have communication problems in social studies course. (2)
Psychomotor Domain
Estimated percentage rate of internalisation and real life 59%
Children are distant from children and remain abstract. (2)
Affective Teaching Domain
Estimated percentage in interest and love 69%
Unsuited teaching methods and techniques. (5)
Topics being abstract. (3)

As can be seen in Table 6, the achievements of students in the social studies discipline are not observed enough. According to Table 6, only 65.5% of the students in the cognitive field have all the achievements. The most important reason for this comes from not giving enough space for activities that involves trips and observations. When we look at the responses given by the administrators they usually follow as, 'in our school trip observation is rarely done', 'Cognitive gains can be achieved if they attract attention, participate in the lessons and express themselves'.

In social studies, the course within the body of psychomotor field, we see that 59% of the students can apply the achievements in the programme in daily life. The rate of interest and love for this lesson is 69%. When we look at the responses given by the administrators, they follow as 'the methods used, distracts them from this lesson and the subjects become meaningless for them'. 'They love topics they are interested in, such as our cultural heritage, historical artefacts or children's rights and responsibilities. However, they are not interested in issues such as management style, plan or scale'. 'Studies based on real events and facts can be successful'. According to this study, it is seen that the most important reason for these low rates comes from unsuitable teaching methods and techniques used by the teachers. At the same time, it is noteworthy that the subjects are tried to be transferred abstractly. It is seen that the learning-teaching process formed within the scope of the lessons taught in schools can have strong, emotional, and academic components (Zins et al., 2004). Therefore, schools have an important role not only in providing cognitive development but also in ensuring the social-emotional of individuals (Durlak et al., 2011). This situation shows that social-emotional learning has an important place in learning-teaching process as part of individual development.

Table 7. Distribution of administrators views on cognitive, psychomotor, and social-emotional development gains related to music discipline in primary schools

Music
Cognitive Domain
Estimated percentage rate of concepts and information about field 53%
Teachers do not use contemporary teaching methods adequately (2)
College exams (1)
Music lessons are held only for ceremonies (1)
Above programme levels. (1)
Psychomotor Domain
Estimated percentage rate of usage of musical instruments other than flute 29%
Estimated percentage rate of composing 9.27%
Private lessons (7)
College exams (1)
Insufficient lesson time (1)
Lack of music room (1)
There are no studies on the subject (1)
Affective Teaching Domain
Estimated percentage rate of interest and love for the lesson 73.18%
Active participation (3)
Self-expression (2)
Teamwork (1)

As we can see from Table 7, 73.18% of the students are interested in music lessons due to reasons such as active participation, self-expression, and teamwork. On the other hand, 29% of the students can play an instrument and 9.27% can compose. However, in the music programme, students from first to fifth grade are aimed to play composition and instruments appropriate for their ages. If it were not for the private lessons that students go with their own means after school, we would find a ratio close to zero in terms of playing instruments and compositions. We can relate the low rates of instrument playing and compose towards teachers not working on this subject, lack of time, college exams, and insufficient infrastructure. When we look at the coding created from the responses of the administrators about the cognitive field, we can see that the main reason why only 53% of the students acquire all concepts and knowledge comes from teachers not implementing contemporary teaching methods and techniques. Respectively, it is seen that music lessons are held only for the preparations of ceremony, unsuitability of the programme, insufficient time, college exams, and infrastructure deficiencies.

4. Debate

Eight research problems were tried to be answered in this study which was carried out to determine the administrators views on the cognitive, psychomotor, and affective development gains targeted in the curriculum of the fifth-grade students studying in primary education institutions. As predicted by the qualitative method, the findings obtained on basis of each research model as a result of the analysis of the data obtained after the application of qualitative data collection tools suitable for the nested single case pattern to the participants were discussed in the light of the relevant literature. Comments on the evaluation of the obtained findings from a theoretical perspective in the context of similar studies in the literature are presented in detail under subheadings. It is seen that the development areas of the fifth-grade students in Northern Cyprus are not sufficiently improved within the framework of the programme targets. An estimated 59.83% of the students in the cognitive field, 42.21% in the psychomotor field and 76.52% in the affective field archive full gains. The average score of the three studies above is 59.52%. Accordingly, we can say that 59.52% of the fifth-grade students, studying in primary education institutions can achieve all the gains in the primary education programme. It is seen that this rate is quite low. The hypothesis of the research supports this finding. While 48.43% of the students reached all cognitive, psychomotor, and affective areas in the field of music; this rate is 51.92% in the field of visual arts and 74.99% in physical education, health, and sports field. These findings consist of the view that psychomotor and affective development areas are not sufficiently developed in the primary schools, which was mentioned in the problem status part of the study. Bracket et al. (2021) support the findings that they should include more social-emotional learning in national education. It is seen that the rate of students who can reach all of the psychomotor field gains is quite low. The relatively higher proportion of students achieving all of the affective field acquisitions is incompatible with Yasutake and Bryan's (1995) findings that teachers tend to cognitive and psychomotor behaviours rather than effective behaviours. We can comment on this contradiction in the analysis of the data that students may be interested in lessons such physical education as they take the form of free play. Although many schools have adopted a knowledge-based teaching approach, the contributions of socio-emotional learning towards to cognitive and behavioural development have been clearly demonstrated (Elias, 1997). However, in Elias's (1997) research, it is seen that all the development areas affect each other. Thus, the findings of this research coincide with the findings of Elias (1997). In addition, Zins et al. (2004) and Durlak et al. (2011) concluded that social-emotional learning has an important place in the learning teaching process as a part of individual development.

Developing and reinforcing social skills in students and transforming these skills into practice in different environments are among the important functions of primary education (Cubukcu & Gultekin, 2006). By examining the literature, it was concluded that learning a topic is closely related to being interested in or loving that topic. The literature emphasizes that teacher candidates have deficiencies in social emotional learning (Dresser, 2013; Hemmeter et al., 2008). The human body cannot be separated in terms of body and soul. Body and soul act as a whole, is interdependent, and interacts. In this respect, the psychomotor development of children should be emphasised and education programmes should be prepared according to this (Yuksel, 2003).

As seen in the literature, individual development areas (cognitive, psychomotor, and affective) should be developed as a whole in order to raise healthy individuals and archive the goals of education. However, in the study, it is seen that primary education in Northern Cyprus cannot fulfil this function. The reasons for this can be ranked mainly as problems related to teachers, individual differences, not being suitable for the programme, lack of infrastructure, and college exams. Due to the fact that there are very few studies in the national and international literature on archiving cognitive, psychomotor, and affective development gains, there is no similar study to compare the findings of this regarding the administrator's views on the state of achieving cognitive, psychomotor and affective development gains targeted in the fifth-grade curriculum of primary education. In a study conducted by the Cyprus Turkish Teachers Union in 2020, the rate of those who found the quality of education in public primary schools Inadequate was 70.85% and 29.15% among the respondents from the general population survey. On the other hand, 65.17% of the participants from the local community who participated in the survey found the quality of school management and the competence of administrators insufficient, and the rate of those who found it sufficient was 34.83%. Among the general public who participated in the survey, the rate of those who found the quality and competence of teachers insufficient was 62.48% and the rate of those who found it sufficient was 37.52% (KTOS, 2020). The presence of social-emotional skills helps individuals feel safer and better equipped in terms of building relationships, making friends, resolving conflicts, dealing with difficulties, anger management, and managing emotions (Parlakian, 2003). In addition, issues such as protecting the health of students, increasing the safety of schools by preventing violence and ensuring being a good citizen are among the functions of social-emotional learning (Zins et al., 2007).

5. Judgement

In the findings obtained as a result of the qualitative data analysis for the first problem of the study, it was revealed that 59.52% of the students fully achieved the cognitive, psychomotor and affective development gains targeted in the fifth-grade education programmes. The second point that administrators emphasise on cognitive, psychomotor, and social-emotional development gains related to the visual arts discipline in primary schools is that 51.92% of the fifth-grade students have gained all the achievements related to the visual arts discipline. The third point that the administrators emphasised about the cognitive and social-emotional development gains related to mathematics discipline in primary schools is that estimated 73.5% of the fifth-grade students successfully earned all achievements. In the findings obtained as a result of the qualitative data analysis for the fourth problem of the study, it was concluded that approximately 65% of the fifth-grade students could reach all the gains regarding the cognitive, psychomotor and social-emotional development achievements related to science and technology discipline in primary schools. In the fifth problem of the study, it was found that approximately 74.99% of the fifth-grade students

reached all the achievements within cognitive, psychomotor, and social-emotional development gains related to physical education, health and sports discipline in primary schools. The third point that the administrators emphasised within the cognitive, psychomotor, and social-emotional development gains related to social studies discipline in primary schools, is that an estimated 64.5% of the fifth-grade students achieved all the gains. In the findings obtained as a result of the qualitative data analysis for the seventh problem of the study, we can see a remarkable result that an estimated 41.11% of the fifth-grade students achieved all the gains regarding the cognitive, psychomotor, and social-emotional development within the music discipline in primary education institutions. It is seen as the most unsuccessful field in terms of making students archive all the goals in the music discipline.

In general, administrators have listed the reasons for students to fail to again the acquisitions in the fifth-grade curriculum in primary schools with the estimated score of 59.52%. In order of importance these failures follow as, problems related to teachers, individual differences, unsuitable of the programme, lack of infrastructure, and college exams.

6. Suggestions

In this study, which was aiming to reach the cognitive, psychomotor, and affective development outcomes targeted in the fifth-grade curriculum in primary education institutions, the following suggestions are given in line with the evaluation of the results obtained for determining the views of the administrators with the existing literature.

a. Recommendations developed in line with the research results:

- The appointment criteria of teachers working in primary education should be reviewed. It would be appropriate to appoint the artists who can graduate from one of the branches of the art from the top hundred universities in the world's ranking as teachers to the primary education staff.
- It was thought that the artists could use the dramatization method and other teaching methods and techniques more effectively. In addition, the insufficiency of the acquisitions of the music and visual arts disciplines in the students increases the desire for this. However, I think that the artists' personal background is more suitable to be in the role of teacher and teaching. Artists are generally enthusiastic, sincere, humorous, reliable, efficient, flexible, and knowledgeable. These traits are personal qualities that a teacher should have.
- It would be appropriate to increase the personal rights and status of teachers. The teachers should be free in the classroom, no one should interfere with their work. A society with the desired qualifications can be created from free, creative, and happy teachers.
- Teachers should be required to attend in-service training.
- The criteria for graduation from prestigious universities should be sought in the appointment of Administrators. In addition, school administrators must have the skills and knowledge to operate 'developmental psychology, learning psychology, guidance, and special education, teaching principles and methods, instructional technologies and material design, programme development, classroom management, and evaluation mechanism as a harmonious car Engine.
- Target goals within primary education programmes, should be arranged with their cognitive, psychomotor, and affective fields goals. In these arrangements, the theories of Howard

Gardner, Bloom, and Piaget should be taken as the basis. Programmes based on individual differences should be developed instead of the standard curriculum.

- A portfolio should be prepared for each student. The target behaviours in the programme should be written in portfolios with their cognitive, psychomotor and affective fields.
- Monthly measurements and evaluations should be done by the school administrators. It should be determined at what rate each child gains. Children who are insufficient to achieve the targeted gains should take additional lessons to close the gap with other students.
- The principle that cognitive, psychomotor, and affective development areas are a whole and complement each other should be acted upon and necessary sensitivity should be shown.
- Government should take necessary actions for marriages to be built on the basis of love and for individuals to develop into respectful and healthy individuals starting from the mothers' womb.
- As the curriculum points out at the end of the primary education programme, it should be indispensable for each student to play a musical instrument, to compose musical scores appropriate for his level, to choose a sport branches as a hobby, to use his native tongue fluently and effectively, to master two foreign languages and to dance.

b. Suggestions for further studies

- Similar studies about achieving the cognitive, psychomotor, and affective development gains targeted in primary education programmes can be repeated through different groups.
- The same research can be carried out in the context of countries that rank first in education and training in the world. The cognitive, psychomotor, and affective fields achievements can be looked at how to manage the achievements.
- Studies can be conducted on the factors that affect an individual's learning from birth to primary school age. Studies can be carried out over what the governments should do on the healthy development of the individuals.
- Studies can be conducted on the qualifications that school administrators and teachers should have.
- Research can be done on individual differences.

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