The Impact Of Creative Drama Education On Development Of Social Skills Of Elementary School Students

Emine Kivanc Oztug [a*] , Near East University Ataturk Faculty of Education, Mersin, Turkey
Melek Ciner [b] , Near East University Ataturk Faculty of Education, Mersin, Turkey

Abstract

Social development can be defined as the adaptation process of persons to the society in which they live. The children learning the rules and value norms accepted by the society and live in harmony with the community is in parallel with the positive development of education of the child. Creative drama education plays an important role on development of behaviours with social content such as distinguishing social behaviours, reducing negative and noncompliant behaviours, entering into good relations with peers and establishing themselves in the community. The research was performed by offering creative drama-based education to a group of 14 elementary school students between the ages of 7 and 12 for 22 hours. During the education activity, single group preliminary test-final test model, one of experimental research designs, was used as method in order to be able to measure the impact on social development of students. The data were collected with personal information from using Scale for Developing Social Skills (SBDO) which was devised by Akcamete and Avcioglu (2005). As a result, it was detected from the general outlook of social skills evaluation scale of students included in the study that there was statistically significant difference between scores obtained before and after education, and that the scores obtained by students from the scale as a whole after education showed statistically significant increase.

Keywords: Creative drama, Elementary education, Social skill

---

* ADDRESS FOR CORRESPONDENCE: **Emine Kivanc Oztug**, Near East University Ataturk Faculty of Education, Mersin, Turkey
E-mail address: emine.kivancoztug@neu.edu.tr / Tel.: +90 392 223 64 64

1. Problem

Socialization begins with the first crying of the new-born. Later it is shaped with the impact of social skills, family, environment and society. When the child is trying to explore himself and find the answer to the question "who am I?", socialization is the most frequently applied method. Social skills of the young person determines whether the child can survive without damage or with minimum damage the searches that he performs in order to find his very self. Socialization covers a period when individuals, especially children, become functional members of a certain group and adopt the values, behaviours and beliefs of other members (Cubukcu & Gultekin, 2006). School age is a period when the child leaves his family and gets socialized with the social environment. This period begins at the age of six and continues until the age of eleven, when the first signs of adolescence are witnessed. In these periods, parents and teachers play an important role in children feeling confidence in themselves and their environment, being efficient in their personal and social development, being successful in establishing and maintaining social relations, and developing a healthy and compatible personalities. In 6-11 age period, mental and social skills of children are developing rapidly, which creates important changes in their patterns of thinking, learning, and understanding other individuals and the social structure (Ataman, 2009).

The first question which comes to mind in this case is whether social skills of the young person is sufficient for socialisation process. At this point this question represents the basic problem of this paper.

Drama at elementary school is animating a word, a concept, a behaviour, a sentence, an opinion, a living, an event or phenomenon or the topic of any course utilizing drama techniques and developing play and plays (San, 1991; Ustundag, 2002). With drama at elementary level, students gain such cognitive and emotional attributions as development in language and thinking, self-confidence, reinforcement of self-conception, self-realisation, showing empathy, and developing helpfulness and cooperative spirit. Drama at elementary school is also a game. The principle here is to turn course topics into games and ensure their permanence. When course topics are given with games, students learn testing and trying, imagine, be encouraged, solve their problems, improve their creative powers and try to (Slade, 1971). This in turn ensures that the child gains personality in social, ethical and psychological aspects (Seachove, 1976), specialize his personality through imitation and role-playing, learn by turning into the new situations and problems that he will encounter in life, which becomes a natural and easy way.

For this reason, creative drama was chosen as the method for solving the basic problem due to its impact on social skills proved with studies and the continuity of this impact. The purpose of the study is to examine the impact of drama-based education on the social skill development of elementary school children at 7-12 age group according to some sub-group, which are listed as follows: basic social skills (TSB), basic speaking skills (TKB), advanced speaking skills (IKB), relation-initiating skills (IBB), relation-continuing skills (ISB), working in group skills (GİYB), emotional skills (DB), self-control skills (KKEB), skills for dealing with aggressive behaviour (SDBCB), skills for accepting results (SKEB), directing skills (YVB) and cognitive skills (BB). In this direction, the purpose is to find out the impact of creative drama on the sub-dimensions determined in the social skill development of the individual and to determine whether family; its socio-economic status, parents being married or divorced, and cultural structure of the family and gender of the child has an impact to this effect.

2. Model of the study

Evaluation of the project utilized quantitative research methods. This method claims that social reality consists of phenomena which can be observed, measured and expressed in numbers (Glesne & Peshkin, 1992). Basic purpose of quantitative research methods is to produce knowledge which explains generalizable causality relations. Basic purpose of quantitative research methods is to obtain knowledge which is far from bias, is objective, explaining cause and effect relation and generalizable from the sample to the universe (Gall, Borg and Gali, 1996). For this reason, Hasan Ancioglu's "scale for evaluating social skills of 7-12 ages" as preliminary test and final test was employed in the quantitative evaluation of the project.

3. Universe-sample

The group on which application was performed consists of 14 students, 4 of whom are males and 10 of whom are males, at 7-12 age groups, enrolled at different elementary schools in Guzelyurt area, being educated at Smart Angels Pre – School & Education Centre which is a private kindergarten and study centre, offering education in Guzelyurt area of Northern Cyprus upon approval of Ministry of National Education. These students do not have any drama background.

4. Data collection tool

7-12 ages social skills evaluating scale developed by Akcamete and Avcioglu (2004) aims at measuring the skills important in helping communication problems so as to increase social interaction. SBDO, a five-scale Likert type tool, consists of the social skills that children at the ages of 7 to 12 must possess. In this scale skills are categorized under 12 sub-groups, which are basic social skills (TSB), basic speaking skills (TKB), advanced speaking skills (IKB), relation-initiating skills (IBB), relation-continuing skills (ISB), working in group skills (GİYB), emotional skills (DB), self-control skills (KKEB), skills for dealing with aggressive behaviour (SDBCB), skills for accepting results (SKEB), directing skills (YVB) and cognitive skills (BB). The scale was validated with two methods, namely validity of scope and validity of structure. Expert opinion was sought in the study on validity of scope. People who are working experts in the field (five faculty members studying in the area on child development and education) examined SBDO in its entirety and expressed their opinion that the scale had the capacity of measuring social skills. In the study related to structural validity, factor analysis was performed in order to understand the number of factors constituting the test. Reliability of the scale was tested by calculating Cronbach Alfa coefficient. Findings as regards reliability and validity show that Social Skills Evaluation Scale has sufficiently high validity and reliability to measure social skills.

For this reason, it was decided that "Social Skills Evaluation Scale (SBDO) 7-12 ages" was the most suitable measuring and evaluation tool for the structure of the project. Among 7-12 age etude students, 14 students, 4 of whom are males and 10 of whom are females, are included in the project upon permission of their parents. Evaluation of the chosen students were performed by researchers within the period. Hasan Avcioglu's 7-12 age Social Skills Evaluation Scale was applied to a group of 14 pupils as preliminary test. At the end of the application, the four items most frequently marked among "never does" and "randomly does" were chosen upon approval of the consultant and workshop headings were generated. These items are numbered 20, 21, 68 and 69, representing the skills "he adjusts speed of speech while speaking so as to be better understood by others", "while speaking, he makes emphasis which sheds light on the meaning of emotions and opinions in the speech", "generates alternatives for solving a problem", "solves a problem". These items are taken as target behaviours and the workshop was constructed accordingly.

5. Analysis of data

6. Findings

Table 1. Definitive Statistics as regards the scores obtained by students before education from the entire and sub-dimensions of social skills developing scale

Sub-dimensions	n	$\overline{x}$	s	Min	Max
basic social skills	14	39,29	12,27	25	65
basic speaking skills	14	13,86	6,22	4	20
advanced speaking skills	14	12,71	5,06	7	25
relation-initiating skills	14	18,21	4,68	10	25
relation-continuing skills	14	19,79	5,98	11	29
working in group skills	14	24,07	7,69	7	35
emotional skills	14	16,07	5,21	6	27

self-control skills	14	21,21	4,71	14	30
skills for dealing with aggressive behaviour	14	14,07	2,76	8	18
skills for accepting results	14	8,86	2,96	3	14
directing skills	14	16,14	2,77	11	20
cognitive skills	14	14,36	4,75	7	25
SBDO general	14	218,64	50,00	145	314

In table 2, the Definitive Statistics as regards the scores obtained by students taking pat in the research before education from the entire and sub-dimensions of social skills developing scale are given. When the results in table 2 are examined, it was found out that before education students obtained 39,29±12,27 points on average from basic social skills sub-dimension, with minimum and maximum points being 25 and 65 respectively. Usually these students showed the behaviours listed in this sub-dimension "usually". The average point obtained by students from basic speaking skills sub-dimension is 13,86±6,22, with minimum and maximum points being 4 and 20 respectively. Students are displaying the behaviours in basic speaking sub-dimension "frequently". Students covered by the research received 12,71±5,06 points on average from advanced speaking skills with minimum and maximum points being 7 and 25 respectively. Generally students stated that they showed the behaviours in advanced speaking skills "randomly". Before education, students received 18,21±4,68 points on average from initiating relation skills sub-dimension in the Social Skills Evaluation Scale with minimum and maximum points being 10 and 25 respectively. In general terms, the initiating relation skills of students was evaluated as good, and students are performing these actions "usually". The average point obtained by students who participated in the research from continuing relation skills sub-dimension was 19,79±5,98, with minimum and maximum points being 11 and 29 respectively. It has been found out that students displayed behaviours in this sub-dimension "usually". The average point obtained by students from working in group skills became 24,07±7,69 with minimum and maximum points being 7 and 35 respectively. It has been found out that students displayed behaviours in this sub-dimension" usually" and that their skills for working with group were good. Students obtained 16,07±5,21 points on average from emotional skills sub-group, with minimum and maximum points being 6 and 27 respectively, and it was found out that students displayed behaviours in this sub-dimension" randomly". The average point obtained by students who participated in the study in self-control skills sub-dimension was 21,21±4,71, with minimum and maximum points being 14 and 30 respectively. It has been found out that students displayed behaviours in this sub-dimension "usually". It has been detected that students received 14,07±2,76 points from skills for dealing with aggressive behaviour sub-dimension and that they displayed the behaviours in this sub-dimension "usually". The average point obtained by students who participated in the study in skills for accepting results sub-dimension was 8,86±2,96, with minimum and maximum points being 3 and 14 respectively. It has been concluded that students displayed behaviours in this sub-dimension "usually". The average point obtained by students from directing sub-dimension was 16,14±2,77 with minimum and maximum points being 11 and 20 respectively. They usually display the behaviours in this sub-dimension "frequently". Students obtained 14,36±4,75 points from cognitive skills sub-dimension with minimum and maximum points being 7 and 25 respectively. It has been concluded that students displayed behaviours in cognitive skills sub-dimension "randomly".

Of the students who were included in the study, 35,71% were 8 years old, 50,00% were 9 years old and 14,29% were 10 years old. 71,43% of the students are females and 28,57% are males. When the marital status of the parents of students is examined, it can be seen that 71,43% of the parents of students are married and 28,57% of the parents of students are not married. 42,86% of mothers of students are graduated from secondary school and 57,14% are graduated from university. 71,43% of mothers are working and 28,57 are not working. 42,86% of mothers of students have a monthly income between 1560-2500 TLs and 21,43% of mothers of students have a monthly income between 2500 and 5000 TLs. 64,29% of fathers of students are secondary school graduates and 35,71% are high school graduates. 57,4% of fathers earned 1560-2500 TLs a month, 28,57% earned 2500-5000 TLs and 14,29% earned 5000 TLs and more.

Mann-Whitney U test results as regards comparison of scores obtained before education from the entirety and sub-dimensions of social skills evaluation scale and its sub-dimensions according to genders is given. When the results are examined, it can be seen that female and male students included in the research received 14,00±5,44 points and 9,50±1,73 points on average from advanced speaking skills sub-dimension. It was found out that there was statistically significant difference between scores obtained by male and female students included in the research in the advanced speaking techniques sub-dimension (p<0,05). Female students received higher scores from this sub-dimension compared to male students. It was found out that there was no statistically significant difference between male and female students in terms of scores obtained from the entirety of social skills evaluation scale and skills other than advanced speaking skills (p>0,05). Female and male students received similar scores.

An examination of Mann-Whitney U test results as regards comparison of scores obtained before education from the entirety and sub-dimensions of social skills evaluation scale and its sub-dimensions according to marital status of their parents showed that there was no statistically significant difference in terms of scores obtained from the entirety of social skills evaluation scale and its sub-dimensions based on the marital status of their parents (p>0,05). Regardless of the marital status of their parents, students enjoy similar social skills evaluations.

Inspection of Mann-Whitney U test results as regards comparison of scores obtained before education from the entirety and sub-dimensions of social skills evaluation scale and its sub-dimensions according to education status of their parents, it can be seen that there was no statistically significant difference in terms of scores obtained from the entirety of social skills evaluation scale and its sub-dimensions based the education status of both their mothers and their fathers (p>0,05).

It has been found out that the difference between basic social skills, basic speaking skills, advanced speaking skills, working with group skills, self-control skills, skills for dealing with aggressive behaviour, skills for accepting results, directing skills and cognitive skills sub-dimensions in the social skills evaluation scale according to the working status of mothers of the students included in the research was statistically insignificant (p>0,05). Students included in the research with working mothers received 20,10±3,51 points from initiating relation skill sub-dimension on average, and students whose mothers did not work received 13,50±4,04 points on average. It was found out that the scores received by students from initiating relation sub-dimension showed statistically significant difference according to the working status of their mothers (p<0,05). Students with working mothers received statistically significantly higher scores from this sub-dimension compared to students whose mothers did not work. Students with working mothers received 22,20±5,25 points from continuing relation skill sub-dimension on average, and students whose mothers did not work received 13,75±2,06 points on average. It was found out that the scores received by students from initiating relation sub-dimension showed statistically significant difference according to the working status of their mothers (p<0,05). Students with working mothers received statistically significantly higher scores from this sub-dimension compared to students whose mothers did not work. Students with working mothers received 17,80±4,71 points from emotional skills sub-dimension on average, and students whose mothers did not work received 11,75 points on average. It was found out that the scores received by students from initiating relation sub-dimension showed statistically significant difference according to the working status of their mothers (p<0,05). Students with working mothers received statistically significantly higher scores from this sub-dimension compared to students whose mothers did not work. When the scores received by students from the entirety of social skills evaluation scale depending on the working status of students is examined, it was found out that students with working mothers received 237,50±45,27 points and students whose mothers did not work received 171,50±23,16 points on average from the entirety of the scale. It was found out that the scores received by students depending on the working status of their mothers showed statistical significance (p<0,05). Students with working mothers received higher scores from the entirety of the scale meaning that evaluation of social skills of students with working mothers is better compared to students whose mothers do not work.

Table 2. Definitive Statistics as regards the scores obtained by students after education from the entire and sub-dimensions of social skills developing scale

Sub-dimensions	n	$\bar{x}$	S	Min	Max
Basic Social Skills	14	48,71	7,15	37	65
Basic Speaking Skills	14	15,29	3,67	10	20
Advanced Speaking Skills	14	19,86	3,74	14	25
Relation-Initiating Skills	14	20,29	2,73	14	25
Relation-Continuing Skills	14	25,79	3,14	20	30
Working in Group Skills	14	28,29	4,27	21	35
Emotional Skills	14	20,93	3,45	17	30
Self-Control Skills	14	24,29	3,15	19	30
Skills for Dealing with Aggressive Behaviour	14	15,71	2,49	9	19
Skills for Accepting Results	14	10,36	2,41	6	15
Directing Skills	14	18,07	1,90	15	20
Cognitive Skills	14	20,07	3,63	15	27
SBDO General	14	267,64	32,32	216	340

In table 2, the Definitive Statistics as regards the scores obtained by students taking part in the research before education from the entire and sub-dimensions of social skills developing scale are given. When the results in table 8 are examined, it was found out that after education students obtained 48,71±7,15 points on average from basic social skills sub-dimension, with minimum and maximum points being 37 and 65 respectively. Usually these students showed the behaviours listed in this sub-dimension "frequently". The average point obtained by students from basic speaking skills sub-dimension is 15,29±3,67, with minimum and maximum points being 10 and 20 respectively. Students are displaying the behaviours in basic speaking sub-dimension "frequently". Students covered by the research received 19,86±3,74 points on average from advanced speaking skills with minimum and maximum points being 14 and 25 respectively. Generally it was evaluated that students showed the behaviours in advanced speaking skills "frequently". Before education, students received 20,29±2,73 points on average from initiating relation skills sub-dimension in the Social Skills Evaluation Scale with minimum and maximum points being 14 and 25 respectively. In general terms, the initiating relation skills of students was evaluated as good, and students are performing these actions "frequently". The average point obtained by students who participated in the research from continuing relation skills sub-dimension was 25,79±3,14, with minimum and maximum points being 20 and 30 respectively. It has been found out that students displayed behaviours in this sub-dimension "always". The average point obtained by students from working in group skills became 28,29±4,27 with minimum and maximum points being 21 and 35 respectively. It has been found out that students displayed behaviours in this sub-dimension "frequently" and that their skills for working with group were good. Students obtained 20,93±3,45 points on average from emotional skills sub-group, with minimum and maximum points being 17 and 30 respectively, and it was found out that students displayed behaviours in this sub-dimension "frequently". The average point obtained by students who participated in the study in self-control skills sub-dimension was 24,29±3,15, with minimum and maximum points being 19 and 30 respectively. It has been found out that students displayed behaviours in this sub-dimension "frequently". It has been detected that students received 15,71±2,49 points from skills for dealing with aggressive behaviour sub-dimension and that they displayed the behaviours in this sub-dimension "frequently". The average point obtained by students who participated in the study in skills for accepting results sub-dimension was 810,36±2,41, with minimum and maximum points being 6 and 15 respectively. It has been concluded that students displayed behaviours in this sub-dimension "frequently". The average point obtained by students from directing sub-dimension was 18,07±1,90 with minimum and maximum points being 15 and 20 respectively. They usually display the behaviours in this sub-dimension "always". Students obtained 20,07±3,63 points from cognitive skills sub-dimension with minimum and maximum points

being 15 and 27 respectively. It has been concluded that students displayed behaviours in cognitive skills sub-dimension "usually".

Mann-Whitney U test results as regards comparison of scores received after education from the entirety of social skills evaluation scale and its sub-dimensions according to their genders. It was determined that there was no statistically significant difference between scores obtained from entirety of social skills evaluation scale and its sub-dimensions after education according to the genders of the students (p>0,05).

An examination of the scores obtained by students, it was found out that there was no statistically significant difference as regards the scores obtained from the entirety of the scale and its sub-dimensions (p>0,05). When the Whitney U test results as regards comparison of the scores received by students from the entirety of social skills evaluation scale and sub-dimensions according to the education status of their mothers are examined, it was found out that there was no statistically significant difference between scores obtained from the entirety of social skills evaluation scale and sub-dimensions after education according to the education status of their mothers (p>0,05).

When the Whitney U test results as regards comparison of the scores received by students covered by the study from the entirety of social skills evaluation scale and sub-dimensions according to the education status of their fathers are examined, it was found out that there was no statistically significant difference between scores obtained from the entirety of social skills evaluation scale and sub-dimensions after education according to the education status of their fathers (p>0,05).

When the Whitney U test results as regards comparison of the scores received by students covered by the study from the entirety of social skills evaluation scale and sub-dimensions according to the working status of their mothers are examined, it was found out that there was no statistically significant difference between scores obtained from the entirety of social skills evaluation scale and sub-dimensions after education according to the working status of their mothers (p>0,05).

7. Conclusion

Students included in the research received 39,29±12,27 pints from basic social skills sub-dimension before education, which changed to 48,71±7,15 after education. It has been determined that the difference between scores received from basic social skills scale before and after education was statistically significant (p<0,05). The scores received by students from basic social skills sub-dimension after education are higher than those received before education. In other words, social skills of the students improved after education. When the pre-education and post-education scores received by students from basic speaking skills scale are compared, it has bene found out that they received 13,86±6,22 points from this sub-dimension before education and 15,29±3,67 points after education. It has been determined that the difference between scores of students covered by the research study in basic speaking skills sub-dimension before and after education was not statistically significant. (p>0,05). Students included in the research received from advanced speaking skills sub-dimension 12,71±5,06 points and 19,86±3,74 before and after education respectively. It has been determined that the difference between scores of students covered by the research study in this sub-dimension before and after education was statistically significant. (p<0,05). Advanced speaking techniques scores of students after education are significantly higher compared to their scores before education. The advanced speaking skills sub-dimension scores of students after education are statistically significantly higher compared to their scores before education. Students received from initiating relation sub-dimension 18,21±4,68 points and 20,29±2,73 points on average before and after education respectively. There is no statistically significant difference between pre-education and post-education scores of students from initiating relation sub-dimension. Although the score received by students from this sub-dimension are higher after education compared to the scores received before education, the difference is not at statistically significant level. Students covered by the study received from continuing relation sub-dimension 19,79±5,98 points and 25,79±3,14 points on average before and after education respectively. It has been determined that the difference between scores received from continuing relation sub-dimension before and after education was statistically significant (p<0,05). After the education offered, scores received by students from this sub-dimension increased compared to pre-education. Students received from initiating relation sub-dimension in social skills evaluation scale 24,07±7,69 points and 28,29±4,27 points on average before and after education respectively. It has been determined that the difference between scores

received from continuing relation sub-dimension before and after education was not statistically significant (p>0,05). Although the score received by students from this sub-dimension are higher after education compared to the scores received before education, the difference is not at statistically significant level. Students received from emotional skills sub-dimension 16,07±5,21points and 20,93±3,45 points on average before and after education respectively. It has been determined that the difference between scores received from this sub-dimension before and after education was not statistically significant (p<0,05). Scores obtained by students from this sub-dimension increased compared to their scores before education. Students received from self-control sub-dimension 21,21±4,71 points and 24,29±3,15 points on average before and after education respectively. It has been determined that the difference between scores received from self-control skills sub-dimension before and after education was not statistically significant (p>0,05). Although the score received by students from this sub-dimension are higher after education compared to the scores received before education, the difference is not at statistically significant level. Students covered by the study received from skills for dealing with aggressive behaviour sub-dimension 14,07±2,76 points and 15,71±2,49 points on average before and after education respectively. It has been determined that the difference between scores received from this sub-dimension before and after education was not statistically significant (p>0,05). Students received from skill for accepting results sub-dimension 8,86±2,96 points and 10,36±2,41 points on average before and after education respectively. It has been determined that the difference between scores received by students covered by the research from this sub-dimension before and after education was not statistically significant (p>0,05). Although the score received by students from skill for accepting results sub-dimension are higher after education compared to the scores received before education, the difference is not at statistically significant level. Students received from directing skill sub-dimension, which was in the scale, 16,14±2,77 points and 18,07±1,90 points on average before and after education respectively. It has been determined that the difference between scores received by students from directing skills sub-dimension before and after education was statistically significant (p<0,05). Students received higher scores from this sub-dimension after education compared to their scores before education. Students covered by the study received from cognitive skills sub-dimension 14,36±4,75 points and 20,07±3,63 points on average before and after education respectively. It has been determined that the difference between scores received by students from this sub-dimension before and after education was statistically significant (p<0,05). Students received higher scores from this sub-dimension after education compared to their scores before education. When the scores received by students from the entirety of social skills evaluation scale, it has been determined that they received 218,64±50,00 points and 267,64±32,32 before and after education respectively from the entire scale. It has been determined that the scores received by students covered by the research before and after education were statistically significantly different (p<0,05). The scores obtained from the entire scale after education increased significantly compared to the scores they received before education.

As a result of the evaluations, it is concluded that creative-drama based social skills education made significant difference in the advanced speaking skills, relation-initiating skills, relation-continuing skills and directing skills of children between the ages of 7 and 12. The participants began to express themselves, their emotions and wishes more comfortably as a result of which they were more successful in establishing and continuing relations. Another important finding was that socio-economic and socio-cultural structure of the family and the gender of the participant did not make significant difference unlike working status of the child, which affected his social skill level.

Recommendations

At the end of this research, it was found out that before education school-age children needed support in self-expression, problem-solving, advanced speaking techniques, cognitive skills, emotional skills and directing skills. It was observed that the situation was more positive for children whose mothers worked. However, the applied creative drama education program had a positive impact on the development of social skills. In this case, the following are recommended:

- Using creative drama as a method so that school-age children can be more active during lectures,

- School-aged children should be given creative-drama based activities so that they can express themselves,

- Group works should be increased,

- Problem-solving oriented activities should be offered,

- Reading should be encouraged,

- Creative drama activities should be resorted which would reinforce communication between friends, which is very important for the developments of social skills of the child and is a necessity.

- Directing children to creative drama courses is very important in terms of development of their social skills.

- The reasons of the fact that social skill levels of working mothers is higher compared to the children whose mothers did not work should be examined as a new research topic.

References

Adiguzel, O. (2010). *Egitimde Yaratici Drama*. Ankara: Naturel Yayinevi.

Ataman, A. (2009). *Gelisim ve Ogrenme*. Ankara: Gunduz Egitim ve Yayincilik.

Akkok, F. (1996). *Ilkogretimde Sosyal Becerilerin Gelistirilmesi, Ogretmen El Kitabi.* Ankara: MEB Basimevi.

Akfirat, F. O. (2004). Yaratici dramanin isitme engellilerin sosyal becerilerinin gelisimine etkisi. *Ankara Universitesi Egitim Bilimleri Fakultesi Ozel Egitim Dergisi*, *5* (01).Caldarella, Paul, and Kenneth W. Merrell. "Common dimensions of social skills of children and adolescents: A taxonomy of positive behaviors." *School Psychology Review* (1997).

Cubukcu, Z. & Gultekin, M. (2006). Ilkogretimde ogrencilere kazandirilmasi gereken sosyal beceriler.Duran, M. (2013). *Duyussal davranis egitimi programinin erinlik donemi cocuklarinin sosyal beceri duzeylerine etkisi* (Doctoral dissertation, Selcuk Universitesi Sosyal Bilimler Enstitusu).Turnuklu, A. (2001). Egitim bilim alaninda ayni arastirma sorusunu yanitlamak icin farkli arastirma tekniklerinin birlikte kullanilmasi. *Egitim ve Bilim*, *26* (120).

Gulhan, G. (2012). *10-12 yas grubu ilkogretim ogrencilerinin sosyal beceri duzeyleri uzerine egitsel oyunlarin etkisi.* Yayimlanmis yuksek lisans tezi, Gazi Universitesi, Ankara.

GU, (2007). *Gazi Egitim Fakultesi Dergisi, 27 (1)* 103-139 111.

Finlay-Johnson, H. (1912). *The dramatic method of teaching*. Ginn.

San, G. (1996). Yaratici egitim icin gerekli yenilikler: Bir sanat egitim bilimci gozuyle. *Egitimimize Bakislar*, 179-200.San, I. (1990). Egitimde yaratici drama, Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi, *23* (2).

Kocayoruk, A. (2000). Ilkogretim ogrencilerinin sosyal becerilerini gelistirmede dramanin etkisi. *Yayimlanmamis Yuksek Lisans Tezi. Ankara Universitesi. Sosyal Bilimler Enstitusu, Ankara*.

Yavuzer, H. (2000). Egitim ve gelisim ozellikleriyle okul cagi cocugu. *Remzi Kitabevi (5. Basim), Istanbul*.