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EVALUATION OF SELF-MANAGEMENT SKILLS SETTING AN AIM SUB-AREA IN PRIMARY LIFE SCIENCE PROGRAM

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ABSTRACT

One of the most crucial aims of educational institutions is to raise generations who have developed life skills and are aware of themselves. These individuals who acquire new life skills and become more aware of themselves with the help of learning experiences feel ready to cope with the problems of the real world. Primary Life Science Program was designed to prepare the individuals for the life from the beginning of their educational lives. In the revised Life Science Program in 2004-2005 academic year, a wide coverage was shared to the skills children were expected to have. In addition to such skills as critical thinking, creative thinking, inquiry, communication, problem solving, self-management skills, which affect the attainment of those skills considerably, were also included in this program. In this research, it was aimed to evaluate the program which was designed to attain the self management skills, setting an aim sub-area skills according to the views of teachers and program development specialists. This qualitative study explored the positive and negative attitudes and views with regard to the program and presented suggestions to contribute to the development of the program.

Key Words: Life Science, Self Management, Setting an Aim Skill.

INTRODUCTION

One of the most crucial aims of educational institutions is to raise generations who have developed life skills being aware of themselves and what they really want and responsible to their own societies. Therefore, individuals are provided with opportunities to learn the real life by being engaged with new experiences in their schools. These individuals who acquire new life skills and get more aware of themselves with the help of classroom learning experiences feel ready to cope with the problems of the real world. As stated by Sönmez

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(2010), one of the leading aims of education is to raise the individual who has developed his personality and abilities and can use them in the real world.

The period when the children develop rapidly in terms of cognitive, social, emotional and personal dimensions and begin to raise their awareness of the probable conditions they may encounter in their lives is primary education (Narin, 2007). This makes classroom learning experiences in that period really important for primary school students to acquire the skills they will require in their own battles of life.

The course of Life Science indicates a planned process to prepare individuals to real life in their years of primary school. Thanks to this lesson, children develop attitudes and values towards not only themselves but also the people around them and the world itself. These attitudes and values play a significant role in their future lives. In this respect, this lesson has an important part in increasing the quality of the individuals' lives, donate them with new skills and developing their skills (Yıldırım, 2006). As indicated by Özdemir (1998), Life Science Program primarily aims to help students acquire necessary knowledge, attitudes, skills and habits to investigate their own communities and adapt to them.

Since the shift from traditional views to contemporary educational views in education in 2004, it has become prominent that children need to have not only academic success but also social, personal and emotional skills. Hence, in the revised course of Life Science Curriculum in 2004-2005 academic year, a wide coverage was shared to the skills children were expected to have. Another basic distinction between this revised program and the formers was that the skills students were aimed to have at the end of the teaching process were defined and classified clearly (Kabapınar, 2009).

In the Primary Education Life Science Program, these skills were presented in sub-skills categories in detail. Some of these skills were specified as behaviors. Under three themes and using tables, the aimed skills were matched with acquisitions special to different grades. Some of those skills required to be developed for each of the grades and themes were stated as behaviors while some others were expressed in general cognitive, affective or psycho-motor terms (Ergüder and et al., 2005). These skills in Life Science Program were listed as; critical thinking, creative thinking, inquiry, communication, problem solving, using knowledge and technology sources effectively, social entrepreneurship, Using Turkish in a correct, effective and fluent way, decision making, using sources effectively, succeeding security and protection, self-management, recognizing basic principles of science, recognizing basic concepts with regard to themes (Ministry of National Education, 2005).

In 2005 Life Science Program the followings were stated with regard to the skills the students were aimed to possess: “In primary education, one of the basic responsibilities of Life Science Program is to help students acquire and develop skills. If it is known how to realize it in advance, it can be possible to help students obtain these skills. Skills acquisition is sometimes an automatic process which occurs by itself. However, it sometimes takes place as a result of an active process as well. While acquiring these skills, it is difficult to understand completely how the changes in students were formed. However, the results of studies indicate that these are formed together with being more matured and experienced. Moreover, there some proofs that show skills will develop much more rapidly if students are provided with proper learning conditions. In this respect, teachers' duty is to set the necessary conditions for their students acquire these skills and motivate them to develop these skills." (MNE, 2009, p.17).

As specified in the program itself, there is not a known certain way to help students acquire these skills. When the long term effects of them in students' own personal lives are taken into consideration, these skills are seen as important as and even sometimes more important than academic skills. These crucial skills were planned to be transferred to students by being related to acquisitions covered in a three year period. However, when the objective related to those skills and the acquisitions related to them are checked, it is understood that acquisitions do not overlap with objectives in some points and acquisitions are sometimes insufficient for the given objectives. When the program is checked, on the other hand, there seem to be such sub-areas of skills supported by those specified skills as self-management skills, setting an aim.

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Self-management skill adopts the role of helping the individuals managing and supervising themselves in their journeys of personal development and lifelong learning (Goleman, 2011). Boyatzis and Sala (2002) define self-management as one of the most important sub-areas of emotional intelligence. They put it as; "The fact that one succeeds to understand one's own feelings result from motivation s/he needs to attain objectives. Self-management is to be aware of what you feel and manage these feelings. One who can manage the self can control positive feelings such as overcoming difficulties and passion. Also, such an individual can cope with such negative feelings as frustration and anger". In other words, self-management is a skill that helps an individual handle the internal controls of the selves and manage themselves according to objectives affectively. Another important characteristic of the individuals who have high level of self-management skills is to organize and manage themselves physically and psychologically in order to reach their objectives. According to Maslow, after fulfilling essential requirements, an individual wants to realize the self and be psychologically satisfied. Self-realization is, on the other hand, defined as the effort and desire the individuals possess to use the maximum of their abilities to attain their objectives. (Cloninger, 1993; Erden & Akman 1995 cited from Demirel, 2012). To attain objectives has a lot to do with the skills the students acquired during the process of trying to realize those objectives. Therefore, it is highly significant for the primary school students to adopt the skill to set an objective at such an early stage of their lives. In this way, they will also meet their need to achieve their aims, which is also one of their essential psychological needs. In Life Science Program, some objectives of setting an aim included as a sub-area in self-management skills are listed as follows: to recognize what to do and not to do; to choose objectives in harmony with their lives; to plan how to achieve each of the aims; to specify the challenges they may encounter while trying to achieve the aims; to know people to be consulted to achieve the set aims; to specify the required time to achieve the aims.

When compared to the significance attached to improving individuals' affective and social skills in developed countries (Schilling, 1996; Salovey, Mayer, 1990; Cohen, 1999; Mayer, Cobb, 2000; Mayer, Salovey, Caruso, 2002), it seems more clear how problematic the issue of developing students' self-management skills and setting an aim skills as its sub-area in Turkey is. In this perspective, the current study has sought to evaluate the self-management skills and setting an aim sub-area program by which a relation with course objectives of MNE Primary Life Science Program were aimed to build; the efficiency and qualification of the program in these sub-areas by collecting data from program development specialists and class teachers and as a result put relevant suggestions.

METHOD

This study was conducted to evaluate self management skills and the program designed to help students attain the skills specified in setting an aim sub-area included in Primary life Science Program revised in 2004-2005 academic year according to the views of teachers and program development specialists. This study adopted qualitative research methods. Qualitative study can be defined as a kind of research in which data collection methods such as observation, interview and document analysis are employed to explore the perceptions and cases in their natural environment in a realistic and holistic way (Yıldırım, Şimşek, 2011).

As the research design, case study, one of qualitative research designs, was adopted. Case study is a kind qualitative study which is used to collect detailed data about specific real life condition or conditions through multiple sources of data and to depict a case or reveal case themes (Creswell, 2013). Employing the case study method, the data was collected from two different groups to evaluate the aforementioned program. These two groups were formed of program development specialists and the teachers who are the implementers of the program. using multiple ways of data collection was thought to increase the reliability of the results of the study.

Participants

Purposive sampling method was used in order to specify two groups to participate in the study. This kind of sampling is used to determine the sampling which possess some specific characteristics set according to some standards. (Büyüköztürk and et. al., 2012). In this respect, two volunteer program development specialists teaching at two universities in 2012-2013 academic year were included in the study. The other group of the

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participants consisted of nine female and one male volunteer teachers who had taught 3rd graders at least once and worked as class teachers in different districts of Istanbul in 2012-2013 academic year. The reason behind specifying the fact that participant class teachers had taught 3rd graders at least once as the standard was to benefit from their experiences and observations about whether students attained the objectives related to self management and setting an aim sub-areas at the end of Life Science Teaching Program or not. In order to provide reliability of the study, multiple sources of data was used. Data triangulation, which is used to provide the reliability in qualitative research studies, is applied by collecting data from different sources with different techniques in accordance with the problem of the study and correlate them with each other (Glesne, 2012).

Data Collection

A *semi-structured interview* form was prepared together with participant specialists to evaluate the program which was developed to help students attain the objectives in the sub-areas of *self management* and *setting an aim*. Predetermined questions were asked to teachers and their responses were recorded to analyze. On the other hand, program development specialists were asked to evaluate the program according to predetermined themes. Since the quality of the cases or events are regarded as more important rather than their quantities in qualitative studies, the reliability and validity of the results of studies are critically important (Punch, 2005). Therefore, the respondent validation used in order to ensure the validity of the study, which is a method generally applied to provide the reliability and validity of the data in qualitative studies. In this respect, the data gathered through interviews and forms was relayed to the participants for verification.

Data Analysis

Descriptive content analysis method was used to analyze the collected data. In descriptive content analysis this method, before collecting data, the themes of the study are specified and the data is interpreted according to these themes. Moreover, the other themes emerged apart from those are also presented in findings. In this data analysis method, participants' answers to research questions and observations are presented exactly the same as they are (Şimşek & Yıldırım, 2011). Within the perspective of descriptive content analysis, the data was analyzed with regard to three open-ended questions formed to take teachers' opinions and code keys were formed by classifying their responses under related questions. Different themes emerged were also presented in tables. On the hand, first the themes of the study were specified in order to analyze the data collected as a result of the interviews held with program development specialists. In addition to those emerged later during the study, themes were predetermined as follows: self management skills, program evaluation and skills development in students. In accordance with these themes, the data was processed and interview records were obtained and a coding key was formed. In data analysis, the findings were described and quotations from teachers' and program development specialists' views were used. Finally, the findings were interpreted with respect to the purpose of the study and the themes.

RESULTS

In accordance with data triangulation, the findings of the study were presented in two folds as teachers' opinions and program development specialists' opinions. The data was also classified according to three predetermined themes.

Class Teachers' Views

To collect teachers' views, their answers to open-ended questions were listed and analyzed according to sub-themes developed out of these responses. The list was formed as the 1st question, 2nd question and 3rd question.

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1. The Analysis of Class Teachers' Answers to the question of "In your opinion, how does the acquisition of life skills such as self-management affect primary school student's future life?

Table 1: Class Teachers' Views About The Impact of The Acquisition of Self-Management Skills

Class Teachers' Views About The Impact of The Acquisition of Self-Management Skills	F
1. They contribute to the personal development considerably.	9
2. They reflect on behaviors positively.	8
3. They develop the ability to make a decision.	7
4. They improve the quality of life.	5
5. They help students be more organized and responsible.	4
6. They improve students' self*confidence.	4
7. They exert positive impact on their academic success.	3
8. They improve students' social lives.	3

As indicated in the table, according to class teachers, the acquisition of self-management skills at primary schools exert positive impact on the listed dimensions of students' future lives. Ten teachers evaluated the importance of the self-management skills and some sub-themes indicating this importance were developed. Most of the teachers emphasized the positive impacts of these skills through expressions such as *contribution to students' personal development*, *reflections on behaviors positively* and *developing decision-making skills*. *T-1* of the interviewed teachers reported as follows:

"Self-management skills include development in areas such as time management, quality of life, determining behaviors, meeting their own needs, adaptation to their environment (…) Therefore, I believe that the younger the development in these dimensions, the better the development in self-confidence, social and communication skills and as a result academic lives will be in the future. (…)"

As seen in T-1's expression, the teacher stated that self-management will affect students' personal lives, the quality of their lives, their behaviors, self-confidence, their social and academic development positively. *T-2* of the teachers expressed his ideas about the issue as follows;
"*Self-management skills include students' being able to manage time, be organized, plan and control self responsibilities. These are significant acquisitions the students must attain at primary schools. Because the sense of responsibility and being organized is internalized and exhibited as a behavior in time. And being organized adds significant values to one's life positively at any age level."*

When *T-2*'s views stated above were analyzed, the theme of *"the significance of self-management skills in terms of understanding responsibilities"* was developed. Moreover, in two teachers stressed that it was important to acquire these skills at an early period such as primary education. *T-3* of the teachers responded to the question as follows:;

"They have positive effects. To acquire these skills during primary education affects not only students' behaviors but also their academic success."

In this answer, the significance of self-management skills in terms of both behaviors and academic success was pointed out. On the other hand, *T-4*, who found the acquisition of these skills important for ensuring the integrity of knowledge, skill and talent, reported as;

"They affect them in a positive way. In parallel with knowledge, skill and talent, they also contribute to development of skills into talents."

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In addition to them, teachers who found self-management skills significant for helping students make their decisions themselves in a healthy way, stated the followings;

"Students who have these skills take all negative and positive things into account while making a decision and they do not wait for the approvals of others." (T-5)

"(…) It is important for students to have life skills such as self-management. I think this is significant for students to make personal decisions, implement them and lead their lives by accepting their responsibilities." (T-6)

"The child who has acquired self-management skills at primary schools are self-confident. They are aware of themselves and what they can do appropriate to their age levels.(…) Their decision making skills develop."(T-7)
Teachers stated their views about how significant decision making skill, which stands for the most important component of setting an aim, was. Additionally, all of the teachers were explored to find that it was important for the students to attain self-management skills at such an early period of their lives as primary education. In this respect, *T-1's following response* indicated this point precisely:

"(…) The acquisitions that will contribute to meet basic needs especially during the period of primary education will reflect on students' behaviors positively. Therefore, it will help them experience the feeling of "I can do it" and as a result, such a sound basis will definitely lead the children to be conscious adults."

2. The Analysis of Class Teachers' Answers to the question of "Do you think that the acquisitions of classroom teaching serve for the objectives of *setting an aim* sub-area in three-year Life Science Program?

Table 2: Class Teachers' Views About The Relation Between The Objectives of *Setting An Aim Sub-Area* and The Given Acquisitions

Class Teachers' Views About The Relation Between The Objectives of *Setting An Aim Sub-Area* and The Given Acquisitions	F
a. Those who think objectives are related to the acquisitions	3
a.1.Objectives match up with the acquisitions	3
a.2.They match up with each other but not efficient	1
b. Those who think objectives are not related with the acquisitions	7
b.1. The acquisitions do not serve the objectives and the acquisitions are not efficient	4
b.2. The objectives of the program are related to the acquisitions in a wrong way.	3
b.3. The acquisitions are not suitable to the students' age levels.	1

As seen in table 2, out of teachers' evaluation of the acquisitions developed to help students acquire setting an aim skills specified in life science program, the results stated above were explored. When these results were analyzed, 3 teachers were explored to think that the acquisitions did not serve for the objectives while 1 of them was seen to think that they matched up with each other although they were not efficient. However, in general, the results indicated that the teachers stated that the acquisitions of setting an aim and the objectives of the program. 7 teachers reported that the acquisitions of classroom teaching did not serve for the objectives students were required to achieve to acquire setting an aim skills. On the other hand, 4 of these teachers found the acquisitions inefficient. Furthermore, 1 of the teachers stated that the acquisitions were not appropriate to the students' ages while 3 teachers reported that the acquisitions were matched up with the objectives inappropriately. Interviewed teachers stated their views about the issue as follows;

"*The objectives specified for setting an aim sub-area are clear, definite and more focused on the behavior and product. However, the acquisitions are not inefficient and do not serve for the objectives."(t-2)*

"Specified acquisitions are inefficient for setting an objective sub-area. (…)" (t-5)

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T-2 thought that the given acquisitions were not efficient for and appropriate to the objectives adding that they were not qualified enough to result in a behavior performed by the students. In addition, some of the participant teachers reported that the acquisitions were matched up with the objectives inappropriately.

"I do not think that they overlap with each other precisely. Some of the acquisitions can be said to be related to different objectives. (t-3)

"In Life Science Program, there are efforts for improving organization and planning skills while there are no efforts to help students acquire setting an aim skills." (t-7)

"It cannot be said that they fully match up with each other. As a result of these acquisitions, it does not seem possible for the students to achieve the objectives. Sub-objectives should also be supported with different acquisitions of life science."(t-4)

In addition, as a result of teachers' answers, the theme that *the given acquisitions and objectives were not appropriate to the students' ages* was developed. On this issue, *t-10 said the following*;

"At this age group, the ultimate aims cannot be achieved with these given acquisitions and objectives.(…)"

As a result of all these responses, the inefficiency of the program attracts the attention. However, some of the teachers still supported the harmony between the acquisitions and the objectives specified in the program:

"I think the given acquisitions overlap with the objectives. They include the objectives."(t-6) "The objectives of setting an aim skills match up with the given acquisitions. (…)" (t-9)

The interviewed teachers, whose responses were stated above, were generally in the idea that the acquisitions served for achieving the objectives. On the contrary to this, as indicated in table 2, the participant teachers, in general, stated that the acquisitions and the objectives did not overlap with each other.

3. The Analysis of Class Teachers' Answers to the question of "How do you evaluate the students in terms of attaining setting an aim skills at the end of three year-life science lesson?"

Table 3: Teachers' Views About Whether Students acquire Setting An Aim Skill At The End of 3 Year Life Science Program Or Not

Teachers' Views About Whether Students acquire Setting An Aim Skill At The End of 3 Year Life Science Program Or Not	f
a. Majority of the students cannot acquire setting an aim skill.	7
a.1. Due to teaching program and the quality of education.	6
a.2. Due to parents	4
a.3.Due to teachers	3
b. Some of the students acquire setting an aim skill.	2
c. Majority of the students acquire setting an aim skill.	1

A seen in table 3, majority of the participant teachers (7) stated that the most of the teachers did not acquire setting an aim skill. More than half of these teachers expressed that the students did not acquire this skill due to the education program and the quality of the teaching. On the other hand, 4 teachers stated the reason of the students inability to acquire this skill with the family factor while 3 teachers attached it to the teachers inability. In addition to them, 1 teacher reported that majority of the students acquired the setting an aim skill. while 2 teachers indicated some of the students acquired them. Some of views stated by the teachers about this issue are as follows:

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"First of all, this three-year period decreases to two years since there is no acquisition with regard to setting an aim sub-area in the program for the first graders. In my opinion, all the acquisitions related to different subject areas in the program and the reflection of them into teaching are open to debate. (…) If the teachers try to cover these acquisitions in the classroom teaching in remaining two years, these acquisitions, which are 4 in total, do not serve for the realization of the objectives... "(t-1).

In addition to this, teachers who thought the students could not acquire the aimed skill due to the quality and process of teaching reported as follows:

"I think they are inefficient to help students achieve the objectives. I believe that students should be engaged in more activity-based learning where they can do and experience themselves. There are problems in teaching. Therefore, the school and environment should be taken into account.." (t-6).

"I did not see that the students achieved these objectives after the implementation of the given acquisitions." (k-9)

"(…) Theory-based activities are too abstract for primary school students. Therefore, for these students to turn the given acquisition or objective into a behavior, they should be expressed in more concrete and activity-based terms." (t-2)

When the responses stated above were analyzed, it was seen that the students were indicated not to acquire setting an aim skill. In addition, one of the teachers attracted the attention to a deficiency in the program stressing the necessity of theoretical structures should be presented to the students at primary schools in more concrete ways. Another reason of students' inability to attain the aimed skill was specified as the parents factor. Teachers stated their views about it as follows;

"Teachers helped the students more than necessary do their performance tasks. This prevents them from developing their skills to do something on their own, take responsibilities and as a result, setting an aim."(t-7)

T-7 stated that the parents helped their children a lot while they deal with their performance tasks assigned within a course. Therefore, students' sense of responsibility does not develop and this affects their skills to set an aim. On this issue, some of the teachers reported the followings:

"Students cannot set an aim. Since teachers set an aim at schools and parents at homes instead of the students, this skill does not normally develop."(t-6)

"Excessively supporting parent roles of Turkish family structures exerts negative impacts on students' skills they acquired at schools."(t-9)

As seen in table 3, some teachers stressed that this skill changed from student to student;

"To evaluate setting an aim skill, it is a must to see the student as a whole. For some students, the expression of setting an aim is too abstract. When classroom activities are supported parent participation, we can easily see its impact on the students. Therefore, While some students can acquire this skill some others cannot." (t-4)

"It depends on the students' capacity. Very hardworking, responsible, searching students can fully acquire this skill. However, it should be understood that the children of wealthy parents have difficulty setting an aim and achieving it."(t-10)

Furthermore, the teachers who thought that the students acquired this skill stated their views without giving any reason as follows;

"Students acquire setting an aim skill satisfactorily at the end of three-year life science program."(t-8).

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Program Development Specialists' Views

The interviewed program development specialists' views about the program for the setting an aim sub-area of self-management skills were analyzed in 3 themes. These themes were specified as self-management skills, evaluation of the program and skills development in students.

1. Self-Management Skills

The significance of Self-Management Skills: To help students acquire self-management skills at such early ages as the primary education was evaluated by both of the program development specialists in a positive way. They stressed that these skills would affect their future lives positively.

"(…) *Of course, these skills are important. Because students' being able to know themselves, make decisions appropriate to their lives and as a result organize and plan their futures depend on the development of these skills in them.(…)" (S-1)*

When the his views stated above were analyzed, the 1st specialist was explored to stress the significance of self-management skills in terms of students' being able to know themselves individually and make their decisions accordingly. In addition, the 2nd specialist reported his views as follows;

"(…)Self management skills are important in terms of helping students develop a self-control mechanism and cope with the problems they may encounter in their lives.. (…)"(S- 2)

2nd Specialist was explored to stress the significance of self-management skills to make students be able to control themselves.

Setting an aim skill: When self-management skills were evaluated from the point of setting an aim skill, program development specialists were found to interpret setting an aim skill as setting learning aims, making decisions about one's future or setting aims depending one's own interests and abilities.

"(…)Setting an aim skill helps students set their own learning aims and organize their own behaviors accordingly." (S-1)

"(…)Students determine what they will deal with at future according to their setting an aim skill in parallel with their interests and abilities. (…)"(S-2).

Acquisition of skills with education: Participant program development specialists were found to have positive attitudes towards the presentation of these skills to be acquired by the students at primary schools. However, one of the specialists reported that it would be too abstract for those students at these ages. On the contrary to him, the other specialist stated that it was important to present these to students and make them aware of these skills as early as possible.

"(…)I find it useful. This skill is also presented in a more detailed way to students even at kinder-garden. This is presentation of the skill is performed in a way appropriate to the students' ages. However, in higher grades, these skills in education programs decline in importance. (…)"(S-1)

"(…)I think that these skills will be too abstract at the period of primary education when the feelings are not that dominant.(…) Yet, these will be useful and positive when the objectives are attempted to be realized through different and appropriate teaching-learning experiences."(S-2)

When these views were analyzed, it was seen that 1st specialist expressed that these skills are presented to the students to be acquired starting from the kinder-garden while supporting the importance of teaching these skills at primary schools. On the other hand, 2nd specialist held a different view and supported the presentation of these skills at early ages as long as age-appropriate teaching-learning experiences are provided.

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2. Evaluation of the Program

Theoretically: Both of the participant program development specialists reported to find the program stylistically irrelevant when they evaluated the presentation of the objectives and acquisitions of setting an aim sub-area in primary education program theoretically. They most criticized the inefficiency of the given acquisitions in serving for achieving the given objectives.

"Although the objectives of the program are given assertively, the acquisitions are inefficient."(S- 2)

"At first sight, the acquisitions and objectives are not efficient and adequate." (S- 1)

In addition, one of the specialists complained about that the shared class hours were not enough to achieve the acquisitions.

"These skills are aimed to be match up with appropriate acquisitions. However, it seems too difficult to achieve the objectives of setting an aim in 2 or 4 class hours."(S- 1)

On the other hand, the 2nd specialist stated;
"Acquisitions fall behind achieving objectives*(…) The objectives are too abstract to support the students' cognitive and affective development appropriate to their ages."*

Program development specialists found the presentation of setting an aim skill in the program theoretically inefficient and inadequate in some respects. These respects were stated above.

Contextually and Operationally: The participant specialists emphasized the necessity of relating the skills to the more concrete subjects or themes appropriate to the students' ages. Stating that the children were tended to learn observing others, they also put forward that the content of the program should share more space to the lives of successful people. Moreover, the specialist indicated that presenting not only good samples but also negative and bad ones to the students would make learning easier for the them.

"While creating the content of the program, science should be brought to the forefront and students should be provided with subjective samples of lives.(…) The content can include life stories of different people. This makes it easier for the students to acquire the skill by observing..(…)"(S-2)

In terms of the impact of teaching-learning processes on the acquisition of these skills, the participant specialists reported the followings;

"These skills can be presented in an interdisciplinary way by relating them to various projects or tasks. In this program, the teachers are not clearly directed about what and how to do the things they should. Therefore, for me, it is not that possible for the teacher to organize learning experiences for the students to acquire these skills instead of dealing with the workload of other lessons."(S- 1)

"The learning experiences the content points should be well planned. To make learning experiences more meaningful and concrete for the children, teaching methods appealing to the students' ages must be adopted. For example, games should be frequently used..(…)" (S-2)

As a result, these stated above views indicate that the content and teaching-learning process should be organized effectively in order to help students acquire critical life skills such as setting an aim.

3. Skill Development In Students

Interviewed program development specialists emphasized the impact of many factors on teaching the skills specified in the program to the students.

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"In my opinion, this development changes from student to student. For example, some students can be better in acquiring a skill thanks to their social and affective capacities." (S- 2)

"These skills can develop in some students in varying degrees. However, some certain students can have them in required degrees.(…)" (S- 1)

These views stress the significance of student factor in terms of the development of this skill. Participant specialists state that students' social, emotional intelligences and individual differences play an important role in the acquisition of this skill.

"Parents play a crucial role in the development of this skill in their children. If home and schools do not work in harmony with each other, it becomes more difficult for the students to these important life skills. (…") (S- 2)

As it is understood from these statements, parents factor is determinant in students' acquisition of this skill. Moreover, cooperation between schools and parents is stated as one of the factors exerting impact on the acquisition of this skill.

"(…) To help students acquire these skills precisely, no systematic approach is presented to the teachers by the program. So, I do not think that the students can acquire setting an aim skills as long as teachers do not focus on them.(…) Teachers should be provided with alternative activities to help students acquire these skills. Moreover, they should also be supported by guidance services on this issue .(…)" (S- 2)

2nd specialist attracted the attention to the importance of teachers in the acquisition of this skill stressing the necessity of cooperation between them and other support units.

CONCLUSION AND DISCUSSION

As a result of the analysis of participant teachers' and program development specialists' views about self-management skills and setting an aim sub-area in the Primary Life Science Program, it was explored that both of the groups held the idea that the acquisition of these skills by the children at primary schools would be crucially important for their future lives. These results also indicated a positive attitude towards the inclusion of such life skills as self-management skills and the efforts to help students acquire these skills in Primary Life Science Program. However, as determined by the participant specialists, to specify these skills as learning outcomes or objectives in the program as only a document does not mean that students will acquire them. In the implementation phase, it is thought that there are some problems. Some other studies produced results supporting these views. Gözütok, Akgün and Karacaoğlu (2005) asked the participants to evaluate the implementation phase, which means actual teaching, through an observation checklist. As a result, they found out that the implementation was not efficient and adequate. Similarly, Sönmez (2012) stated that the program cannot be functional as long as it is not implemented effectively however well it is designed formally and theoretically. In this respect, in order to see how many of these skills were acquired by the students, teachers were asked to comment. As a result, it was shown that the students did not acquire these skills at the end of 3-year life science class. Due to the reasons behind their inability to acquire these skills were listed as the implemented teaching program, teachers and parents. Supporting this view, many studies stressed that parents and school cooperation played an important role in the acquisition of different skills and behaviors (Diaz, 1989; Eastman, 1988; Satır, 1996; Çelenk, 2003b). In addition, the participant program development specialists evaluated the program comprehensively. They listed the determiners in the acquisition of these skills by the students as *teacher competences, teachers' focus on these skills in teaching-learning process, the efficiency of the content of the program, cooperation between school-community*. Moreover, both class teachers and the program development specialists remarked that learning outcomes and acquisitions of classroom teaching within 3-year life science did not serve for the acquisition of expected skills and the production of the expected outcomes. Education Reform Initiative conducted a research to evaluate new education curricula. As a result of the study of the skills specified in Life Science Program, ERI (2004) explored that the program was not sufficient in relating them to other skills. Moreover, it claimed that some of the skills

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occupied most of the interest due to a lack of a holistic approach. (ERI, 2004). In addition, Report On The New Curricula put forward various problems in this program (Erdürger and et. al., 2005). While relating skills and acquisitions with one another in 1st, 2nd and 3rd grade life science classes, it was not understood clearly which principles and standards were used. Moreover, it was observed that some certain skills were not emphasized in some certain themes, acquisitions and grades. In addition to it, self-management and setting an aim skills, which were the sub-area of the former, were not presented in the program in a way appropriate and sufficient to the age levels of the students (Erdürger and at. al, 2005). These problems identified with regard to the skills specified in Primary Life Science Program were explored to be consistent with those of the current research.

As a result of the analysis of data collected within the study and review of the related literature, it was seen that self management skills included in the Life Science Program since 2006 were of vital importance for the students to lead a qualified life in the long run. Emerged especially with the emotional intelligence, these skills are explored to be accentuated in educationally developed countries (Schilling, 1996; O'Neil, 1996; Salovey, Mayer, 1990; Cohen, 1999; Mayer, Cobb, 2000; Mayer, Salovey, Caruso, 2002). In other words, self-management is one's taking the control of the self and improve in emotional dimension in parallel with his or her own objectives or aims. The definition of self-management also includes possessing necessary amount of self control, self confidence and flexibility to face with the probable problems. In this respect, an important study conducted at Standford University proves how crucial these self-management skills and competences were in people's lives. Within the research, four-year-old children were served a dessert like Turkish delight. They were told to eat it right away if they wanted. However, they were also told that if they had waited for a while, the upcoming leader would had given two of these delights. When the children who had eaten the delight right away and those who had chosen to wait were monitored 14 years later again, important differences were revealed. The teenagers who had chosen to wait for the leader were explored to be much more emotionally balanced and consistent at the level of university entrance exam, able to deal with stressful situations, be more popular among his or her friends, have higher internal motivation and perform more goal oriented behaviors. On the other hand, the most surprising result of the study was that the highest score was 1600 and when compared to those who had eaten the delight without waiting for the leader, these teenagers had approximately 210 more (Goleman, 2011).

In this study, the individuals set having the second delight as the aim and controlled their emotions and as a result performed behaviors in accordance with their aims. Therefore, in parallel with their aims, this skill always took them one step further. In addition, in especially the theory of goal orientation to success, which analyzes the impact of setting learning aims on the success, " goal orientation to success" is defined as the individuals' attitudes towards revealing the aims they set to organize their skills and to be successful (Ames, 1992); their perceptions of why they want to learn and their focus on their aims to continue to be successful (Kaplan and Maher 2007, p.142; Pintrich, 2000) (Cited from Demir, 2011). The studies conducted on this issue produced results that students' success increased when they set the aims to learn and organize themselves according to these aims (Meece & Holt, 1993). Mattern (2005), as an example, found a significant correlation between undergraduate students' goal orientation and their levels of success. on the other hand, Archer (1994) investigated the relations among success and job satisfaction, choosing hard tasks, load of success or failure, perception of task, use of metacognitive strategies and perceived competences. Archer concluded that aim of success theory was an adequate method to categorize students' motivation. Meece and Holt (1993) reported that out of students taking 5^{th} and 6^{th} grade science classes, those who adopted a learning aim dealt with more complex cognitive tasks and made more efforts when compared to other students. In this respect, with regard to teaching self-management and setting an aim skills at primary schools, the results of these studies can be claimed to support the results of the current study.

The place of Turkey and the quality of Turkish scientists and academicians are below the average. One of the pioneering reasons of this harsh truth is that at home parents and at schools teachers decide instead of students and set their aims and draw a map they will follow during their lives. In other words, they prepare the children to the life using a prompter (Dökmen, 2012). For the students to be individualized, it is crucial both personally and socially that they know themselves, their aims and set their aims themselves and realize them. These help them improve not only themselves but also the society they share their lives with. In this respect, in

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order to help students acquire such important life skills as self-management and setting an aim with education, first of all, it is a must to accentuate education programs, which is the keystone of education standing for the system of planned learning experiences presented to students. Furthermore, some objectives specified formally and theoretically in the program must always be questioned, evaluated and modified to be implemented effectively. Embracing all the stated points above, taking the results of the current, in a way, program evaluation study into account, followings are recommended to help students acquire self-management and setting an aim skills more effectively.

- The acquisitions and learning outcomes related to the objectives of setting an aim specified in Primary Life Science Teaching Program should be reviewed qualitatively and quantitatively.
- The content of the program and learning-teaching process should be developed so as to help students acquire life skills such as setting an aim.
- In developing the objectives, acquisitions, content and the process, the developmental stages of students should be analyzed much more carefully.
- The period of implementation should be increased.
- For the acquisition of these skills by the students, teachers' competences should be developed and teachers, parents, guidance service counselors and pedagogs should cooperate with each other.

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Our journal has been published for over five years. It has been followed by many people and a lot of articles have been sent to be published. 262 articles have been sent to referees for forthcoming issues. They will be published according to the order and the results. Articles are sent to referees without names and addresses of the authors. The articles who get positive responses will be published and the authors will be informed. The articles who are not accepted to be published will be returned to their authors.

We wish you success and easiness in your studies.

Cordially,

1st July, 2014

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