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

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Abstract

The aim of this study was to identify the ideas of the directors about the progress of cognitive, psychomotor and social-emotional skills of the primary fifth-grade teaching programme. This study is qualitative and it is conducted by case study and intertwined case patterns. A total of 12 directors (7 principals and 5 assistant principals) participated in this study who are working in schools in Nicosia district. These schools are linked to the Ministry of Education. Data were collected by semi-structured interviews and were analysed by content analysis. According to the results of this study, students studying in the fifth grade reached the teaching programme's aims, i.e., 59.83% in the cognitive domain, 42.2% in the psychomotor domain and 76.52% in the social-emotional progress domain. The negative reasons of these results respectively are teachers, individual differences, teaching programme, 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 article, problem status, problem statement, sub-problems, purpose, importance and limitations of the research are explained. In addition, the definitions of some concepts expressed in the research process are also explained.

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 intelligences theory. There is a parallel discipline to each type of intelligence. Verbal intelligence, language discipline; logical intelligence and mathematical discipline; visual spatial intelligence and painting discipline; musical rhythmic intelligence and music discipline; bodily sensory motor intelligence and physical education discipline; social-interpersonal intelligence and 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 1683 pages. There are around 3000 outputs (gain–goal–target behaviour) in this programme. Also, there are around 800 printouts just for the fifth graders (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 socio-emotional learning to cognitive and behavioural development has been clearly demonstrated (Ellias, 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 characteristics, 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 principals 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 affective 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 eight grades. In other words, it is 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. The aims/objectives and target behaviours within the four education programmes I listed earlier 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 cognitive, psychomotor and affective development gains targeted in the 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 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 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 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 fifth-grade primary schools?
6) What are the administrative views related to gains in the social studies discipline within the cognitive, psychomotor and social-emotional development in fifth-grade primary schools?

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

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

2. Method

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, the qualitative research model was adopted. It is possible to describe qualitative research as a 'research model that uses qualitative data collection techniques such as observation, interview and document analysis and 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, the 'case study' method was adopted. Case studies investigate one or more cases in depth (Yildirim & Simsek, 2011). Case studies are appropriate for 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's 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 get more complex and deeper. Therefore, the 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 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 according to schools is shown in Table 1.

Table 1. Distributions of administrators according to schools

Institutions	Administrators
Alaykoy primary school	1
Sht. Ertugrul primary school	3
Cihangir-Duzova primary school	1
Gonyeli primary school	3
Necati Taskın primary school	1
Caglayan primary school	1
Haspolat primary school	1
Sht.Yalcin primary school	1
Total	**12**

2.3. Data collection tools

Interview tools were used in this research study. They were a meeting with the 12 administrators and semi-structured interviews. The interview form consisted of 18 questions and time taken was around 40–50 minutes. Interview questions were 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, which consisted 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 answers certain questions within the other questions during the interview, the researcher may skip that question. The semi-structured interview technique provides 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, all the relevant literature and education programmes were scanned and then the interview questions for pre-implementation part were created. Expert opinions were taken from four faculty members regarding the form and some questions were rearranged in line with the feedback, and some questions were removed. Later, as a result of the pre-trial conducted with 20 people, some of the questions were corrected and then form was finalised. The semi-structured interview form consisted 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 administrators were coded by the researcher and then three experts 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 internal reliability. These considerations have been adequately addressed in the research.

Accordingly, the research findings were found to be significant in terms of internal validity and were defined depending on the environment from which the data were obtained. The findings were consistent within themselves and the resulting concepts constituted a meaningful whole. The findings obtained from

different sources, methods and strategies form a meaningful whole and 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 and 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 so that the reader can relate the research results to their own experiences.

The research results are consistent with the research questions and related theories. The 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 generalisations are discussed. In terms of external reliability, the research methods and its stages are clear and detailed. What has been carried out in terms of data collection, processing, analysis, interpretation and reaching results can be clearly understood. The results 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 provided 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 and the research questions on internal reliability are extensive and clear. The various stages of the research are consistent with the research questions. The researcher's 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 and unrealistic data were reviewed and invalid data were removed accordingly.2.4. Analysis and interpretation of data

The data were first written in computer environment by the researcher and then analysed using content analysis, one of the qualitative research techniques. The main purpose of the content analysis was to reach the concepts and relationships that can explain the collected data (Yildirim & Simsek, 2008). According to Yildirim and Simşek (2008), data are analysed in four stages in content analysis. These stages are coding of the data, finding themes, organising codes and themes, and 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 to how data could be divided into 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 assign 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 is described and presented in detail by the researcher and some conclusions are made during the interpretation of the findings.

In this study, which is based on a 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 section, 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 labelled 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

VISUAL ARTS	
Cognitive 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
Inappropriateness 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 domain	
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 a 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, they state that: '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 the age group, 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 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 and 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 interest and love in visual arts lesson. We can say that although the students have a good level of interest and love for this discipline, they do not 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 conducted properly so children cannot be productive enough.

Table 3. Distribution of administrators' views on cognitive, psychomotor and social-emotional development gains on the 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%
Teachers do not organise tangible activities	1
Teachers lack of emphasis on affective activities	1
If teachers show the importance of the affective field; if 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 the mathematics discipline and 79% of them have interest and love for the lessons. 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 are as follows: 'Teachers teach based on memorising'; '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 emphasised 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 the 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
Affective teaching domain	
Estimated percentage in interest and love	74.54%
Tangible topics which involve 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 is higher than other development areas with the rate of 74.54%. We can say that fifth-grade students have an interest and love for science and technology lessons, but they do not get enough out of the 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 and impossibilities	3
Time shortage	1
Unsuitableness of the programme	
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 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 carry out the lesson as if they were playing on the street. However, primary school physical education, health and sports lesson programmes are the ones with 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 are the following: '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 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 are caused by individual differences, lack of infrastructure, unsuitableness 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%
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 it can be seen in Table 6, achievements of students in social studies discipline are not observed enough. According to the table, 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 which involve trips and observations. When we look at the responses given by the administrators, they usually are as follows: '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 the social studies course within the body of the psychomotor field, we can see that 59% of the students 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 are as follows: '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 progress 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	
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 the first to fifth grade aim to play compositions 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 composing 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 over 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, unsuitableness 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 fifth-grade students studying in primary education institutions. As predicted by the qualitative method, the findings were obtained on the 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 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 sub-headings. It is seen that the developmental areas of 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 archived full gains. The average score of the three studies mentioned 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 are consisted with 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's 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 affective 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 (Ellias, 1997). However, in Elias's research, it is seen that all the development areas affect each other. Thus, the findings of this research coincide with the findings of Ellias. 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 emphasises 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, and is interdependent and interacts. In this respect, the psychomotor development of children should be emphasised and education programmes should be prepared accordingly (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 this study, it is seen that the 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 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 (KTOS) in 2020, the rate of those who found 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).

4.2. 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 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 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 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 music discipline in primary education institutions. It is seen as the most unsuccessful field in terms of making students archive all the goals in music discipline.

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

4.3. Suggestions

In this study, which aimed to reach the cognitive, psychomotor and affective development outcomes targeted in 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.

The recommendations developed are in line with the research results, which are as follows:

[1] The appointment criteria for teachers working in primary education should be reviewed. It would be appropriate to appoint artists who can graduate from one of the arts branches from the top hundred universities in the world's ranking as teachers to the primary education staff.

[2] It was thought that the artists could use the dramatisation 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.

[3] 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.

[4] Teachers should be required to attend in-service training.

[5] 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'.

[6] 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 basis. Programmes based on individual differences should be developed instead of standard curriculum.

[7] 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.

[8] Monthly measurements and evaluation should be carried out 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.

[9] 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.

[10] 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 mother's womb.

[11] 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 to effectively master two foreign languages and to dance.

Suggestions for further studies are as follows:

[1] Similar studies about achieving the cognitive, psychomotor and affective development gains targeted in primary education programmes can be repeated though different groups.

[2] 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.

[3] 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 healthy development of the individuals.

[4] Studies can be conducted on the qualifications that school administrators and teachers should have.

[5] Research can be carried out on individual differences.

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