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The Effect of Culturally Responsive Activities on the Development of Students' Social Skills[1]

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ABSTRACT

The aim of this study is to develop social skills through culturally responsive activities in Life Science course. The study employed an experimental design, one of the quantitative research methods. The implementation of the research were carried out in the first semester of the 2023-2024 academic year in a public primary school located in a low socioeconomic region. The study group of the research consisted of a group of thirty-seven first-grade students selected by the convenience sampling method, one of the purposeful sampling methods. The data of the study were collected through the School Social Behaviour Scales (SSBS) adapted into Turkish by Yukay-Yüksel (2009) and administered twice, before and after the implementation, and an observation form. The analysis of the scores of the School Social Behaviour Scales, which were applied as pre-test and post-test to check whether social skills developed or not, were analysed with "Paired samples t test" using SPSS 2020 data analysis programme. There was a significant difference between the pre-test and post-test scores of the students obtained from the School Social Behaviour Scales in favour of the post-test scores. According to these results, it was determined that culturally responsive activities used in the Life Science course were effective in developing students' social skills.

Keywords: *Culturally responsive life science, social skills teaching, culturally responsive education*

Kültüre Duyarlı Etkinliklerin Öğrencilerin Sosyal Becerilerinin Gelişimine Etkisi

ÖZET

Bu çalışmanın amacı, Hayat Bilgisi dersinde kültüre duyarlı etkinlikler yoluyla sosyal becerileri geliştirmektir. Araştırmada nicel araştırma yöntemlerinden biri olan deneysel desen kullanılmıştır. Araştırmanın uygulamaları, 2023-2024 eğitim-öğretim yılının birinci döneminde Gaziantep İlinde sosyoekonomik düzeyi düşük bir bölgede yer alan bir devlet ilkokulunda gerçekleştirilmiştir. Araştırmanın çalışma grubunu, amaçlı örnekleme yöntemlerinden kolay ulaşılabilir örnekleme yöntemiyle seçilen otuz yedi birinci sınıf öğrencisi oluşturmuştur. Araştırmanın verileri, Yukay-Yüksel (2009) tarafından Türkçe'ye uyarlanan ve uygulama öncesinde ve sonrasında olmak üzere iki kez uygulanan Okul Sosyal Davranış Ölçekleri (OSDÖ) ve bir gözlem

[1] This study is derived from a master's thesis titled "*An action research on the development of social skills through culturally responsive activities in the life studies course*"

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formu aracılığıyla toplanmıştır. Sosyal becerilerin gelişip gelişmediğini kontrol etmek amacıyla ön test ve son test olarak uygulanan Okul Sosyal Davranış Ölçeklerinden elde edilen puanlar, SPSS 27 veri analiz programı kullanılarak "eşleştirilmiş gruplar t testi" ile analiz edilmiştir. Öğrencilerin Okul Sosyal Davranış Ölçeklerinden elde ettikleri ön test ve son test puanları arasında son test lehine anlamlı bir fark bulunmuştur. Bu sonuçlara göre, Hayat Bilgisi dersinde kullanılan kültürel olarak duyarlı etkinliklerin öğrencilerin sosyal becerilerini geliştirmede etkili olduğu belirlenmiştir.

Anahtar Kelimeler: *Kültüre duyarlı hayat bilgisi, sosyal beceri öğretimi, kültüre duyarlı eğitim*

1. Introduction

As a social being, human beings need to express themselves to others, listen to and understand others, solve the problems they face effectively and be accepted by other members of society. To be accepted by a society, it is necessary to know the norms, values, customs and rules of that society and to act accordingly. This knowledge is not innate, and it is not easy to learn later. Therefore, as a social being, people's social development continues by changing throughout life. In this process, people need social skills (Yelpaze & Özkamalı, 2015). Because social skills enable individuals to interact with others in a positive way (Gresham et al., 2011). Establishing positive relationships with people is one of the most important goals of social life. Therefore, an individual's whole life is spent trying to adapt to his/her environment (Samancı & Diş, 2014). Good social skills training given in preschool and primary school classes, where children are most open to behavioural change, can be effective in minimising or preventing problematic behaviours that are predicted to become more severe and resistant in the child's later life (Cartledge, 2005). In this sense, providing students with the necessary social skills at school, reinforcing them and putting these skills into practice in different environments are among the important tasks of primary education (Genç, 2005).

The child who is socialised locally within the family is socialised nationally with primary education. In this way, national unity, integrity, values and ideals are assimilated, and national continuity is ensured. The child wants to expand this environment by leaving the family environment and forming a circle of friends with peers. Schools are the most ideal environments to provide this environment for children (Çınar, 2008, cited in Erol & Kıroğlu, 2012). In the fulfilment of this important role undertaken by the school, the Life Science course, which is among the courses taught in the school, has a great place and importance. Because among the courses in the primary school period, the most important course that enables students to acquire basic life skills and prepares them for life is Life Science (Batmaz, 2022; Erbaş, 2023). The main purpose of the Life Science course is to develop knowledge, attitudes and skills that will enable students to be in harmony with the society in which they live (Şahin, 2009, as cited in Güldalı, 2017). In the Life Science course, students discover the way to live life in a healthier and safer way by getting to know their schools, homes, countries and nature. The aim here is to establish a positive relationship with the Life Science course and to positively affect the child's relationship with the school (Yılmaz, 2022). Another aim of the Life Science course is to provide

students with social skills, to enable them to establish positive relationships with the people around them and to socialise them (Şahin, 2009, as cited in Güldalı, 2017).

The increasing migration movements of various societies have brought about significant cultural and ethnic changes in the demographic structure of schools (Yolcu & Doğan, 2022). Along with the increase in migration, an education system has emerged that includes students with different cultural characteristics such as language, religion, belief, ethnic identity, disability, number of siblings, and socioeconomic status (Kotluk & Kocakaya, 2018). Schools have transformed into a multicultural structure, and since this emerging cultural diversity has also made cultural adaptation necessary, certain issues of conflict and adaptation have come to the agenda (Nayır, 2020). As these problems affect the ability to build healthy relationships, communicate effectively, and resolve conflicts with people from different backgrounds, immigrant children have difficulty adapting to a new school that is different from their own cultural norms and values, and cultural differences make this process even more challenging (Esfahani, 2024). Therefore, teachers in today's classrooms need to educate students who differ in terms of culture, language, ability, and many other characteristics (Gollnick & Chinn, 2002). In addition to addressing various topics in the school curriculum, teachers are faced with the need to address the acceptance of these differences and issues of social competence. Therefore, it is very important to allocate sufficient time to create a supportive classroom environment in which students support each other's learning and accept each other's differences (Harriott & Martin, 2004).

Schools are not only academic environments but also important settings for the social development and acquisition of emotional skills of primary school students, where they spend most of their time (Aranda-Vega et al., 2023). Social skills, which are crucial for the personal development and academic success of primary school students, can be shaped not only by factors such as students' race, ethnicity, or religion but also by the environment in which they live. Therefore, these skills need to be effectively provided in the school environment to ensure healthy growth and a successful future in society. Indeed, Chasciar et al. (2025) emphasize that schools are important settings for socialization and cultural education and that culturally responsive educational activities can be integrated into the curriculum to increase students' cultural awareness and develop their social skills. Amani and Mgaiwa (2023) state that teachers need to adopt culturally responsive education by including the needs and experiences of students with culturally diverse characteristics in the learning process. Lau and Shea (2022) express that when students' worldviews, life experiences, values, identities, strengths, and cultural assets are actively integrated into various aspects of literacy development, students feel valued and validated and can take responsibility for their academic and social-emotional learning, contributing to their schools and communities.

Social-emotional development and related skills are compatible with the culturally relevant environment in the context of the child, family, and society. Cultural factors are embedded in the contexts in which children interact with others both internally and externally. The cultural context is an integral part of a child's social-emotional development and should be

considered to fully and accurately understand this development (Karataş, 2020; Xu et al., 2025). Therefore, cultural interventions should be implemented to make social skills instruction apparent for culturally diverse students (Robinson-Ervin et al., 2016). Culturally responsive social skills can affect students' academic and social performance because they enable students to interact with their teachers and peers in the school environment. Therefore, teachers should provide culturally responsive social skills instruction to students experiencing social difficulties due to disability and other cultural differences (Kim et al., 2017).

In line with the research conducted in the literature, it has been determined that there is no study conducted in Türkiye on culturally responsive social skills instruction. In addition, there are a limited number of studies abroad on culturally responsive social skills instruction (Chasciar et al., 2025; Esfahani, 2024; Gladney et al., 2021; Heidelburg, 2020; Heidelburg & Collins, 2022; Kumar & Kant, 2025; Lo et al., 2015; Robinson-Ervin et al., 2016). When the studies abroad on culturally responsive social skills instruction are examined; Heidelburg and Collins (2022) examined the cultural validity of a culturally enriched social skills program called Black to Success (B2S) for Black male adolescents, while Kumar and Kant (2025) examined the effectiveness of culturally responsive education in developing the social, emotional, and collaborative skills of middle school students. Robinson-Ervin et al. (2016) examined the effects of culturally responsive computer-based social skills instruction on social skills acquisition. Lau and Shea (2022) aimed to determine the cultural values and social skills development levels of higher education students. In this study, the effectiveness of practices aimed at developing the social skills of a student group with different cultural characteristics (religion, gender, race, ethnicity, disability, etc.) was determined. In this context, the study is expected to contribute to the studies in the field of culturally responsive social skills instruction in Türkiye.

1.1. Purpose of the Study

The aim of this study is to develop social skills through culturally responsive activities in Life Science course. In this study, it is examined whether students' social skills are developed by using culturally responsive activities in Life Science course. In line with this general purpose, the following question was sought to be answered in this study:

- What is the effect of culturally sensitive activities used in the Life Sciences course on the development of students' social competence skills and the reduction of negative social behaviors?

2. METHOD

2.1. Research Design

This study was designed as experimental research since it was aimed to determine whether the culturally responsive activities implemented in the Life Sciences course were effective

in the development of students' social skills. Experimental research is a type of research designed to reveal the effects of causes thought to be specific to a particular "situation" or "thing", and is carried out by comparing the results obtained by measuring the reactions of the subjects to the effect after the factor whose effect is to be measured is applied to the participants under certain rules and conditions (Şahin & Çıkrıkçı, 2018).

In this study, first-grade primary school students were selected as the study group. The study planned to implement culturally responsive activities within the "Life in Our School" and "Life in Our Home" learning areas included in the 1st-grade Life Sciences Curriculum. A study by Şahin et al. (2023) examined the outcomes in the Life Sciences curriculum in terms of cultural sensitivity and determined that not all outcomes were culturally sensitive and that culturally responsive outcomes were not distributed evenly across classrooms and learning areas. Therefore, not all 24 outcomes from the "Life in Our School" and "Life in Our Home" learning areas included in the study were included in the study. Considering that the implementation would last 9 weeks, nine outcomes were selected from each unit to maintain the order of the outcomes and to appropriately place cultural materials. After determining the research process and content, necessary support was obtained from the literature, and weekly action plans were prepared using the researcher's experiences. Culturally responsive activities used in the study conducted by Akcan and Blaha (2022) on the adaptation of US practices to Turkey were utilized in the development of these plans. The researcher planned his plans by taking into account the teaching hours of the Life Sciences Course, so that there would be 4 lesson hours per week in the first grades.

2.2. Study Group

The implementations of this study were carried out over a 9-week period in the first term of the 2023–2024 academic year at a state primary school located in the central district of Şehitkâmil, Gaziantep province. The school was selected through "easily accessible case sampling," one of the purposeful sampling methods. The study initially included 43 first-grade students, 10 of whom were immigrants. However, students who did not participate in the pre-test or post-test and/or changed schools during the research process were excluded. Consequently, data from a total of 37 students were included in the analyses. The number of students in the study groups is presented in Table 1.

Table 1. Characteristics of the Study Group

	Female students	**Male students**	**Total**
Turkish Student	19	14	33
Migrant Student	3	7	10
Total	22	21	43

2.3. Data Collection Tools

2.3.1. School Social Behaviour Scales (SSBS)

Data on behaviours related to social skills were collected by applying the SSBS wice in total, once before the implementation and once after the implementation. The pre-test was conducted on 04.09.2023-08.09.2023 and the post-test on 20.11.2023-24.11.2023. The School Social Behaviour Scales were developed in accordance with the five-point Likert model to enable classroom teachers or other teachers in the school to evaluate their students at the K-12 education level one by one. The scales consist of 65 items in total. Cognitive-behavioural theory was used in the development of the items. Scale, Form A: Social Competence and Form B: Negative Social Behaviours. In the "Social Competence Scale"; there are three sub-scales as "Interpersonal Relationships" (14 items), "Self-Control Skills" (10 items) and "Academic Skills" (8 items) and a total of 32 items. In the "Negative Social Behaviours Scale", there are three subscales, namely "Aggressive-Nervous" (14 items), "Antisocial-Aggressive" (10 items) and "Destructive-Demanding" (9 items) and a total of 33 items (Yukay-Yüksel, 2009).

School Social Behaviour Scales Yukay- Yüksel (2009) conducted a Turkish adaptation study of the School Social Behaviour Scales (SSBS) developed by Kenneth W. Merrell in 1993 to support studies on social skills training in Türkiye. The linguistic equivalence, item total, item residual analyses, confirmatory factor analysis and criterion validity analyses of the "School Social Behaviour Scales" (SSBS), which was developed in accordance with the five-point Likert model to evaluate the social skill levels of preschool and primary school children, were carried out with data obtained from 467 students and teachers. As a result of the analyses for linguistic equivalence, it was determined that each item was related to each other at $p<.001$ level. The results of item total, item remainder and discrimination analyses were found to be significant at $p<.001$ level. Reliability values between $r=.91$ and .98 were found from Cronbach α, Spearman Brown and Guttman Split-Half techniques. These reliability coefficients were similar to those in the original form. For the validity analyses of the scales, the relationship with the data obtained from the Matson Social Skills Evaluation Scale for Children (MESSY) and the sociometry technique were evaluated and the results were statistically significant ($p<.05$). In this sense, it can be said that SSBS a valid and reliable measurement tool that can be used in the field of education.

2.3.2. Observation Form

The observation form was developed by the researcher, based on the social skills required of primary school students by Akkök (1996). To ensure content validity, it was reviewed by two faculty members (associate professors), and the final version was developed based on feedback. An observation form was used to assess the extent to which students acquired social skills through culturally responsive activities in the Life Sciences course. This form was administered after the implementation of each activity plan. The form consisted of six main categories, each with sub-items aimed at measuring specific behaviors. Behavior levels for each item were assessed in three categories. The categories and sub-items were as follows: (i) *Relationship initiation and maintenance skills:* listening, initiating and maintaining conversations, thanking, asking questions, introducing oneself, apologizing to

others, giving compliments, asking for help, participating in a group, giving and following instructions, apologizing, and persuading. (ii) *Group task performance skills:* adhering to a division of labor, fulfilling responsibilities, and understanding others' ideas. (iii) *Emotional understanding skills:* understanding one's own emotions, expressing emotions, understanding others' emotions, coping with anger, expressing love and positive emotions, coping with fear, and rewarding oneself. (iv) *Skills for coping with aggressive behavior* – asking for permission, sharing, helping others, compromising, protecting one's rights, defending oneself, coping with ridicule, avoiding conflict, and controlling anger. (v) *Skills for coping with stressful situations* – coping with failure, dealing with group pressure, dealing with shame, and coping with being left alone. (vi) *Planning and problem-solving skills* – deciding what to do, identifying the causes of a problem, setting goals, gathering information, making decisions, and focusing on a task. Each behavior or skill was scored as "Yes" (2 points) if observed, "Partially" (1 point) if partially observed, and "No" (0 points) if not observed. A total of nine observation forms were completed throughout the study.

2.4. Data Analyses

2.4.1. School Social Behaviour Scales (SSBS) Analyses

The data of the study were obtained using the School Social Behaviour Scales adapted into Turkish by Yukay-Yüksel (2009). The analysis of the scores of the School Social Behaviour Scales, which were applied as pre-test and post-test in order to check whether social skills developed or not, were analysed with " Paired samples t test" using SPSS 27 statistical analysis program. The items in the scales were scored by the researcher teacher and the data obtained were used to describe the development of the study group. The scales were completed independently by the intervention class teacher and the researcher, and differences in scoring were resolved through joint discussion.

Table 2. Normality Test of Scores of School Social Behaviour Scales

Test	Shapiro- Wilk	Skewness Coefficient	Kurtosis Coefficient	P
Pre-test	,901	,684	, -582	,003
Post-test	,807	,057	,-105	,001

p<.05

The Kolmogorov-Smirnov and Shapiro-Wilk normality tests were implementation to determine the distributional properties of the data. According to the Shapiro-Wilk test results, p values for both variables were less than 0.05 (Pre-test: p = 0.003; Post-test: p = 0.001), which does not indicate a statistically normal distribution. However, skewness (Skewness) and kurtosis (Kurtosis) values were found to be within ±1 for both variables (Pre-test: Skewness = 0.684, Kurtosis =-0.582; Post-test: Skewness = 0.057, Kurtosis =-

0.105). This suggests that the distribution can be considered normal in practice. Therefore, the application of parametric tests was deemed methodologically appropriate. School Social Behaviour Scales were calculated by means of "paired groups t-test" to compare the pre-test and post-test results.

2.4.2. Observation Form Analyses

The research was conducted not in the researcher's own classroom but in another classroom that volunteered to support the study, and the data collection process was conducted in collaboration with the intervention class teacher. The observation form was completed independently by the intervention class teacher and the researcher, and any differences in scoring were discussed and resolved jointly. Data obtained from the observation forms were first entered into Excel. Weekly, the class's social skills behaviors were scored based on “Yes” (2 points), “Partially” (1 point), and “No” (0 points), and a total weekly score was calculated to represent the class as a whole. These scores were then presented as a line graph (Figure 1) to visually illustrate changes in the class's social skills development over time. This approach allowed for a collective observation and analysis of the class's progress in social skills.

2.5. Ethical Disclosure

For the research, the necessary permissions were obtained from Gaziantep University Social and Human Sciences Scientific Research and Publication Ethics Committee with the registration date of 19.04.2023 and the decision letter dated 05.04.2023. In addition, a letter of permission was obtained from Gaziantep Provincial Directorate of National Education stating that there is no inconvenience in the implementation of the research.

3. Findings

In this part of the study, the findings obtained by analysing the data obtained from the School Social Behaviour Scales and Observation Form in detail are presented.

3.1. Findings from School Social Behaviour Scales

To determine the effectiveness of culturally responsive activities in developing social skills, it was examined whether there was a significant difference between the pretest and posttest mean scores of the students. The results obtained are presented in Tables 3 and 4.

Table 3. Pre-test and Post-test Paired samples t test Results Regarding Students' Social Competence Skills

	(N)	**(X)**	**(S)**	**(Sd)**	**T**	**p**
Pre-test	37	1,48	,37	36	-30,22	,001*
Post-test	37	2,51	,69			

p<.05

When Table 3 is analysed, there was a significant difference between the pretest and posttest scores of the students. This difference is in favour of posttest scores. Based on this finding, it can be said that the social competence skills of the students increased significantly because of the Implementation made through culturally responsive activities in the Life Science course.

Table 4. Pre-test and Post-test Paired samples t test Results Regarding Students' Negative Social Behaviour Skills

	(N)	**(X)**	**(S)**	**(Sd)**	**T**	**p**
Pre-test	37	1,80	,68	36	5,8	,001*
Post-test	37	1,11	,01			

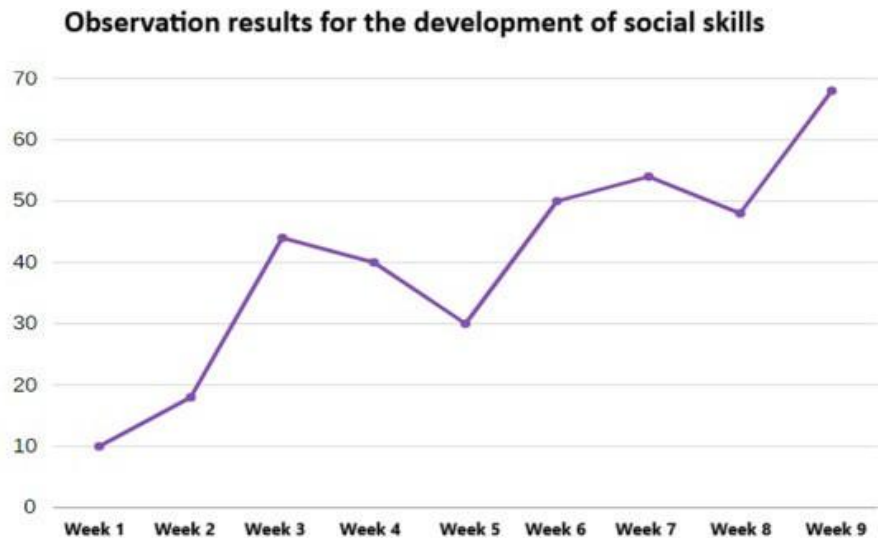
p<.05

When Table 4 is analysed, there was a significant difference between the pretest and posttest scores of the students. This difference was in favour of posttest scores. Based on these findings, it can be said that the negative social behaviour skills of the students decreased significantly because of the implementation made through culturally responsive activities in the Life Sciences course.

3.2. Findings Obtained from Observation Form

An observation form was used to determine the level of students' achievement of social skills through culturally responsive activities in the life science course and an evaluation was made. The data obtained are presented in Figure 1.

Figure 1. *Findings from the Observation Form*



As can be seen in Figure 1, while the social skills gain of the students in the implementation class were 10 points in the first implementation, they increased to 18 points in the second implementation. In the subsequent evaluation, it increased to 44 points at the end of the 3rd implementation. 46 points at the end of the 4th implementation, decreased to 44 points in the 5th application and increased to 50 points at the end of the 6th implementation 54 at the end of the 7th implementation, 48 at the end of the 8th implementation and 68 at the end of the 9th implementation. In this sense, it can be said that the level of social skills of the students increased because of the culturally responsive activities implemented in the life science course.

4. Conclusion and Recommendations

According to the analysis results obtained from the data on developing social skills through activities sensitive to cultural values in the Life Studies course, it was determined that the scores of the students on the Social Competence and Negative Social Behavior Form before the implementation were lower than the scores they received after the implementation. It was found that there was a significant difference in favor of the post-test scores between the pre-test and post-test scores of the participants regarding the School Social Behavior Scales. The results obtained show that activities sensitive to cultural values in the Life Studies course contribute positively to the development of students' social skills. While the students' social competence levels and tendencies to exhibit positive social behaviors were relatively low before the implementation, after the implementation, an increase in social competence was observed, along with a decrease in negative social behaviors. In addition, the decrease in negative social behavior scores indicates that the activities not only strengthen positive behaviors but also have the potential to reduce undesirable social behaviors. The statistically significant difference between the pre-test and post-test supports that this change is not coincidental and that culturally sensitive activities have a significant effect on the development of students' social skills. It was also observed that the scores obtained from the observation form increased during the process. Accordingly, it can be concluded that the students' social skills developed significantly as a result of the implementation.

Although not in the Life Studies course, some studies examining the effect of activities sensitive to cultural values on the development of social skills support this result, and it is seen that there are studies in which social skills are developed through activities sensitive to cultural values. For example, Kumar and Kant (2025) state that culturally responsive education develops students' social, emotional, and cooperation skills by using their cultural and historical experiences and creating activities aimed at their personal development. Similarly, Chasciar et al. (2025) state that a structured culturally responsive education intervention involving a series of cultural activities such as art, music, storytelling, and discussions on cultural diversity showed significant improvements in the well-being and social skills of third- and fourth-grade students compared to the control group, particularly noting that students in the experimental group reduced problems in peer relationships and hyperactivity, and showed significant improvements in participation,

optimism, commitment, and happiness. Esfahani (2024) emphasizes that when teachers make their classrooms more effective for diverse students by using their own stories, social and cultural traditions, and classroom experiences, students can both learn a new language through various opportunities and develop their socio-emotional skills through joint projects, group discussions, and similar activities. Amani and Mgaiwa (2023) stated that in schools with students from culturally diverse ethnic groups, traditional songs used in play-based sessions not only made students feel happy but also helped them build strong social skills, as well as acquire the sounds and letter names that improve their pronunciation skills.

In a study by Harriott and Martin (2004), when Ms. Almeida noticed a problem with Angela, a new student in her class, she created creative learning groups to develop her students' skills and interactions with each other through various multicultural practices and examined the changes and developments in students. As a result of the study, as the school year progressed, Angela's classmates began to get to know her better, understand her speech, and include her more in class and after-school activities compared to the beginning of the year. Angela was also able to achieve some of the goals in her individualized education program more easily. Gladney et al. (2021) examined the effects of three classroom teachers receiving coaching support on their implementation fidelity of culturally responsive social skills instruction and on the classroom behaviors of three African-American students. The study found that all teachers increased their implementation fidelity under the coaching condition and that after teachers received coaching support, all students' levels of not following classroom rules decreased significantly. Lo et al. (2015) examined the effects of culturally responsive social skills instruction in a peer-mediated format on the social interactions of eight elementary school Latino male participants of Mexican origin with non-Latino students during recess. The results of the study showed that all participants increased the number of their verbal social interactions with non-Latino peers. Yüncü and Akgül (2023) stated that providing peer support through play and turning differences among children into opportunities as richness increased students' curiosity towards each other, and therefore they spent more time getting to know each other. Bayram (2024) stated that the implementation carried out using activities aimed at improving speaking and listening skills through differentiated instruction enabled students to reveal their potential, leading to a positive change in their ability to express themselves both in writing and verbally. Kılınç (2019) stated that as a result of the implementations, there was a positive change in students' perspectives on skills such as making friends with migrant students, communicating, respecting people from different cultures, and showing empathy. In this context, it can be said that culturally responsive social skills education develops students' social skills.

When the findings obtained from the research are examined, it was revealed that the Life Studies course, taught with activities sensitive to cultural values, developed the social skills of first-grade students. In this context, culturally responsive social skills education can be implemented in the Life Studies course by incorporating culturally responsive activities in which the cultures of all students are used as a resource in the teaching-learning

process. In addition, learning environments and practices can be designed where students can get to know each other and each other's cultures. By using various methods such as educational games, traditional games, rhymes, drama, finger plays, painting, presentations, and family involvement, students can be enabled to represent their individual and cultural differences in the classroom environment. The achievements included in the curriculum can be rearranged to support culturally responsive social skills practices. Thus, by creating inclusive learning opportunities, problems that students may experience due to a lack of social skills can be prevented.

Statement of Research and Publication Ethics

This study was conducted with the approval of the Social and Human Sciences Ethics Committee of Gaziantep University, dated 05/04/2023 and numbered E-87841438-302.08.01-317965. In addition, throughout all stages of the study, the principles of research and publication ethics of the Journal of the Social Sciences Institute of Manisa Celal Bayar University were strictly adhered to.

Authors' Contributions

The authors contributed equally to the study.

Conflict of Interest Statement

The author declares that there is no conflict of interest with any individual or organization.

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