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**Social Skills in Early Childhood and Primary Schools:
A Systematic Review**

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SOCIAL SKILLS IN EARLY CHILDHOOD AND PRIMARY SCHOOLS: A SYSTEMATIC REVIEW

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Abstract

This study aimed to summarize studies on early childhood and elementary school social skills and identify research gaps. The study used a systematic literature review method. A total of 50 articles on early childhood and elementary school social skills were published over the past ten years, from 2013 to November 2022. The 50 articles were the subject of the study. Nine thousand one hundred fifty samples comprise 1,958 early childhood and 7,192 elementary school students. The data were collected by studying documentation of several previous articles through database searches such as Google Scholar, scopus.com, ERIC, Sage Publication, Science Direct, and Taylor and Francis. The data analysis techniques were quantitative (statistical) and qualitative (descriptive). This study indicated that 50 articles had highlighted social skills in early childhood and elementary school that had successfully improved through the implementation of learning outside the classroom revealing the attitudes such as cooperation, assertion, responsibility, and self-control in students, and intellectual abilities, language, Education, computers, gender, and parental support. This study is helpful for educators as material for maximizing social skills. A systematic literature review of students' social skills factors is recommended for future researchers.

Keywords: *Social Skills; Early Childhood; Elementary School Students; Systematic Review.*



A. Introduction

Social skills are necessary to live in a multicultural society and are related to intelligence in responding to what other people want. Social skills are the ability to interact and behave in certain situations with others (Beheshtifar & Norozy, 2013; Merrell & Gimpel, 2014) and a science that deals with humans (Salimi, 2018). Thus, it is undeniable that social skills are crucial and cannot be separated from human life.

Someone with good social skills can readily be accepted by others, build cooperation, form a solid team, and have high empathy (Kurniawan & Idris, 2023). They can maintain friendships with peers and solve problems effectively and academically. On the other hand, someone who has poor social skills can lead to a lack of good relationships with others. Children may receive negative feedback. Horace et al. (2018) said that poor social skills often make children unable to adjust to other people, cannot control their behavior, and are less able to predict the consequences of their behavior. Children at these ages still need to be fully aware of the meaning and benefits of good relations with their peers.

Someone with good social skills has experienced various things that come from internal and external influences. Previous findings indicate that social skills are influenced by many learning variables, such as the environment, parental support, and the learning process at school and home (Riggio & Zimmerman, 1991). Social skills can be a determinant of children's success in their adaptation. However, from several studies, social skills still need to be well-formed (Rusilowati & Wahyudi, 2020; Rutland & Killen, 2015). In countries from Africa to America, pre-kindergarten and kindergarten children show their social skills quite well. However, there are a few problems with the behavior of kindergarten and first-grade children (Broekhuizen et al., 2016). It is a result of their unmet needs for social development at school and home because the walls of their classrooms limit their learning activity.

Many previous researchers have carried out systematic research reviews. Amin et al. (2022) highlighted the relationship and contribution of critical thinking skills and social skills to student character through the application of discovery learning. On the other hand, Bessa et al. (2019)

reviewed students' personal and social skills in Sport Education (S.E.) subjects. Next, Murano and Sawyer (2020) conducted a meta-analysis of research on the effects of social and emotional skills interventions on preschool students. Another article reported a comprehensive meta-analytic review of social skills training and related interventions for psychosis (Turner et al., 2018). In another study, Blewitt et al. (2018) reviewed social and emotional learning related to universal curriculum-based interventions in early childhood education and care centers. Robinson et al. (2018) systematically reviewed group social skills interventions for children with ASD (autism spectrum disorder).

Among the systematic review studies that have been conducted, no research has reviewed social skills in early childhood and elementary school using the systematic literature review method. Skills with different levels are needed to discover the gaps from some of the previous literature and know the factors or causes of these gaps. The novelty of this research allows the finding of results that the social skills of early childhood and elementary school are different due to differences in learning situations in their schools. Early-age students are not used to being outside of their environment while studying, while elementary school students have started to get to know the outside environment in learning.

Some previous findings attempt to answer some questions. The question focuses on differences in students' social skills after attending training or learning at school and outside school, the relationship of social skills with other variables, differences in social skills reviewed from different variables, the influence of social skills on students' social learning outcomes, the process of developing social skills, and perceptions of students' social skills.

From those formulations, the general objective of the research is to identify the gaps in various studies on early childhood and elementary school social skills as a proposal for future studies. This research aims to integrate the availability of information about social skills in early childhood and elementary school. Two potentials are shown in this study: examining the social skills profile of early childhood and elementary school and developing a framework for producing learning strategies to improve students' social skills.



B. Method

This research is a systematic literature review research. A systematic literature review is a process of statistical meta-analysis obtained from the results of evaluating the quality of research carried out by previous researchers (Ahn & Kang, 2018). This method aims to confirm the implementation of research based on relevant research, determine the quality of previous research, overcome any practical differences that may arise (Broekhuizen et al., 2016), and assess the quality of research (Delgado-Rodríguez & Sillero-Arenas, 2018). The results obtained are in the form of an assessment of the distribution of literature based on location, time, theory, concept, method, and results. This systematic review was conducted to synthesize the literature on social skills for early childhood with primary school students.

The source of data in this study is secondary data taken from previous articles that have been published. There are 50 articles as samples in this study. The articles were obtained from databases such as *google scholar*, *scopus.com*, *ERIC*, *Sage Publications*, *science direct*, and *Taylor and Francis*. The selected articles met the requirement to be published within the past ten years or from November 2013 to November 2022.

To facilitate searching, researchers define keywords. The keywords in this study were "social skills", as well as a combination of "early childhood social skills" and "elementary school children's social skills". From the search results, several articles appeared with the addition of other keywords, such as social skills other than educational institutions, early childhood life skills or skills, or social skills for adults or the elderly. The articles analyzed were the result of peer review and were published by academic journals in English.

Each article that focuses on social skills in early childhood and elementary school is collected in a database by classifying the components of the article in a tabular form. The information collected includes the titles, journal names, research objectives/ focuses, theoretical frameworks, research methods, research instruments/ data collection techniques, participants, research locations, and research results.

In this study, data collection techniques were quantitative and qualitative. Quantitative technique means the data is collected using meta-



analysis to obtain statistical data related to relevant articles. Qualitative technique means that the data is collected by meta-synthesis to summarize the results of qualitative descriptive research in order to obtain a deep and comprehensive understanding.

A procedural analysis is an analysis of the activities carried out by researchers during the systematic review process of previous articles (Kitchenham, 2021). This research presents several aspects, namely the types and authors of the research, the method, theories of social skills for early childhood and elementary school students, and research results. Furthermore, the survey results are grouped based on survey statements.

The data analysis process was based on systematic literature review research (Perry & Hammond, 2002). The data analysis process of systematic literature review research is shown in Appendix 1.

From appendix 1, it indicates that the stages of data analysis in systematic literature review research begin with identifying research questions, developing systematic review research procedures, determining the location of the research database as a search area, selecting relevant research results, selecting quality research results, extracting data from individual studies, synthesizing results with meta-analysis methods or narrative methods, and concluding with presenting the results of the analysis in the form of narratives, images, and tables. In addition, content analysis and comprehensive analysis of selected articles are also carried out so that the researcher can synthesize all data from the literature according to the focus and purpose of the study. It is by the research of Fajri et al. (2022) that researchers analyzed the content and theme of previous findings.

C. Result and Discussion

The results of research on social skills in early childhood and elementary school through a literature review revealed the following.

1. Result

Fifty scientific articles on social skills in early childhood and elementary schools have been published in the last ten years (from November



2013 to November 2022). The complete data can be seen in Table 1. All the articles identify the focus on social skills in early childhood and elementary schools. There were 9,150 research participants consisting of 7,192 elementary school students and 1,958 early childhood students.

Based on the results of the literature analysis, it is found that there are several descriptions of the 50 research articles relevant to this research. The 50 articles come from various countries (United States, Portugal, Switzerland, Canada, Taiwan, Japan, Thailand, Greece, Turkey, Australia, Iran, Korea, Indonesia, China, Germany, Hong Kong, Nigeria, Saudi Arabia, and Ethiopia). The description of each article is shown in Appendix 2.

a. Geographic Scope

The studies mentioned above are conducted in 20 countries. Most of the articles come from Turkey (24%), the United States (24%), Indonesia (8%), and Greece (6%). Meanwhile, other articles come from Korea (4%), Germany (4%), and Iran (4%). Meanwhile, articles with only one country (2%) come from Portugal, Switzerland, Canada, Taiwan, Japan, Thailand, Australia, Shanghai, China, Hong Kong, Nigeria, Saudi Arabia, Spain, and Ethiopia. In total, there are 187 authors from 20 countries.

Turkey, the United States, and Indonesia dominate most places. There are several reasons why the three countries dominate this research topic. These countries have published research on similar topics in a vast number compared to other countries and are those with a reasonably large population. The complete data of the research locations and authors can be seen in Appendix 3.

Appendix 3 demonstrates that articles relevant to this study are dominated by the United States with 54 authors and Turkey with 28 authors, while several countries in Asia and Europe precisely distribute one to ten authors.

b. Scope Based on Field and Research Method

Then, several studies on social skills at the early childhood and elementary school levels have been conducted in 39 different journals and



conferences in various disciplines. Fields that are often researched are journals in the fields of Education (50%), psychology (22%), health and medical (12%), technology (2%), social and humanities (8%), and multidisciplinary science (4%). The complete data is as follows in Appendix 4.

Besides explaining the focus of the research, the publishers from the journals or conferences need to reveal it. The publishers are stated in Appendix 5.

From the distribution of these publishers, there are several journals published by the same publisher; for example, Elsevier Ltd. manages several journals, including the International Journal of Educational Research Open, Brain and Development, Research in Autism Spectrum Disorders, Children and Youth Services Review, Procedia Social and Behavioral Sciences, and Heliyon. Then, the publisher Multidisciplinary Digital Publishing Institute (MDPI), oversees three journals in this study, including the Journal of Intelligence, Behavioral Sciences, and Education Sciences. Furthermore, the Oxford Academic publisher has the Journal of Music Therapy and Cerebral Cortex. Sage publication also controls two journals: Assessment for Effective Intervention and SAGE Open.

Various methods have been used to measure social skills. Most previous research uses a quantitative (78%) rather than a qualitative (14%) design. In three out of 50 published articles, 6% use a mixed design, and one uses a developmental design. The research method is an activity done to collect and investigate research data. The method that is commonly used is a questionnaire (72.88%). Other methods are interviews (10.17%), tests (5.08%), observation (6.78%), and documents (5.08%). To make it understandable, the data are shown in Appendix 6.

The 50 published articles discuss social skills at the elementary and preschool/ kindergarten levels. The most frequently researched topic is general Education, with 88%, and six articles on health, which is 12%. Researchers conducted research with factors in the form of types of data collectors, samples, objectives, and research locations.



The most commonly chosen method from this research is a survey with a questionnaire. The questionnaire method became commonplace in connection with the reason above that quantitative research is widely used in this study. In this study, the researchers collected data both online and offline. The complete data can be seen in Appendix 7.

Appendix 7 shows that the survey method, with 62.71%, became the most dominant method used by previous researchers, quantitative research is the most frequently used by 39 researchers, and public research is the most research subject chosen by previous researchers.

c. The Overall Results are Categorized Based on the Research Questions

From the 50 published articles, 50 research questions have been identified. There are a total of 32 articles (64%) research examining whether there are differences in students' social skills after attending training or learning at and outside of school. Then, eight articles (16%) focus on the relationship between social skills and other skills such as student welfare, communication skills, student behavior and self-concept, student discipline, and whether students have special needs. Another question investigates the testing of social skills in terms of different variables (such as gender, background, social welfare, and academic success) represented by four articles (8%). There is one article (2%) that highlights the effect of social skills on social learning outcomes of students and two articles (4%) that examine the effect of digital learning and self-control on students' social skills. Two articles (4%) focus on developing social skills for teachers, students, and parents. One article (2 %) discusses the perception of the concept of social skills at the preschool level, which can be seen in Appendix 8.

There are several indicators needed in social skills. The indicators of social skills include cooperation, assertion, responsibility, and self-control. Social skill indicators are shown in Figure 1.



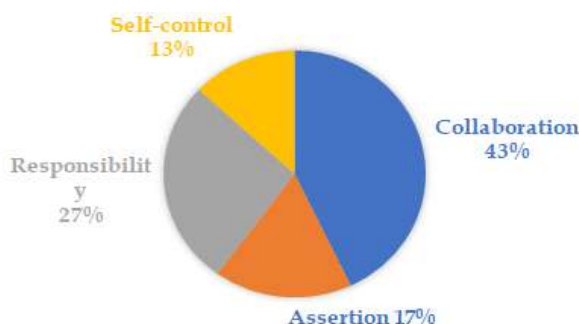


Figure 1. The distribution of students' social skills

Figure 2 explains that early childhood and elementary school students have the maximum result of 43% in working together or collaborating. It is indicated by the ability of students to carry out activities with friends they have just met at school. Meanwhile, the minimum percentage is in self-control, which is 13%. It is caused by the inability of students to control their emotions when there are differences of opinion while studying in classes.

This can be controlled during the learning process takes place. Next, the results about the factors that influence social skills. It can be illustrated The factors that influence social skills in Figure 2.

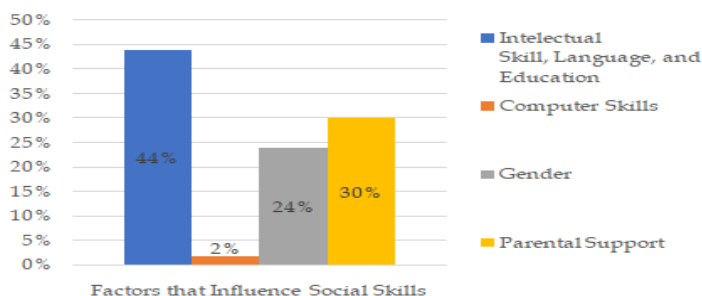


Figure 2. The distribution of factors that influence social skills

Figure 3 shows that students' intellectual skills, language, and educational skills significantly affect social skills (44%), while computer skills do not influence students' social skills (2%). However, parental support is vital in improving students' social skills because parents are the closest



people to students. Besides, gender is an influential factor in social skills as well. It is because women's sensitivity to the surrounding environment is better and sharper. They use their feelings a lot in responding to something.

2. Discussion

The research results indicate some information/ data analyzed based on systematic literature review research procedures. These findings are described as follows.

First, there are 50 relevant articles from different countries. Turkey, the United States, and Indonesia dominate the majority. These three countries are the most numerous due to the following reasons.

As a superpower country, the United States is a country that has advanced science and technology in the world. The United States has always been a country that has the best quality education in the world. Primary Education in America emerges due to social, demographic, and economic changes during the industrial revolution (Blair & Raver, 2015). Another reason is that America is a country with many characters, from early childhood to university. It is also influenced by the culture that has been formed. Therefore, it is not surprising that America is a country that studies a lot about social skills at the elementary and preschool levels.

Meanwhile, in Indonesia, there were 30.83 million early childhood children in 2021 and 24.07 million students at the elementary level in 2022 (Statistics, 2020). Indonesia has a complete and unique history (Abidin & Salimi, 2021). As a multicultural country, Indonesia has different ethnicities, cultures, customs, backgrounds, and Education (Ikhsan & Giwangsa, 2019). These differences result in the diversity of abilities and expertise of each person. It also applies to Education spread across Indonesia.

Meanwhile, Turkey's education system has undergone many changes in the aims of Education in Basic Education Law No. 6287 (Ikhsan & Giwangsa, 2019). Turkey is an E.U. and OECD country that provides a quality educational environment for students. These facts provide interest for researchers to explore both quantitatively and qualitatively regarding the social skills of students in Turkey.



Second, research methods from 50 relevant articles have been found. From the articles collected, quantitative research is widely used as a research approach for several reasons because it has the following advantages: (1) ease of interpreting the meaning of research results, (2) independent research objects, (3) easy to generalize, (4) saving time, and (5) large sample proportions (Rahman, 2017).

This study uses many survey methods with questionnaires. The reasons are similar to the widespread use of quantitative research. The questionnaire allows data collection from a larger sample (Schrepp & Thomaschewski, 2019). Another reason is that participants are actively and passively involved, cheap, easy, widespread, and flexible (Grassini & Laumann, 2020).

Third, there is a theory about indicators of social skills. From the results, there are four indicators such as assertion, cooperation, responsibility, and self-control. The findings are in line with previous research that is apart from selected articles. The indicators of social skills include cooperation, assertion, responsibility, and self-control (Gresham et al., 2018; Salimi et al., 2021).

The learning process with students' social skills becomes inseparable. This process can be implemented in various places and is not limited to the classroom walls. Previous findings reveal that improving social skills is mainly implemented in the classroom (Broekhuizen et al., 2016; Gholamali et al., 2011). However, other studies have found that learning programs outside the classroom have succeeded in developing students' social skills (Anderson-butcher et al., 2018; M. Flynna et al., 2019; Pekdoğan, 2016; Pierce et al., 2022). Several articles discuss significant differences in social skills after receiving reports from parents (Alkinj et al., 2022). The results of other studies indicate a statistically significant difference between the level of development of students' social skills and their participation in a structured program of play activities on the school grounds (Loukatari et al., 2019; Phung & Goldberg, 2021).

Fourth, the findings describe the factors affecting the social skills of early childhood and primary school students. From the results of the analysis, five factors affect social skills: students' intellectual abilities, language skills, educational background, the ability to operate computers, gender, and support



from parents. Factors influencing social skills are intellectual intelligence, language skills, Education, computer, and gender (Hinkley et al., 2018; Schoopmaster, 2022). Previous studies found that female students had significantly higher scores on the expressive and obedient subscale than boys from the perspective of parents and teachers (Maleki et al., 2019).

Fifth, there is a finding on learning strategy in improving social skills. From the analysis results, a strategy often used by teachers to optimize social skills is learning outside the classroom. The strategy also varies, such as camps, outbound, nature school concepts, and others (Hinkley et al., 2018; Loukatari et al., 2019; Mpella et al., 2019; Terssi, 2020). It is caused by the suitability of the location where students have broad and unlimited opportunities to explore their social abilities in the environment (Frey et al., 2019). They can explore themselves easily and meet many people and other living things in their environment.

This finding also indicates an increase in students' social skills. The results of the previous research show significant differences between parents' and teachers' self-observations regarding students' social skills (Alkinj et al., 2022). Next, it is found that summer camp activities can improve the social skills of children with special needs (M. Flynn et al., 2019). Also, a statistically significant difference exists between students' social skill development levels during a structured program of schoolyard play activities (Hinkley et al., 2018; Loukatari et al., 2019; Özbey & Gozeler, 2020). In short, there has been much improvement in students' social skills after having fun activities at school.

Even though there has been much success in social skills in the school and community environment, teaching preschool-age students is challenging. They need time to mingle with their peers (Frey et al., 2019). In addition, learning programs in schools have not shown changes in social skills and learning outcomes obtained by students (Pasiali & Clark, 2018). Therefore, the strategy for improving social skills in the future needs to be changed, not only in learning in classrooms but also outside the classroom, the community environment, and the family.



D. Conclusion

The crucial finding of the research is that there are 50 relevant research discussing social skills. The student's social skills increase when studying outside the classroom, demonstrating the indicators of cooperation, assertion, responsibility, and self-control in students and intellectual abilities, language, Education, computers, gender, and parental support. The students have direct contact with the environment and involve in psychomotor activities. Thus, there are efforts to provide policies to meet the learning needs related to students' social skills.

This article suggests that other systematic research through literature reviews helps researchers understand students' social skills at their early childhood education and elementary school levels more broadly. Future researchers are expected to focus on strategies, methods, and learning that lead high school or college students to achieve students social skills.

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Appendix 1

Table 1. Stages of systematic literature review

No.	Process Stages	Purpose
1.	Identifying research questions	Transforming health problems into research questions
2.	Developing the protocol of systematic review research	Providing guidance in conducting systematic reviews
3.	Setting the location of the research result database as the search area	Providing the search area limits to relevant research results
4.	Selecting relevant research results	Collecting relevant research results to the research question
5.	Determining the good research	Eliminating the research included in the systematic review based on the quality
6.	Extracting data from individual studies	Performing data extraction from individual study to obtain crucial findings
7.	Synthesizing the results through meta-analysis methods (if possible), or narrative method (if impossible)	Synthesizing results by meta-analysis techniques (forest plot) or narrative techniques (meta-synthesis)
8.	Presenting results	Writing the research results in a report document of systematic review

Appendix 2

Table 2. Scientific work on social skills of early childhood and elementary school-age students

No.	Author	Participant	Study location
1.	5 (M. Flynn et al., 2019)	1.392 elementary school students	United States
2.	1 (Schoop-kasteler, 2022)	1.068 students in special needs schools	Switzerland
3.	3 (All Spanyol) (Fernández-Leyva et al., 2021)	749 elementary school students	Spain
4.	4 (All Canada) (Hinkley et al., 2018)	575 preschool students	Australia
5.	5 (4 Iran, 1 Norwegia) (Maleki et al., 2019)	546 preschool students	Iran
6.	1 (Albanian, 2021)	398 elementary school students	Saudi Arabia
7.	2 (All AS) (Umphrey & Sherblom, 2014)	308 elementary school students	United States
8.	6 (All AS) (Cervantes et al., 2013)	287 students with autism spectrum disorder (ASD)	United States
9.	1 (GOBENA, 2020)	280 preschool students	Ethiopia
10.	3 (All Indonesia) (Maksum, 2021)	250 elementary school students	Indonesia
11.	4 (All AS) (Anderson-butcher et al., 2018)	231 elementary school students	United States
12.	5 (All Yunani) (Masadis et al., 2019)	206 elementary school students	Greece
13.	8 (All AS) (Gresham et al., 2018)	200 elementary school students	United States
14.	1 (Kalyoncu, 2020)	193 elementary school students	Turkey
15.	2 (All Hongkong) (Gamst-Klaussen et al., 2016)	185 elementary school students	Hongkong
16.	4 (All AS) (Pierce et al., 2022)	176 elementary school students	United States
17.	1 (Şener, 2021)	172 elementary school students	Turkey
18.	4 (All AS) (Wymbs et al., 2021)	139 elementary school students	United States
19.	7 (All Jerman) (Breil et al., 2022)	137 elementary school students	Germany
20.	4 (All Indonesia) (Supriyanta et al., 2019)	122 elementary school students	Indonesia
21.	2 (All AS) (Tamagni	96 preschool students	United States



No.	Author	Participant	Study location
22.	& Wilson, 2020) 5 (All Indonesia) (Sariyatun et al., 2021)	80 elementary school students	Indonesia
23.	1 (Gİrlİ, 2007)	78 elementary school students	Turkey
24.	5 (All Iran) (Gholamali et al., 2011)	74 elementary school students	Iran
25.	7 (All Korea) (祖燕飞 et al., 2022)	68 students with autism spectrum disorder (ASD)	China
26.	7 (All Turki) (Esen et al., 2021)	62 preschool students	Turkey
27.	5 (All Yunani) (Loukatari et al., 2019)	60 preschool students	Greece
28.	1 (Pekdoğan, 2016)	60 preschool students	Turkey
29.	2 (All Thailand) (Prakhunhungsit & Arunyanart, 2019)	50 students with autism spectrum disorder (ASD)	Thailand
30.	10 (All Taiwan) (Huang et al., 2015)	48 students with attention deficit hyperactivity disorder (ADHD)	Taiwan
31.	1 (Aksoy, 2020)	46 preschool students	Turkey
32.	3 (All Portugal) (Alkinj et al., 2022)	43 elementary school students	Portugal
33.	4 (All Turki) (Ozyurek et al., 2015)	42 preschool students	Turkey
34.	2 (All Jerman) (Tersi, 2020)	40 preschool students	Germany
35.	3 (All Turki) (Silveira-zaldivar et al., 2021)	40 preschool students	Turkey
36.	2 (All Turki) (Uzun, 2022)	40 preschool students	Turkey
37.	2 (All Turki) (Ergin & Özkan, 2021)	40 elementary school students	Turkey
38.	6 (All Japan) (Okajima et al., 2021)	39 elementary school students	Japan
39.	3 (All Turki) (Polat et al., 2022)	35 elementary school students	Turkey
40.	2 (All AS) (Phung & Goldberg, 2021)	34 students with autism spectrum disorder (ASD)	United States
41.	1 (Oladimeji, 2022)	26 students in special needs schools	Nigeria
42.	2 (All Korea) (Lee & Lee, 2015)	25 elementary school students	Korea
43.	2 (All AS) (Pasiali &	20 elementary school students	United States



No.	Author	Participant	Study location
	Clark, 2018)		
44.	7 (5 Canada, 2 Perancis) (Côté et al., 2017)	19 preschool students	Canada
45.	2 (All Turki) (Özbey & Gozeler, 2020)	16 preschool students	Turkey
46.	8 (All Korea) (Jung et al., 2014)	15 elementary school students	Korea
47.	8 (All AS) (Scassellati et al., 2018)	12 students with autism spectrum disorder (ASD)	United States
48.	3 (All Yunani) (Mpella et al., 2019)	6 students with autism spectrum disorder (ASD)	Greece
49.	7 (All AS) (Radley et al., 2014)	3 students with autism spectrum disorder (ASD)	United States
50.	3 (All Indonesia) (Idawati et al., 2020)	3 blind students	Indonesia



Appendix 3

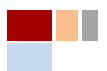
Table 3. The research locations and authors

The country names	Research locations		Authors	
	N	%	N	%
The United States	12	24	54	28,88
Turkey	12	24	28	14,97
Indonesia	4	8	15	8,02
Greece	3	6	13	6,95
Iran	2	4	10	5,35
German	2	4	9	4,81
South Korea	2	4	9	4,81
Taiwan	1	2	10	5,35
China	1	2	7	3,74
Canada	1	2	7	3,74
Japan	1	2	6	3,21
Australia	1	2	4	2,14
Portugal	1	2	3	1,60
Spain	1	2	3	1,60
Thailand	1	2	2	1,07
Hongkong	1	2	2	1,07
Nigeria	1	2	1	0,53
Saudi Arabia	1	2	1	0,53
Switzerland	1	2	1	0,53
Ethiopia	1	2	1	0,53

Appendix 4

Table 4. The distribution of relevant research journal

Field	Title of journal/ conference	Number of documents	Percentage (%)		
Education	International Journal of Educational Research Open	1	50		
	International Journal Of Special Education	1			
	International Journal of Instruction	5			
	International e-Journal of Educational Studies (IEJES)	1			
	Assessment for Effective Intervention	1			
	Journal of Sports Science	1			
	Journal of Education and Learning	1			
	Çukurova University Faculty of Education Journal	1			
	Participatory Educational Research	2			
	International Journal of Special Education and Guidance & Counselling	1			
	Cypriot Journal of Educational Sciences	2			
	Education Sciences	2			
	International Journal of Progressive Education	1			
	International Online Journal of Primary Education	1			
	Education Quarterly Reviews	1			
	Journal of Educational Research and Practice	1			
	International Electronic Journal of Elementary Education	1			
	Advances in Social Science, Education, and Humanities Research	1			
	Health and Medical	J Korean Acad Child Adolesc Psychiatry		1	12
		Royal Thai Army Medical		1	



Field	Title of journal/ conference	Number of documents	Percentage (%)
	Journal		
	Journal of Korean Academy of Psychiatric and Mental Health Nursing	1	
	Chinese Journal Of School Health	1	
	Journal of the Formosan Medical Association	1	
Psikology	Journal of Music Therapy	1	
	Brain and Development	1	22
	Behavioral Sciences	1	
	Journal of Intelligence	1	
	BMC Psychology	1	
	Southeast Asia Early Childhood Research in Autism Spectrum Disorders	3	
	International Journal of Wellbeing	1	
	SAGE Open	1	
	Cerebral Cortex	1	
	Science Robotics	1	2
Technology	Social Work Journal	1	8
	Children and Youth Services Review	2	
	Procedia Social and Behavioral Sciences	1	
Social and Humanity			
Multidisciplinary Science	Heliyon	1	4



Appendix 5

Table 5. The distribution of journal publisher

Journal	Publisher	Total
International Journal of Educational Research Open, Brain, and Development, Research in Autism Spectrum Disorders, Children and Youth Services Review, Procedia Social and Behavioral Sciences, dan Heliyon	Elsevier B.V.	6
International Journal Of Special Education	International Journal of Special Education	1
International Journal of Instruction	Gate Association for Teaching and Education	1
International e-Journal of Educational Studies	DergiPark Akademik	1
Assessment for Effective Intervention and SAGE Open	SAGE Publications Inc.	2
Journal of Sports Science	Routledge	1
Journal of Education and Learning	Canadian Center of Science and Education	1
Çukurova University Faculty of Education Journal	Çukurova University Faculty of Education	1
Participatory Educational Research	Ozgen Korkmaz	1
International Journal of Special Education and Guidance & Counselling	Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG)	1
Cypriot Journal of Educational Sciences	Birlesik Dunya Yenilik Arastirma ve yayincilik Merkezi	1
Journal of Intelligence, Behavioral Sciences, dan Education Sciences	Multidisciplinary Digital Publishing Institute (MDPI)	3
International Journal of Progressive Education	International Association of Educators	1
International Online Journal of Primary Education	International Online Journal of Primary Education	1
Education Quarterly Reviews	Asian Institute of Research	1
Journal of Educational Research and Practice	Walden University	1
International Electronic Journal of Elementary Education	Kura Publishing House	1
Advances in Social Science, Education,	Atlantis Press	1



Journal	Publisher	Total
and Humanities Research		
J Korean Acad Child Adolesc Psychiatry	Korean Academy of Child and Adolescent Psychiatry	1
Royal Thai Army Medical Journal	ThaiJo	1
Journal of Korean Academy of Psychiatric and Mental Health Nursing	Korean Academy of Psychiatric and Mental Health Nursing	1
Chinese Journal Of School Health	ScienceOpen	1
Journal of the Formosan Medical Association	Formosan Medical Association and Elsevier Singapore Pte Ltd.	1
Journal of Music Therapy and Cerebral Cortex	Oxford Academic	2
BMC Psychology	BioMed Central Ltd Springer Nature	1
Southeast Asia Early Childhood	Universiti Pendidikan Sultan Idris	1
International Journal of Wellbeing	Universities and research institutions in New Zealand	1
Sport Social Work Journal	American Association for the Advancement of Science	1
Children and Youth Services Review	The Alliance of Social Workers in Sports (ASWIS) and Ball State University	1



Appendix 6

Table 6. The percentages of the research method

Categories Research Method	Percentage (%)
Questionnaires	62,71
Interview	10,17
Survey	10,16
Observation	6,78
Documentation	5,08
Tests	5,08

Appendix 7

Table 7. Research methods used in social skill articles

Categories		N	%
Details of Method	Survey	6	10,16
	Questionnaires	37	62,71
	Interview	6	10,17
	Observation	4	6,78
	Documentation	3	5,08
	Tests	3	5,08
Types of data	Quantitative	39	78
	Qualitative	7	14
	Mixed methods	3	6
	Development	1	2
Subjects	General	44	88
	Health	6	12



Appendix 8

Table 8. The category results based on research questions

The research question categories	N	%
Are there differences in students' social skills after attending training or learning at school and outside of school?	32	64
What is the relationship between social skills and other variables?	8	16
Are there differences in social skills in terms of different variables?	4	8
What is the effect of social skills on students' social learning outcomes?	2	4
How is the development of social skills?	2	4
What is the perception of students' social skills?	1	2