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INTERNATIONAL CONFERENCE ON NEW HORIZONS IN EDUCATION



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Dear Guests...

Welcome to the 10th INTE & ITICAM -2019.

International Conference on New Horizons (INTE) and International Trends and Issues in Communication & Media Conference (ITICAM) are international academic conferences for academics, teachers and educators. They promote the development and dissemination of theoretical knowledge, conceptual research, and professional knowledge through conferences activities, the conference proceedings books and TOJET, TOJNED, TOJDEL and TOJCAM Journals. Their focus is to create and disseminate knowledge about new developments in these academic fields.

INTE, ITICAM conferences are now well-known international academic events and the number of paper submissions and attendees are increasing every year. This year our conferences have received more than 900 applications. The Conference Academic Advisory Board has accepted approximately 600 papers to be presented in Prague, Czech Republic.

We would like to thank Prof. Dr.Fatih SAVAŞAN, Rector of Sakarya University, Prof. Dr. Nuri AYDIN, Rector of Istanbul University- Cerrahpasa and the President of the Association of Quality in Higher Education Prof. Dr. Muzaffer ELMAS, for their support of organizing these conferences.

We also would like to thank our distinguished guests, keynote speakers for their collaborations and contributions for the success of these conferences.

And finally, we would like to thank to all of our participants who have presented their academic works in INTE and ITICAM - 2019, Prague, Czech Republic.

Without your participation, INTE & ITICAM-2019 would, of course, have been impossible.

We would like to sincerely thank all of you for coming, presenting, and joining in the academic activities.

We would also like to thank all of those who have contributed to the reviewing process of INTE & ITICAM conference papers, which will be also published in TOJET, TOJNED, TOJDEL and TOJCAM.

Finally, we would like to thank you for your participation and contribution to the success of INTE and ITICAM 2019.

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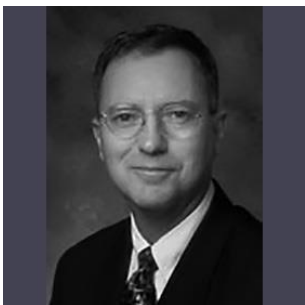
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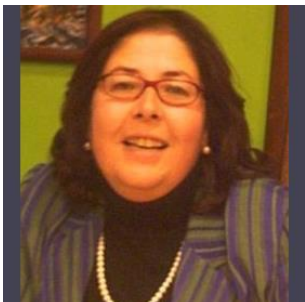
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A CASE STUDY ON THE DEVELOPMENT OF THE COMPETENCY FOR ENTREPRENEURSHIP

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ABSTRACT

The purpose of this study is to verify the effectiveness of the application by analyzing the results of learning outcomes qualitatively after operating an entrepreneurship learning community to enhance the competency of the entrepreneurship.

For achieving these study goals, The class(learning community) was conducted in accordance with the order of the competency development process developed based on Empathic Problems → Creativity → Invention → Social Impact which is the fourth step in the core process of entrepreneurship proposed by Prof. Su-Hong Park.

For this purpose, a learning community was operated for about four months from August to December 2018, in K college's Venture Startup Planning lecture in G city, Gyeongsangnam Province.

As the first part, the class was organized for seven weeks with various subjects related to creativity and entrepreneurship and the second part, the class was organized for seven weeks with an action-based learning class to develop the competency for entrepreneurship.

The collected and analyzed data are as follows. Cases of class such as students' learning outcomes, photo as well as term-end reflection papers, professor's class materials and reflective materials, and lecture evaluation data were collected.

The research method for analysis was conducted by content analysis, one of the qualitative research methods. The brief result of research is as follows. First, 4.43 out of 5 was found to have high satisfaction level in entrepreneurship education. Satisfaction with learner-oriented and activity-oriented classes was especially high. Second, the competency development effectiveness of the entrepreneurship process was identified. Third, learners felt that entrepreneurship skills had improved. Fourth, learners' communication and collaboration skills through team activities have been improved. Fifth, learners' confidence and interest in entrepreneurship and creativity were improved.

Keywords: Entrepreneurship

A CASE STUDY ON THE PRIMARY SCHOOL CLASS TEACHERS' OPINIONS ON VALUES AND VALUES EDUCATION

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ABSTRACT

The aim of this study is to discover primary school teachers' opinions on the values that students should have and the process in which students can gain these values.

Research is conducted in survey method, and the sample is composed 10 primary classroom teachers. The data is gathered via qualitative method. Descriptive and content analysis were used in order to analyse the data. According to the findings of the research, all of the teachers have highlighted the significance of values education, indicating it is a process impacting on positive character development of the students and their integration to the society.

The teachers have emphasized that there are problems in the values education of the children starting from the family, owing to the changing living conditions and negativities, and due to that reason having cooperation with the families and also educating them too has critical significance.

Keywords: Values, Values Education, curriculum

INTRODUCTION

Values are the attitudes, behaviours, moral principles and beliefs, constructed by the people, with the objective of enabling continuation of societal existence and functioning.

Values are the source of social control system within the society and fosters interpersonal connections. Values are the determinant of regulating interpersonal relations, decision-making, selection and evaluation processes. Respect and love are the driving forces in a person realizing himself. Through this, values assign the role of regulator, instructor and motivator. Reviewing definitions of 'values', one can reach to this summary (Aydin and Gurler, 2014);

- Value is desired and desirable attitudes of people towards related events.
- Values, ideal behaviour patterns or our beliefs about aims of life, are measures which direct our behaviours.
- Value is the importance or supremacy given to an object, entity or activity from a societal and individualistic perspective.

Gaining values is the process of individuals' acquiring basic values which are beneficial for the society or for the individual; according to their psychological, social and mental developments. This process also includes gaining basic human values and developing individuals who are eco-friendly, by supporting love, responsibility, empathy and character education and protecting the societal system.

Schools have a vital role in individuals' gaining, developing and maintaining positive behaviour tendencies. Primarily, this necessitates teachers to understand, internalize the moral and values of education and also the ability to transmit to students. For learning and understanding values, there is a need for a special "educational language" lesson which is above all other lessons. So, teachers come first among the components which are going to supervise students' gaining these values. Teachers' active role in teaching values and its importance have been presented both based on research findings and in theoretical evaluations (Hökelekli, 2010).

Violent incidents, increasing crime rates, violation of rules and insensibility which took place in the past few years, has increased the importance of values education. Especially the psychological and physical violence events in schools, insensibility, violation of rules and discourtesy show that enough values are not gained by students. Besides, the density of content and more importance being given to academic lessons in conventional education programs highlight the absence of values education.

In Northern Cyprus's education system, regardless of not having a lesson directly for values education, values are tried to be taught through a tacit program. When the education program is examined, particularly the content of "life sciences, social studies ve social skills" lessons provide education of such values. Besides this, a school's atmosphere,

disciplinary understanding of teachers, and their expectations from students contribute to the values development of students as well. There are determinants which have important roles in teaching values to individuals' and also protecting them. One of these determinants is the teachers. Because, the people who are going to teach students the values through education are teachers. From this point, it is important that views of teachers about values and its education be stated and have recommendations identified towards their improvement.

THE STUDY

The aim of this study is to unveil primary school teachers' views about the values, which students need to have, and the process of gaining these values. This study was conducted relying on "phenomenological method", which is one of the qualitative research methods. Qualitative research is defined as the analysis of relations, analysis of structures used in daily life and the exposing of concealed meanings in written and spoken language in order to understand human's social worlds. And, "phenomenological method" is conducted by focusing on the subjects which people are aware of but need more detailed researching; and it is done by the subject of research being identified within its conditions or the way it is (Snape and Spence, 2003; Yildirim and Simsek, 2005; Buyukozturk et al., 2009). The data is gathered through using researcher-designed, semi-structured qualitative interviewing of 20 teachers who works at primary schools. Descriptive and content analysis methods were used in analysing the data. According to analysis, initially the data was transcribed and coded, and then, themes and concepts were created from the coded data. Direct quotations and repeating views are provided according to the themes and concepts which appeared from the data that were written down; and the coded interview forms were examined many times.

FINDINGS

In the light of the gathered data, the findings are as presented below;

1. All the teachers who took place in the study (n=20, f 100%) have stated that respect came first among other values that students need to have. Alongside respect, 8 teachers (f40%) have stated empathy, 4 teachers (20%) have stated honesty, and 4 other teachers (f20%) have stated tolerance as important values. Especially;

One teacher stated their opinion saying: "Imagine a crossroads where there are no traffic lights, cars enter the crossroads from every direction. A world which lacks values and respect is just like this. Values regulate life. If there is respect, it will also bring other values with it."

And another teacher stated his opinion saying: "Respect comes first. Where there is lack of respect, there cannot be responsibility or system. Respect and being helpful are values which make a society a real society. Initially, these values are taught by the family."

2. All of the teachers' (n=20, f 100%) answer was "yes" to the question "Do you think it is important that values are taught?" and;

Stated opinions such as "In order for children to be accepted by the society, they need to have correct behaviour and correct values."

"It is important because the future of society are children. Education of values affects the future societal structure."

"Yes, it is more important than any other thing. It is even more important than academic lessons. There is a lack of education received from the family regarding this subject, and as schools we need to give this education."

"Yes, it is very important for character development, but family collaboration is also of importance. A positive character will develop if we teach values to individuals."

3. All teachers who took place in the study (n=20, f 100%) said that schools were important while stressing the importance of family collaboration when answering the question "What do you think about the role of schools in value education?"

“From the aspects of social interaction and environment, a school’s effects on children are huge. Of course, schools are very important. As families do not take care of their children a lot (as they are working all day), rules and correct behaviour need to be taught at schools starting from kindergarten.” “Children do not even know how to drink water and spill it everywhere. Families do not give the adequate education, and when children go to schools, we have to teach them these things they lack.”

“Families don’t show enough affection to their children. They see them as trouble. This lack of affection eradicates all the values. Fundamentally, families suffering from financial difficulties and migration owing to this are the main factors leading to this. If this was not the case, and they lived happily in their own country and culture, the absence of Values would not be experienced this much.”

When asked “What are the Values we teachers find hardest to pass on?”, most teachers say respect and empathy (N=14, f %70) and added:

“Parents don’t respect children enough. As a school this is one of the biggest problems we have. They have become indifferent and don’t listen to each other as they have not learned this. Such that, when they are called by their names, they don’t even look back. We have such a serious communication issue. At the bottom of this is lack of affection. Changing life conditions, having migrated brought about lack of affection and this impacted on everything” said another teacher.

“Children are in need to stand out and be approved. Because of this they try to stand out without showing respect to the others’ rights. At the bottom of this is the feeling of worthlessness and lack of affection.” As teachers expressed their views.

4. The views below are expressed in response to the questions: “which activities do you use while making them gain values in this program?” and “do you collaborate with any institution?”

“Example incidents, what would you feel if it were you, story completion etc. They can be made to gain values through plenty of examples and activities. Last year we did activities together with SOS Children’s Village. These, as far as I observed, helped them develop empathy.”

“As a teacher I try to be a model for them. I concentrate on positive behaviour which will help them discover their positive behaviour. I try to expose positive behaviour. Example event, I provide continuity by drama, suggestions.”

“Social studies involve teaching values, however, maths and Turkish programs and books are intensive. Because of this intensity I have to cut back on social studies. And because social skills lesson is once a week, it is not enough.”

“I use example events. Everyday something happens about a different event. The root of this is lack of communication and I want them to think about this through their own lives. How would it not come to their point? I ask.”

“The program involves values but this depends also on the teachers’ attitude. It is teacher who add this to academic lessons. I use example events. I use drama. Trips to do with this should be increased and student’s behaviour should be observed.”

“Social skills lesson should be done more intensively. But sometimes because of the intensity of the curriculum for academic lessons it is skipped. In the week for the elderly a visit to the nursing home, in collaboration with the municipality the water day, we donated food to the animals and women’s

shelter. We observed that these activities are effective in making children foster values like empathy. We use example events and “what would you do if it were you” kind activities a lot.”

5. For the question: “What are your suggestions on the effective improvement of the values education?” the comments from the teachers are as follows:

“Schools is not the single responsible and collaboration should be established with the families, perhaps to initially educate the families. We should give them values through seminars. Then we can reach the children.”

“We should place more importance to trips, observations and certain days and weeks. Like, while going on a trip, their behaviour should be observed from the moment they get on the bus. Do they stand in a queue? Do they stick to the rules?”

“School rules should be given to children and families written. Families should be given education. Positive behaviour should be rewarded, and negative behaviour should be punished, and no one should object to these punishments. Social services and psychologists should work effectively, and families should be given seminars.”

“For example, each month a value should be chosen and studied at a school. Students, holding these values most, should be picked in front of school and evaluated?”

“Curriculum should be organised. Number of reasons should be increased, and time should be spared for teaching values.”

“Activities and trips should be increased. This doesn’t happen by suggestions. We should increase children’s’ interaction with each other. We should gain these better in a system where students are active. We are all part of the nature and doing lessons in the nature will help us make them foster.”

“In this existing situation school completes the missing parts of the puzzle. In the existing system, the teacher tries to give a child only an academic lesson during a 4-hour lesson. Unless the number of lessons is increased and full-time education started, this won’t be achieved.”

CONCLUSION

Generally looking at the results of this study, teachers taking part are aware of the importance of having values fostered and think having respect and empathy fostered is the most important value needed. Teacher again stressed that school is very important, yet education starts at home and collaborating with families is very valuable in getting values fostered.

Teachers, who claim that the main reason why values are missing is because no values and affection by teachers is seen, state that school education program and teachers have their own responsibilities about this topic and said applications and active activities will be very effective. Besides, they said reducing the contents of academic lessons a little will also make the teaching of values more possible.

For the spreading of teaching values, primarily families and teachers should be provided with necessary education. Resources and activities will be increased and therefore enriched. Furthermore, activities could be done in an enjoyable and meaningful way. Support about this could be obtained from the print and digital media.

Teachers can be advised to develop themselves main value concepts fostered and make it possible for children to reflect these in their expressions.

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A COMMUNITY BASED-PROJECT THROUGH COLLABORATIVE DESIGN AND UPCYCLING: 'THE CO-UPCYCLING WORKSHOP' (2018, 2019)

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ABSTRACT

The irruption of co-creation (co-design, collaborative design, and cooperative design) as a paradigm of Product Design is changing its practice. The collaborative design allows the participation of different stakeholders in the whole co-creation process, to ensure that the designed product meets the needs of the stakeholders involved. In addition, collaborating with ECOEMBES and the Fundació Deixalles allows the Balearics Higher School of Arts and Design to introduce sustainability issues into the process. In this context, 'The Co-Upcycling Workshop' was developed in 2018, February 19th-20th, and in 2019, February 19th-20th. The workshop was planned as a community-based research focused on Co-Upcycling, which uses the project methodology to encourage co-creation. Its aim was to bring the different stakeholders together to develop a co-design and Co-Upcycling project, in particular, to work together to create luminaires from selectively collected and sorted packaging materials. RESEARCH QUESTION: What impact has the co-upcycling experience had on participants' key competences and their perception about sustainability in 2018 and 2019? It being understood that 'Upcycling' is the transformation of waste into valuable objects. METHOD. Following the design methodology (theoretical introduction, design problem approach, collective development of ideas, realization from the proposed material, exhibition), a number of prototypes of lights were developed (thirteen prototypes in 2018; seven prototypes in 2019). They were made out of plastic material (PET, HDPE) that came from the collection of plastic packaging waste. RESULTS 'The Co-Upcycling Workshop' involved BA Product Design students from the Balearics Higher School of Arts and Design and high school students from the IES Politècnic. In the 2018 edition, there were 39 participants, 13 future product designers and 26 high school students, distributed in thirteen mixed working-teams. In the 2019 edition, there were 23 participants, 10 future product designers and 13 high school students, distributed in seven mixed working-teams. CONCLUSIONS. According to collected data, the positive results of the post-project satisfaction surveys will allow for a repetition of the workshop in future editions. This is an ongoing research project funded by the General Directorate of University Policy and Higher Education (Balearics Government), in the framework of a call to set up groups for academic research in higher artistic education in the Balearic Islands (2017-2020). This article reflects the views only of the authors, and the Balearics Government cannot be held responsible for any use which may be made of the information contained therein.

INTRODUCTION

The irruption of Co-Creation (Co-Design, Collaborative Design, and Cooperative Design) as a paradigm of Product Design, is changing its practice. THOMSON & KOSKINEN (2012: 38) defined co-design as a method that brings “the user closer to the design creation process”. It allows the participation of different stakeholders in the whole co-creation process, to ensure that the designed product meets the needs of all stakeholders involved.

In this context, ‘The Co-Upcycling Workshop’ was an Applied Research *through* Design (FRAYLING, 1993: 5) and a Teaching-Learning Co-Design Experience, developed in 2018, February 19th-20th, and in 2019, February 19th-20th.

In her analysis of musical creativities in real world practices, BURNARD (2012: 231-232, table 9.1) listed practice principles, mediating modalities, and authorship, which can be also used for design practice. This analysis is a very useful tool to describe ‘The Co-Upcycling Workshop’:

- Practice principles: original, problem solving, innovative, experimental, participatory, communicative, work-based, process-based and object-based.
- Mediating modalities: performance, low-tech, real-time and live.
- Authorship: collaborative.

‘The Co-Upcycling Workshop’ was planned as a Community-Based Research focused on Upcycling, which uses the Project-Based Learning method to encourage Co-Creation. It involved Balearics Higher School of Arts and Design stakeholders, such as ECOEMBES, the Fundaci3n Deixalles and the IES Polit3cnic.



Figure 1. ‘The Co-Upcycling Workshop’ (2018): theoretical introduction.

The Balearics Higher School of Arts and Design is specially interested in Community-Based Research activities, a kind of innovative research related to Project-Based Learning, that is the most important Learning-Teaching Method used in design and a type of Design-Based Approach that includes research and action by involving Community, which allow this higher education institution to promote participative design or co-design, involving stakeholders in the whole design process, that is, involving any group or individual who can affect or is affected by the achievement of the designers’ objectives (FREEMAN 2010).

RAMSDER (2003: 154) argued that practical work (‘learn by doing’, ‘hands-on’ experiences) is a teaching

strategy that includes different methods of instruction, such as clinical experience, projects, fieldwork, laboratories). Among them, Project-Based Learning is the most complete method of instruction and the most challenging approach.

Project-Based Learning promotes questioning, enhances research and allows participants to offer more options to be chosen, and ‘an open-ended question’, and it is also the way professional designers work. In fact, GARDNER (2006) ‘recommends student involvement in rich and multifaceted projects, encouraging them to sample widely and to make well motivated and diverse connections.’

As a method of instruction, Project-Based Learning is especially relevant in all stages of education, including early childhood education, primary education, secondary general education (lower and upper secondary level), secondary vocational education, post-secondary non-tertiary education, and tertiary education (short studies, first cycle/Bachelor, second cycle/Master, third cycle/Doctorate. It stimulates students’ motivation and creativity, design thinking, teamworking, and a close interaction between the context (environment), the object (project proposal) and the subjects (students, teachers, stakeholders). In fact, BOSS (2011) showed that ‘when the project approach takes place in the classroom, students gain opportunities to engage in real-world problem solving too’.

However, GARDNER (2006) stated that ‘it would be a mistake to consider projects a panacea for all education ills or as the royal road to a nirvana of knowledge. Some materials need to be taught in more disciplined, rote, or algorithmic ways. Some projects can become a license for fooling around, whereas others may function as a way of hiding fundamental deficiencies in the understanding of vital disciplinary context’.

For the purpose of ‘The Co-Upcycling Workshop’, and based on generic stakeholder map provided by FREEMAN (2010: 25), the Balearics Higher School of Arts and Design was able to create a stakeholder map based on an historical analysis of the environment of this higher education institution (FREEMAN, 2010: 54), with their own relationships, concerns and needs.

Stakeholders identified for ‘The Co-Upcycling Workshop’ were students, teaching staff, non-teaching staff, families, regional government, local government, national community organizations (such as ECOEMBES, a non-profit organization founded in 1996 that cares for the environment through recycling and the eco-design of packaging in Spain), local community organizations (such as, Fundació Deixalles, a non-profit organization created in 1986 by Acció Social del Bisbat de Mallorca & PiME Mallorca), local education institutions (such as the IES Politècnic).

Based on Sustainability, the ‘Co-Upcycling Workshop’ was aimed at working together two concepts: Collaborative Design (Co-Design) and Upcycling. It focused on bringing selected stakeholders together to develop a Co-Design and Upcycling Project, in particular, to work together to create luminaires from selectively collected and sorted waste packaging materials. This allowed the Balearics Higher School of Arts and Design to introduce sustainability issues into the process.



Figure 2. 'The Co-Upcycling Workshop' (2018): design problem approach.

The United Nations offered in 1987 the *official* definition for 'Sustainability Development', as the 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (BRUNDTLAND, 1987), and 'Sustainable Development' contains within it two key concepts (BRUNDTLAND, 1987): in the first place, as with stakeholders, the idea of 'Needs', and, in the second place, the idea of 'Limitations' imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

Further, researchers agreed that 'Upcycling' is a term introduced in 1994 by Reiner PILZ, and it is the opposite to 'Downcycling' or 'Recycling' (process of creating new low-quality materials or products): 'Recycling (...), I call it down-cycling. They smash bricks, they smash everything. What we need is up-cycling, where old products are given more value, not less' (KAY & MATRAVERS, 1994: 14; quoting Reiner PILZ words).

It's all about sustainability, because this is the best background to face the future, especially during this period of crisis:

- Social Sustainability: education institutions, stakeholders, community in the whole, and its social actors; the people);
- Environmental Sustainability: resources (or the lack of them); and
- Economic Sustainability: money; profit.

To sum up, Sustainability, Limitations and Needs, Stakeholders, Co-Design, and Upcycling were in the centre of this Applied Research *through* Design and a Teaching-Learning Experience developed at the Escola d'Art i Superior de Disseny de les Illes Balears.

RESEARCH QUESTION

Focused on Sustainability, Limitations and Needs, Stakeholders, Co-Design, and Upcycling, 'The Co-Upcycling Workshop' objectives were:

- To pay attention to social problems.
- To encourage partnership among different social actors (higher education institutions, non-profit organizations, local companies, regional government)
- To promote synergies between different social actors.

- To focus on Co-Upcycling-
- To use workshop as a teaching-learning methodology that encourages collaborative design, with the participation of stakeholders, to promote social innovation.
- To stimulate creativity and entrepreneurship among participants.
- To develop innovative new possibilities for the garbage.
- To go on to create a number of prototypes of lights.
- To offer a benefit to students, and to society at large.

The whole experience aimed at investigating the following research question: What impact has the co-upcycling experience had on participants' key competences and their perception about sustainability in 2018 and 2019? It being understood that 'Upcycling' is the transformation of waste into valuable objects.

In order to answer the research question summarised above, a hands-on experience in the format of a workshop was planned.

METHOD

The research *through* design approach was chosen because, as an "activity of user-centred innovation that focused on people in the process of defining new products and service" (THOMSON & KOSKINEN, 2012: 77), the main goal for Design is to "contribute positively to an innovative society and improved quality of life" (THOMSON & KOSKINEN, 2012: 77) by solving practical problems in the real world too. Similarly, the main goal of an Applied Research is to improve the human condition by solving practical problems in the real world, "where the resulting knowledge is used for a particular application" (FRAYLING, 1993: 4), such as the creation of a number of prototypes of lights out of waste materials.

'The Co-Upcycling Workshop' involved BA Product Design students from the Balearics Higher School of Arts and Design and high school students from the IES Politècnic. Other participants in the workshop were ECOEMBES and the Fundació Deixalles. In the 2018 edition, there were 39 participants, 13 future product designers and 26 high school students, distributed in thirteen mixed working-teams. In the 2019 edition, there were 23 participants, 10 future product designers and 13 high school students, distributed in seven mixed working-teams (see Table 1).

Table 1: 'The Co-Upcycling Workshop' in numbers

| | 2018 | 2019 |
|---|-------------|-------------|
| Partners | 4 | 4 |
| EASDIB staff: | 9 | 9 |
| Stakeholders staff: | 4 | 4 |
| * <i>IES Politècnic teachers</i> | 2 | 2 |
| * <i>ECOEMBES</i> | 1 | 1 |
| * <i>Fundación Deixalles</i> | 1 | 1 |
| Students (participant) | 39 | 23 |
| * <i>High School students (aged 16 to 19)</i> | 26 | 13 |
| * <i>BA Product Design students (aged 18 to 23)</i> | 13 | 10 |
| Students (surveyed) | 32 82.1% | 13 56.5% |
| * <i>High School students (aged 16 to 19)</i> | 23 88.5% | 8 61.5% |
| * <i>BA Product Design students (aged 18 to 23)</i> | 9 69.2% | 6 60.0% |
| Projects | 13 | 7 |
| Prices | 3 | 2 |

Workshop observation, on-line survey and document analysis (including pictures, drawings and text for exhibition) were employed to collect the data. Quantitative data was analysed by basic descriptive statistic. On the other hand, qualitative data from observation was analysed using content analysis.



Figure 3. ‘The Co-Upcycling Workshop’ (2019): collective development of ideas.

The on-line form presented questions in four parts:

- a) Participant background questions, which included seven questions: surname, name, e-mail address, participant profile (students, teacher), year of study (first year, second year, third year, fourth year), gender (male, female), age.
- b) Key academic competences (six) for High School students (according to Spanish regulations), and key professional competences (twenty-two) for BA Product Design (ROVIRA, 2016: 99-102), to be developed, as shown in Table 2 and Table 3.
- c) Sustainability issues (seven), identified by researchers according to the purpose of the workshop, as shown in Table 4.
- d) Assessment of the activity, which included five questions, such as ‘How relevant was the activity for further academic pursuits (scored from 0 to 10)?’, ‘How relevant was the activity for future career paths (scored from 0 to 10)?’, ‘Overall satisfaction with the activity (scored from 0 to 10)?’, ‘Would you repeat the activity (closed question: yes, no)?’, and ‘Any Suggestion?’

Following the design methodology (theoretical introduction, design problem approach, collective development of ideas, realization from the proposed material, exhibition), a number of prototypes of lights were developed (thirteen prototypes in 2018; seven prototypes in 2019). They were made out of plastic material (PET, HDPE) that came from the collection of plastic packaging waste.

In particular, two types of plastics were used in ‘The Co-Upcycling Workshop’:

- PET (polyethylene terephthalate), a resin used for plastic containers (water, milk).
- High-density polyethylene (HDPE), a thermoplastic polymer used for containers (soap, bleach).

A number of prototypes of lights were the outcomes of the Design Process, and also the results of the Applied Research *through* Design, understood as a very complex hybrid inter/trans/cross disciplinary process, which involves Product Design, Creativity, Materials Knowledge, Communication, etc. This is important to highlight, because Design Process, as a Process, always involves Research, even participants noticed it or not.

Finally, during the months of March 2018 and March 2019, a number of participants filled in the questionnaire.

RESULTS

Questionnaire assessed student's perception about key competences to be developed during the workshop (see Table 2 and Table 3).

High School students' key academic main competences selected by researchers were:

- Research Competences (#4).
- Personal and Interpersonal Competencies (#5).
- Competence in knowledge of and interaction with the physical world (#6).

Key academic competences selected are highlighted in grey in Table 2.

Table 2: High School students' key academic competences

| | 2018 | 2019 |
|---|-------|--------------------|
| | N=23 | N=8 |
| 1. Competence in linguistic communication | 56.5% | data not available |
| 2. Competence in processing information and use of ITC | 39.1% | data not available |
| 3. Digital Competence | 17.4% | data not available |
| 4. Research Competences | 52.2% | data not available |
| 5. Personal and Interpersonal Competencies | 60.9% | data not available |
| 6. Competence in knowledge of and interaction with the physical world | 39.1% | data not available |

As shown in Table 2, in 2018, over half of surveyed students identified competence #4 and competence #5 selected by researchers; however, only 39.1% of those surveyed identified competence #6. In 2019, there was a loss of data due to a data collecting process mistake.

On the other hand, BA

Product Design students' key professional main competences selected by researchers were:

- Professional knowledge (#8).
- Research (#12).
- Problem Solving (#13).
- Design Thinking (#14).
- Decision-making (#15).
- Theory into practice (#16).
- Teamwork (#17).
- Leadership (#18)
- Ethical commitment and social & environmental responsibility (#22).

Key professional competences selected are highlighted in grey in Table 3.

Table 3: BA
Product Design students' key professional competences

| | 2018 | 2019 |
|--|--------|--------|
| | N=9 | N=6 |
| 1. Social and civic global awareness | 62.5% | 33.3% |
| 2. Cultural global awareness | 0.0% | 33.3% |
| 3. Adaptability and flexibility | 50.0% | 50.0% |
| 4. General knowledge | 25.0% | 50.0% |
| 5. Communication in the native language | 37.5% | 33.3% |
| 6. Communication in a foreign language | 0.0% | 0.0% |
| 7. Digital knowledge | 0.0% | 16.7% |
| 8. Professional knowledge (specific body of knowledge) | 0.0% | 33.0% |
| 9. Self-management | 50.0% | 100.0% |
| 10. Personal development | 75.0% | 83.3% |
| 11. Analytical and critical thinking | 50.0% | 50.0% |
| 12. Research | 12.5% | 33.3% |
| 13. Problem Solving | 87.5% | 100.0% |
| 14. Design Thinking | 87.5% | 100.0% |
| 15. Decision-making | 75.0% | 100.0% |
| 16. Theory into practice | 100.0% | 66.7% |
| 17. Teamwork | 75.0% | 66.7% |
| 18. Leadership | 37.5% | 50.0% |
| 19. Autonomy, organization and planning | 37.5% | 83.3% |
| 20. Initiative and entrepreneurship | 25.0% | 50.0% |
| 21. Concern for quality | 50.0% | 83.3% |
| 22. Ethical commitment and social & environmental responsibility | 87.5% | 33.3% |

As can be seen from Table 3, in 2018, a 100% of those surveyed identified competence #16, as theory into practice is an important part of an Applied Research *through* Design; over 75% of those surveyed identified competences #13, competence #14, competence #15, competence #17 and competence #22, directly linked with design methodology and with the topic of the workshop, that is, sustainability. On the contrary, a minority of those surveyed identified competence #12 and competence #18. Finally, surveyed do not identified competence #8.

In 2019, 66.7% of those surveyed identified competence #16 and competence #17; but only half of surveyed identified competence #18. Over 100.0% of those surveyed identified competences #13, competence #14, and competence #15, directly linked with design methodology and with the topic of the workshop, that is, sustainability. On the contrary, a minority of those surveyed identified competence #8, competence #12 and competence #22.

On average, results decreased and one possible explanation is that BA Design students took sustainability for granted. There is also a lack of communication in order to correct misunderstandings. Furthermore, participants asked for a basic preparation, prior to the workshop.

What is relevant in these data is that, apart from identifying key competences (or not), students also perceived other competences. These other competences are not prior in workshop, but they can also be developed during the workshop.



Figure 4. ‘The Co-Upcycling Workshop’ (2018): realization from the proposed material.

On the other hand, the questionnaire also analysed sustainability issues for personal and/or professional practice (see Table 4).

Table 4: Sustainability Issues (scored from 0 to 10)

| Students | High School | | BA Product Design | |
|--|-------------|------|-------------------|------|
| | 2018 | 2019 | 2018 | 2019 |
| | N=23 | N=8 | N=9 | N=6 |
| Upcycling optimizes the use of resources and recovered material, by promoting minimum intervention or transformation | 8.0 | 7.1 | 8.3 | 6.8 |
| Upcycling promotes zero-mile products | 6.3 | 6.4 | 8.4 | 8.3 |
| Upcycling avoids obsolescence by transforming waste material at minimum expense | 8.4 | 6.8 | 8.3 | 7.5 |
| Upcycling encourages experimentation to produce customizable items | 7.6 | 7.6 | 7.9 | 8.7 |
| Upcycling encourages creativity and critical thinking. | 8.5 | 7.1 | 8.8 | 8.0 |
| Upcycling benefits the environment and allows innovation | 8.2 | 6.6 | 8.4 | 7.0 |
| Upcycling can become a business model and a source of job creation | 6.6 | 6.5 | 7.6 | 7.2 |
| Average | 7.6 | 6.9 | 8.2 | 7.6 |

Table 4 is quite revealing in several ways. High School students scored on average 7.6 (over 10.0) in 2018 and 6.9 (over 10.0) in 2019. On the other hand, BA Product Design students scored on average 8.2 (over 10.0) in 2018 and 7.6 (over 10.0) in 2019.

Comparing the two results, it can be seen that students’ perception of sustainability is high scored, but it decreases

during the second year of the project. EASDIB researchers believe that these values would increase by changing the project, but keeping on working on co-design and sustainability.



Figure 5. 'The Co-Upcycling Workshop' (2018): exhibition.

Table 5: Assessment of the activity (scored from 0 to 10)

| Students | High School | | BA Product Design | |
|---|-------------|------|-------------------|------|
| | 2018 | 2019 | 2018 | 2018 |
| | N=23 | N=8 | N=9 | N=23 |
| Relevance of the activity for further academic pursuits | 5.3 | 7.5 | 8.3 | 7.0 |
| Relevance of the activity for future career paths | 4.5 | 6.0 | 8.3 | 6.7 |
| Overall satisfaction with the activity | 7.7 | 7.9 | 6.5 | 6.8 |

As shown in Table 5, related to academic relevance of the activity, High School students scored 5.3 (over 10.0) in 2018 and 7.5 (over 10.0) in 2019. By contrast, BA Product Design students scored 8.3 (over 10.0) in 2018 and 7.0 (over 10.0) in 2019.

Related to professional relevance of the activity, High School students scored 4.5 (over 10.0) in 2018 and 6.0 (over 10.0) in 2019. By contrast, BA Product Design students scored 8.3 (over 10.0) in 2018 and 6.7 (over 10.0) in 2019.

Related to overall satisfaction, High School students scored 7.7 (over 10.0) in 2018 and 7.9 (over 10.0) in 2019. By contrast, BA Product Design students scored 6.5 (over 10.0) in 2018 and 6.8 (over 10.0) in 2019.

From 2018 to 2019, High school students' values increases, but BA Product Design students' values decreases; the reason is the same as explained above, values would increase by changing the project, but keeping on working on co-design and sustainability.



Figure 6. 'The Co-Upcycling Workshop' (2019): exhibition.

Despite the mixed results, both, High School students and BA Product Design students will repeat the experience in similar percentage (87.0% in 2018; 75.0 in 2019 and 88.9% in 2018: 66,7% in 2019).

CONCLUSIONS

'The Co-Upcycling Workshop' was a relevant hands-on experience of Community-Based Research and a way to develop a Project-Based Learning, engaging with the local community and its social actors (such as, ECOEMBES, Fundación Deixalles and IES Politènic), which could contribute to local economic development.



Figure 7. 'The Co-Upcycling Workshop' (2018): three awards.

Results allow Balearics Higher School of Arts and Design researchers to answer the main research question: What impact has the co-upcycling experience had on participants' key competences and their perception about sustainability in 2018 and 2019?

Collaborative design and upcycling do allow participants (designers, users, etc.) to improve design; and it is also a pedagogical tool that allow students (designers or not) to improve their academic and/or professional key competences.

Although, according to data, participants (high school students and BA Product Design students) worked different key competences during the two editions of ‘The Co-Upcycling Workshop’, they do not identify main competences selected by researchers.

During the exhibition opening, three prizes were awarded in 2018, and two prizes were awarded in 2019. They were offered by ECOEMBES. Local press devoted special coverage to the workshop.



Figure 8. ‘The Co-Upcycling Workshop’ (2019): two awards.

To sum up, the advantages and disadvantages of the ‘The Co-Upcycling Workshop’ are:

a) Strengths:

- Students teamwork with a different background.
- Research project promotes inquiry practices among students and teaching staff.
- Final exhibition to communicate projects results.

b) Weaknesses:

- More previous communication about competences involved.

Finally, the positive results of the post-project satisfaction surveys will allow for a repetition of the workshop in future editions, that could take into account some suggestions for improvement, such as: develop a double process inquiry practice and reflexive practice, move the project on the next level and develop the workshop as a high-quality Service-Learning project, and produce open source material to reproduce experience at home.

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A COMPARATIVE STUDY ON COMPUTER EDUCATION IN NORTH KOREA'S No.1 MIDDLE SCHOOL AND GENERAL MIDDLE SCHOOL IN KIM JONG-IL ERA

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ABSTRACT

The purpose of this study is to reveal the characteristics of North Korea's gifted education by comparing computer education in the No.1 and general middle schools. Computer education in North Korea has been centered around the No.1 middle schools, which are schools for the science and technology gifted education. In 2001, the Computer Gifted Education Institutes were established with intensive national supports. However, after North Korea shifted its education policy in 2009 toward strengthening general secondary education, education officials are seeking to improve the overall level of computer education. After the school system was reorganized in 2012, the subject of 'Computer' was revamped into 'Information Technology.' Comparing the computer textbooks of No.1 and general middle schools, we can see that the No.1 middle school textbooks contain more systematic and deepened contents.

INTRODUCTION

North Korean government began to implement science-technology-oriented policies in the 1980s as a way of tackling the economic downturn started in the late 1970s. They declared science and technology one of the three pillars of the socialist powerhouse, defining it as a “powerful driving force behind the construction of a strong and prosperous nation.” “Political-ideological power and military power have already risen to the position of a strong nation,” but since they have not yet reached the status of an economic powerhouse, it is essential to hold the science-technology-oriented policies that are the core of economic development.

In the field of education, the government also began to pay attention to nurturing science and technology talents. They judged that running the gifted education was controversial in light of the principle of equal socialist education until the end of the 1970s and conducted it on a limited basis in the fields of art and physical education. However, the government established and expanded the No.1 middle school, a science and technology gifted education institution, starting with Pyongyang No.1 Senior-middle School in 1984. 12 No.1 middle schools were founded for each province and city next year, and since 1999, the number has increased to 200 for each city, county, and district. As a result, No.1 middle schools accounted for about 4 percent of all middle schools in North Korea as of 2000. For all middle school students nationwide, the overall secondary education is graded by ranking the selection system in the order of 'general middle school → city, county and district No.1 middle school → province No.1 middle school → Pyongyang No.1 middle school'.

In the No.1 middle school, basic science education such as mathematics, physics, chemistry, and biology was not only given priority, but computer education was also emphasized. It was the information technology field that Kim Jong-il was particularly interested in among North Korea's science-technology-oriented policies. In 1984, when Pyongyang No.1 Senior-middle School was established, Kim Il-sung ordered his country to look at the development of information technology in each country and pay attention to the latest high-tech technologies during his trip to the eastern Europe, which is known to be a starting point for the information and science sector to gain attention in North Korea. Later, the Colleges of Electronic Computing were established in Pyongyang and Hamhung in 1985, and the 'Computer Center' was set up at Kim Il-sung University in 1986. The first three-year plan for science and technology development, which began in 1988, focused on the development of software and hardware industries and automation components by building computer networks around the Korea Computer Center (KCC), which was founded in 1990.

Computer education is a regular subject in secondary schools. The No.1 middle schools have been operating as a 6-year regular course since the late 1980s, while general middle schools have provided computer education from 4th grade for two hours per week since 1998. In February 1998, at the 'National Program Competition and Exhibition,' Kim Jong-il ordered to set up a training system for human resources in the information science field and to provide computer education from an early age to strengthen their computer software skills. In December 2000, the North Korean Ministry of Education announced plans to establish two or three computer science 'model schools' in each city. Considering that computer education was focused on gifted education institutions, it is assumed that the No.1 middle schools would have mainly chosen as 'model schools.'

The purpose of this study is to reveal the characteristics of North Korea's gifted education by comparing computer education in the No.1 and general middle schools in Kim Jong-il Era. Until now, studies on gifted education (Kim, 1990; Son, 2000; Kang, 2001; Park, 2006; Cho, 2004, 2007; Kim, 2014) and computer education (Nam, 2002; Song, 2005; Sung, 2006; Jin, 2006; Lee, 2014) in North Korea have been carried out, but no studies have been conducted to compare the computer education of North Korea's No.1 middle school and general middle school. This study not only reveals the actual condition of North Korean computer education by comparing the representative institutions, educational facilities, qualifications of teachers and educational contents and methods of North Korea's No.1 middle school and general middle school but also clarifies the differentiation of North Korean gifted education more clearly.

The way to investigate North Korea's education policy, where does not disclose specific statistics and cannot be visited directly, is very limited. When one tries to study North Korea, she/he mainly uses methods to analyze the official publications from North Korea or listen to the stories of North Korean refugees. In the study, the researcher seeks to use computer education-related articles among *Kyo-yuk Sinmun* from the 2000s to early 2010s and *Computer* (“컴퓨터”) textbooks for North Korea's No.1 and general middle schools between 2009 and 2011 as analysis materials. The *Kyo-yuk Sinmun* is North Korea's central newspaper specializing in the education field and is the most credible resource showing the education policy of North Korea - nevertheless, since the official publications of North Korea have a propaganda character, they need to be read between the lines. *Computer* textbooks were found as exclusive data from Korean Educational Development Institute. The No.1 middle schools in North Korea were expanded to 200 in 1999 and operated nationwide until the mid-2000s. In 2009, however, almost all schools except for some of the No.1 middle schools in the provinces and cities were switched back to general schools (Kim, 2014). Therefore, the No.1 middle school's *Computer* textbooks to be analyzed in this study can be seen as being used for a relatively small number of gifted students. Since the regime of Kim Jong-un has been established and the 12-year compulsory education reform had been announced at the Supreme People's Assembly in September 2012, Information Technology has replaced the computer subject. However, in South Korea, *Information Technology* textbooks have not been sufficiently available to compare those in No.1 and general middle schools.

REPRESENTATIVE INSTITUTIONS

Computer education in North Korea has been centered on gifted education institutions with limited resources concentrated. According to *Rodong Sinmun*, the “Computer Gifted Education Program” was enacted in December 2000. In January 2001, Kim Jong-il emphasized the early identification and development of computer gifted students in a dialogue with the chiefs of the Central Committee of the Workers' Party. He said that to raise computer program specialists in their late 20s would be already too late, so they should raise a lot of famous computer gifted students from the secondary education stage. Under this program, computer gifted classes were set up at Mangyongdae Children's Palace, Pyongyang Children's Palace, Geumseong No.1 & No.2 Senior-middle Schools, which form the Computer Gifted Education Institutes, and professional computer education was started to be conducted. Kim Jong-il also said computer gifted education should be developed as a “pyramid style” of selecting students from the previous school year and ordered nationwide math competitions or computer contests to select excellent students. Thus, about 100 students enter computer gifted classes in Geumseong No.1 & No.2 Senior-middle School each year, who are regarded as boasts of their hometown.

Kim Jong-il seemed to have a particular interest in the Computer Gifted Education Institutes. Despite the impoverished North Korean education system and difficulties in creating educational conditions in the aftermath of the March of Hardship, Kim Jong-il donated 1,300 latest computers from the electronic product development company under the Ministry of Electronics Industry to the computer gifted classes in February 2001 (Nam, 2002). According to the *Kyo-yuk Sinmun*, the workers and teachers who received the computers from Kim Jong-il were surprised to see the production year ‘2001’ engraved on the computer. The computers for students there are connected to the internal network, allowing them to exchange data with teacher's computers, and also connected to the national computer network system, so they can access the websites of institutions such as Naenara, Gwangmyeong, Science & Technology Information Agency, and KCC to read and print the materials they need. Kim Jong-il also sent gifts to Geumseong No.1 & No.2 Senior-middle Schools in May and July 2001, and in April 2002, he granted the latest educational facilities and school buses to the Computer Gifted Education Institutes. The articles on gifts from Kim Jong-il show in common that after receiving it, teachers and managers made resolutions pledging allegiance to him.

Since 1998, computer education has been started at general secondary schools as well. After the No.1 middle schools expanded to about 200 in cities, counties and districts across the country in 1999, the necessary support for computer education was first concentrated in the No.1 middle school. However, since 2006, the government

had gradually changed the policy of the No.1 middle school, and in 2009, most of the No.1 middle schools were turned to general middle schools. The policy was changed to deal with the side effects of the expansion of No.1 middle schools nationwide and to strengthen general secondary education (Kim, 2014).

Strengthening the general secondary education in 2009, Kim Jong-il visited the field of Seojung Middle School in Lakwon County in April and Muncheon Middle School in Muncheon City in August. Among them, Seojung Middle School put great emphasis on computer education. The newly built Seojung Middle School was expected to set a national example in general secondary education, including computer education where Kim Jong-il “dispatched military builders for beach village students.” Seojung Middle School is a historic school where 1,097 students graduated from 1979 to 2006. Kim Jong-il said that since they lacked experience on how to teach computer subject in the general secondary school, the case of Seojung Middle School can be a good example. At Seojung Middle School, there were two laboratories that have dozens of computers sent by the Workers’ Party of Korea. Kim Jong-il also mentioned about the teachers and the course of the school. Although the computer teacher graduated from Hamheung Computer Technology College, the gap between the local education level and the education level in Pyongyang is enormous, so he recommended to visit the Geumseong Academy or Geumseong No.1 Middle School to observe and take the necessary lessons.

Kim Jong-il seemed to try to solve the imbalance of computer education, which is different by the school level and region by emphasizing computer education in general middle school. Computer gifted education, which was conducted as a “pyramid style” in 2001, became universal in 2009 as computer education in general education. It was expected that the know-how would be handed down to the general middle school by learning the lessons of the Computer Gifted Education Institutes, which is already receiving the priority support of the Party and conducting state-of-the-art computer education.

EDUCATIONAL FACILITIES

The computer education facilities of the No.1 middle school were given priority over the general middle school. As mentioned above, in the case of Computer Gifted Education Institutes, 1,300 computers were donated by direct instruction of Kim Jong-il. According to *Chosun Sinbo* in 2003, Pyongyang No.1 Middle School had about 100 computers. However, even in the No.1 middle school, only a handful of schools were directly supported computer facilities by the Workers’ Party. Each school should create a material foundation for computer education with the

“revolutionary spirit of self-reliance.” In 2002 *Kyo-yuk Sinmun* says at Taetan No.1 Middle School in Taetan County, the principal and other members demonstrated the power of the school itself and were ‘sufficiently’ equipped with computers and intuition materials in the computer education room with the help of supporters’ organizations. It also says that workers in Yeomju County sent 40 modern computers in 2001 as a result of their interest in supplying computers to schools in the county. They set an excellent example for the computer education room of the No.1 middle school, and other schools were also being organized to the level of the school. These articles in *Kyo-yuk Sinmun* are encouraging local organizations to provide educational facilities on behalf of the government. They show that after the march of hardship, the rationing system and public education system were weakened and that the residents made a living through private business.

The situation in general middle school was even worse. In 2001, the penetration rate of North Korean computers was one per 185 people. At the national level, however, the latest computers were preferentially distributed to higher institutions, so there might not be a single computer in a general middle school (Sung, 2006). In 2001, Kim Jong-il instructed the government to continuously supply the latest computers to the Computer Gifted Education Institutes, and to transfer the old computers to the Student Children’s Palaces in the provinces. It can be a glimpse of North Korea’s computer supply system. When computer acquisition was not feasible in general middle schools, according to *Kyo-yuk Sinmun*, education was carried out with an intuitive graphical board and a mock keyboard for training. Even if there is a computer, the power supply was not secure, and measures were taken to guarantee the power supply. It is assumed that the computer penetration rate has been improved since 2009 when it began to strengthen general secondary education.

QUALIFICATION OF TEACHERS

Qualified teachers selected based on their skills are assigned to the No.1 middle school computer education teacher. The Computer Gifted Education Institutes select excellent teachers in the scientific research sector and the education sector. Through the article of *Kyo-yuk Sinmun* that said the education sector was unfamiliar to the computer specialist vice-chief and the computer lecturer in Geumseong No.2 Senior-middle School, it can be guessed that even if they have no experience as a teacher, they were appointed as experts with computer knowledge. The quality of teachers is consistently emphasized in the articles on computer education. They insisted that teachers must keep in mind that “the qualities of teachers are the quality of computer education,”

and make every effort to raise their abilities and qualities to the world level. In other words, teachers should actively adopt advanced science and technology to make education content so that they can raise the modernization level of education. In order to improve the qualities of the teachers, schools offer practical lessons on how to handle computers and write programs, and teachers get help from other teachers who are relatively good at computers.

There are not many articles that show how the computer teachers of general middle schools are trained and deployed. An article on Pyongyang Yulgok Senior-middle School in 2002 said that the teacher in charge of computer science originally majored in math, but he worked hard to develop his expertise as he took on a computer subject that was unfamiliar and difficult. Teachers in general middle schools have also carried out quality enhancement projects to raise computer literacy. An article about a teacher at Pyongyang Bonghak Middle School in 2002 stated that she developed a student who was good at math by discovering excellent computer skills.

EDUCATIONAL CONTENTS AND METHODS

Kim Jong-il had a great interest in the Computer Gifted Education Institutes, so he even ordered specific subjects. The following to the [Table 1] re-quoted from Song (2005) shows the curriculum of the computer gifted classes at Geumseong No.1 & No.2 Middle Schools in 2003. Song said that they gave a lecture for 90 minutes to concentrate on computer education from the 5th grade. The 'learning' step to learn the basic principles of the program is for grades 1 to 2. The 'studying' step to improve the understanding of the various application programs and acquire the writing is for grades 3 to 4. The 'theorization' phase, which teaches the principles of computer science and qualifies the ability to develop programs, aims to 'combine theory and practice' for the 5th and 6th grade students.

Table 1: Curriculum of computer gifted classes in Geumseong No.1 & No.2 Middle Schools

| Subject | Hour / 1 year | Phase | Total |
|---|---------------|--------------|-------|
| Computer Circuits and Peripherals | 80h | Learning | 560h |
| C and C+ + Language Program Preparation | 280h | Learning | |
| Windows Manipulation System | 200h | Learning | |
| Computer Mathematics | 120h | Studying | 680h |
| Data Structures and Algorithms | 200h | Studying | |
| Visual dBase and Access | 180h | Studying | |
| How to write a Linux program | 180h | Studying | |
| AI language lisp와 prolog | 120h | Theorization | 420h |
| Natural Language Processing and Artificial Intelligence | 160h | Theorization | |
| Computer Communication and Network | 140h | Theorization | |
| Total hours | 1,660h | | |

Re-quoted from Song (2005)

Computer education was important not only in the Computer Gifted Education Institutes but also in every No.1 middle schools across the country. While the specific contents of the education will be covered later in the textbook analysis below, education to deal with the computer devices was carried out as a first step. Dealing with computer devices involves learning how to install and manage computers, how to start and stop computers, handling keyboards, monitors and printers, handling disks and other peripherals, and how to explain and combat

the causes of computer failure. Besides, the core of computer education for No.1 middle school students is to write algorithms and programs through mathematical considerations. In July 2003, Kim Jong-il instructed Hero Kang-gye Jangja-san No.1 Middle School on the spot, saying, “We should not only let students practice the keyboards, but we should teach them how to create programs.” The articles in *Kyo-yuk Sinmun* argue that the algorithm training should be strengthened to master the basics of programming.

The computer textbooks were written by the No.1 middle school teachers who taught computer subjects for a long time. According to *Kyo-yuk Sinmun*, the materials for Computer Gifted Education Institutes were written intensively for two months by computer education & science researchers and editors of the publisher. Kim Jong-il sent gifts in appreciation of their efforts. In a program development course at Geumseong No.1 Middle School, teachers wrote textbooks and reference books that could help nurture computer gifted children.

It is recommended that students review what they learned after class by thoroughly studying with extracurricular instruction. There are two ways in the computer tutoring system - group tutoring and individual tutoring. *Kyo-yuk Sinmun* stresses the need to put more emphasis on the individual instruction that presents the learning tasks according to the preparation level and characteristics of the students. In extracurricular tutoring, tutors should actively use games, songs, intelligent play programs, and physical education programs to help students develop computer literacy. They should also develop students’ application skills by carrying out practical tasks to write programs about what they have learned in the relevant subjects and the problems they encounter in the real world.

The contents of computer education in general middle school slightly differ from the level of the No.1 middle school. However, emphasizing computer handling and programming skills is the same. It is imperative for computer group tutoring to be operated in general middle school as well. According to the 2001 *Kyo-yuk Sinmun*, a teacher in charge of computer education at Pyongyang Dongheung Senior-middle School taught students in the 2nd and 3rd grades basic subjects such as math, physics and chemistry, and gradually grouped them into preliminary groups that teach them how to use computer keyboards and play computer intelligence game, and then the basic groups that focus on how to write programs. She also evaluated computer literacy according to the characteristics of the students, conducted individual instruction, and took students to observe the KCC, the 3-Revolution Exhibition Hall, and the National Program Exhibition.

Since 2000, the North Korean government has held the National Computer Program Contest in the education sector every Summer. The contest is divided into individual competitions and special competitions, which include 6th-grade students from general and No.1 middle schools, and students from vocational schools and universities. However, particularly good students can participate even in lower grades. The individual contest has a typing contest and a programming contest. *Kyo-yuk Sinmun* says the No.1 middle school contest additionally includes a “database management problem.” The articles on the contest every year shows that the No.1 middle school students are winning a high percentage.

A COMPARISON OF COMPUTER TEXTBOOKS IN No.1 AND GENERAL MIDDLE SCHOOLS

Analyzing the textbooks is essential to understand how computer education has been implemented in North Korea, where Worker’s Party determines both the curriculum and the system and teaches all subjects as state-authored textbooks. The first computer textbooks for middle schools were completed in 2003. Subsequently, textbooks for grades 2 to 6 were revised in 2007 and revised again in 2009-2011. In September of 2012, the government announced the reorganization of its compulsory education system. In 2013, *Computer* subject was renamed as *Information Technology*. Currently, all textbooks for both No.1 and general middle schools are available is the 2009-2011 edition. The year of issue and the number of pages of two textbooks are shown in [Table 2].

Table 2: Year of issue and pages of *Computer* textbooks for No.1 and general middle school (2009-2011)

| Grade | No.1 Middle School | | General Middle School | |
|-----------------|--------------------|-------|-------------------------------|-------|
| | Year of Issue | Pages | Year of Issue | Pages |
| 1 st | 2010 | 200 | 2009 | 100 |
| 2 nd | 2010 | 380 | 2010 | 104 |
| 3 rd | 2010 | 188 | 2011(2 nd edition) | 104 |
| 4 th | 2010 | 336 | 2011(2 nd edition) | 93 |
| 5 th | 2010 | 88 | 2009 | 207 |
| 6 th | 2010 | 96 | 2010 | 96 |

While the No.1 middle school textbooks were issued simultaneously in 2010, the first publication of general middle school textbooks lasted from 2009 to 2011. The third edition of textbooks for 3rd and 4th graders in general middle school is currently available, and the year of the first edition is not provided. Interestingly, the pages of No.1 middle school textbooks for 1st to 4th grades are two to three times the pages of general middle school textbooks. In the 5th grade, the amount of textbooks in general middle school textbooks is more than that of the No.1 middle school students, while the 6th grade textbooks have the same amount. This situation can be interpreted as the intention to detect computer gifted students in the early stage by carrying out advanced computer education in No.1 middle school from their young age. Below is to compare the characteristics of contents, difficulty level, and learning periods of general and No.1 middle school computer textbooks.

COMPOSITION AND DIFFICULTY LEVEL OF CONTENTS

Comparing the *Computer* textbooks of No.1 and general middle schools shows that the main contents of the textbooks are similar, but the No.1 middle school textbooks are dealing with more advanced contents. For example, the contents of the 1st and 2nd grade textbooks are as follows. In [Table 3] below, the contents only in the No.1 middle school textbook are underlined, and the same themes with a different title that appears in the No.1 and general middle school textbooks are expressed in italics.

Table 3: A Comparison of Contents of 1st and 2nd Grade *Computer* textbooks for No.1 and general middle school

| Grade | No.1 Middle School | General Middle School |
|-----------------|--|---|
| 1 st | <p>Preface</p> <p>Ch1. What is a Computer?</p> <p>1) What Computers Do</p> <p>2) How Computers Work</p> <p><u>3) The Development Process of Computer Practice</u></p> <p>Ch2. Drawing</p> <p>1) Drawing a Yut Board</p> <p>2) Drawing Yut Markers and Sticks</p> <p><u>Practice</u></p> <p><i>Ch3. Basics of Document Editing</i></p> <p><i>1) Document Editing Program 《Geul》</i></p> <p><i>2) Concepts about Typefaces</i></p> <p><i>3) Input of Formulas</i></p> <p><i>4) Typing in English</i></p> <p><i>5) Creating a Simple Document</i></p> <p><i>Practice</i></p> <p>Ch4. Making a Poster</p> <p>1) Making Birthday Cards</p> <p>2) Poster 《Composition of the Computer》</p> <p><u>Practice</u></p> <p><u>Comprehensive Questions</u></p> <p>Ch5. Data Management in 《Red Star》</p> <p><i>1) Concepts of Files and Registers</i></p> <p>2) Finding the Contents of Computer</p> <p><i>3) Dealing with Registers</i></p> <p>4) Data Management from Various External Memories</p> | <p>Preface</p> <p>Ch1. What is a Computer?</p> <p>1) What Computers Do</p> <p>2) How Computers Work</p> <p>Ch2. Drawing</p> <p>1) Drawing a Yut Board</p> <p>2) Drawing Yut Markers and Sticks</p> <p><i>Ch3. Entering Documents</i></p> <p><i>1) 《For one and only country》</i></p> <p><i>2) The ABC Song</i></p> <p><i>3) Formula Input Method</i></p> <p>Ch4. Making a Poster</p> <p>1) Birthday Cards</p> <p>2) Proud of Division</p> <p>Ch5. Data Management in 《Red Star》</p> <p><i>1) Concepts of Files and Folders</i></p> <p>2) Finding the Contents of Computer</p> <p><i>3) Creating and Erasing File Folders</i></p> <p>4) Data Management from External Memories</p> |

| | | |
|-----------------|---|--|
| 2 nd | <p>Preface</p> <p>Ch1. Configuration of 《Red Star》</p> <p>1) Configuration of the Screen, Mouse, and Sound</p> <p><i>2) Installing New Programs and Devices</i></p> <p>3) Various Configuration</p> <p><u>4) Computer Network</u></p> <p><u>5) Section Management of Hard Disk</u></p> <p><i>Ch2. Grade Card</i></p> <p><i>1) Making a Grade Card</i></p> <p><i>2) Getting a total score and rating</i></p> <p><i>3) Formatting of data</i></p> <p><u>Ch3. Our Class Database</u></p> <p><u>1) The Concept of Database and Basic Operation</u></p> <p><u>2) Building a Database</u></p> <p><i>Ch4. 2D Imaging</i></p> <p><i>1) Foundation of Image Editing</i></p> <p><i>2) Basic Tool Window and Image Window</i></p> <p><i>3) Layer and Filter</i></p> <p><i>4) Image Processing</i></p> <p><u>Ch5. Making a Simple Moving Picture</u></p> <p><u>1) Moving Picture Program</u></p> <p><u>2) Imaging</u></p> <p><u>3) Models in Flash</u></p> <p><u>4) Making a Moving Picture</u></p> | <p>Preface</p> <p>Ch1. Configuration of 《Red Star》</p> <p>1) Configuration of the Screen, Mouse, and Sound</p> <p><i>2) Installing New Programs</i></p> <p>3) Various Configuration</p> <p><i>Ch2. Table Calculation</i></p> <p><i>1) Making a Grade Card</i></p> <p><i>2) Making a Competition Chart</i></p> <p><i>3) Simplified Data Management</i></p> <p><i>Ch3. 2D Imaging</i></p> <p><i>1) Basic Concept of Image Editing</i></p> <p><i>2) Making a Cone</i></p> <p><i>3) Making 3D Letters</i></p> <p><i>4) Image Synthesis</i></p> |
|-----------------|---|--|

The contents and order of the 1st grade textbooks for the No.1 and general middle school are similar. However, in the No.1 middle school textbook, Chapter 1 to Chapter 4, add "Practice" or "Comprehensive Questions." While there are practice sessions in the general middle school textbook, the No.1 middle school textbook requires more challenging training. At the end of each section, there is a "Training Question," which requires more careful review as much content as there is to be learned in the No.1 middle school textbook. In Chapter 3, which teaches how to use "Geul," a program developed by North Korea in the form of Microsoft Word, the No.1 middle school textbook provides a more detailed explanation of 'menu.' In the general middle school textbook, only the composition of the program is examined, but the No.1 middle school textbook explains the function of each menu, how to archive and open the document before practicing. Chapter 5 teaches how to manage data in the "Red Star," a computer operating system (OS) made by North Korea. Here, the "Registers" of the No.1

middle school textbook and the “File Folder” of the general middle school textbook are the same.

The 2nd grade textbook has 380 pages of the No.1 middle school textbook, more than three times the textbook of general middle school. Many contents do not appear in general middle school textbooks. Chapter 1, Section 2, “Installing New Programs and Devices,” provides a way to install an integrated office processing program “We” and Windows environmental support program “Man-neung” 2.0, and a video processing program “Phantom” that appears only in the textbook for No.1 middle school, followed by the installation of an electronic document editor Acrobat and a printing press. In Chapter 1, Section 4 describes the concept and setting method of ‘Computer Network,’ which means ‘bundle of connected computers.’ In Chapter 3, the concept and operation method of ‘Database’ appears, which appears in the 3rd grade textbooks in the general middle school textbook. Chapter 2 explains how to use ‘table’ developed by North Korea in the form of Microsoft Excel. Compared to the general middle school textbook, the No.1 middle school textbook explains in more detail the hidden functions of ‘sheets’ or ‘columns’ and how to save files. Moreover, in Chapter 2, “Making a Competition Chart” and “Simplified Data Management,” the No.1 middle school textbook covers the content in more detail, including functions, for 3rd graders. While “2D Imaging” also simply explains the image editing program “Fantasy” in the general middle school textbook and goes straight into practice, such as creating a cone, making 3D letters and synthesizing images, the No.1 middle school encourages them to practice one by one, explaining the composition of the “Fantasy” program and how to use various functions. Finally, Chapter 5, “Making a Simple Moving Pictures,” teaches high-end technology to make flash using the Micromedia Flash MX program, which is not covered until the 6th grade in the general middle school.

LEARNING PERIODS BY AREA

As discussed above, the *Computer* textbooks for the No.1 and general middle schools differ not only in the composition and difficulty of the learning contents, but also in the learning periods of some area. [Table 4] below summarizes the different learning periods of specific contents.

Table 4: Different learning periods for some areas of No.1 and general middle school

| Contents | No.1 Middle School | General Middle School |
|---------------------------------|--------------------|-----------------------|
| Concepts about 《Geul》 Typefaces | 1 st | 3 rd |
| Computer Network | 2 nd | 3 rd |
| Building a Database | 2 nd | 3 rd |
| Making a Simple Moving Picture | 2 nd | 6 th |
| Making a Competition Chart | 3 rd | 2 nd |
| Simplified Data Management | 3 rd | 2 nd |
| Creating a Homepage | 4 th | 6 th |
| Making a 3D Image | 4 th | 5 th |
| Creating Multimedia Works | 4 th | 6 th |
| Programming Basics | 5 th | 4 th |

Most of the areas are taught faster in No.1 middle schools than in general middle schools. Since the No.1 middle school is a place where students with superior intelligence are selected and nurtured as a science and technology gifted student in North Korea, they will have a faster understanding and better desire to learn than general middle school students. However, some contents are taught later than general middle schools. As we have seen above, “Making a Competition Chart” and “Simplified Data Management” allows general middle school students to learn earlier than No.1 middle school students. Comparing the contents of the textbooks for the 3rd grade of No.1 middle school to the contents of the 2nd grade of general middle school, the textbook for No.1 middle school contains the contents that are not in the general middle school, such as the format of the diagram component or

how to add and delete data in the chart and simple statistical processing.

Programming, which takes an important place in North Korea's computer education, is also taught in the 4th grade at general middle schools and in the 5th grade at No.1 middle schools. All describe algorithms that initially write down the handling of problems that the computer needs to solve in order. This part is also more detailed and kindly described in the 5th grade textbook of No.1 middle school. Then they teach the programming language. In the No.1 middle school, students learn the C language, and the general middle school students learn Gambas. C language is a programming language for system technology designed and developed by D.R. Ritchie and others at Bell Labs in 1971. It is a convenient programming language because it has few technical constraints that are often seen in high-level languages.

CONCLUSIONS

Computer education in North Korea was carried out to contribute to economic development by achieving the automation of industry as an extension of its science-technology-oriented policy. In the early days, however, the computer penetration rate was not high enough to be universalized nationwide, so computer education was developed centering on the No.1 middle school, a science and technology gifted education institute. The Computer Gifted Education Institutes, which set up computer gifted classes in 2001, was the cradle of such a “pyramid” computer gifted education and was continuously supplied with the latest computers amid Kim Jong-il's particular interest. On the other hand, in general middle schools, about one computer in one school was shared by teachers and students, and instead provided education with intuitive boards and mock keyboards. After a few years, when the gap between No.1 and general middle schools became widened and the general secondary education weakened, North Korea switched all No.1 schools to general schools in 2009 except for some of the schools in provinces and cities. As if to symbolize his policy of strengthening general secondary education, Kim Jong-il visited Seojung Middle School in ‘beach village’ and asked to become a model nationwide in general secondary education, including computer education. Since then, computer education in general middle schools has been emphasized, and in 2012, the subject was upgraded from *Computer* to *Information Technology*.

This study analyzed the articles of *Kyo-yuk Sinmun* and compared the computer textbooks of No.1 and general middle schools to highlight the differentiation of North Korean gifted education more specifically. The No.1 middle school computer textbook contains more systematic and more in-depth contents, even in the same subjects as general middle school textbooks. There are also areas where the No.1 and general middle schools have different learning periods. Overall, the No.1 middle school students learn the problematic units first. The programming method emphasized in computer education differs from the language used in No.1 and general middle schools. Gambas, which is used in general middle schools, is a language developed for first-time learners, so it seems to be taught in Gambas instead of the C language used in No.1 middle schools. Even after the school system was reorganized in 2012, the language of Gambas is being taught in *Information Technology*.

Although North Korea's information technology has its limitations because it restricts Internet access, computer education will continue to develop as a means to cultivate “National Science and Technology Talents” (Kim, 2017). This paper analyzed *Computer* textbooks published between 2009 and 2011 to compare gifted and general education, but on *Information Technology* subject, which was revised after the implementation of the 12-year compulsory education in 2012, continued research will be needed.

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A METAMODERN RECONSTRUCTION OF THE PEDAGOGICAL REASON

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ABSTRACT

We start by discussing the educational project in the framework of Modernity, Enlightenment and Bildung, while trying to present a critical characterization of its historical emergence, along with the underlying of the innovative contributions and eventual shortcomings. In particular we refer to the substantialist, a priori, solipsistic, and supposedly transcendent conception of the subject, which gave way to a set of insularizing and denaturalizing illusions, along with the monological metanarratives that cloister education. On the positive side, we stress the proposal of autonomous reasoning, free from all tutelage, understood as expressive and conditional of human intrinsic dignity, which leads to a new understanding of the educational process and the foreseeing of a society proactively conjugating human beings as entitled to be considered as “ends in themselves”. It follows an analysis of the postmodern deconstruction by identifying its points of impact, namely, the concepts of reason, truth, discourse and the teleological reading of education. After discussing Postmodernity contributions regarding the appreciation of difference and multiculturalism, along with the refusal of any kind of absolutizing procedures, we also debunk the perplexities and dead ends it has brought forth. After referring to postmodern approaches that rely on the simple parodies of “traditional” philosophy, as well as to the argumentative weakness discovered behind the opaque language of sensationalist effect and the simple unreasonable nature of some of its approaches, we focus on: the tendency to refuse all kind of aims and objectives for education; the proposal of a non-identity pedagogy; the dismissal of imparting all kind of predefined knowledge corpus through education; aside with the discard of what is called the “novel of self-formation”, supposedly constructed by Enlightenment to define education as a normative process aimed at propitiating an spurious autonomy at the price of accepting certain social limitations. We conclude by pointing out towards a new Enlightenment or Metamodernity, which could rely on a participatory reason (Herrerías, 2009a) in order to give way to the critical, dialogic and intersubjective reconstruction of the Pedagogical Reason (González, 2010).

Keywords: Metamodern

A STUDY ON TRAINING MODEL FOR HOTEL INTERNSHIPS: FOCUSED ON THE EDUCATIONAL THEORY OF EMOTIONAL DEVELOPMENT

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ABSTRACT

The purpose of this study was to suggest a training model for hotel internships. This study set up a conceptual model featuring relationships between psychological separation, self-identity, internship satisfaction, and hotel career choice intention by applying the educational theory of emotional development. In order to test the conceptual model, this study conducted a survey with hotel interns in South Korea. A total of 400 valid data were analyzed through structural equation modeling. The results showed that (1) emotional independence of psychological separation positively affected self-identity, (2) psychological separation did not affect internship satisfaction, (3) psychological separation did not affect hotel career choice intention, (4) self-identity positively affected internship satisfaction, (5) self-identity positively affected hotel career choice intention, (6) internship satisfaction positively affected hotel career choice intention, (7) self-identity had a full mediation effect on the relationship between emotional independence and internship satisfaction, and (8) self-identity had a full mediation effect on the relationship between emotional independence and hotel career choice intention. Ultimately, this study contributes to the advancement of hospitality training research and suggests an effective training manual for hotel internships in the context of the educational theory of emotional development.

Keywords: hotel internship, psychological separation, self-identity, internship satisfaction, and hotel career choice

ADDITIVE MANUFACTURING AS A TEACHING TOOL IN ARCHITECTURAL DESIGN EDUCATION

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ABSTRACT

In this era of technological advancements, architectural education needs to integrate new teaching methods that could enhance students' visual perception. Few years earlier 3D visualization on computers was one of the important tools that enhance the users understanding of the spatial and physical environments which is concerned with different interaction aspects. Besides that, teaching methods using 3D modelling depend on the use of computer software to guide students in the spatial perception's construction. Recently, the design representations using those techniques to present the three dimensional models are facing many constraints and limitations. Those methods have no more the ability to guide students to easily understand designs especially if the perceived projects are complex and detailed. This study started with a hypothesis that the use of the additive manufacturing technology in architectural education could benefit the design logic, and improve the deep understanding of spatial perception among students. This study has randomly engaged 30 architecture students to be questioned about a designed project realized for the purpose of study. They were presented to both project designed via computer modeling software and to printed model of the same project. The outcomes indicate that, the use of additive manufacturing in the learning period gave better results concerning the development of students' spatial abilities. This what confirms that adapting this technology in the development of teaching tools will enhance students' spatial perception.

Keywords: Additive Manufacturing

ADMINISTRATIVE FACTORS AFFECTING BRANDING OF PRIVATE SCHOOLS IN UDON THANI PROVINCE

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ABSTRACT

The purpose of this research was to study the administrative factors affecting the branding of private schools in Udon Thani province. This survey research consists of 310 school administrators and teachers' samples, which were obtained by Multi-Stage Random Sampling method; data were collected by using a 5-level estimation scale questionnaire with an alpha coefficient of 0.991. Data, then, were analyzed with Pearson's Product Moment Correlation and Stepwise Multiple Regression.

The results of the research showed that all 5 administrative factors; leadership, organizational structure, information technology, teamwork, and corporate culture, had effects on the branding prediction on of private schools in Udon Thani. Sorted of these 5 factors most affected prediction in descending order were; corporate culture, organizational structure, information technology, leadership, and teamwork respectively. Those 5 administrative factors were also the prediction of branding of private schools in Udon Thani with statistical significance at the level of 0.05, with predictive power of 76.40 percent.

Keywords: Administrative Factors, Branding

INTRODUCTION

One of the major goals in Thailand's education management plan is to ensure the participation of every partner. Change is a constant in the educational administration; therefore being a school director and leading the school is difficult and consequently, most professional end up taking direction from others (Dawruwan Thawinkarn, 2018). Private schools are an alternative option of the education system that also accommodates the need for quality education development. In serious competitive environments, changing organization is a key business decision in order for a private school to survive. Nowadays, private schools need to avoid the pitfalls of traditional education business management in order to create their own identity and make them more attractive to current and potential clients. The decreasing number of clients leads to declining in both the education and business dimension. To flourish in a competitive market, private schools require effective management of school structure. The school administration should facilitate resource management, quality development, changing acceptance and also create the organization's identity to survive in an increasingly competitive market. The school administrators should carefully estimate the branded school competitors. The essential elements in building up the competency for competition include not only quality development, but also the awareness raising among relevant participants. All school staff members should contemplate the particular executions and value the identity qualifications of their school (Goontalee Reunrom, 2013). Recently, Brand has played more of a role in private school administration because it is based on the customer's experience on the properties of the product or service, including the value, symbol, feature and characteristic. These properties create a uniqueness and establish an ownership of the identity. Brand is considered to be an important asset of the school because it is more tangible and visible than learning, teaching or services are. Brand has an important role in a school because it is the primary thing parents and students consider when choosing a school.

Private school administrators usually manipulate the different strategies in education management. Administrative system is crucial in brand development. The researcher aimed to investigate the administrative factors including leadership, organization structure, information technology, team work, and organizational culture that affect branding. It will provide the private schools in Udon Thani more approaches for effective education management, and students will be able to choose the best choice for their education. To develop the quality of education, private schools need to create more options and uniqueness

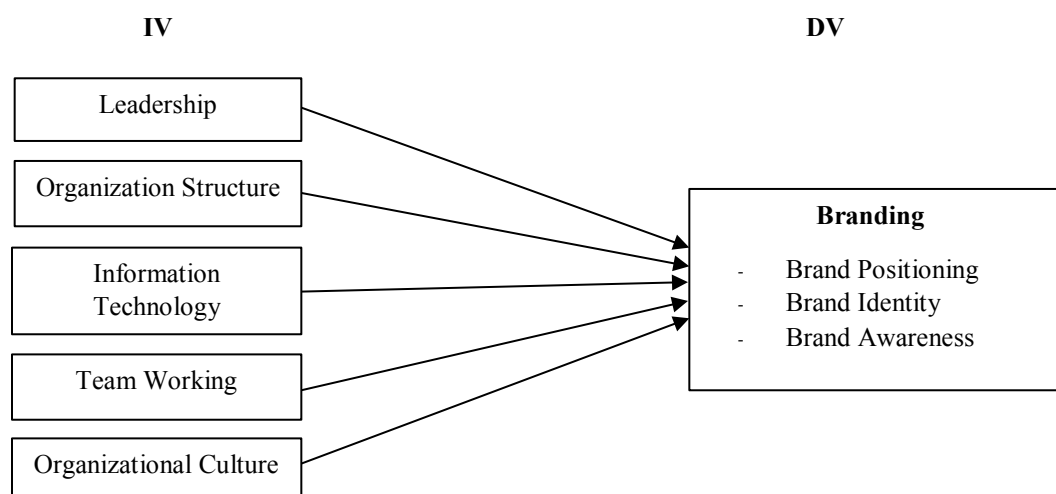
in order to establish an outstanding and trustworthy brand. It is a vital factor for survival marketing strategies in a highly competitive market.

Udon Thani has a wide educational service area with numerous private schools. Therefore, the intense competition in education quality is inevitably for private schools. If the private school branding successfully results in fulfilling the educational quality requirements of the customer, they will have a broader range of choices. The total numbers of private schools in Udon Thani Provincial Education Office are 60 and ranked from pre-kindergarten to high school. The researchers aimed to investigate the administrative factors affecting branding of private schools in Udon Thani province in order to determine the approaches for Udon Thani educational development planning. Furthermore, the findings will be beneficial for the school administrators in creating a school identity that attracts more students.

Objectives

To investigate the administrative factors affecting branding of private schools in Udon Thani province.

Conceptual Framework



METHODOLOGY

This study uses correlational research.

Population and samples: Population of the study was 84 school administrators and 1,437 teachers from 60 private schools in Udon Thani. The samples of the study were 17 school administrators and 293 teachers from private schools in Udon Thani.

Variables

Independent variables: Independent variables were 5 administrative factors; 1) *Leadership*, 2) *Organization Structure*, 3) *Information Technology*, 4) *Team Working*, and 5) *Organizational Culture*.

Dependent variables: Dependent variables were 3 branding elements; 1) Brand Positioning, 2) Brand Identity, and 3) Brand Awareness

Research tools: A 3-sectioned questionnaire was used.

Section 1 A check-list of general information of the informants

Section 2 A 5-Points Scale questions about the levels of administrative factors. The scales were ranked from Highest, High, Medium, Less, and Least. The IOC was 0.60 - 1.00, and reliability was at 0.99.

Section 3 A 5-Points Scale questions about school branding. The scales were ranked from Highest, High, Medium, Less, and Least. The IOC was 0.60 - 1.00, and reliability was at 0.98.

Data Collecting

The researcher sent 310 questionnaires and collected them back from the informants herself, 100% of the questionnaires were returned.

Data Analysis

The data was analyzed with Stepwise Multiple Regression Analysis Program.

RESULTS

The findings indicated the variables that predicted the Administrative Factors Affecting Branding of Private Schools in Udon Thani Province were statistically significant at the level of 0.05. The highest factor was *Organizational Culture*, and the second was *Organization Structure* while the levels of *Information Technology*, *Leadership* and *Team Working* were presented respectively. The results of the analysis showed that the multiple correlation coefficient was .874 ($R = .874$) with the predictive coefficient or predictive power at 76.40 percent ($R^2 = 0.764$). The result of Table 1 (Stepwise Multiple Regression Analysis) ADMINISTRATIVE FACTORS AFFECTING BRANDING OF PRIVATE SCHOOLS IN UDON THANI PROVINCE

| Variabal | b | <i>S.E.</i> _B | β | t | Sig. |
|---|-------|--------------------------|---------|-------|------|
| (Constant) | 0.990 | 0.113 | - | 8.796 | .000 |
| (<i>X</i> ₂) <i>Organization Structure</i> | 0.180 | 0.048 | 0.212 | 3.731 | .000 |
| (<i>X</i> ₅) <i>Organizational Culture</i> | 0.216 | 0.045 | 0.260 | 4.758 | .000 |
| (<i>X</i> ₃) <i>Information Technology</i> | 0.164 | 0.042 | 0.206 | 3.961 | .000 |
| (<i>X</i> ₁) <i>Leadership</i> | 0.130 | 0.046 | 0.157 | 2.803 | .005 |
| (<i>X</i> ₄) <i>Team Working</i> | 0.104 | 0.047 | 0.130 | 2.211 | .028 |

$R = 0.874$, $R^2 = 0.764$, Adjusted $R^2 = 0.761$, $S.E.est = 0.223$, $F = 197.303^{**}$

$^{**} p < .05$

It can be used to create a regression equation from the regression coefficients of the predictors that were in the form of raw scores and standard scores as in the following.

(Unstandardized Score)

$$Y = 0.990 + 0.180*(X_2) + 0.216*(X_5) + 0.164*(X_3) + 0.130*(X_1) + 0.104*(X_4)$$

(Standardized Score)

$$Z = 0.212*(Z_{X_2}) + 0.260*(Z_{X_5}) + 0.206*(Z_{X_3}) + 0.157*(Z_{X_1}) + 0.130*(Z_{X_4})$$

DISCUSSION

The results of Administrative Factors Affecting Branding of Private Schools in Udon Thani Province showed that 5 administrative factors; 1) *Leadership*, 2) *Organization Structure*, 3) *Information Technology*, 4) *Team Working*, and 5) *Organizational Culture* cooperatively predicted branding of private schools in Udon Thani with high predictive power due to the dedicated procedure of administrative factor variables synthesis. The researcher had reviewed the concepts of the theory of research that were closely related and quite comprehensive, resulting in the acquisition of the administrative factor variables in accordance with the context and empirical data. Moreover, the research tools were qualified since they were examined by the experts. Furthermore, the processes of sampling and data collecting were conducted carefully and punctually resulting in the cooperative prediction capacity of the variables on branding of private schools. In addition, the schools content allowed 5 administrative factors; 1) *Leadership*, 2) *Organization Structure*, 3) *Information Technology*, 4) *Teamwork*, and 5) *Organizational Culture* to contribute to school branding.

When considering each aspect, it was found that the *Organizational Culture* factor had the highest predictive power of branding. It was because the administrators and teachers had beliefs and values in working to achieve common goals. Those beliefs and values could be seen as good deeds, morality and common interest promotion in schools. In addition, the executives created a working atmosphere that was conducive to enhancing work efficiency. It is followed by *Organizational Structure* factors. The administrators performed very good management which resulted in school efficiency. They designed a flexible school administration structure which was suitable for current and future changes. Furthermore, the administrators appropriately allocated the authority and responsibility according to individual's ability. The third was the *Information Technology* factor. The school employed systematic information management, it was sufficient and in perfect condition. The technology was used in communication to support teachers' work and in public relations with involved personnel. The

administrators were also knowledgeable and skillful and were able to give advice to their personnel. The fourth was the *Leadership* factor. The administrators clearly demonstrated leadership, credibility, academic potential to teachers and the general public. Moreover, their visions in education management were consistent with the current changes, and they could motivate teachers in schools to perform their full potential. The last was the *Teamwork* factor. The schools had regular internal supervision. The objectives and goals of school performance were determined by all parties. In addition, the administrators themselves were fair to all parties and trusted by everyone in the school. All administrative factors were at a high level. These five factors had predictive power cooperatively. The findings are consistent with Anuphong Infasang's article (2016) on *Organizational Culture: Factors for Success* which concluded that corporate culture was an important strategy in creating business advantages that affected the success or failure of an organization. Creating and developing organizational culture is an essential tool that links the relationship between members and organizations in order to achieve the success of the organization's sustainability. It is also correlated with the research of Chatwimol Khemphan, and Samrathit Nithay (2017) on *Organizational Culture That Affects The Effectiveness of Secondary School Administration Under The Office of Secondary Educational Service Area 42, Nakhon Sawan Province* which concluded that the organizational culture that affected school administration effectiveness was *Entrepreneurial Culture* and *Kinship Organizational Culture* respectively.

Acknowledgement

This work was supported by the Graduate School Khon Kaen University.

SUGGESTIONS

1. Suggestions for research implementation

1.1 Private school administrators in Udon Thani province can use the results of this study to improve the private schools. The results of the research showed that Organizational Culture is the administrative factor that has the highest predictive power for private school branding. Therefore, administrators should focus on building up beliefs and values in order to achieve common goals which will create the commitment of the school team to effectively work towards the goal. The effective management can be observed by the stakeholders. When it leads to trust and acceptance among those, an outstanding brand of private schools is created.

1.2 Private school administrators in Udon Thani should develop and pay more attention to factors all 5 administrative factors; 1) *Leadership*, 2) *Organization Structure*, 3) *Information Technology*, 4) *Team Working*, and 5) *Organizational Culture* because they highly associate with branding and resulting in the private school branding in Udon Thani which will lead to efficiency and effectiveness that lead to popularity and trust in school

2. Suggestions for further study

Operational research or developmental research should be conducted in order to implement the results of this study practically. The administrative factors in *Organizational Culture* has the highest effect on the school branding. Therefore, *Organizational Culture* should be practically examined in order to create a private school's brand.

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AFYONKARAHISAR SAĞLIK BİLİMLERİ ÜNİVERSİTESİ ÖĞRENCİLERİNDE PSIKOLOJİK İYİ OLUŞ DÜZEYİ İLE SANAL ORTAMDA YALNIZLIK DÜZEYİ ARASINDAKİ İLİŞKİ

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ÖZET

Amaç: Çalışmanın amacı, üniversite öğrencilerinin psikolojik iyi oluş ve Sanal Ortam Yalnızlığı düzeylerini belirlemek ve aralarındaki ilişkiyi ortaya çıkarmak, ayrıca öğrencilerin kişilik özelliklerine göre varsa farklılıkları araştırmaktır.

Gereç ve Yöntem: Araştırmanın çalışma grubunu, Afyonkarahisar Sağlık Bilimleri Üniversitesi 2018-2019 eğitim-öğretim döneminde öğrenim gören çalışmaya gönüllü olarak katılmayı kabul eden öğrenciler oluşturdu. Öğrencilerin psikolojik iyi oluş düzeylerini belirlemek için Çok Boyutlu Psikolojik İyi Oluş (ÇBPİO) ölçeği ile öğrencilerin Sanal Ortam Yalnızlığı düzeylerini ölçmek amacıyla Sanal Ortam Yalnızlığı (SOY) ölçeği kullanıldı. Veriler yüz yüze görüşme yöntemiyle elde edildi. Verilerin normallik kontrolünde Shapiro-Wilks testi, grupların karşılaştırılmasında Mann-whitney U, Kruskal Wallis H testleri ve değişkenler arası ilişkinin incelenmesinde ise Spearman Rank korelasyon katsayısı kullanıldı. İstatistiksel anlamlılık için $p < 0.05$ değeri kabul edildi. Verilerin değerlendirilmesinde SPSS 20.0 paket programı kullanıldı.

Bulgular: Araştırma sonucunda; çalışma grubunu oluşturan ve yaşları 18 ile 35 arasında değişen (20.39 ± 1.92) toplam 544 öğrencinin 205'i (%37.7) erkek 339'u (% 62.3) ise kadındır. Kadınlar yaşam amacı, kişisel gelişim ve insanlarla ilişki bakımından erkeklere göre hayata olumlu bakarken, erkeklerin, kadınlara göre daha fazla sanal paylaşımda bulundukları görüldü. Tıp Fakültesi öğrencilerin yaşamında karşılaştığı zorlukları yönetebilme becerisi bakımından diğer fakültelere göre daha düşük ÇBPİO düzeyine sahip olduğu görülmüştür. Alt boyutlar bakımından değerlendirildiğinde ise Tıp öğrencilerin diğer fakülte öğrencilerine göre olumlu ilişkiler, çevresel hakimiyet ve kişisel gelişim bakımından daha düşük olduğu fakat özerklik bakımından ise daha yüksek değerlere sahip olduğu belirlendi. Dış Hekimliği Fakülte'sinde eğitim gören öğrencilerin diğer fakülte öğrencilerine göre daha az sanal paylaşım yaptıkları bulundu. Hayatın anlamı olduğunu düşünen öğrencilerin psikolojik iyi oluş düzeyleri daha yüksek seviyede iken hayatın kendileri için bir anlamı olmadığını düşünen öğrencilerin sanal paylaşımları diğerlerine göre anlamlı derecede daha yüksek olduğu belirlendi ($p < 0.05$). Yalnız olduğu için sanal ortama giren öğrencilerin ÇBPİO düzeylerinin anlamlı derecede düşük olduğu tespit edildi ($p < 0.05$). Benzer şekilde gerçek hayatta yalnız olduğunu düşünen öğrencilerin ÇBPİO puanları düşükken SOY puanları daha yüksek olduğu görüldü. Psikolojik iyi oluş düzeyi ile sanal ortamda yalnızlık düzeyi arasında negatif yönde anlamlı bir ilişki olduğu gözlemlendi ($p < 0.05$).

Sonuç: Yaşam amacı olan, kendi standartlarını geliştiren, kendi potansiyelinin farkında olan, çevreye uyum sağlayan, insanlarla olumlu ilişkiler kurarak mutlu olan ve pozitif düşünen öğrencilerin psikolojik iyi oluş düzeyleri daha yüksektir.

Teşekkür: Konunun belirlenmesi ve verilerin toplanması sürecinde katkı sağlayan Tıp Fakültesi öğrencilerimiz Kaan Osman Salar, Nazife Korkmaz, Talha Kuyucuoğlu, Yusuf Karaçınar, Saadet Şimşek, Tuğba Akoğlu ve Rümeyza Atala'ya teşekkür ederim.

Teşekkür: Verilerin toplanması sürecinde katkı sağlayan Tıp Fakültesi öğrencilerimiz Kaan Osman Salar, Nazife Korkmaz, Talha Kuyucuoğlu, Yusuf Karaçınar, Saadet Şimşek, Tuğba Akoğlu ve Rümeyza Atala'ya teşekkür ederim

Anahtar Kelimeler: iyi oluş düzeyi, sanal ortamlar, yalnızlık düzeyi.

ALT KÜLTÜR MÜZİĞİ OLARAK RAP ŞARKI SÖZLERİ ÜZERİNE BİR İNCELEME

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ÖZET

Altkültür, toplum içerisindeki amaçları, beklentileri, duyguları, düşünceleri, farklı olan bu nedenle de başkalarından ayrı davranan; eylem yapan, bir grup insanın veya toplum kesiminin benimsemiş olduğu kültür tipidir. Toplumsal yaşama farklı bir bakış açısı ile yaklaşan gençlik altkültürleri ise kendilerine has tarzları ile sıradışı bir yaşam biçimi sergilemektedir. Dick Hebdige'nin 1979 yılında yayımlanmış olduğu "Altkültür: Tarzın anlamı" çalışması, gençlik alt kültürlerinin nasıl ortaya çıktığını ve kurallarını kendi koydukları yaşamı nasıl sürdürdüklerini anlatmaktadır. Tıpkı bu çalışmada anlatıldığı gibi, günümüzde de gençler çeşitli altkültürler oluşturmakta ya da dahil olmaktadır. Bu altkültürlerde, kendilerine ait bir tarzla giyinmekte, konuşmakta, sanatsal üretim yapmakta ve içinde bulundukları toplumun kurallarını yıkan bir isyanı da dışavurmaktadır. Gençlerin yoğun biçimde temsilcisi olmayı tercih ettikleri altkültür çeşitlerinden biri de Hip-hop kültürünün bir dalı olan Rap müziktir. Rap müzik, 1970'lerin sonlarında Amerika Birleşik Devletleri'nde ortaya çıkmıştır. İlerleyen yıllarda dünyanın dört bir yanına yayılmış olan bu müzik türü, Türkiye'de 90'lı yılların ortalarında ilk kez duyulmaya başlamıştır. Ancak Türkiye'deki ilk örnekler, Almanya'ya göç eden Türk işçi ailelerin çocuklarının kaydetmiş olduğu şarkılar olmuştur. Daha sonraki yıllarda Türkiye'de de temsilciler edinen rap müzik, ülkenin birçok şehrinde gençlerin üretmeyi tercih ettiği bir tür olmuştur. Özellikle, iletişim teknolojilerinin gelişmesiyle birlikte temsilcilerin sayısındaki artış, bu altkültürü incelenmeye değerli kılmıştır. Bu araştırma, rap müzik alt kültürünün günümüzdeki temsilinin üreticileri tarafından yazılmış şarkı sözlerinin incelenmesinden meydana gelmektedir. Bu araştırmanın amacı bir alt kültür müziği olan rap'in sözlerinin incelenmesi yoluyla, alt kültürün ortaya çıktığı dönemden, gelişimi ve günümüz sürecine kadar olan durumunu incelemektir. Bu amaçla, Eskişehir'de en az on yıldır rap müziğin temsilcisi olmuş kişilerin en çok dinlenen üç şarkısı (toplamda dokuz şarkı) içerik analizi yoluyla incelenmiştir. Elde edilen bulgulara göre temsilcilerin hangi konularda şarkılar yazdığı, bahsetme biçimleri, altkültür müziğinin nasıl temsil edildiği ortaya konulmuştur. Temsilciler rap müziğin ortaya çıktığı dönemlerle ilişki kurulabilecek yakınlıkta alt kültürün temsilini sağlamakta; ayrıca içinde bulundukları egemen kültüre de eleştirel bir yaklaşım sergilemektedir.

Anahtar kelimeler: Alt kültür

AN APPLICATION ON REDUCING STUDENTS' MATHEMATICAL ANXIETY LEVELS¹

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¹This study is one part of the graduate dissertation called “An Application in Real Classroom and School Environment for Reducing the Mathematics Anxiety Levels of Middle School Students”

ABSTRACT

The main aim of this study is to put forward an application for increasing mathematics achievement in real classroom and school environment in order to reduce the level of math anxiety of students who have math anxiety. In this process, we investigate how increasing the mathematics achievement of the student affects the level of math anxiety. Therefore, we expect that the cycle, which is among math anxiety, the failure and the feeling of inadequacy, would be broken by increasing the student's mathematics achievement.

We conducted the study in a middle school with low socio-economic and academic achievement in a medium-sized province in terms of population of Eastern Anatolia Region. In the 2018-2019 academic year. The study group consisted of all of the sixth-grade students and two students selected among them for purpose of study in this school. In this study, the action research model was used. The implementation of the study took seven weeks. During the application, the deficiencies related to the mathematics course of two student-selected before were first detected, then they were given additional face-to-face training and homework to eliminate them. In addition, students have been given support or guidance on the subjects they need.

This study is related to a dissertation study and quantitative and qualitative data were collected in it. However, we shared only the result of quantitative data results in this paper. Quantitative data were obtained from Mathematical Anxiety Scale (MSI), the scores related to courses such as mathematics and social studies, science on e-school and the scores of the general trial exams in the school. Before and after the study, all students were administered MSI and anxiety scores were calculated for each student. Again, all students' scores of mathematics, science, social studies, and the general trial exams were recorded. All scores were converted to standard z-scores to see the class average ($z = 0$), and these scores give us to compare with two students' the achievement before and after the application and with the average grade achievement levels.

We found out that the two students' mathematics achievement, which was below the class average at the beginning, increased and was slightly above the class average at the end of the research. In parallel with these result, we saw also that the success of these students in Science and Social Studies (in a student) courses and general trial exams raised up. We revealed that both the anxiety score and the anxiety level for one of these two students decreased, while the other student's anxiety score increased but the level of anxiety did not change. These results show that math anxiety could be reduced by increasing the students' mathematics achievement and thus the cyclical structure between the sense of insufficiency and failure and math anxiety could be broken.

INTRODUCTION

Today, an understanding of an individual, who has multi-faceted thinking skills, effective problem-solving skills, is creative and capable of self-producing knowledge, stands out, not individuals who receive and consume information readily. At this point, mathematics is one of the most significant and vital sciences. Mathematics enables individuals to acquire a lot of knowledge and skills such as problem-solving, reasoning and proof, reflective and creative thinking, generalization and analytical thinking (Usta et al., 2018). Communities and states that want to keep up with the age, try to adapt and have power in the field of science and technology, ought to educate their citizens in this direction. There are several factors, including environmental, parental and personal, that influence the individuals' learning mathematics. One of these is general anxiety and math anxiety in particular. The general anxiety, which directly affects the student achievements, can be described as a sense of tension arises as a result of students' thinking of something bad will happen and not knowing the reason (TDK, 2018).

The math anxiety, that is a specific case of general anxiety arise in definite conditions (Brady and Bowd, 2005), has become one of the most significant subjects in mathematics tried to be described in mathematics education and researches have been conducted on (Aydın, Keskin, 2017; Arslan, Güler and Gürbüz, 2017; Bekdemir, 2010; Saygı, 1989; Szucs, 2017; Dede and Dursun, 2008;). Some of the math anxiety descriptions are: “feelings of anxiety and tension that prevent solving mathematical problems and using the numbers in daily and academic life (Richardson and Suinn 1972)”, “irrational feeling of fear that makes students stay still when they think of math, drop their performance, thus prevent them from learning (Miller and Mitchell, 1994)”, and “math anxiety is irrational panic, anxiety, shame, avoidance, failure and feeling of fear that prevents emerges during dealing

with mathematics or in the cases in which mathematics is needed to be applied, whose symptoms appear physically, prevents mathematical solution, learning and achievement, doing mathematics in short (Bekdemir, 2009)". As it has been put forth in the national and international researches on anxiety, some of the students from primary school to end of university have high math anxiety (Aydın and Keskin, 2017; Bekdemir, 2010; Passolunghi et al., 2016; Richardson and Suinn, 1972; Szucs, 2017). In addition, there are researches referring that these students fail both during their education and that this situation has negative effects such as not choosing mathematics-related fields when determining their future careers (Malanchini et al., 2017). There are even studies showing that high math anxiety causes students to think that they are not smart enough to learn mathematics (Yenilmez and Özbey, 2006). In short, students with high levels of anxiety experienced various academic failures, such as low academic achievement, early dropout, and failure in higher education. The academic failures experienced by the student cause further increase in the math anxiety level of the student. In this high anxiety, a feeling of inadequacy about the mathematics course or subject leads to failure or internalization of the failure again. Thus, a sense of inadequacy, failure and math anxiety become a cyclical structure. That is, while sometimes the sense of inadequacy causes math anxiety (Ma, 1999; Trujillo and Hadfield, 1999;), and math anxiety causes failure, some sometimes the math anxiety causes the sense of inadequacy and the sense of inadequacy causes failure. Also, failure contributes to high anxiety, this high anxiety to failure, or internalization of failure (Bekdemir, 2009). The cycle between the sense of inadequacy, failure and math anxiety can only be broken by positively developing at least one or more of these three.

Considering this, this present study was conducted. The main aim of this study is to put forward an application in a real classroom and school environment in order to reduce the level of math anxiety of students who have math anxiety. It was aimed to break the cycle between math anxiety, sense of inadequacy and failure by increasing the math achievement. Thus, the level of math anxiety that caused inadequacy and failure was tried to be reduced. For this purpose, it is aimed to increase students' mathematics achievement mainly related to a cognitive field in practice. It was investigated whether math anxiety level would decrease by increasing the mathematics achievement of the student. According to this purpose, the following research questions were asked:

1. Did the mathematics achievement increase application affect students' mathematics achievement?
2. Did the mathematics achievement increase application affect students' Science and Social Studies course and exam achievements?
3. Did the mathematics achievement increase application affect students' anxiety levels?
- 4.

RESEARCH MODEL

The action research method was applied in this research. Action research consists of the activities that the supervisor and a researcher participate in the application process together to understand and solving the problems emerged during application. Action research, having a flexible approach, allows the researcher to be close to the data, know the process closely and live it. Action research is process-oriented, allowing a process to be studied for a long time in its environment and collecting data on the problem being focused on. In this way, developments, changes and interactions with individuals in the environment can be understood in detail and in-depth (Yıldırım and Şimşek, 2013). Considering this fact, in this research, some activities were carried out to reduce anxiety levels of two sixth grade students with math anxiety for an eight-week period, and the manner and effect of these activities were tried to be examined. As the research supervisor was also the teacher of the participating students and the process was tried to be put forth, action research was chosen as the model of the research. In addition, both the qualitative and quantitative data were collected in this research, but as this study is a part of the dissertation called "An Application in Real Classroom and School Environment for Reducing the Mathematics Anxiety Levels of Middle School Students", only the quantitative data and results will be presented here.

STUDY GROUP

This study was conducted in a middle school with low socio-economic and academic achievement in a medium-sized province in terms of population of Eastern Anatolia Region. In this school where the study was conducted, there were two class branches as 6/A and 6/B and totally 18 students, 13 of whom were female, 5 were male, students in these classes. The two students who were selected for the research were students who received the highest score from the anxiety scale applied to all students, that is with the highest anxiety level. While one of these students was in the "Normal Anxiety Group" the other was in the "High Anxiety Group". The reason for choosing this school was that the researcher was working in this school. Choosing the sixth-grade level as the research-grade was based on two reasons. First, in the researches conducted in our country on anxiety, it was found that the seventh grade is the grade level that increases the anxiety level of students (Bekdemir, 2010). However, these studies were mostly related to the period at which the 5+3 education system was applied. As the 4+4 system is being applied now, considering that the seventh grade is thought to be transformed into sixth grade, this class level was chosen. The second reason was that the abstract concepts such as the variable x, y were

first taught among the functions of sixth grade. The two students, who were selected as they had the highest anxiety scores at the mathematical anxiety scale, were the female students in different classes.

DATA COLLECTION TOOLS

As the data collection tool in this study, the Mathematical Anxiety Scale (MSI), the students' achievement scores (exam scores and general trial exam scores) were applied. MSI consists of 45 items in 4 point-Likert type. The lowest score that can be taken from this scale is 45 and the highest score is 180. A low score indicates a low level of anxiety and a high level indicates a high level of anxiety. While the Cronbach alpha internal consistency of MSI is 0.91, this was calculated for this study as 0.91. Also, according to the scores from this scale, the math anxiety was classified as 45-68 low, 69-108 normal, 109-128 anxious, 129-180 highly anxious (Erktin, Dönmez and Özel, 2006). The aim of this scale is to determine the anxious students by measuring the math anxiety levels of sixth-grade students.

The course achievement scores of all the 6th-grade students in the 2018-2019 educational year were taken from the e-school system just before starting to the study and after finishing the study. In addition, The general trial exam scores applied to the schools before and after the study were obtained from the school administration.

APPLICATION AND DATA COLLECTION

The research was carried out in the fall term of the 2018-2019 education year. The MSI was applied to all the 6th classes including totally 18 students just after the first mathematical exam and the anxiety scores for each student were calculated. It was noticed that the two female students in different classes had taken the highest scores when the math anxiety scores of all the students in the 6th grade were taken into consideration in the study. An agreement to participate in the study was obtained from these two female students and the study was conducted with these two students. All the activities with these two students were carried out outside the classroom. These two students continued their lessons with other students in the classroom. Semi-structured protocols were held with these two students about mathematics and math anxiety before starting the application. Also before the application, a study plan was prepared with these students by the researcher. Appropriate to the plan the application continued for totally seven weeks and finished at the end of the seventh week. In the eighth week of the application, the second exam of mathematics was performed. A day after this exam, the MSI has applied to all the sixth-grade students again and their anxiety scores were calculated once more. After this application, the semi-structured protocols were carried out with the two students, who were studied with, about mathematics and math anxiety. The first and second written exam scores of these two students from the Mathematics, Science and Social studies courses were taken from the e-school system. In addition, the general trial exam scores, which were held for twice before the application and twice after the application, were taken from the school administration.

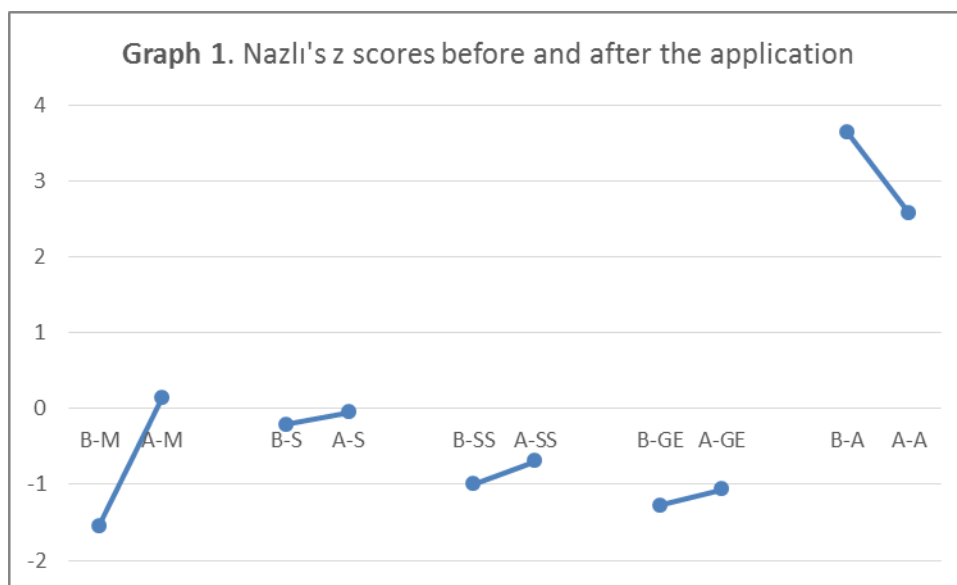
In the first week of the study which consisted of eight weeks, the basic mathematics knowledge of the students such as the knowledge and skills of four operations in natural numbers were checked with the help of a test. It was noticed that Nazlı, who was one of these students, had some difficulties with the division operation with neutral numbers. In the first week, Nazlı was instructed on the division operation through worksheets face-to-face. Since no deficiency was detected in relation to the basic mathematical knowledge of the other student, the application was initiated directly. The operation of the division was tried to be taught by giving assignments with worksheets. A mathematics test book was prepared for these two students according to their sixth-grade mathematics course gains. Starting from the first gains of this test book, the gains related to the subjects were tried to be gained to the students respectively to the end of the first semester. For this purpose, in addition to the course, students were given daily assignments from the test book, after checking homework by the researcher during the day, questions, that students cannot do or understand at home or during their free time, were checked together with the students and the next day's assignment was given by the researcher. The study of finding solutions to the problems faced by these students, checking the assignments and giving new assignments was carried out with two students four days a week, but separately during the break and lunch breaks. In addition, on Thursdays, face to face instruction was provided to the students for one hour during the lesson according to their needs. In this process, in addition to the textbooks and test books, the worksheets prepared by the researcher for some gains were also used.

ANALYSIS OF THE DATA

The anxiety scores of each student as the pre-test and post-test scores were calculated according to their scores from the MSI. Likewise, before and after the application, the mathematics, science, social studies and general trial achievement scores of all the students were taken. As the Turkish teacher of the students changed during the application, their scores from Turkish lesson was not included in the evaluation. With the pre-test and post-test scores of MSI, all the course and general trial exam scores were converted into the z-score. In this standard z-score, as it is known that the class average is 0, the standard deviation is 1, with the help of this score, it is possible to compare the start and end scores of the two participants within themselves and

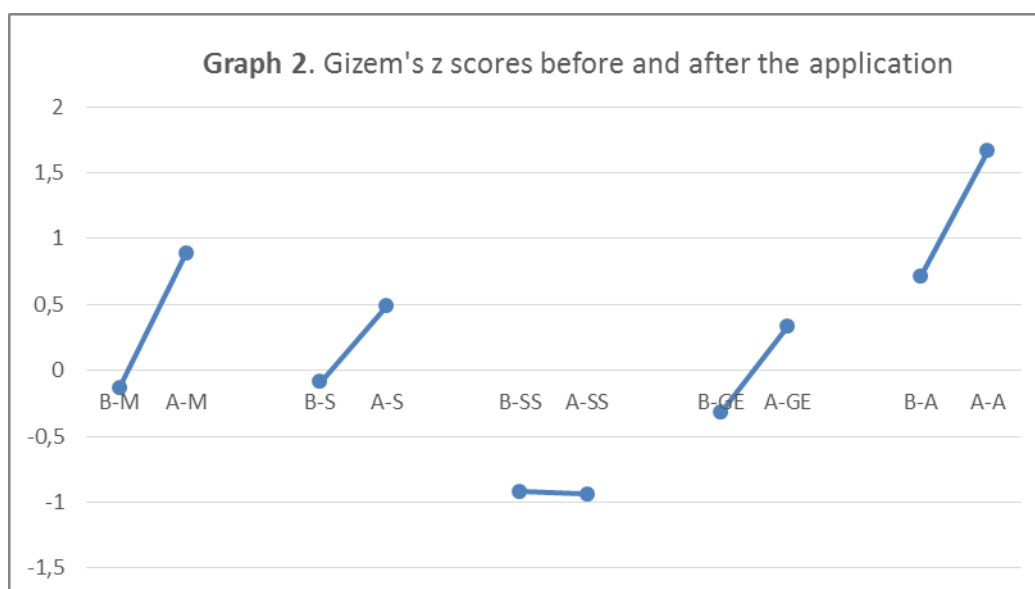
FINDINGS

The change in the course achievement as a result of eight weeks of application to increase the mathematics achievement of the first student to carry out the aim of this study which was “to investigate whether the mathematics achievement of the student decrease the math anxiety or not” is shown in Graph 1.



According to Graph 1, the achievement of the first student in all the courses, specifically the mathematics achievement, increased as at the end of the eight-week- application. Although this student's course achievement at the end of the application increased, their achievement levels are still below the class average, except mathematics. However, although the level of achievement in mathematics was well below the average class level, it became slightly above the class average at the end of the application. While the anxiety level was well above the average class level before the application, although the level of anxiety decreased at the end of the application, it was still above the average class level. However, according to the MSI score before the application, while the student was in the high anxiety level (137), at the end of the application, she was in the normal anxiety level (106).

The change in the course achievement as a result of eight weeks of application to increase the mathematics achievement of the second student is shown in Graph 2.



According to the Graph 2, the achievement of the first student in all the courses except the achievement in the social studies course, specifically, the mathematics achievement, increased as at the end of the eight-week-application. While the course achievement of this student was lower than the class score average, it was above the class score average at the end of the application. Anxiety score of this student increased after the application. However, although the anxiety score increased after the application, her anxiety level was similar. Because, according to the MSI score before the application, while she was in the normal anxiety level (81), she was in the normal anxiety level (92) after the application.

RESULT AND DISCUSSION

According to this study, whose aim was “to investigate whether the mathematics achievement of the student decrease the math anxiety or not” both students achievement levels in the courses, specifically in mathematics, increased during the application process.

For the first sub-problem, it was observed that both of the participants’ mathematical achievements, which was below the class level, increased at the end of the seven-week application, the achievements of both slightly exceeded the class average. This increase is reasonable for it is as short as seven weeks. This result is in line with the results of the other studies which show that if the student is given additional study time and opportunity, his/her success increases (Bulut et al., 1999, Gür and Seyhan, 2016; Kapıkıran and Kıran, 1999; Köroğlu and Yeşildere, 2004; Savaş et al., 2010).

It is observed for the second sub-problem at the end of the application that the increase in mathematics achievement caused an increase in Science and Social studies (in one of them) causes and general trial exam scores of both of the students. Although the increase in course achievement of one of the students was still below the class average, other student’s achievement increase exceeded the class average. This was an expected result. Because Science lesson and trial exams are directly related to mathematics. In addition, this result coincides with the results of other studies (Arslan and Babadoğan 2005; Bütüner and Uzun, 2011; Ünal, Coştu and Karataş 2004; Güleç and Alkış, 2003), which refer that the increase in the increase of the mathematics course is in line with the results that affect the achievements of the other courses.

For the third sub-problem, while the achievements in mathematics for both students increased, one student’s mathematical anxiety level decreased, one’s anxiety level increased but her level did not change. While the increase in achievement in one course takes a shorter time, changes in beliefs and attitudes, such as anxiety takes a longer time. Therefore, this is a normal result. In addition, this result; that is, students’ mathematics achievement increases while anxiety level decreases, coincides with several study results conducted related to the mathematical anxiety (Bozkurt and Bircan, 2015; Kaçar and Sarıçam, Namkung, Peng and Lin 2019; Passolunghi et al., 2016; Şad et al., 2016; Szucs, 2017).

These results indicate that mathematics anxiety can be reduced by increasing mathematics achievement and feeling of inadequacy and failure. In addition, the increase in mathematics achievement also contributes to the achievement of direct or indirect related courses such as Science and Social Studies. This study has shown that showed that in the short term, negative beliefs and attitudes such as anxiety and inadequacy can be changed by increasing the success of mathematics courses in the long run; thus, the cycle between failure, inadequacy and anxiety can be broken.

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AN EXAMPLE OF THE IMPORTANCE OF A CULTURAL ELEMENT WHICH IS JUST LIVING IN HISTORY TEACHING

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ABSTRACT

In this article, the establishment and functioning of the Yam Organization are discussed. And also this study about the effects of the Yam Organization on the development of the Mongolian Empire. Mongols, who united culturally developed Eurasian countries under a single roof and thus extended their dominance, felt the need to pay attention to the postal organization upon the widening of the borders and the extension of the distances between the centre and the states. This is mainly due to the fact that any empire, which has achieved to unite a wide geography under a single roof, has to find a systematic organisation to address all areas in order to be able to hold this geography permanently under its control.

Keywords:History teaching, Yam Organization, Mongolian Empire

AN INVESTIGATION OF MIDDLE SCHOOL STUDENTS' SCIENTIFIC ATTITUDES IN TERMS OF DIFFERENT VARIABLES

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ABSTRACT

The aim of this study is to investigate middle school students' scientific attitudes in terms of different variables. The sample of the study is composed of middle school students studying in different schools in Düzce. "Scientific Attitude Scale" was used as a data collection tool. There are 40 items in the scale. These substances are structured to explain how the students feel about the nature of science, the way scientists work, and science. The results of the study were determined to compare the students' scientific attitudes in terms of gender, type of school, educational status of parents and the professions of mother and father. According to the results of the study, it was determined that there was no significant difference in the scientific attitudes of the students in terms of gender factor. Scientific attitude scores were compared in terms of other variables.

Keywords: Scientific Attitude, Middle School, Different Variables.

INTRODUCTION

According to Demirel (2005); it is defined as the "learned tendency that drives the individual to behave in the face of certain people, objects and situations". According to TDK, it means "the way, attitude". Inceoglu (2010) defines the attitude as "the individual's reaction tendency to any phenomenon or object around him". The concept of attitude, which affects our perspective on a human being, has an important place in our lives. Our attitudes, which directly or indirectly affect our behavior, are even more important when they are related to science, which is an occupation of the human being who aims to understand the world.

According to Jayasree and Rao (1999); researcher thoughts and behaviors that make it easier to solve problems, to produce information, and to apply research technical competencies to practice. These attitudes and behaviors are indispensable not only for research or learning, but also for democratic life. Scientific attitude is the tendency to seek the right, to think logically and to act reasonably (Rani and Rao, 2000). Stating that scientific knowledge and scientific attitude are two separate things, Vucinich (1970) defined scientific knowledge as the reservoir of facts and theories, and scientific attitude as a state of life philosophy and reason. Scientific attitude is the most important result of science education. Scientific attitude is the complex behavioral aspect of science. To develop scientific attitudes, teachers need to remember that without a questioning mind and spirit of inquiry, students will not lead the development of scientific attitudes.

Students should make observations and practices in science, thus gaining opportunities to feel and develop the components of scientific attitude in their minds (Rao, 2003). It is possible to group the scientific attitude as follows:

- Willingness to understand and know,
- Request to question everything,
- Collecting data and researching its meaning,
- The desire to prove its accuracy,
- Respect logic,
- Consideration of the predecessors,
- Considering the results "(Demirbaş and Yağbasan, 2006)

Science education should be appropriate and functional today. Science knowledge, competencies and skills should help the development of a strong scientific and technological workforce and develop the scientific attitudes of all citizens for meaningful life in the modern world (Rani and Rao, 2000). In order to realize the vision of the science and technology curriculum, students should be provided with scientific attitudes and values as well as gaining knowledge, understanding and skills in order to become a science and technology literate. (MOE, 2005). Individuals with these attitudes and values have specific characteristics of their own.

Attitude is defined as an established way of thinking or feeling about someone or something, often reflected in a person's behavior. On the other hand, the scientific attitude can be defined as the way an individual interprets the events, the curiosity of knowing and knowing how and why the events or phenomena occur. Scientific attitude is controlled by factors such as the intellectual structure of the individual, honest, open-mindedness and creativity. Having a scientific attitude means accepting the validated state of the new facts with the desire to reject the old theories. What is an important element of the scientific attitude, truth is to bring. These facts are based on the principle of neutrality, with skepticism and humility, contrary to one's self-confidence and prejudices. In other words, individuals with this attitude approach the events objectively and reach the questions in their minds in the process of critical thinking.

The basic characteristics of individuals with scientific attitudes are as follows (Pitafi and Farooq, 2012):

1. Objectivity: They approach objectively (events) in a powerful way.
2. Curiosity: These individuals have a strong desire to know or learn something.
3. Open-mindedness: These individuals are open to new ideas.
4. Persistence: They insist on achieving their goals despite difficulties or obstacles.
5. Knowledge: Such individuals tend to have more information about the subject.
6. Creativity: These individuals are successful in the use of their imagination, in producing original ideas or in the production of an artistic work.
7. Flexibility: Individuals of this nature are open and inclined to all kinds of thoughts and opinions.
8. Risk-taking: They are capable of taking damage or potential risks in the hope of winning important things.
9. Intellectual honesty: They tend to be honest in getting different ideas, analyzing and transmitting.
10. Humility: They know that they are important, but they are modest about it.

All these qualities help a person to ask the right questions, make efficient observations, access information accurately and clearly, and achieve fluid, lasting productive solutions. It consists of six dimensions: scientific attitude, rationality, open-mindedness, curiosity, avoidance of superstition, impartiality of intellectual beliefs and skeptical judgment. (Raj and Malliga, 2015).

Scientific attitude can be regarded as a complex of values and norms that are thought to be binding on scientists (Pitafi and Farooq, 2012; Spronken-Smith and Kingham, 2009). Scientific attitude has three basic components; they are beliefs, feelings and actions (Mukhopadhyay, 2014). Scientific attitudes have various qualities such as objectivity, open-mindedness, objectivity, curiosity, decision-making, critical opinion and rationality (Lacap, 2015).

THE STUDY

The sample of the study consists of secondary school students studying in different schools in Düzce. "Scientific Attitude Scale" was used as data collection tool in the research. There were 40 items in the scale. These items are structured to explain the nature of science, how scientists work, and how students feel about science. The results of the study were determined to compare the students' scientific attitudes in terms of different variables such as gender, type of school, educational status of the parents and occupations of the parents.

In the study, the Scientific Attitude Scale (SAS) developed by Moore and Foy (1997) and adapted to Turkish by Demirbaş and Yağbasan (2006) was used. The original scale was in English and consisted of 6 different subscales and consisted of 40 items. As a result of the Turkish adaptation Demirbaş and Yağbasan (2006) decided that the scale should be single factor.

FINDINGS

According to the results of the research, there was no significant difference in the scientific attitudes of the students in terms of gender factor. Scientific attitude scores were also compared in terms of other variables.

Table 1. Results of t-test of Scientific Attitude Scale According to Their Gender

| Gender | N | X | sd | t | p |
|--------|----|---------|----|------|------|
| Female | 34 | 102,235 | 78 | ,113 | ,910 |
| Male | 46 | 101,957 | | | |

When Table 1 was examined, it was found that the scientific attitude scores of the students were not significantly different in terms of gender ($t = ,113$, $p > 0.05$).

Table 2. The Anova Results of Scientific Attitudes of Students Participating in the Research According to Mother Education

| | Sum of Squares | df | Mean Squares | F | p |
|----------------|----------------|----|--------------|------|------|
| Between Groups | 110,011 | 2 | 55,005 | ,463 | ,631 |
| Within Groups | 9139,539 | 77 | 118,695 | | |
| Total | 9249,550 | 79 | | | |

When the results of the analysis in Table 2 are examined, it is seen that the scientific attitude scores of the students do not show a significant difference according to the education level of the mother ($p > .05$). This situation can be interpreted as no difference in terms of scientific attitude scores of students according to mother education level.

Table 3. The Anova Results of Scientific Attitudes of Students Participating in the Research According to Father Education

| | Sum of Squares | df | Mean Squares | F | p |
|-----------------------|----------------|----|--------------|-------|------|
| Between Groups | 358,777 | 2 | 179,388 | 1,554 | ,218 |
| Within Groups | 8890,773 | 77 | 115,465 | | |
| Total | 9249,550 | 79 | | | |

When the results of the analysis in Table 3 are examined, it is seen that the scientific attitude scores of the students do not show a significant difference according to the education level of the father ($p > .05$). This situation can be interpreted as no difference in terms of scientific attitude scores of students according to father education level.

Table 4. The Anova Results of Scientific Attitudes of Students Participating in the Research According to Mother Profession

| | Sum of Squares | df | Mean Squares | F | p |
|-----------------------|----------------|----|--------------|-------|------|
| Between Groups | 362,778 | 2 | 181,389 | 1,572 | ,214 |
| Within Groups | 8886,772 | 77 | 115,413 | | |
| Total | 9249,550 | 79 | | | |

When the results of the analysis in Table 4 are examined, it is seen that the scientific attitude scores of the students do not show a significant difference compared to the mother occupation groups ($p > .05$). This situation can be interpreted as not making a difference in terms of scientific attitude scores of students according to mother occupation groups.

Table 5. The Anova Results of Scientific Attitudes of Students Participating in the Research According to Father Profession

| | Sum of Squares | df | Mean Squares | F | p |
|-----------------------|----------------|----|--------------|------|------|
| Between Groups | 614,066 | 6 | 103,344 | ,865 | ,525 |
| Within Groups | 8635,484 | 73 | 118,294 | | |
| Total | 9249,550 | 79 | | | |

When the results of the analysis in Table 5 are examined, it is seen that the scientific attitude scores of the students do not show a significant difference compared to the father occupational groups ($p > .05$). This situation can be interpreted that there is no difference in terms of scientific attitude scores of students according to fathers occupational groups.

CONCLUSIONS

The results of the gender variable of the scientific attitude in the literature (Boz et al., 2011; Cano, 2005; Deryakulu and Büyüköztürk, 2005; Eroğlu and Güven, 2006; Genç, 2015; Topçu and Yılmaz Tüzün, 2009; Tosun and Genç, 2015; Tosun and Genç, 2016; Tüken, 2010; Mıhladı and Duran, 2010) showing compatibility; In addition to this, there are studies indicating that gender variable is different in scientific attitude (Sadıç, Çam and Topçu, 2012; Yeşilyurt, 2013).

In the study, it was examined whether there is a relationship between the education level of the parents and the other variables affecting the scientific attitudes of the students and there is no significant difference between the education levels of the parents. Papanastasiou (2002) investigated the effect of various variables on students' scientific attitudes and found that the educational status of the family had little effect on children's attitudes towards science. Çokadar and Külçe (2008) conducted a study in which the families examined the relationship between educational status and students' scientific attitudes. They stated that the educational background of parents did not significantly affect children's attitudes towards science. In the research, it was examined whether there is a relationship between the professions of the parents and the other variables that affect the scientific attitudes of the students and it is determined that there is no significant difference in terms of parents' occupation types.

Demirbaş and Yağbasan (2005), which investigated the effect of teaching activities based on social learning theory on the permanence of students' scientific attitudes, designed their studies according to experimental design model with pre-test and post-test control groups. The researchers carried out their studies with seventh grade students in

three different schools in Kırşehir. In the experimental group, activities based on social learning theory were taught and in the control group, the activities included in the science curriculum were applied. It was concluded from the research that teaching with activities based on social learning theory had a great effect on the permanence of scientific attitudes.

Tatar (2006) used experimental design in his study, which investigates the effect of research-based learning approach on scientific process skills, academic achievement and attitude in science education. "Scientific Process Skills Test" and "Academic Achievement Test" were prepared by the researcher and Science course attitude scale was prepared by Geban et al. (1994). A total of 104 students, 52 in the experimental group and 52 in the control group, participated in the study. In the research, the scientific process skills, academic achievement and attitudes towards science course of the experimental group using the research-based learning approach showed a significant difference compared to the students in the control group.

Altınok and Acikgoz (2006) examined the effects of collaborative and individual concept mapping on the attitude towards science course and studied with 122 fifth grade students (at three branch levels). Researchers using the experimental research model with pre-test and post-test control groups in their research conducted cooperative concept mapping in one class, individual concept mapping, and traditional teaching in the other. Um Attitude Scale towards Science Course prepared by the researcher was applied to the participants. From the research, it was concluded that cooperative concept mapping had a more positive effect on students' attitudes towards science than individual concept mapping, and that there were no significant differences between individual concept mapping and traditional teaching attitudes towards Science course.

Serin, Kesercioğlu, Saracaloğlu and Serin (2003), who tried to determine the attitudes of the students who were studying in primary school and science teaching to science, took 103 students in primary school and science teaching at Dokuz Eylül University as a sample. The Science Attitude Scale developed by Gürdal (1997) was applied to the participants and the Personal Information Form was also distributed. It was concluded that the attitudes of science teachers and science teacher candidates towards science were moderate.

Yılmaz (2005), who aimed to determine teachers' opinions about the effectiveness of science course in gaining scientific attitude and behavior in primary education, used the screening model in his study and interviewed 20 primary school teachers working in 6 primary schools in Eskişehir city center. The researcher collected the data through a semi-structured interview. It was concluded from the research that the teachers faced some problems in the science course due to various reasons (crowded classes, ignorance of science course etc.).

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ANALYSIS OF THE COVER DESIGNS OF CHILDREN'S JOURNALS IN TERMS OF BAUHAUS SCHOOL

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ABSTRACT

Magazine covers are important to transfer information about the content of the magazine reader. Journal of visual and verbal elements used in the design of the cover to draw the attention of the target audience in the design, set up and improve the readability of the magazine. The communication between the reader and the magazine of the magazine covers by means provides visual elements and composition consisting of that element. During the preparation of these compositions magazine observed invisible grid system is used. Inserting into each message a certain visual grading linguistic and visual composition with a balanced layout in the framework of design elements and principles to be placed on these lines, the design and the lead to be removed is to emphasize the desired message. To examine how the grid system is used on the covers of children's magazines, the cover of children's magazines of the first three months of 2019 are the subject of this research. In this study, e-journals implementation of the youth and children's category "bilge çocuk, minika çocuk, minika GO, National Geographic kids and bilge minik" is aimed to study the design of the children's magazine cover.

INTRODUCTION

"Leipziger Wochenblatt für Kinder" which was known as the first children's magazine in the world and published in Germany in 1722 (Yılar, 2010: 48). The first children's magazine as for the Ottoman period which was the journal published in 1869 as a weekly supplement of a newspaper called a Mümeyyiz (Gönenç, 2007,64).

Children's magazines which was especially onwards the 18th century, have emerged as a result of the change in the understanding of childhood. The most important factor in the emergence of literature about children's magazines and other children which is the idea that children's perceptions of reality are different from adults with the discovery of childhood (Oğuzkan, 2001: 207).

The transformation of journalism from traditional magazines to digital magazine is as for the product of a process from the 1990s to the present. Digital journal types which, technical possibilities, software differences, design preferences and content varies depending on the application shows differences, are the most widely used into five categories: digital magazines that are not based in the printed version, digital-only magazines, iPad, Android or iPhone apps of magazine editions, PDF replicas of print editions, applications for Kindle or Sony eReader (Silva, 2011:1-5).

The design of the page which visual materials such as photographs, graphics in order of importance specific order and under the rules, is placed on a two-dimensional surface to attract the attention of the reader (Seçim, 1996: 3).

Page design and grid which accepted as a message form of the writing of ideas and visual materials by many people throughout history, are one of the most important of today's graphic design topics (Uztuğ, 2002: 41).

The purpose of the Bauhaus school, which was established in Germany in 1919 after the First World War, was to raise the artist's consciousness on social issues and to put responsibility on. At the same time, the school aimed to the problems of art as well as the problems of artist (Erkmen, 2009: 18-19).

The most important influence of the Bauhaus school on magazine design was the "From Follows Function" motto. Use of grid method in page designs, use of templates to create integrity between numbers, it constitutes an important turning point in magazine design under the conditions of that day (Bektaş, 1992:144). Bauhaus school's the most important point of view in the page design, the surface is divided into small squares, the visual elements are deployed with a symmetrical approach, and the simplicity comes to the fore (Becer, 2009:63).

"Grid's word meaning is means a particular line, track, grid. In other words, the grid is the horizontal and vertical lines that help to organize the elements (text, image, figure, graphic, drawing, etc.) that will be used in the page design" (Uçar, 2004: 147). "Grid is an effective solution to the problem of editing when multiple design elements are put together" (Uçar, 2004: 151). Grid is the most important starting point of the page design process. The grid is also called gridlines. As the name suggests, grid lines guide the designer throughout the design. The grid, which is related to proportionality, takes part in designs in daily life. Grid is the imaginary creation of horizontal and vertical lines. These fictitious lines are the most practical way of organizing and organizing an area, and the surface. The designer prepares the design with the help of grid lines. It should be

noted that grid lines are based on a certain system and in proportional relationship with each other. "The benefit of using grids is vital when the design on the surface is high on the basis of the number of pages" (Uçar, 2004: 149). Since journals are also a multi-page graphical product, it is inevitable to prepare them with the grid system. It is necessary to give importance to the grid in the inner pages design as well as the cover. "It would not be wrong to use the definition of the planned solution of the problem for grid. A well-designed grid is a potential plan for solving future situations beyond the current regulatory problems. Although the reader is not aware of this system, it defines and uses it for tracking purposes. Grid turns into a system that identifies the transmission language of information such as a visual password" (Uçar, 2004: 147).

THE STUDY

In the journals section of Türk Telekom's e-magazine application; fashion women, special attention, decoration, economy, youth & children, magazine, travel, health, fitness, life, food and technology categories. In the youth& children category; Minika Go, National Geographic Kids, Heygirl, New Istanbul, Postkol, Bos, Burda çocuk, Bilge çocuk, Kore POP, Minika çocuk, Bilge minik magazines. In this study, we aimed to investigate children's magazines to 0-5 age group (pre-school) and 6-8 age group children will be our priority. Burda çocuk's magazine, which is outside of our study in terms of youth journals and content, whose target audience is 13-15 years old (first youth age) has not been included in the study. Bilge çocuk, Bilge minik, Minika çocuk, Minika Go, National Geographic Kids magazines in the category of youth children of Türk Telekom's e-magazines were selected for research. For this reason, the grid system of the children's magazines of the first three months of 2019 was examined in terms of Bauhaus School.

To give brief information about the children of Bilge çocuk, Bilge minik, Minika çocuk, Minika Go, National Geographic Kids magazines in the youth children category of Türk Telekom's e-magazines application; target group is 3-6 age group, 4-6 age group and 7 year age group. Minika Çocuk's target group is children aged 3-6 and their families, Bilge minik's target group is children of the age group of 4-6 years and their families, Bilge çocuk, Minika Go and National Geographic Kids's target groups are 7 years old child.

FINDINGS



Figure 1: Bilge Çocuk Magazine's January 2019 Cover Grid System



Figure 2: Bilge Çocuk Magazine's February 2019 Cover Grid System



Figure 3: Bilge Çocuk Magazine's March 2019 Cover Grid System

Bilge Çocuk

| | Number of horizontal line | Number of vertical line |
|---------------|---------------------------|-------------------------|
| January 2019 | 25 | 10 |
| February 2019 | 19 | 14 |
| March 2019 | 22 | 9 |
| TOTAL | 66 | 33 |

Table 1: Bilge Çocuk Magazine January, February, March 2019 in the numbers of the Grid System in the Table

The visual and verbal elements on the covers of January, February and March 2019 of Bilge Çocuk magazine are placed on the cover in certain dimensions over the invisible horizontal and vertical lines. On the cover of Bilge Çocuk dated January 2019, there are four short titles next to the logo type, a large visual and small items that complement this image. Below the large image is the cover subject "Üşüyen Gezegen Uranüs". On the cover of Bilge Çocuk dated February 2019, five short titles next to the logo type include a large visual and small items

that complement this image. Below the large image is the cover subject "Çelik Kuşlar ". On the cover of Bilge Çocuk dated March 2019, four short titles next to the logo type include a large visual and small items that complement this image. In the upper left corner of the large image is the cover subject "Balın Ustasıyım Çiçeklerin Hastasıyım". January, February, March cover a large area on the cover and a visual image on the left side of this image with more than one short title and cover subject was prepared with the title. The majority of written messages provide that the horizontal lines forming the grid system are more than vertical lines. This situation adds a static state to the design. In the three issues of the journal, the horizontal lines are more than the vertical lines. Dimension and color differences within the text groups eliminate the static structure brought by the horizontal lines used in the grid system.



Figure 4: Bilge Minik Magazine's January 2019 Cover Grid System

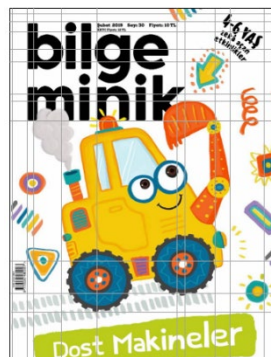


Figure 5: Bilge Minik Magazine's February 2019 Cover Grid System



Figure 6: Bilge Minik Magazine's March 2019 Cover Grid System

Bilge Minik

| | Number of horizontal line | Number of vertical line |
|---------------|---------------------------|-------------------------|
| January 2019 | 12 | 10 |
| February 2019 | 12 | 10 |
| March 2019 | 11 | 9 |
| TOTAL | 35 | 29 |

Table 2: Bilge Minik Magazine January, February, March 2019 in the numbers of the Grid System in the Table

The visual and verbal elements on the covers of January, February and March 2019 of Bilge Minik magazine are placed on the cover in certain dimensions over the invisible horizontal and vertical lines. On the cover of Bilge Minik dated January 2019, a short title next to the logo type is a large visual and small items that complement this image. Below the large image is the cover subject "Kardan Adam ". On the cover of Bilge Minik dated February 2019, a short title next to the logo type is a large visual and small items that complement this image. Under the large image is the cover subject "Dost Makineler ". On the cover of Bilge Minik dated March 2019, a short title next to the logo type is a large visual and small items that complement this image. In the upper left corner of the large image is the cover subject "Kaplumbağayı uyandırılım mı?". January, February, March cover a large area on the cover and the title of the cover was prepared under the large image in February, above the large image in January and March. Due to the target audience of the magazine, there is no written messages on the cover of the magazine. This ensures that the horizontal lines forming the grid system are almost equal to the vertical lines. The fact that the horizontal and vertical lines are almost equal in all three magazine is directly proportional to the age range of the target audience. One great visual and its complementary elements are noticeable due to the font, punto and color differences of the title of the cover.

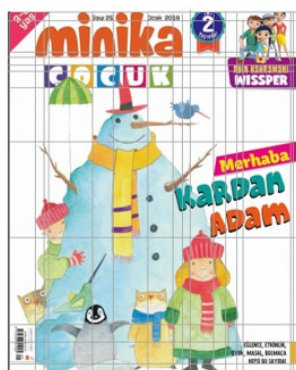


Figure 7: Minika Çocuk Magazine's January 2019 Cover Grid System

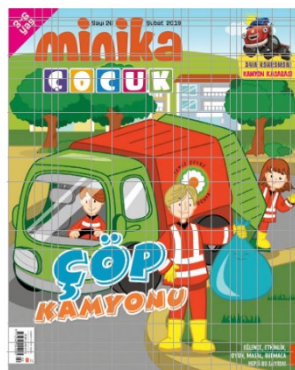


Figure 8: Minika Çocuk Magazine's February 2019 Cover Grid System



Figure 9: Minika Çocuk Magazine's March 2019 Cover Grid System

Minika Çocuk

| | Number of horizontal line | Number of vertical line |
|---------------|---------------------------|-------------------------|
| January 2019 | 12 | 17 |
| February 2019 | 19 | 20 |
| March 2019 | 15 | 17 |
| TOTAL | 46 | 54 |

Table 3: Minika Çocuk Magazine January, February, March 2019 in the numbers of the Grid System in the Table

The visual and verbal elements on the covers of January, February and March 2019 of Minika Çocuk magazine are placed on the cover in certain dimensions over the invisible horizontal and vertical lines. On the cover of Minika Çocuk dated January 2019, there is a short title and two visual elements next to the logo type. The cover features a large visual and small items that complement this image. On the right side of the large image is the cover subject "Merhaba Kardan Adam". On the cover of Minika Çocuk dated February 2019, there is a short title and two visual elements next to the logo type. The cover features a large visual and small items that complement this image. Under the large image is the cover subject "Çöp Kamyonu". On the cover of Minika Çocuk dated March 2019, there is a short title and two visual elements next to the logo type. The cover features a large visual and small items that complement this image. In the upper right corner of the large image is the cover subject "Miyav Miyav kedi". January, February, March cover a large area on the cover and the title of the cover was prepared under the large image in February, to the right of the large image in January and March. Due to the target audience of the magazine, there is no written messages on the cover of the magazine. In the three months of the magazines, the vertical lines are more than the horizontal lines. Because of being a children's magazine, the high number of vertical lines indicates enthusiasm, joy and mobility. One great visual and its complementary elements are noticeable due to the font, punto and color differences of the title of the cover.



Figure 10: Minika Go Magazine's January 2019 Cover Grid System



Figure 11: Minika Go Magazine's February 2019 Cover Grid System



Figure 12: Minika Go Magazine's March 2019 Cover Grid System

Minika Go

| | Number of horizontal line | Number of vertical line |
|---------------|------------------------------|----------------------------|
| January 2019 | 10 | 14 |
| February 2019 | 14 | 11 |
| March 2019 | 15 | 15 |
| TOTAL | 39 | 40 |

Table 4: Minika Go Magazine January, February, March 2019 in the numbers of the Grid System in the Table

The visual and verbal elements on the covers of January, February and March 2019 of Minika Go magazine are placed on the cover in certain dimensions over the invisible horizontal and vertical lines. On the cover of Minika Go, dated January 2019, there is a short title and two visual elements next to the logo type. The cover features a large visual and small items that complement this image. On the right side of the large image is the cover subject "Takvimler". On the cover of Minika Go dated February 2019, there is a short title and two visual elements next to the logo type. The cover features a large visual and small items that complement this image. On the right side of the large image is the cover subject "Dinazorlar nereye gitti?". On the cover of Minika Go dated March 2019, there is a short title and two visual elements next to the logo type. The cover features a large visual and small items that complement this image. On the right side of the large image is the cover subject "Bulutlar". January, February, March cover a large area on the cover and the title of the cover was prepared upper right the large image in February, under the right of the large image in January and March. A lot of written messages causes the horizontal lines forming the grid system to be more than vertical lines. This situation adds a static state to the design. In the January of the magazine, the vertical lines are more and the horizontal lines are more in the February and the horizontal and vertical lines are equal in the March. Horizontal line in which the horizontal and vertical lines are equal on the caps within the size of the font groups and color differences eliminate the static and serene structure of the horizontal lines used in the grid system.

**Figure 13:** National Geographic Kids Magazine's January 2019 Cover Grid System**Figure 14:** National Geographic Kids Magazine's February 2019 Cover Grid System**Figure 15:** National Geographic Kids Magazine's March 2019 Cover Grid System**National Geographic Kids**

| | Number of horizontal line | Number of vertical line |
|---------------|------------------------------|----------------------------|
| January 2019 | 12 | 18 |
| February 2019 | 15 | 19 |
| March 2019 | 18 | 14 |
| TOTAL | 45 | 51 |

Table 5: National Geographic Kids Magazine January, February, March 2019 in the numbers of the Grid System in the Table

The visual and verbal elements on the covers of January, February and March 2019 of National Geographic Kids magazine are placed on the cover in certain dimensions over the invisible horizontal and vertical lines. On the

cover of National Geographic Kids dated January 2019, there is a short title and a small visual element next to the logo type. The cover has a large visual, three small visual and captions. Below the large image is the cover subject "Buzda tek başına ". On the cover of National Geographic Kids dated February 2019, there are two short titles and two visual elements next to the logo type. The cover has a large visual, three small visual and captions. In the lower left corner of the large image is the cover subject " Dünyanın en nadir parısı ". On the cover of National Geographic Kids dated March 2019, there are two short titles and two visual elements next to the logo type. The cover has a large visual, three small visual and captions. In the upper left corner of the large image is the cover subject " Goril dili ". January, February, March cover a large area on the cover and the title of the cover was prepared below the large image in January, in the lower left corner of the large image in January and in the upper left corner of the large image in March. Because of being a children's magazine, joy, excitement and enthusiasm were obtained with vertical lines. In January and February, the number of vertical lines is more than horizontal lines. The majority of written messages provide that the horizontal lines forming the grid system are more than vertical lines. This situation adds a static state to the design. In the January and February of the magazines, the vertical lines are more and the horizontal lines are more in the March. Dimension and color differences within the text groups eliminate the static structure brought by the horizontal lines used in the grid system.

| | Ocak | 2019 | Şubat | 2019 | Mart | 2019 |
|--------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|
| | Number of horizontal line | Number of vertical line | Number of horizontal line | Number of vertical line | Number of horizontal line | Number of vertical line |
| Magazines | | | | | | |
| Bilge Çocuk | 25 | 10 | 19 | 14 | 22 | 9 |
| Bilge Minik | 12 | 10 | 12 | 10 | 11 | 9 |
| Minika Çocuk | 12 | 17 | 19 | 20 | 15 | 17 |
| Minika Go | 10 | 14 | 14 | 11 | 15 | 15 |
| National Geographic Kids | 12 | 18 | 15 | 19 | 18 | 14 |
| TOTAL | 61 | 69 | 79 | 74 | 81 | 64 |

Table 6: Bilge Çocuk, Bilge Minik, Minika Çocuk, Minika Go and National Geographic Kids Magazines January, February, March 2019 in the numbers of the Grid System in the Table

In the study, there are more vertical lines in the January issue of journals and horizontal lines in February and March. In January, vertical lines 6% more than horizontal lines, horizontal lines in February are 4% more than vertical lines, in March, horizontal lines are 12% more than vertical lines.

CONCLUSIONS

Bauhaus school which contains the tendencies of modernity towards experimentalism and abstraction, was founded in 1919 by architect Walter Gropius in Weimar, Germany (Aksel, 2004, 1-2). The purpose of the school was to raise the artist's awareness of social issues and to put responsibility on. At the same time, as the school will express the problems of artist audiences, also aimed at bringing solutions to the problems of the masses (Erkmen, 2009: 18-19). As Walter Gropius, one of the founders of the Bauhaus school, "The transition from craftsmanship to industry means the transition from personal experience to collective experience" (Tepecik, 2002:13).

To design, you need to divide the page before you can plan. The division process is the first stage of planning. Grids which is called grid to divide the pages, is used. Grid helps to design elements, such as writing, photography and illustration to be used in design (İstek, 2005:99).

Grid is a structure that constitutes the basic skeleton of the page; The guide lines and areas that are not seen as printed in the publication but play a critical role in the design process. Grid design can be simple, detailed as well. A grid system designed to be detailed and capable of carrying all kinds of content, Instead of dealing with new problems about the layout of the designer's content, can easily complete them, allowing them to spend time on more creative quests (Taşcıoğlu ve diğerleri, 2012:15).

Bilge çocuk, Bilge minik, Minika çocuk, Minika Go, National Geographic Kids magazines in the category of youth children of Türk Telekom's e-magazines were selected for research. For this reason, the grid system of the children's magazines of the first three months of 2019 was examined in terms of Bauhaus School.

When looking at the grid system of the quarterly covers of five journals, it was seen that horizontal and vertical lines were used in accordance with the target audience. The cover of magazines is an important reason for the target audience to read and buy, or to download the phone to its ipad.

The designers who prepare the covers benefit from the grid system, but readers can never see these invisible grid lines. But when the reader looks at the covers, they see that the elements such as photos, text and illustration are placed in a very meaningful way.

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APPROACHING TEACHING-LEARNING PROCESS IN DESIGN: COMPETENCE-BASED LEARNING AND PROFESSIONAL PROFILE

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ABSTRACT

With a long tradition in higher design schools, EASDIB researchers agree that the use of project methodology (Project-Based Learning) is the best tool to train future design professionals, since this methodology allows both, students and professors, to work with the four fundamental capabilities a designer needs to design (to analyse, to project, to execute, to communicate). In this context, this paper will seek to answer one main research question: Do design students identify key professional competences selected and professional profile areas involved when developing a co-design project? **METHOD.** Therefore, a small-scale pilot study is presented in this paper, in which students from different courses and specialties participated in the role of designers (a dramatized guided tour on April 19th, 2018, on the occasion of the centenary of EASDIB current headquarters' opening). The entire process was monitored and a web-based survey instrument was used to collect quantitative and qualitative data from participants at the end of the co-design project. **RESULTS.** The small-scale pilot study results do answer the question: students do not identify all main competences prior selected by EASDIB researchers for the co-design project, and, also, they do not identify all professional profile areas involved; it is all about students' perception, not about the work professors have done. **CONCLUSIONS.** Despite the mixed results, EASDIB researchers are convinced that Students-Centred Learning, Competence-Based Learning and Professional Profile, along with Project-Based Learning, allow professors a greater assess of what a design student is expected to know, understand or be able to do when studying Bachelor in Design at the EASDIB. Enhancing communication (before, during, and after the activity) is the key to improve results in future co-design projects, not only about the main key professional competences prior selected but especially about professional profile areas involved. This is an ongoing research project funded by the General Directorate of University Policy and Higher Education (Balearics Government), in the framework of a call to set up groups for academic research in higher artistic education in the Balearic Islands (2017-2020). This article reflects the views only of the authors, and the Balearics Government cannot be held responsible for any use which may be made of the information contained therein.

INTRODUCTION

Contents are important for a course, but, since the implementation of the European Higher Education Area in

Spain in 2010, in addition to the transferred knowledge, competences acquired are particularly valued (defined by the European Qualifications Framework in terms of the ability to use knowledge, skills and abilities in study/work situations and in professional/personal development, and described in terms of responsibility and autonomy) and also learning outcomes achieved (defined in 2009 by the European Commission in terms of what a student is expected to know, understand or be able to do).

It is important to say that there is a great confusion in the Spanish scientific literature of both concepts, competences and learning outcomes, as a result of their identification as synonymous in the Spanish regulations; but, within the framework of the European Higher Education Area there is a difference, as fostering competences is the object of a process of learning and of an educational programme and learning outcomes express the level of competence attained by the student and verified by assessment (European Commission, 2009; European Commission, 2015).

Despite the handicap described above, this milestone in higher education was (and still is) a paradigm shift in the Teaching-Learning process, which changes from a Teacher-Centred Teaching approach (where activity in the class is centred on the teacher) into a Student-Centred Learning approach (where activity in the class is centred on the students).

In short, the current Spanish Bachelor in Design curricula (first cycle studies) focus on competences to be acquired, developed and/or consolidated by design students when graduating. The Annex I of the Spanish Royal Decree 633/2010 and the Annex I of the Balearics Decree 43/2013 listed 17 key transversal competences (related to employability and entrepreneurship of future design graduates), 22 key general competences (related to Design as a field of knowledge), and 15 key specific competences of the design specialities (related to Graphic Design, Interior Design, Fashion Design, and Product Design).

After reviewing Spanish and Balearics regulations and also a selected number of European research projects and reports, ROVIRA (2016) simplified, set out and defined 22 key professional competences to be acquired, developed and/or consolidated by design students when graduating in order to improve employability and entrepreneurship, and tested them in the framework of the labour market needs. Currently, these 22 key professional competencies are used by EASDIB researchers in a longitudinal research study, started in 2014, aimed at assessing international mobility, Service-learning Projects, internship and co-design project developed by the Balearics Higher School of Art and Design, and so do they in this activity.

But, in addition, Spanish and Balearics regulations for Bachelor in Design (first cycle studies) include one more parameter to be taken into account in this equation, and it is the professional profile defined for each of the design specialities (graphic, product, interior, fashion), an open list that represents a wide range of professional areas for future graduates in the design sector. The annex I of the Spanish Royal Decree 633/2010 listed a number of the main areas where designers develop their activity, known as professional profile (12 areas for graphic design, 12 areas for interior design, 15 areas for fashion design, 21 areas for product design). Professional profile is also used by EASDIB researchers for research purposes.

This is the framework of a small-scale pilot study which is presented in this paper and developed at the Balearics Higher School of Art and Design during the academic year 2017-2018, on the occasion of the centenary of its current headquarters' opening, which took place on October 1st, 1917.

RESEARCH QUESTION

With a long tradition in higher design schools, EASDIB researchers agree that the use of project methodology (Project-Based Learning) is the best tool to train future design professionals, since this methodology allows both, students and professors, to work with the four fundamental capabilities a designer needs to design (to analyse, to project, to execute, and to communicate, as described in article 3.3 of the Balearics Decree 43/2013).

EASDIB researchers proposed a co-design project titled 'Itineraris (1778-2018). De l'Escola de Dibuix de Palma a l'Escola d'Art i Superior de Disseny de les Illes Balears', a dramatized guided tour around EASDIB building in order to highlight its history (which opened its doors on December 1st, 1778) and its building (whose opening took place on October 1st, 1917).

The dramatized guided tour took place on April 19th, 2018. From 15:00pm to 19:00pm, there were scheduled seven tours, 30 minutes each, with about 15-20 people per visit. The last visit scheduled at 19:00pm gathered more than 100 people.

'As soon as I climbed the first step of the school entrance, all the visual information managed to awaken my five senses. The didactic route and the personalized characters' staging in each itinerary, teleported me to that precise moment of which the guide was talking about. It managed to get fully involved. For me, the best itinerary was the one in the drawing room. It managed to create a very real atmosphere.' (Graphic Design students)

This was a global experience, involving students from different years and specialties who participated in the role of designers: Fashion Design (costumes for selected characters), Interior Design (sets) and Graphic Design (leaflet, panels along the tour, video).

'The drawing class looked spectacular, with the lights, the bases, the figures and the personalized characters. Besides, the explanation in each scenario was very relevant.' (Interior Design students)

In order to answer the research question for this study, the entire process was monitored by questionnaires given to students and the first results are presented below. In this context, this paper will seek to answer one main research question: Do design students identify key professional competences selected and professional profile areas involved when developing a co-design project?

METHOD

A web-based survey instrument was used to collect quantitative and qualitative data from 23 participants at the end of the co-design project. The questionnaire was developed to assess if students perceived professional profile areas, key professional competences and learning outcomes as EASDIB researchers had planned.

The on-line form presented questions in six parts:

- a) Background questions, which included six questions: name and surname, e_mail address, gender (male, female), year of study (1st, 2nd, 3rd, 4th), speciality (graphic, interiors, fashion, product), activity (costumes, set design, leaflet, panels, photo, video, performance).
- b) Personal profile, previously identified by EASDIB researchers for each speciality, involving different areas for Graphic Design students (corporate and visual identity, editorial design, audio visual design, environmental design, teaching), Interior Design students (ephemeral spaces design, teaching), and Fashion Design students (costumes for theatre plays, styling, teaching).
- c) Professional competences, which included main and secondary key professional competences. On the one hand, eight main key professional competences were identified by EASDIB researchers before the co-design project started, such as professional knowledge as specific body of knowledge (#8), problem-solving (#13), Design Thinking (#14), decision-making (#15), theory into practice (#16), teamwork (#17), leadership (#18), and concern for quality (#21). On the other hand, thirteen secondary key professional competences (the rest) could be identified by students when the co-design project was completed, such as social and civic global awareness (#1), cultural global awareness (#2), adaptability and flexibility (#3), general knowledge (#4), communication in the mother language (#5), communication in a foreign language (#6), digital knowledge (#7), self-management (#9), personal development (#10), analytical and critical thinking (#11), research (#12), autonomy, organisation and planning (#19), initiative and entrepreneurship (#20), and ethical commitment and social/environmental responsibility (#22).
- d) Learning outcomes (fail, pass, remarkable, outstanding), which included three items: to participate in a co-design project, to develop an experience that enhances the acquisition of transversal competences, and to show design as a key success factor for organizations.
- e) Personal experience, which included five open questions to fill in a single word and/or a short sentence about 'The best of the experience has been...', 'The worst of the experience has been...', 'Three things I've learned...', 'This learning is important to me because...', and 'Write down a micro-story of the experience'.
- f) Assessment of the activity, which included five questions, such as 'How relevant was the activity to your future academic pursuits?' (scored from 0 to 10)?, 'How relevant was the activity to your future career paths (scored from 0 to 10)?', 'Overall satisfaction with the activity (scored from 0 to 10)?', 'Would you repeat the activity (closed question: yes, no)?', and 'Any Suggestion?'

All items were explained to students at the beginning of the activity, before starting the co-design project. Students were later expected to identify them at the end of the activity, once the global experience had finished.

RESULTS

During the months of May and June 2018, a total of 23 participants filled in the questionnaire: four graphic

design students (100% from third-year students; 50% women, 50% men), two interior design students (100% third-year students; 50% women, 50% men), seventeen fashion design students (47.1% in their first year, 17.6 in their second year; 29.4% in their third year, 0.1 in their fourth year; 82.4% women, 17.6% men).

Table 1: Participants results for main key professional competences.

| | |
|---|-------|
| Teamwork (#17) | 82.4% |
| Problem-solving (#13) | 73.9% |
| Theory into practice (#16) | 47.8% |
| Concern for quality (#21). | 34.8% |
| Decision-making (#15) | 30.4% |
| Design Thinking (#14) | 26.1% |
| Leadership (#18) | 17.4% |
| Professional knowledge as specific body of knowledge (#8) | 0.0% |

As shown in table 1, not all students identified main competences selected by EASDIB researchers for the co-design project proposed. Students did not perceive 'Professional knowledge as specific body of knowledge (#8)' as a key professional competence; however, they highlighted this knowledge when writing down a micro-story of the experience:

'The experience of being together with different people with a common goal has been rewarding. I felt that, apart from improving my sewing skills, I have improved my relationship with my mates.' (Fashion Design students)

Table 2: Participants results for professional profile areas.

| | Graphic Design | Interior Design | Fashion Design |
|-------------------------------|----------------|-----------------|----------------|
| Corporate and visual identity | 25.0% | --- | --- |
| Editorial design | 50.0% | --- | --- |
| Audio visual design | 25.0% | --- | --- |
| Environmental design | 25.0% | --- | --- |
| Ephemeral spaces design | --- | 100.0% | --- |
| Costumes for theatre plays | --- | --- | 58.8% |
| Styling | --- | --- | 41.2% |
| Teaching | 0.0% | 0.0% | 5.9% |

As shown in table 2, participant mainly identified professional profiles developed during the co-design project, especially Interior Design students. It is important to say that, maybe, "Teaching" was the area of the professional profile especially highlighted in this experience, as EASDIB researchers promoted during the co-design project a learning community in which participants improved their key professional competences by being students and teachers at the same time. However, not all participants identified this competence:

'Even though I have worked with dressmaking and pattern making at home. However, the time I have been in the workshop, with my mates, has been edifying for me. Teamworking, in addition to working in a chain, motivates me. If there is any doubt, I can ask someone; also, if I have something already sewn, I can try it on a person, and modify the outfit.' (Fashion Design students)

Finally, participants scored learning outcomes as remarkable: Dramatized guided tour relevance for further academic pursuits and/or future career paths scored 7.9, and the overall activity scored 8.1.

'This project taught us to face problems of our future professional sector. Thus, we have been able to see our strengths and weaknesses. As an experience, it was very illustrative, and I think it is necessary in the academic field.' (Fashion Design students)

Despite only 82.6% of students identified teamwork competence (#17), they highlighted teamworking (39.1%), developing real projects for future career paths (34.8%), and the 'learning by doing' kind of activity (13.0%) as the main learnings' outcomes for students. These are the main reasons why a 95.7% of participants will repeat the experience.

'It was a great experience. I did not imagine that we could achieve it in the established times. It showed us that, if we worked as a team, things could be done well.' (Fashion Design students)

Finally, feedback from participants was about increasing the number of dramatized guided tour in order to allow more visitors; using as sound system to hear performers better; involving former students experience into the dramatized guided tour; and, last but not least, turning this voluntary activity into a compulsory activity for students.

CONCLUSIONS

This article was aimed at answering one research question: Do design students identify key professional competences selected and professional profile areas involved when developing a co-design project? The 'Itineraris (1778-2018)' co-design project (Figures 1 to 6) was developed and a small-scale pilot study results do answer the question.



Figure 1. First itinerary (1778-1850).

The response to the first part of the question was certainly a “no”, students do not identify all main competences selected by EASDIB researchers for the co-design project. When asked, students took it for granted and/or there was a lack of communication.



Figure 2. Second itinerary (1850-1910).

Neither was the response to the second part of the question positive. Participants did not identify all professional profile areas involved in the co-design project, especially the teaching area; although they really highlighted the importance of teamwork competence (#17).



Figure 3. Third itinerary (1910-1931).

It is all about students' perception, not about the work professors have done. It is all about communication, professors' better communication skills.



Figure 4. Fourth itinerary (1931-1963).

Despite the mixed results, EASDIB researchers are convinced that Students-Centred Learning, Competence-Based Learning and Professional Profile, along with Project-Based Learning, allow professors a greater assess of what a design student is expected to know, understand or be able to do when studying Bachelor in Design at the EASDIB.



Figure 5. Fifth itinerary (1963-2000).

Enhancing communication (#5) is the key to success, as it is the most important tool to improve results in future co-design projects, not only about the main key professional competences prior selected, but especially about

professional profile areas involved (communication before, during, and after the activity).



Figure 6. Sixth itinerary (2000-2018).

By choice, students joined a co-design project, participated in the dramatized Guided Tour, heard the untold stories about the history of the school and the building, and really enjoyed the visit, as the experience tried to involve the five Senses, but this will be a research work for another paper.

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ARTIRILMIŞ GERÇEKLİK UYGULAMALARININ ÖĞRENCİLERİN ASTRONOMİ BAŞARILARINA ETKİSİ

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ÖZET

7. sınıf Güneş Sistemi ve Ötesi: Uzay Bilmecesi ünitesinde Artırılmış Gerçeklik uygulamaları ile gerçekleştirilen öğretimin, öğrencilerin astronomi başarılarına etkisinin araştırıldığı bu çalışmada nicel yöntemden ön test – son test kontrol gruplu yarı deneysel desen kullanımı tercih edilmiştir. Araştırmanın ulaşılabilir evrenini Niğde il merkezinde öğrenim görmekte olan 7. Sınıf öğrencileri, örneklemi ise Niğde il merkezinde yer alan, bir ortaokulunun 7. sınıf düzeyinde iki farklı şubesinde öğrenim gören 30'u deney 30'u kontrol olmak üzere toplamda 60 öğrenci oluşturmaktadır. Veri toplama aracı olarak “Astronomi Başarı Testi” kullanılmıştır ($\alpha=0.75$). Elde edilen bulgulara göre kontrol grubu öğrencileriyle mevcut öğrenme programına dayalı olarak gerçekleştirilen öğretimin öğrencilerin astronomi başarı düzeyine anlamlı etkisi olmazken, Artırılmış Gerçeklik uygulamaları ile gerçekleştirilen öğretimin deney grubu öğrencileri başarı düzeyine, istatistiki açıdan anlamlı etkisi olduğu tespit edilmiştir ($t=3.52$; $p<.05$). Ayrıca deney grubu öğrencilerinin ders karşı ilgilerinin oldukça yüksek olduğu gözlenmiştir. Araştırmadan elde edilen bu sonuç alan yazında yer alan pek çok çalışmanın sonuçlarıyla kıyaslanmış ve benzer çalışmalar gerçekleştirecek olan araştırmacılara ve derslerinde artırılmış gerçeklik uygulamalarına yer verecek öğretmenlere yönelik olarak çeşitli önerilerde bulunulmuştur.

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ABSTRACT

In this study, which investigated the effect of the instruction performed using Augmented Reality applications on 7th grade "Solar System and Beyond: Space Puzzle" unit on students' achievement in astronomy, the quasi-experimental pretest-posttest control group design was preferred. The 7th grade students who are studying in the city center of Niğde constituted the accessible universe of the study, whereas the sample consisted of 60 students from two classrooms, 30 students in control group and 30 students in experimental group, who are studying in the city center of Niğde. "Astronomy Achievement Test" was used as a data collection tool ($\alpha=0.75$). According to the findings, it was determined that the instruction which was conducted based on the existing curriculum had no significant effect on control group students' achievement level in astronomy, while the instruction performed using Augmented Reality applications had a statistically significant effect on the achievement level of the students in the experimental group ($t = 3.52$; $p < .05$). Moreover, it was observed that the interest of experimental group students towards the course was quite high. This result obtained from the study was compared with the results of many other studies in the literature, and various suggestions were made for the researchers who will carry out similar studies and for the teachers who will include the augmented reality applications in their lessons.

GİRİŞ

İstendik yönde davranış değişikliği meydana getirme süreci olarak tanımlanan eğitim, insanlık tarihi boyunca formal veya informal olarak varlığını sürdürmüştür. Bu süreçte “neyi, nasıl öğretim” sorusu ise hep araştırma konusu olmuş, araştırmalar sonucunda eğitimde farklı yöntem, teknik ve materyallerden yararlanılması gerektiği ortaya çıkmıştır. Hayatımızın hemen her alanında kolaylık sağlamak amacıyla kullanılan teknoloji bu noktada devreye girmiş; eğitimin kalitesini artırmak, etkili öğrenme-öğretme ortamları oluşturmak için çeşitli şekillerde işe koşulmuştur. Yapılan araştırmalarda eğitimde teknoloji kullanımının; öğrencilerin öğrenme sürecini eğlenceli hale getirdiği ve derse karşı ilgi, motivasyon ve akademik başarıları etkilediği görülmüştür. Son yıllarda eğitim

ortamlarında kullanılan teknolojilerden biri de Artırılmış Gerçeklik uygulamalarıdır. Artırılmış gerçeklik, gerçek dünya ile sanal nesneler arasında etkileşime izin veren bir teknolojidir (Azuma, 1997) ve gerçek ortamı bir arka plan olarak kullanarak, statik görüntülerin veya üç boyutlu modellerin gerçek ortamın görüntüsü üzerine eklenerek eş zamanlı bir şekilde yeni etkileşim olanaklarıyla dinamik hale getirilmesidir (Billinghurst vd, 2001).

Fen eğitimi içerisinde çok sayıda soyut kavramı içeren bir disiplindir. Fen konuları arasında öğrencilerin deneyimleme imkânının olmadığı, içerisinde çok sayıda soyut kavramı barındıran ve görece kavram yanılgılarının fazla olduğu konuların başında astronomi konuları gelmektedir. Astronomi öğretiminde artırılmış gerçeklik kullanımının, öğrencilerin konuya ait kavramları doğru bir şekilde yapılandırmasına katkı sağlamanın yanı sıra astronomi konusunda akademik başarıları üzerinde anlamlı bir farka yol açıp açmadığı, araştırmacılar tarafından cevabı merak edilen sorular arasında yer almaktadır.

Bu amaç doğrultusunda çalışma kapsamında cevap aranan problem şu şekilde belirlenmiştir: Artırılmış gerçeklik öğrenme materyali kullanımı, öğrencilerin astronomi akademik başarıları arasında anlamlı farklılık oluşturmaktadır mıdır? Deneysel yöntemle göre desenlenen bu çalışmada astronomi konuları, resim tabanlı AG uygulamalarını içeren daha geniş bir çerçevede ele alınmıştır. Bu yönüyle çalışmanın alan yazına önemli katkılar sağlayacağı ve yenilik getireceği düşünülmektedir.

YÖNTEM

Araştırmanın Deseni

Araştırmada astronomi konusunun öğretiminde AG kullanımının, öğrencilerin astronomi akademik başarılarına etkisini belirlemek amacıyla, nicel yöntemden ön test–son test kontrol gruplu (eşleştirilmiş) yarı deneysel desen kullanımı tercih edilmiştir.

Bu çerçevede öğrencilerin öncelikle astronomi başarıları ön testle belirlenmiş, AG ile gerçekleştirilen öğretim sonrasında, yapılan etkinliklerin öğrencilerin başarıları üzerine olan etkisini belirlemek amacıyla son testler uygulanmıştır.

Araştırmanın Evreni ve Örneklemi

Araştırmanın ulaşılabilir evrenini Niğde il merkezinde öğrenim görmekte olan 7. Sınıf öğrencileri oluşturmaktadır. Araştırmanın örneklemini ise Niğde il merkezinde yer alan, çalışmanın şartlarına uygun olarak araştırmacılar ve İl Millî Eğitim Müdürlüğü tarafından belirlenmiş bir merkez ortaokulunun iki farklı şubesinde öğrenim gören 30’u deney 30’u kontrol olmak üzere toplamda 60, 7. sınıf öğrencisi oluşturmaktadır.

Veri toplama Araçları

AG kullanımının öğrencilerin, astronomi başarıları üzerine etkisini belirlemek amacıyla yürütülen bu çalışmada öğrencilerin astronomi başarı düzeylerini belirlemek amacıyla astronomi başarı testi kullanımı tercih edilmiştir.

Astronomi Başarı Testi

Artırılmış gerçeklik uygulamaları ile gerçekleştirilen öğretimin öğrencilerin Astronomi başarı düzeylerine etkisini belirlemek amacıyla gerçekleştirilen bu çalışmada veri toplama aracı olarak Sırakaya (2015) tarafında geliştirilen “Astronomi Başarı Testi” kullanılmıştır. Sırakaya (2015) tarafından geliştirilen bu test araştırmaya katılan öğrencilerin deneysel işlem öncesi 7. sınıf Fen ve Teknoloji dersi *Güneş Sistemi ve Ötesi: Uzay Bilmecesi* ünitesine yönelik bilgi düzeylerini belirlemek ve deneysel işlem sonrasında da ders başarılarını ölçmek amacıyla kullanılmıştır. Dünya ve Evren öğrenme alanı içerisinde yer alan kazanımlara yönelik oluşturulan bu test 27 maddeden oluşmaktadır. Testin KR-20 Güvenirlik Katsayısı 0.75 olarak hesaplanmıştır. Testten alınabilecek maksimum puan 27, minimum puan ise 0’dır.

Araştırmanın Uygulama Süreci

Araştırmanın uygulama aşamasında kontrol gruplu ön test-son test yarı deneysel desen modeline göre, uygulama öncesinde ön testler uygulanmıştır. Ardından 7. sınıf Fen Bilimleri dersi, *Güneş Sistemi ve Ötesi: Uzay Bilmecesi* ünitesi temel alınarak; her iki grupta da aynı kazanımları içerecek şekilde, kontrol grubunda mevcut öğretim programının ön gördüğü plan doğrultusunda, deney grubunda ise artırılmış gerçeklik desteği sağlanarak gerçekleştirilmiştir. Araştırmada deney grubunun ders sürecinde kullanılan **Space 4D+** uygulaması/flash kartları, 15 adet tablet ve diğer materyallerle yürütülen uygulamalar aşağıda detaylı olarak anlatılmıştır.

Space 4D+, astronomi konusunda geliştirilmiş, artırılmış gerçeklik flash kartlarıdır. Paket içerisinde *gezegenler, uydular, uzay istasyonları, gezegen keşif araçları, uzay objeleri, uzay mekikleri* dahil olmak üzere toplam 37 tane kart bulunmaktadır. Şekil 1’de gösterildiği gibi bu kartlar ile Güneş sistemindeki gezegenler 4 boyutlu olarak canlandırılabilen, gezegenlerin uyduları ile birlikte yörüngedeki hareketleri izlenebilmekte, kuyruklu

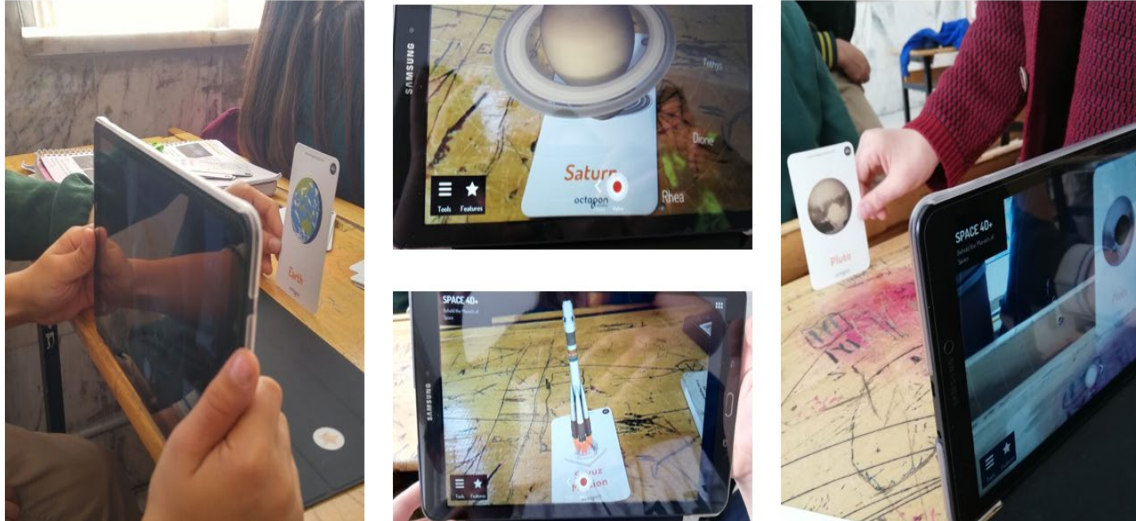
yıldızlardan uzay istasyonlarına, astroitlerden devasa büyüklükteki gezegenlere kadar uzay ile ilgili pek çok şeyi artırılmış gerçeklik teknolojisi ile canlandırabilmektedir.



Şekil 1. Space 4+ uygulama kartları

Artırılmış gerçeklik uygulamalarının öğrenme ortamının her aşamasında kullanılarak tam anlamıyla öğrenme sürecine entegre edilmesi ve öğrencilerin kendi öğrenmelerini kontrol edebilmelerini sağlamak amacıyla bu çalışmada öğrenme yöntemlerinden Tahmin Et – Gözle – Açıkla (TGA) yöntemi tercih edilmiştir. Bu sayede öğrencilerin yöntemin tahmin aşamasında hayal gücü yeteneklerini kullanarak artırılmış gerçeklik kartlarını istedikleri amaçla kullanmalarına fırsat verilmiştir.

Çalışma boyunca artırılmış gerçeklik kartlarının kullanımı sırasında sınıf 15 gruba ayrılmıştır. Sınıf oturma düzenine bağlı olarak rastgele gruplar iki kişilik oluşturulmuştur. Artırılmış gerçeklik uygulamalarında gözlemler grupla yapılırken çalışma kâğıtları öğrencilere bireysel olarak verilmiştir. Bu sayede hem öğrencilerin etkileşimli öğrenmelerine fırsat verilmiş hem de kendi öğrenmelerini takip etmelerini sağlamak amaçlanmıştır. Deney grubunda uygulanan artırılmış gerçeklik uygulamaları ile ilgili sınıf ortamından görüntüler Şekil 2’de sunulmuştur.



Şekil 2. Deney grubu artırılmış gerçeklik uygulama örnekleri

Verilerin Analizi

Bu araştırma kapsamında gerçekleştirilen uygulamalardan elde edilen veriler SPSS 20.00 paket programı kullanılarak analiz edilmiştir. Bu kapsamda öncelikle kontrol ve deney grupları ön-test ve son-test puanları için ortalama, standart sapma, çarpıklık ve basıklık değerleri, minimum ve maksimum değerleri gibi betimsel istatistikler belirlenmiştir. Daha sonra ise t-testi kullanılarak çıkarımsal istatistiklere ulaşılmıştır. Her bir araştırma sorusu için uygulanan analizler Tablo 1’de sunulmuştur.

BULGULAR

Ortaokul 7. sınıf Fen Bilimleri dersi, *Güneş Sistemi ve Ötesi: Uzay Bilmececi* ünitesinin öğretiminde artırılmış gerçeklik uygulamaları kullanımının astronomi başarı düzeyleri üzerine etkisinin araştırıldığı bu çalışmanın bulguları şu şekildedir:

Araştırma kapsamında deney ve kontrol gruplarının astronomi başarı ön-test uygulamasından aldıkları puanların ortalamaları arasındaki farkın anlamlı olup olmadığını test etmek için grup istatistikleri ve t- testi analizler gerçekleştirilmiştir.

Tablo 1. Araştırma Sorularına Göre Uygulanan Analizler

| Araştırma Sorusu | Uygulanan Analiz |
|--|----------------------------|
| Deney ve kontrol gruplarının Astronomi başarı testi ön test puan ortalamaları arasında anlamlı farklılık var mıdır? | İlişkisiz örneklem t-testi |
| Deney grubu öğrencilerinin Astronomi başarı testi ön ve son test puan ortalaması arasında anlamlı farklılık var mıdır? | İlişkili örneklem t-testi |
| Kontrol grubu öğrencilerinin Astronomi başarı testi ön ve son test puan ortalaması arasında anlamlı farklılık var mıdır? | İlişkili örneklem t-testi |
| Deney ve kontrol gruplarının Astronomi başarı testi son test puan ortalamaları arasında anlamlı farklılık var mıdır? | İlişkisiz örneklem t-testi |

Tablo 2’de deney ve kontrol grubu öğrencilerinin astronomi başarı ön test puanları ile ilgili ilişkisiz t-testi sonuçları görülmektedir. Elde edilen bulgulara göre; deney ve kontrol grubu öğrencilerinin astronomi başarı ön test puanları arasında istatistiksel açıdan anlamlı fark olmadığı belirlenmiştir. Buna göre; uygulama öncesinde deney ve kontrol grubu öğrencilerinin astronomi başarı puanları benzer düzeyde olduğu söylenebilir ($t=-0.65$; $p>.05$).

Tablo 2. Deney ve kontrol grubu öğrencilerinin Astronomi başarı ön test puanları ile ilgili ilişkisiz t-testi bulguları

| | N | \bar{X} | SS | t | Sd | p |
|----------------------|----|-----------|------|-------|----|------|
| Deney grubu | 30 | 10.79 | 4.49 | -0.65 | 58 | 0.51 |
| Kontrol grubu | 30 | 11.60 | 4.97 | | | |

Deney grubu öğrencilerinin astronomi başarı ön test-son test puanlarının incelenmesiyle elde edilen sonuçlar ise Tablo 3’te görülmektedir. Buna göre; deney grubu öğrencilerinin uygulama öncesi ve sonrası astronomi başarı puanlarında istatistiksel olarak anlamlı bir farkın oluştuğu belirlenmiştir ($t=-5.26$; $p<.05$).

Tablo 3. Deney grubu öğrencilerinin Astronomi başarı ön test-son test puanları ile ilgili ilişkili t-testi bulguları

| | N | \bar{X} | SS | t | Sd | p |
|----------------------|----|-----------|------|-------|----|------|
| Ön test puan | 30 | 10.79 | 4.49 | -5.26 | 29 | 0.00 |
| Son test puan | 30 | 17.68 | 4.95 | | | |

Kontrol grubu öğrencilerinin Astronomi başarı ön test-son test puanlarının incelenmesiyle elde edilen sonuçlar ise Tablo 4’te görülmektedir. Buna göre; mevcut öğretim programı temel alınarak gerçekleştirilen derslerle, kontrol grubu öğrencilerinin Astronomi başarı puanlarında istatistiksel olarak anlamlı bir farkın oluşmadığı belirlenmiştir ($t=-1.07$; $p>.05$).

Tablo 4. Kontrol grubu öğrencilerinin Astronomi başarı ön test-son test puanları ile ilgili ilişkili t-testi bulguları

| | N | \bar{X} | SS | t | Sd | p |
|----------------------|----|-----------|------|-------|----|------|
| Ön test puan | 30 | 11.60 | 4.97 | -1.07 | 29 | 0.59 |
| Son test puan | 30 | 12.73 | 5.80 | | | |

Araştırmaya katılan deney ve kontrol grubu öğrencilerinin astronomi başarı son test puanları incelendiğinde ise Tablo 5'te de görüldüğü üzere; deney grubu lehine 0.05 anlamlılık seviyesinde istatistiksel olarak anlamlı bir fark bulunmuştur ($t=3.52$; $p<.05$).

Tablo 5. Deney ve kontrol grubu öğrencilerinin Astronomi başarı son test puanları ile ilgili ilişkisiz t-testi bulguları

| | N | \bar{X} | SS | t | Sd | p |
|----------------------|----|-----------|------|------|----|------|
| Deney grubu | 30 | 17.68 | 4.95 | 3.52 | 58 | 0.01 |
| Kontrol grubu | 30 | 12.73 | 5.80 | | | |

Yapılan analizler sonucu ulaşılan bulgular, 7. sınıf Fen Bilimleri dersi, *Güneş Sistemi ve Ötesi: Uzay Bilmececi* ünitesi temel alınarak kontrol grubunda düz anlatıma dayalı uygulanan geleneksel yöntemlerin öğrencilerin astronomi başarı puanlarına anlamlı bir etki oluşturmadığını; artırılmış gerçeklik uygulamalarının ise öğrencilerin astronomi başarılarını olumlu yönde etkilediğini göstermektedir. Buradan hareketle, araştırmaya katılan öğrencilerin astronomi başarı açısından, deney grubunda uygulanan artırılmış gerçeklik uygulamalarının kontrol grubunda uygulanan geleneksel uygulamalara göre daha etkili olduğu söylenebilir.

SONUÇ VE TARTIŞMA

Bu araştırmada ortaokul 7. sınıf Fen Bilimleri dersi, *Güneş Sistemi ve Ötesi: Uzay Bilmececi* ünitesinin öğretiminde *Space 4D+* adı verilen artırılmış gerçeklik öğrenme materyali kullanılmıştır. Artırılmış gerçeklik uygulamaları ile verilen öğretimin 7. Sınıf öğrencilerinin; astronomi başarı düzeyleri üzerine etkisinin olup olmadığı araştırılmıştır. Araştırma kapsamında 2017-2018 eğitim öğretim yılında Niğde il merkezindeki bir ortaokulda 7. sınıflarda öğrenim görmekte olan N=60 (30 deney grubu, 30 kontrol grubu) öğrenci ile çalışılmıştır.

Öğrencilerin öncelikle araştırmanın bağımsız değişkeni olan astronomi başarı mevcut düzeyleri, ilgili veri toplama aracıyla ön-testler gerçekleştirilerek belirlenmiş, sonrasında deney grubu olarak atanan öğrencilerle AG destekli öğretim, kontrol grubu olarak atanan öğrencilerle ise fen bilimleri programının ön gördüğü şekilde öğretim gerçekleştirilmiştir. Uygulamaların ardından araştırmanın bağımlı değişkeni olan artırılmış gerçeklik uygulamaları ile gerçekleştirilen öğretimin, bağımsız değişken üzerine istatistiki açıdan anlamlı etkisi olup olmadığını belirlemek amacıyla her iki grupta da son testler gerçekleştirilmiş ve testlerden elde edilen değerler SPSS 20 paket programı kullanılarak araştırma sorularına cevap oluşturulacak uygun analizlerle değerlendirilmiştir.

Çalışma kapsamında araştırılan durum AG uygulamalarının öğrencilerin akademik başarıları üzerine etkisidir. Elde edilen bulgulara göre kontrol grubu öğrencileriyle mevcut öğrenme programına dayalı olarak gerçekleştirilen eğitimin öğrencilerin astronomi başarı düzeyine anlamlı etkisi olmazken, AG'e dayalı gerçekleştirilen eğitimin deney grubu öğrencileri başarı düzeyine, kontrol grubu öğrencilerine göre istatistiki açıdan anlamlı etkisi olduğu tespit edilmiştir ($t=3.52$; $p<.05$).

Araştırmadan elde edilen bu sonuç AG uygulamalarının öğrencilerin öğrenme performansları üzerine etkisini inceleyen birçok çalışmada elde edilen sonuçlarla paralellik göstermektedir (Cai ve ark., 2014; Ibáñez ve ark., 2014; Liu ve ark. 2007; Yen, Tsai, Wu 2013; Sumadio ve Rambli, 2010; Zhang ve ark., 2014). Benzer şekilde Zhang, Sung, Hou ve Chang'ın (2014) ilköğrencileriyle, takımyıldızları konusunda AG uygulamaları ile gerçekleştirdikleri çalışma sonucunda; AG uygulamalarının öğrencilerin akademik başarılarını artırmada etkili olduğunu tespit etmişlerdir. Timur ve Özdemir'in (2018) ortaokul fen bilimleri dersi öğretmenleriyle gerçekleştirdikleri çalışma sonucunda da, çalışmaya katılan tüm öğretmenler AG uygulamalarının öğrencilerin öğrenme performansları üzerine etkili olduğunu ifade etmişlerdir.

Bu çalışmada kullanılan AG uygulamalarının, eğlenceli bir ders ortamı sağlayarak öğrencilerin ilgilerini çekerek, onların tüm dikkatlerini ilgili konuya odaklamalarını sağlamış ve öğrencilerin konuyu öğrenmelerine katkı sağlamış olabilir. Bu bağlamda benzer çalışmalar gerçekleştirecek olan araştırmacılara ve derslerinde AG uygulamalarına yer verecek olan öğretmenlere yönelik olarak, AG uygulamalarını içeren benzer çalışmaların farklı örneklemeler düzeylerinde ve farklı ünitelerin öğretiminde kullanılması önerilmektedir.

TEŞEKKÜR

Bu çalışma Erciyes Üniversitesi Bilimsel Araştırma Projeleri Koordinasyon Birimince SBA-2017-7510 proje numarası ile desteklenmiştir. Araştırmacılar, katkılarından dolayı Erciyes Üniversitesi Bilimsel Araştırma Projeleri Koordinasyon Birimine teşekkür etmektedir.

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ASTRONOMICAL PROJECTS FOR HIGH SCHOOL STUDENTS

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ABSTRACT

In 2002/03, the FDS Laboratory of the Mathematics Department of the Politecnico di Milano began promoting projects aimed at high school students. The projects want to make people aware to students and teachers such as mathematics can enter into many aspects of human life, through the modeling of phenomena, situations, forms or studies predictive studies.

The experience aims to develop the ability to analyze a problem, to adequately formalize it, to identify a suitable resolution strategy, to verify the results obtained a posteriori. It also aims to consolidate in the group the capacity for cooperation, the exchange of knowledge / skills, the organization of work, and compliance with the set deadlines.

Astronomy is strictly related to mathematics but in Italian high schools is not very studied so therefore we decide to promote the study with interdisciplinary projects done with the help of the INAF of Merate (Italy).

INTRODUCTION

The first project was done in the 2008/09 school year because the General Assembly of the United Nations proclaimed 2009 as *the International Year of Astronomy* (IYA2009) since it was the fourth centenary of the publication of Kepler's first two laws of planetary motion in the *Astronomia Nova* and the first astronomical observations with the telescope by Galileo in Padua. The purpose of the project was to replicate the Ptolemy's geocentric model supposing that the astronomer was a scholar of another planet in the solar system and the students choose Mars and they called Marptolemaeus the hypothetical Martian astronomer. Indeed, as the earthly Ptolemaeus decided to put his own planet, the Earth, as point of reference, the same would do an astronomer born on Mars. The students have chosen Mars because it is the planet most like the Earth.

The second project was intended to calculate the mass of Jupiter because the calculation of the mass of Jupiter is essential to study the trajectory of the probes. Estimates of the mass of Jupiter were also made (1973) with the use of Pioneer probes. In order to calculate the mass, the students have chosen to observe the system constituted by Jupiter and the four Galilean satellites: Io, Europa, Ganymede, Callisto, in the annual time frame in which Jupiter is visible. The students acquired and analysed 792 digital images of the Jupiter-Galilean satellite system, of the Moon and the Pleiades.

The third project as the aim to complete the mathematical and geometrical planning as well as the construction of a fully working sundial, equipped with a solar calendar. It has also been necessary to choose the most suitable kind of sundial, taking account of its future location: finally, due to some technical needs (such as the difficulty in drawing all the necessary hour-lines with precision on the surface of a spherical sundial) a horizontal one has been decided.

The position of the hour-lines and datelines has been calculated and laid out through the application of some theorems about spherical trigonometry in order to sort out a spatial geometry problem. An important part of the project consists in planning a spreadsheet (with the application Microsoft Excel) which calculates the equations of hour-lines and datelines for a sundial working in Central Europe.

THE FIRST PROJECT: THE MARPTOLEMAEUS THEORY

The purpose of the first project was to replicate the Ptolemy's geocentric model, supposing that the astronomer was a scholar of another planet in the solar system and the students called Marptolemaeus the hypothetical Martian astronomer. Indeed, as the earthly Ptolemaeus decided to put his own planet, the Earth, as point of reference, the same would do an astronomer born on Mars.

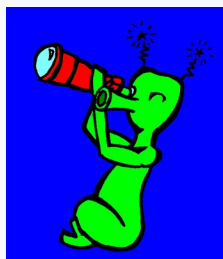


Fig.1: Marptolemaeus

Mars is the fourth planet of the Solar System and is nicknamed "red planet" for its characteristic color due to iron oxide, which abounds on its surface.

The mountains of Mars are of volcanic origin and the highest is Mount Olympus, which reaches 27 km in height. The soil of Mars is covered by a multitude of rocks and a layer of sand a few centimeters deep.

Characteristics of Mars are its polar caps, which are stratified deposits of carbon dioxide and sand.

Mars has two satellites called Phobos and Deimos, respectively in Greek Φόβος (fear) and Δεῖμος (terror) children of the god of war and Aphrodite, mentioned in the XV book of the Iliad. Their discovery dates to 7:48 UTC on 12 August 1877, by the American astronomer Asaph Hall, from the Naval Observatory in Washington. Curiously, their presence had been hypothesized already a century and a half before by the English writer Jonathan Swift, who had made the scientists of Laputa (the floating island of Gulliver's Travels) affirm that Mars had two small satellites.

Phobos, the innermost, and the largest of the two Mars satellites, orbits at a height of about 6000 km, and this feature makes it the closest satellite to its planet. Highly non-spherical in shape, Phobos is probably a captured asteroid, but a mystery remains as to how Mars imprisoned it in an almost perfectly circular (and therefore physically improbable) and rather unstable orbit; this suggests a relatively recent capture. Phobos, like the Moon, has a surface rich in craters, the largest of which is the Stickney crater, particularly visible. Seen from Phobos, Mars appears 6400 times larger and 2500 times brighter than the full Moon seen from Earth, and occupies a quarter of the sky. Seen from Mars, Phobos is one-third the size of the Moon seen from Earth. Its orbital period is 7 hours 39 min.

Deimos with an average diameter of 10km, is the smallest but the furthest of the two natural satellites of Mars. The origin of the satellite is still uncertain: the close resemblance between Deimos and the many little planets present in the main belt of asteroids would suggest that a celestial body of that type would have been captured by the Martian gravity due to a disturbance caused by the passage of Jupiter. However, this explanation is very unlikely, since the shape of the satellite's orbit is too regular and placed on a plane almost coinciding with the equatorial one of the red planet. The dispute remains on. Deimos is composed of rocks rich in carbon and ice.

Seen from Deimos, Mars appears 1000 times larger and 400 times brighter than the full Moon seen from Earth and fills 1/11 of the sky. Its orbital period is approximately 30.28 hours.

For their experiment, the students used Celestia, an excellent 3D simulator of all the celestial objects known today, as it contains a database of over 100,000 stars. It offers the possibility of "capturing" the images displayed and storing them even within a video file. Clicking on each celestial body displays the name, diameter of the planets, brightness of the stars, distance from which one is looking at the body, class of belonging and other information. Furthermore, using the zoom, one can get in touch with every planet or star, or move away, see the orbits. The students have delimited the field of study to the Sun, to the terrestrial and internal planets of Mars, Mercury, Venus and Earth and to the two Martian satellites Phobos and Deimos. They carried out the observations every ten days starting from 1 January 2009 until 27 December 2010.



Fig.2: The Mars satellites

The students founded that the Sun makes a revolution around Mars in a period of about 1.96 years while, in reality, the Mars revolution is 1.88 years. They founded that the Earth makes the revolution around Mars in a period of about 736 days, Venus makes a revolution around Mars in a period between 696 and 706 days and that Mercury completes a revolution around Mars in a period between 706 and 716 days.

Thus, a Martian Solar System could have been described in two different ways:

- 1) The Sun's orbit would have been described by the parametric equation;

$$\begin{cases} x = R \cos \theta \\ y = R \sin \theta \end{cases}$$

and the planets would have followed the equation of an epicycloid

$$\begin{cases} x = (R + r) \cos \theta - r \left(\cos \left(\frac{R + r}{r} \theta \right) \right) \\ y = (R + r) \sin \theta - r \left(\sin \left(\frac{R + r}{r} \theta \right) \right) \end{cases}$$

where R is the radius of the solar orbit, r is the distance planet-Sun, $\theta = \omega t$, ω is the angular velocity and t is the time. The origin of the axes is not in Mars, but translated into a point called eccentric, while the angular velocities are calculated by placing the vertex in its symmetric with respect to the Earth, called equant, as in the Ptolemaic model of epicycles, but with the deferent of the satellites coinciding with the solar orbit.

2) The Sun would have traveled an orbit of parametric equation:

$$r(1 + e \cos(\theta)) = 1 \quad (\text{elliptical motion})$$

and the planets would have traversed trajectories as if they were rotating on a circumference whose center in turn rotated on the elliptical solar orbit. Not having found this curve in any geometry book, the students have decided to baptize this curve with the name of epiclissoide with the following equation

$$\begin{cases} x = (a + r) \cos \vartheta - r \cos \left(\frac{a + r}{r} \vartheta \right) \\ y = (a + r) \sin \vartheta - r \sin \left(\frac{a + r}{r} \vartheta \right) \end{cases}$$

where e is the eccentricity of the solar orbit, a is the distance of Sun-Mars, r is the distance planet-Sun, $\theta = \omega t$, ω is the angular velocity and t is the time.

THE SECOND PROJECT: THE MASS OF JUPITER

This project had the purpose of calculating the mass of Jupiter observing the four satellites (Io, Europa, Ganymede and Callisto) which both Galileo and Kepler used to follow with their means almost 400 years ago. This project implied several on-the-ground experiences at the Astronomical Observatory of Merate (AOM) which greatly enriched the students' knowledge about some astronomical related subjects that they had been studied at school only under their theoretical aspect.

The first part of the work was directed to learning how to use, maneuver and take digital pictures with the equipment given by the team of the AOM, which consisted of one large telescope named "Ruths", located in Merate, and three smaller remotely-operated telescopes placed in New York, Merate and Tokyo which granted the possibility to observe Jupiter and its satellites in almost every moment of the day.



Fig.3: the Ruths telescope

The students started taking images of Jupiter, its satellites, the Moon and the Pleiades from all the four telescopes for three months and ended up with having almost 800 images. They selected only 450 images for the analysis. Through these digital images they were able to determine the fictional distance in pixels between Jupiter and its satellites and to transform it into a kilometer-based distance. They achieved that taking advantage on the fact that we could compare the real dimensions of the Moon and the constant angular distance between two stars of the Pleiades with their fictional pixel-based dimensions and thus calculate an associated "scale factor". They had chosen the Moon as it was the most easily visible object of the night sky, while the two stars of Pleiades were constantly visible with the telescopes unlike the Moon. By this scale factor, the students have been able to calculate the distance from Jupiter of a given satellite. Then they elaborated the collected data using the program VANIC.XL provided by AOM and this gave a first set of orbital results of Jupiter satellites. In parallel, they performed the same calculations by making a simple C++ program. This program is much less complex than VANIC.XL but gave us a good control of orbital calculation algorithms and can be eventually improved in accuracy by small changes in its code. Finally, applying Newton's universal gravitational law and Kepler's third law to these satellite orbital data, they calculate the mass of Jupiter

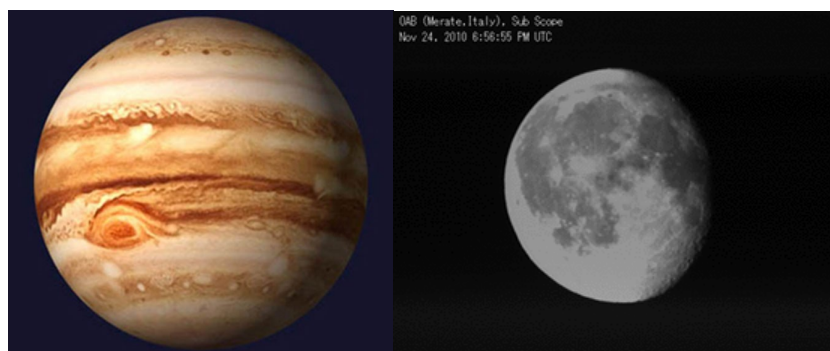


Fig.4: Jupiter

THE THIRD PROJECT: A SUNDIAL

The main aim of this project is to complete the mathematical and geometrical planning as well as the construction of a fully working sundial, equipped with a solar calendar. It has also been necessary to choose the most suitable kind of sundial, taking account of its future location: finally, due to some technical needs (such as the difficulty in drawing all the necessary hour-lines with precision on the surface of a spherical sundial) a horizontal one has been decided. The position of the hour-lines and datelines has been calculated and laid out through the application of some theorems about spherical trigonometry in order to sort out a spatial geometry problem. An important part of the project consists in planning a spreadsheet (with the application Microsoft Excel) which calculates the equations of hour-lines and datelines for a sundial working in Central Europe. The utilization of this spreadsheet makes the construction of a sundial easier, even for people who do not have a good knowledge of trigonometry and astrometry. In fact, the user, just filling in all the necessary information in the empty cells of the spreadsheet (e.g. the latitude and the longitude of the place where the sundial is intended to be set, the longitude of the reference meridian of the time zone in which the same place is and the height of the gnomon that casts the shadow onto the surface of the sundial), could have all the hour and date lines calculated by the computer in a few seconds. Moreover, through some applications of Microsoft Excel and GeoGebra4 which make the creation of charts and mathematical graphs possible, the users could also see the representation of the surface of a sundial perfectly working in the place of the Northern Hemisphere they have chosen. Furthermore, the sundial projected using this spreadsheet does not show the solar time, but it shows the clock time of the reference meridian chosen (precisely the one of Central Europe, 15° E). Finally, a watchful observer might also notice the presence of an original motto on the surface of the sundial (*Traces of shadow to grasp the transparency of time*), originally thought in Italian and later translated into Latin and other languages, in order to bring the ancient fascination of these clocks back to mind.

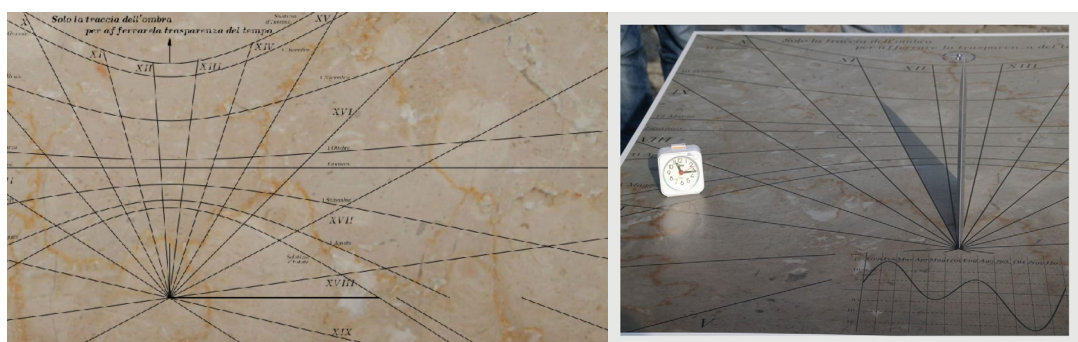


Fig. 5: the sundial

To determine the position of the various hour lines, the students have used essentially some principles of plane trigonometry (necessary to carry out the projections of the gnomon, depending on the position of the Sun, on a flat surface).

In order to greatly simplify the calculation, they have considered the projections of the various shadows only on the day of the equinox. In fact, the duration of the day at the equinox is exactly 12 hours (in any part of the globe), therefore at one hour both the twelfth part of the day and a displacement of the Sun on the celestial sphere equal to exactly 15° will correspond.

To design the sundial, the students used two software: Microsoft Excel (in the 2010 version) and GeoGebra (in the 4.0 version). Through Microsoft Excel they have set the formulas on the spreadsheet to determine the hour lines for the sundial at the latitude. In this way, by varying the latitude data within the calculation sheet, it is possible to

obtain the representation of the hour lines on the meridian plane at the given latitude (this reveals its versatility, since it lays the foundations for constructing a plane sundial at any latitude). Later, using Microsoft Excel, they have set formulas on another spreadsheet to obtain the declination curves to be represented on the sundial plane, which can thus also perform the calendar function. Then they transferred the data to the GeoGebra spreadsheet. These data were used to define the equations of the curves that were represented as places in the graphical view of the program. Using GeoGebra, the equation of time to be inserted on the meridian plane for the correction to be carried out at the time marked by the sundial, according to the period of the year, has also been reproduced. With GeoGebra, by modifying the data in the spreadsheet, it is also possible to obtain the plane of a sundial at different latitudes

To install the sundial, one must find the direction of the local meridian (north-south direction) which must coincide with the meridian line of the sundial. Even if it is possible to determine this direction with the use of a compass, note the magnetic declination of the place, we have used the method "of the Hindu circles" which consists in the use of a rod fixed perpendicular in O to a horizontal plane: path a circle, with centre in O, around the rod, in the course of a day the sun will describe a hyperbola that will meet the circumference in two points. Finally, a perpendicular to the segment joining these two points gave us the direction of the local meridian.

Once the sundial has been installed, to read the time it is sufficient to look at the position of the shadow of the gnomon on the dial: it is possible to obtain the solar time of the place and the period of the year determining to which hour lines and declination approaches of plus the shadow of the gnomon itself. Obviously, the reading must be carried out in the presence of sunlight, and therefore by day with favourable weather conditions. In the case of the sundial we designed, it is possible to read the time of the reference meridian; however, to know the civil time (t_c), which is what we usually use in everyday life, we need to make the following corrections:

It is necessary to add or remove a few minutes depending on the period of the year since every day the Sun delays or anticipates the passage on the meridian of the place with respect to the Average Time (t_m). This delay or advance (t_e) can be quantified with the equation of time, attached to the sundial, and necessary to correct the error to the extent due to the eccentricity of the earth's orbit and its inclination with respect to the ecliptic:

$$t_c = t_m + t_e$$

In many countries, for practical reasons, summertime is adopted in summer, which is achieved by moving the clocks an hour ahead of standard time. Therefore, if the sundial is read in these months, the time indicated on the dial, even if corrected with the equation of time, will differ by an hour from the civil one; consequently it will be necessary to add an hour to the value read for a correct measurement.

$$t_c = t_m + t_e + 1h$$

CONCLUSIONS

The three projects described in this article are an example of the activities carried out by the FDS laboratory of the Mathematics Department of the Politecnico di Milano. The laboratory has offered students and teachers of upper secondary school interdisciplinary projects that link mathematics with other disciplines such as art, music and literature. We think in this way to bring students closer to mathematics, overcoming the preconceptions that still exist today about this subject

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ATTITUDES OF NEAR EAST UNIVERSITY STUDENTS TOWARDS ENGLISH LANGUAGE LEARNING

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ABSTRACT

The purpose of the present study was to investigate the English Preparatory Students' attitudes towards English language learning and their opinions related to the issue. In the study, quantitative research method was used. The population of the study included 263 English preparatory students attended compulsory preparatory class at a private University in 2018-2019 academic year. All the students were supposed to participate; however a total of 263 questionnaire forms were completed among the returned forms. Therefore, the sample of the study included 194 students. Data collection tools were behavioral attitudes, cognitive and emotional tests that were developed by the researchers. The Cronbach Alpha reliability coefficient for the reliability of the questionnaire is 0.95.

Keywords: Attitude towards English lesson, English language, Preparatory School

“AUGMENTED PRACTICE-ROOM”: AN E-LEARNING TOOL FOR MUSIC STUDENTS

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ABSTRACT

The acoustic properties of different rooms have considerable effects on the perception of the sound of an instrument or voice. How can music students experience these effects without actually practicing in various rooms? In our project “Augmented Practice-Room,” a new e-learning tool is developed to allow them to experience different rooms, such as a large concert hall or a church, inside a small practice room. This tool is going to be used by the students of the Conservatory of Graz over a period of two semesters. Data of the long-term experience with the e-learning tool is going to be gathered by various means of feedback received from students and teachers and subsequently analyzed in the context of different instruments and age levels.

The augmented reality, defined as an enhancement of reality by use of technology, could be an enriching learning tool for the study of classical instruments, such as guitar, violin, piano, cello, and clarinet: the manipulation of sounds could emphasize the effects on the audio-motor learning process. The team of the project is developing hardware and software to allow the students to hear the direct, real sound as well as the sound of a virtual concert hall.

This paper describes the e-learning tool and explores different approaches for evaluating its effects: the various qualitative and quantitative evaluation methods, such as non-structured and structured interviews, questionnaires, non-intrusive observations, group discussions, and scale rating. The approaches are going to be selected with regard to their chances and risks for the collection of data for this project.

INTRODUCTION

The acoustic properties of a room have considerable effects on the sound of an instrument and its perception by the musician playing (Kalkandijev, 2015). Normally, music students practice in a small room and then have to perform in a concert hall, where they have a fundamentally different acoustic perception of the instrument's sound. In our project called “Augmented Practice-Room”, a new e-learning tool is being developed to allow them to have the experience of playing in the acoustics of a concert hall or church while actually being inside the practice room.

In general, augmented reality is defined as an enhancement of reality by the use of technology such that the “real” and the virtual world become fused: within the real world, virtual objects, sound sources and information are displayed. This technology can be seen as an enriching learning tool for the study of classical instruments: the manipulation of sounds can emphasize the effects on the audio-motor learning process. In the field of music education this theme is indeed a relatively new subject of interest. Augmented reality in music education has been used in Serafin's study (2017), for Keebler's guitar learning system (2014), and in Orman's use for the purpose of enhancing music conducting skills (2017).

In the particular case of our project “Augmented Practice-Room”, hardware and software are being developed by the project team, to allow the students to hear the direct, real sound as well as the sound of a virtual concert hall – indeed an augmented reality. The hardware consists of modified open headphones or loudspeakers, which allow the student to hear the “real” sound produced by his or her playing along with the effects of a simulated large concert hall. Another pair of headphones will be used by teachers to hear the virtual sound produced by the student. Furthermore, the software will give the participants the opportunity to choose different room acoustics (such as a specific concert hall) and the position in the virtual space (e.g., in the center, the corner, etc. of the virtual concert hall).

Our main hypothesis is that repeated experience with different room acoustics will positively influence the audio-motor skills of the students in the areas of articulation, dynamics, agogics, etc. *Articulation* describes the attack and decay in the production of a single note and is related to its clarity; *dynamics* refers to variations in loudness and *agogics* is defined as the accentuation of a note by extending it slightly beyond its written time value. An additional hypothesis is that there will be motivational effects for the students as they experience listening to themselves playing in different rooms.

The empirical evidence of the effects of acoustics on performance is investigated in a study by Kalkandijev and Weinzierl (2015): the authors describe how the acoustic properties of a room influence the tempo, the loudness, the dynamic bandwidth and the timbre of a solo music performance. In particular, professional musicians tend to

play slower in rooms with a long reverberation time, adjusting the timbre of the sound to suit the characteristic of the room (by playing “harder” in rooms with a warm sound, for instance). The musicians tended to increase the tempo in rooms with very short reverberation times. In our project we are interested in the effects on the practice routine of students when using the e-learning tool during face-to-face lessons and an ensemble situation.

Our project takes place at the University of Music and Performing Arts in Graz with the collaboration of the Johann-Joseph-Fux Conservatory in Graz (Austria). The e-learning tool developed by the project team is going to be used by music students during the face-to-face lessons over a period of two semesters in the academic year 2019/2020. In addition, in the second semester the e-learning tool is going to be used in ensemble instrumental lessons (chamber music). Data from the long-term experience is going to be gathered by various means of feedback received from students and teachers, and the data will be subsequently analyzed in the context of different age levels and instruments. In particular, seven teachers are collaborating with the team project: two violinists, a cellist, a pianist, a clarinetist, a guitarist, and a singer. The age of the student is between 10 and 30: we are interested in the different perceptions of the e-learning tool with regard to the wide range of age levels. The level of expertise is very different, and does not necessarily correspond to the age of the participants. For instance, a teenager is at the beginning of his or her study but on the other hand, a child can already play difficult pieces and take part in international competitions: some of the students are indeed in a special educational program for outstanding students. The level of expertise could indeed influence the way the student expresses or talk about the studying experience: an advanced student is expected to be able to self-report his or her musical experience better than a beginner.

This paper is divided into two main parts. In the first, the technology behind the project is briefly described, and in the second part the different evaluation approaches, with which we are going to collect the feedback from the participants, are analyzed and compared. The advantages and disadvantages of the proposed methods are discussed with regard to the specific needs of our project.

THE E-LEARNING TOOL

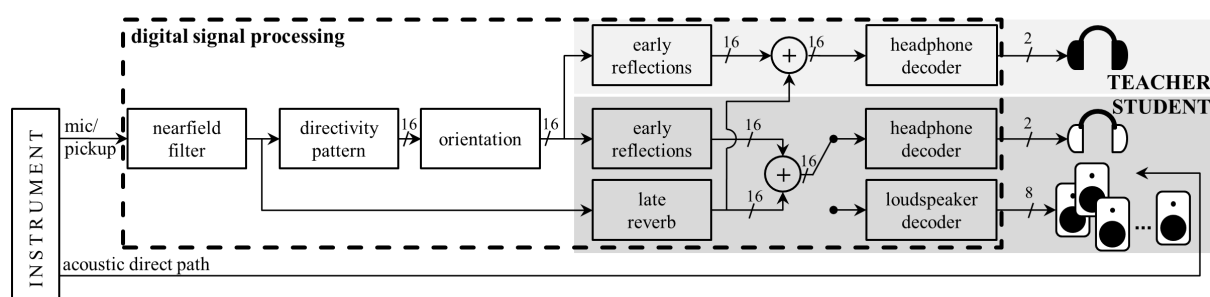


Figure 1: Simplified block diagram of the “Augmented Practice-Room” tool revealing its digital signal processing for the teacher (closed headphones, no direct sound from the instrument) and the student (open headphones or loudspeakers to enable direct sound from the instrument).

The basic idea behind the “Augmented Practice-Room” tool is that the direct sound of the instrument acoustically reaches the student’s ears and only the virtual room acoustics is played back via open headphones or loudspeakers. In a real room, first reflections reach the musician’s ears several milliseconds after the direct sound. The tool makes use of this natural delay for the computation of the digital signal processing creating the virtual room acoustics. This facilitates the playback of the virtual acoustics without any additional delay, which is important for unimpaired musical playing (Marentakis, 2012). The acoustic properties (e.g. room size, reverberation time) of the virtual room are adjustable and can also be based on measurements of real concert halls. The position and orientation of both the student/instrument and the teacher inside the virtual room can be controlled in real time. For example, the student can play on stage while the teacher listens to the music from within the audience. The entire signal processing uses the Ambisonics technology (Zotter & Frank, 2019), as it provides maximum flexibility (same processing for loudspeaker and headphone playback), scalability (spatial resolution can simply be adjusted to available processing power), and easy application of rotations (orientation of instrument/student and teacher). The following paragraphs describe the particular parts in the block diagram of the “Augmented Practice-Room” tool, as depicted in Figure 1.

The instrument’s direct sound propagates to the student’s ears via the acoustic direct path, as it would be the case without the tool. The unattenuated acoustic path to the student’s ear is facilitated by using either loudspeakers or modified open headphones to play back the virtual room. Simultaneously, the direct sound is captured with a close-up microphone or pickup and fed into the digital signal processing chain for generating the virtual room acoustics. A nearfield filter compensates for timbral differences between the close-up capture of the direct sound

and the farfield sound that is required for the virtual room acoustics. This filtered sound is directly fed into a 64-channel feed-back-delay network (Stautner & Puckette, 1982, Jot & Chaigne, 1991) to generate diffuse, late reverberation. In order to reduce computational load, only 16 channels are outputted to the next processing block. A fade-in enables an increased diffuse envelopment (Blochberger, 2019) and smoother transition into the early room reflections. As late reverberation is largely independent of the listening position (Clapp & Seeber, 2016), it can be employed for both student and teacher. In contrast, the early room reflections are strongly position-dependent, e.g. one can perceive a strong and early reflection when approaching a wall. The calculation of the early reflections employs an image-source model with up to 236 reflections. The model is fed by a 16-channel signal that includes both the directivity of each instrument and its orientation. The employed directivity patterns are based on measurements from TU Berlin (Weinzierl, 2017). They are restricted to a 3rd-order spatial resolution to reduce computational load, as our previous studies revealed that higher resolution is not necessary for our application (Frank & Brandner, 2019, Frank & Brandner, 2019a). Individual early reflections and the late reverberation are then summed up to a virtual room acoustics for student and teacher, respectively. For the student, the virtual room acoustics is played back over open headphones or loudspeakers so that the acoustic path of the direct sound can add. For the teacher, closed headphones are used to strongly attenuate the acoustic direct path, because the direct sound from the instrument has to be included in the virtual room acoustics for realistic reproduction. Headphone playback employs state-of-the-art binaural Ambisonic decoding of the virtual room acoustics (Zaunschirm, 2018) including incorporation of head rotations with a head-tracking device (Romanov, 2017), while loudspeaker playback employs the AllRAD approach (Zotter & Frank, 2012) for the application to arbitrary loudspeaker arrangements.

The implementation of the “Augmented Practice-Room” tool is based on open-source audio plug-ins (Rudrich, 2019) that have been developed at our institute and runs on standard PCs. It is planned that there will be a simplified version of the tool, which can run on mobile devices, at the end of the project. So far, we created four virtual rooms to demonstrate the tool to the teachers involved in the project: a small room, a chamber music hall, a larger concert hall, and a cathedral. During the demonstration in an anechoic chamber, the teachers were playing their own instruments with the tool. They were generally impressed by the quality of the virtual room and they could not hear a difference between loudspeaker and headphone playback. However, in case of the violin, the teachers preferred the loudspeaker playback as the headphones could touch the instrument, especially when children are playing. Some of the teachers requested to model additional concert halls where the students typically perform concerts.

THE EVALUATION APPROACH

The evaluation approach can be considered as highly explorative. The main roots of the research approach can be found in the research methodology of the grounded theory developed by Barney Glaser and Anselm Strauss (1967). The methodological genre of Evolved Grounded Theory can be generally described as “a theory that was derived from data, systematically gathered and analyzed through the research process” (Strauss & Corbin, 1998, p. 12). This research approach defines itself by not trying to prove hypothesis but by gathering data first. Through analysis this almost “blind” data collection leads to first hypothesis. The data collection is mainly led by qualitative research methods but can be enriched by quantitative methods as well. For this project we focus mainly on the core characteristics of grounded theory, namely the constant alternation of data collection, comparative analysis and theory building. It is very important to acknowledge that we gather data only on the construction of reality of the research participants: “Qualitative research is based upon the observations and interpretations of people’s perception of different events” (Khan, 2014, p. 225).

Not only the explorative character of this evaluation is particular, also the need for non-researchers’ participation in the research process is very unusual. The researcher team itself is not going to be present for a considerable amount of time of the data collection situations. The instrumental student’s teachers themselves are becoming the main resource of data collection as they work with the students mainly in one-on-one situations. This is why a mixed method approach seems natural.

The following methods for data collection are considered as valuable options for this project: group discussions, non-intrusive observations, unstructured interviews (qualitative methods) and questionnaires, structured interviews, and scale rating (quantitative methods).

Table 1: Methods and factors that can influence the evaluation in the project “Augmented Practice-Room”.

| Method | Age level | Expertise | Expectation and attitude | Time schedule |
|---------------------------------------|-----------------------------|-----------|--------------------------|---|
| Group discussion | Teenagers, adults | Experts | Observable | At the beginning, after a few months, at the end |
| Non-intrusive observation | For all | For all | Observable | At the beginning, after a few months, at the end |
| Unstructured and structured interview | Children, teenagers, adults | For all | Difficult to capture | After a few months, at the end |
| Questionnaire | Teenagers, adults | Experts | Difficult to capture | After each lesson (short version), after a few months, at the end |
| Scale rating | For all | For all | Difficult to capture | After each lesson |

In Table 1, the quantitative and qualitative methods are analyzed with regard to the factors that can influence the data collection in our study. The fundamental questions regard which kind of combination of methods are appropriate for our project.

Group discussion: The group discussion or focus group method is a guided discussion where the interviewer has to prepare a set of five or seven questions to ask during a one- or two-hour session (Mertens, 2010, p. 370). An advantage of this method is the flexibility of the discussed arguments, that means that the interaction between the participants can arise in a constructive discussion. The adults, that are the teachers, are going to work with students using the e-learning tool, and they are going to give us during the discussion basic feedback about the possible effects of the tool and about the students' reactions. Regarding the testing schedule, we have planned a discussion session about the first impression, while the e-learning tool is routinely used, and record the final judgment of the experience. In addition, the teachers expectation and personal attitude towards the e-learning tool can be observed during the discussions; actually, certain behaviors can give an attentive researcher far more information than the written answers in a questionnaire.

Non-intrusive observation: The students and teachers can be observed in the “natural” environment of the classroom. The researcher has to observe and write down the dynamic of the participants behavior: the obvious advantage of this method is the fact that the age level is not a problematic factor, in fact the feedback is not filtered from the participants self-report ability. In addition, is interesting to take in consideration the different roles that in an experiment an observer can play. For example, Hesse-Biber and Leavy (2006 quoted from Mertens, 2010, p. 367) make a list of the possible roles: complete observer, observer-as-participant, participant-as-observer and complete participant. In the project, the figure of the researcher as a complete observer is going to be taken into consideration: the e-learning tool is going to be used during the lessons, where the researchers are instructed to observe the interaction between subjects and the reaction of the subjects, in a face-to-face and ensemble lesson situation. As reported by Mertens (2010), at the beginning of the session the observer can cause some participants reactions, otherwise after a short period of time he or she is supposed to become “invisible”. The obvious disadvantage of this method is the persisting perception of the researcher as a disturbing presence, even if he or she in no way interacts with the participants. In addition, our premise is that a higher level of expertise corresponds to a higher level of self-reporting ability. In the case of low self-reporting ability, the non-intrusive observation could be an appropriate approach.

Unstructured and structured interview: A considerable advantage of the unstructured interviews is the chance to choose among various arguments: this flexibility allows the researcher to better explore and discuss possible problems related to the use of the tool. The face-to-face interview is more suitable for teachers and young students than for children. The children are definitely able to self-report their experience, but a more flexible method, like an unstructured interview, may be more effective for this group. In addition, the presence of the interviewer can be seen as a consistent disadvantage. For instance, the researcher's body language or her or his particular vocal intonation could influence the participant's responses or can suggest a particular answer. In other words, the interviewer can bias the subject's responses (Mertens, 2010, p. 352). On the other hand, a disadvantage, related to the previous one, can be the subject's tendency to give answers that please the interviewer. The social desirability bias is in fact the tendency of the subjects to give socially desirable responses (Pauls & Stemmler, 2003). For instance the teachers and the students can report that the e-learning tool was very

useful for the development of a particular musical skills, such as the articulation or the control of the dynamic: maybe this opinion does not reflect what they “really” think about this topic rather than what they think is a “preferable” answer. Before the teachers and the students start using the e-learning tool in the classroom, the project team has planned to use the method of the unstructured interview to collect data from teachers first impressions.

Questionnaire: It is quite intuitive that the consistent pros of the questionnaire are the fact that the researcher can touch upon many topics, and that many participants can be tested within a relatively short span of time. Problems arise when the questions are unclear or perhaps even unsuitable. A related method is the so called “think aloud”: the aim of this approach is to ask the subjects to report what they are thinking during the process of answering the questions (Boeije & Willis, 2013). In this way the researchers have the opportunity to collect information about the clarity of the questions: the unclear one can be in a second phase modified or completely removed. Hence, for the next testing session can be prepared a set of better-structured items.

Rating scale: The method of rating scale is a quick way to collect data from each session: for example, the student and teachers could rate aspects of their performance on a scale from 0 to 10 on a weekly basis. Intonation, articulation, dynamics, agogics, and position of the body, could be judged with, for example, a scale that ranges from “I don’t agree” to “I agree” or from “very bad intonation” to “very precise intonation”. On one hand this approach can give a quick view on the perception of the ongoing experience, but on the other hand the level of his validity and reliability is strongly dependent on the construction of the items (Spector, 1992, pp. 26–27).

To summarize, all the analyzed methods have advantages and disadvantages. The use of a combination of them can counterbalance the specific problems, indeed using a mixed method. As explained before, the teachers are a part of our research team: they are going to help us to choose and to carry out the appropriate evaluation approach. In fact, previous discussions with the teachers suggest us to prepare a semi-structured “diary” consisting of different types of short questions, rating scales, and free annotations. The collected data is going to be used as well during the group discussions planned at the beginning, after a few months and at the end of the academic year. Finally, only the structured interview seems to be inappropriate because of the different age levels of the subjects involved and the presence of different music instruments: the standardized questions cannot be applied to such a heterogeneous group of participants. On the other hand, the non-intrusive observation and unstructured interviews seem to be a suitable approach to collect data from both students and teachers.

CONCLUSIONS

This paper presented the project “Augmented Practice-Room”, an e-learning tool for music students. The tool applies acoustically augmented reality to facilitate playing with the acoustics of a concert hall while actually being inside a small practice room. It employs Ambisonic technology in combination with efficient and interactive room simulation to play back the virtual concert hall acoustics over open headphones or loudspeakers while maintaining the acoustic direct sound of the instrument or the voice. Within the project, the tool is going to be used by students of different age level, expertise, and with different instruments/voice over a period of two semesters.

The project evaluates which influences long-term practice with the e-learning tool has on the development of musical skills, such as dynamic, agogics, articulation, as well as on self-perception of the sound and learning motivation. The paper presented an overview of various evaluation methods and their applicability to the project. The characteristics of the project suggests that a combination of multiple evaluation methods can counterbalance the specific disadvantages that each one has. The chosen mixed method approach will help us gather meaningful results on the newly developed “Augmented Practice-Room”.

ACKNOWLEDGMENTS

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BACKTESTING OF AN INVESTMENT ADVICE TO TODAY'S YOUNG UNIVERSITY GRADUATES: SUBSCRIPTION TO AN INDEX FUND THROUGH NINETEEN MONTHLY STOCK SAVINGS SCENARIOS FROM ONE TO NINETEEN YEARS' INVESTMENT TENURES

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ABSTRACT

Common advice for young university graduates without much investment experiences in Hong Kong is to open a monthly stocks savings account and subscribe notably the Tracker Fund (stock code: 2800) on a regular basis. Tracker Fund is an award-winning exchange-traded fund (ETF) which replicates Hong Kong Hang Seng Index. It is a dollar-cost averaging method for passive investors to synthetically form a diversified portfolio of fifty index constituent stocks. The mean annual return of the Fund from 2009 to 2018 was 7.92%. Its annual return in the recent decade ranged from -20.04% to +51.95% (median: 2.04%). The annualized volatility (i.e. stock closing price standard deviation) since its inception in December 1999 until March 2019 was 23.08%. The prevailing minimum amount of each subscription of Tracker Fund in the open market is about HK\$14,500 (about US\$1,848, €1,643, £11,026 or Kč42,509). It is about the average monthly salary of a young university graduate in Hong Kong. However, through a bank's monthly stocks savings plan, retail investors may subscribe the Fund in the multiple denominations of HK\$1,000 (about US\$127, €113, £760 or Kč2,931) but subject to transaction fees as high as 5%. Normal transaction fees in the open market are below 1.0%. Is this a sound savings and investment plan for young graduates? Will the young investors lose money in the ups and downs? Will the high transaction fees erode the returns on investment to negative? A group of integrated communication undergraduate students who studied a financial literacy elective in Hong Kong asked these questions. In response to their questions, this paper adopted 29 March 2019 (Friday) as a portfolio valuation day to "backtest" the returns on investment of 19 scenarios namely if a subscription would have started from one to nineteen years ago until the valuation day with the most cost optimal monthly stocks savings plan. All nineteen scenarios delivered positive returns despite the volatility and high transaction fees. With the exception of the incubation period of the portfolio in the 1-year and 2-year scenarios, the dollar-weighted returns (i.e. the internal rate of return) of the investments are ranged from 6.64% to 8.57% (mean: 7.56%; s.d.: 0.59%). In addition, the backtest offers insights to young university graduates to reinvest the dividends received into the fund, despite the dividend amount look nominal in the first two years.

Keywords: Investment experiences, economics education

BEDEN EĞİTİMİ ÖĞRETMENİ ADAYLARININ GENEL ERTELEME, AKADEMİK ERTELEME, MÜKEMMELLİYETÇİLİK VE SALDIRGANLIK DÜZEYLERİ ARASINDAKİ İLİŞKİ

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ÖZET

Beden Eğitimi Öğretmeni adaylarının genel ve akademik erteleme ile mükemmelliyetçilik düzeyleri arasında ilişki olup olmadığını belirlemeyi amaçlayan bu araştırma; ilişkisel tarama modelindedir. Araştırma grubunu, Aydın Adnan Menderes, Ege, Kütahya Dumlupınar (BESYO), Muğla Sıtkı Koçman, Afyon Kocatepe (BESYO) ve Manisa Celal Bayar Üniversiteleri Beden Eğitimi ve Spor Yüksekokulu / Spor Bilimleri Fakültelerinin Beden Eğitimi Öğretmenliği programlarında öğrenim görmekte olan 244 öğrenci oluşturmaktadır. Katılımcıların % 41,0'i (n=100) kadın, %59,0'u (n=144) erkektir. Bu çalışmada Solomon ve Rothblum (1986) tarafından geliştirilen ve Uzun Özer (2005) tarafından Türkçe'ye uyarlanan Erteleme Davranışını Değerlendirme Ölçeği, Yorulmaz, Çakıcı ve Gülebağlan tarafından geliştirilen Genel Erteleme Ölçeği, Hewitt ve Flett (1991) tarafından geliştirilen ve uyarlaması Kırıl (2012) tarafından yapılan Çok Boyutlu Mükemmelliyetçilik Ölçeği ile Buss ve Perry (1992) tarafından geliştirilen ve Kuzucu (2019) tarafından uyarlanan Buss-Perry Saldırganlık Ölçeği veri toplama araçları kullanılmıştır. Araştırma verileri çözümlenirken betimsel analiz teknikleri ve alt amaçlar doğrultusunda bağımsız t-testi, tek yönlü varyans analizi uygulanmıştır. Ayrıca genel erteleme, akademik erteleme eğilimleri ve akademik erteleme sebepleri, çok boyutlu mükemmelliyetçilik ve saldırganlık düzeyleri arasında ilişki olup olmadığını belirlemek amacıyla korelasyon katsayıları hesaplanmıştır. Beden Eğitimi öğretmeni adaylarının akademik erteleme davranışları, genel erteleme, mükemmelliyetçilik ve saldırganlık düzeyleri orta seviyede bulunmuştur. Katılımcıların yarısı yakınının akademik erteleme davranışı göstermedikleri belirlenmiştir. Akademik erteleme davranışı cinsiyete göre erkekler lehine farklılaşmaktadır. Katılımcıların akademik erteleme nedenleri tembellik, başarısızlık korkusu, kontrole karşı gelme ve risk alma şeklinde sıralanmıştır. Genel erteleme düzeyi yalnızca yaşa göre farklılaşırken, sosyal mükemmelliyet düzeyi cinsiyete, kendi odaklı, başkaları odaklı ve sosyal mükemmelliyetçilik düzeyi bireysel-takım sporu yapma durumuna ve performansa göre farklılaşmaktadır. Fiziksel saldırganlık ise yalnızca cinsiyete göre değişim göstermektedir. Akademik erteleme davranışı ile diğer değişkenler arasında düşük düzeyde ilişkiler bulunmuştur.

This study aims to determine whether there is a relationship between general and academic procrastination and perfectionism levels of physical education teacher candidates. And in this study relational screening model which is one of the general screening models was used. The research group consists of 252 students who are studying in the Physical Education and Sports Faculty programs of Aydın Adnan Menderes, Ege, Kütahya Dumlupınar, Muğla Sıtkı Koçman, Afyon Kocatepe and Manisa Celal Bayar Universities. The 41.7% (n = 105) of the participants were female and 58.3% (n = 147) were male. The data collection instruments of this study are procrastination behavior assessment scale, which was Developed by Solomon and Rothblum (1986) and adapted to Turkish by Uzun Özer (2005); General Procrastination Scale developed by Yorulmaz, Çakıcı and Gülebağlan; the Multidimensional Perfectionism Scale developed by Hewitt and Flett (1991) and adapted by Kırıl (2012; and Aggression Scale developed by Buss and Perry (1992) and adapted by Kuzucu (2019). While analyzing the data, independent t-test and one-way analysis of variance were applied in accordance with descriptive analysis techniques and sub-objectives. In addition, correlation coefficients were calculated in order to determine whether there is a relationship between general procrastination, academic procrastination tendencies and reasons for academic procrastination, multidimensional perfectionism and aggression levels. It was found out that academic procrastination behaviors, general procrastination, perfectionism and aggression levels of pre-service physical education teachers were in a moderate level. Nearly half of the participants did not show academic procrastination behavior. Academic procrastination behavior differs according to gender. The reasons for academic procrastination were relatively laziness, fear of failure, opposing control and taking risks. While the general level of procrastination differs only by age, the level of social perfectionism differs according to gender, self-focused, others-oriented, and social perfectionism according to individual-team sporting status and performance. Physical aggression only varies by gender. There was a low level of relationship between academic procrastination and other variables.

BENEFITS AND CHALLENGES OF FRENCH IMMERSION SCIENCE INSTRUCTION

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ABSTRACT

In Ontario, Canada, the country's two official languages, French and English, are commonly taught in schools. Students with limited opportunities of exposure to the French language outside of the school context who wish to develop their proficiency in this language typically opt to attend a French Immersion program (FI). In an FI program, students are immersed in French instruction for a varied number of academic subjects. In the science classroom, FI teachers have the additional challenge of teaching scientific concepts while taking into consideration the fact that their students' language competencies may be varied or limited. Furthermore, parents appear to sometimes be reticent to have their children learn sciences and mathematics in French when it is not their first language. The current study was funded by the Ontario Ministry of Education and was conducted subsequent to a request by FI science teachers who wished to hone their instructional capacity to meet the needs of their students who were learning science in French. A qualitative approach, utilizing in-depth interviews and participant classroom observations was applied to gain perspective on the state of FI science instruction in Ontario. 37 teachers from the intermediate level (grades 7-10) from FI programs across the province participated in the study. The results provide insight into the identified benefits and challenges that are commonly associated with FI science instruction. Recommendations for the enrichment of FI science teaching and learning in a second language setting are also proposed.

INTRODUCTION

Today's students come from a variety of social, linguistic and academic backgrounds. The particular needs of these diverse student populations require teaching approaches that consider student individual differences. In the case of content-based subjects such as science and mathematics, French Immersion (FI) teachers have the additional challenge of teaching scientific concepts while taking into consideration the fact that their students' language competencies may be varied or limited. Furthermore, teachers are required to utilize the second language exclusively in their instruction, yet must also teach the same content as their first language counterparts. Numerous studies on second language production have shown, however, that students learning in a second language setting commonly rely heavily on their knowledge of their first language to negotiate meaning and to learn the concepts being taught (Chung, Chen & Deacon, 2017; Harley, 2008; Swain, 2003). Given the complexity of interlaying factors associated with language acquisition, such as the students' and teachers' varied levels of abilities in the second language, opportunities (or lack of) of exposure to the language outside the classroom, the availability of appropriate educational resources as well as governmental regulations of mandated instructional approaches, French Immersion teachers identify a number of benefits and challenges when teaching content-based material in their classrooms.

In response to a request from French Immersion science teachers across the province of Ontario, in Canada, the current action research project strove to build their capacity and to provide professional development and resources to support them in their science instruction. The research team encompassed a collaborative effort between university researchers and members from an innovative science center, who have worked in partnership to provide professional development and to develop pedagogical resources geared to French Immersion Science Teachers. As a starting point, to gain insight on the current state of French Immersion science in Ontario schools, the researchers undertook an in-depth study of teacher beliefs about science instruction, of what they perceived to be the benefits to learning a second language, as well as the difficulties that they encounter in their daily instruction. As such, the current paper examines the benefits and challenges associated with French Immersion science instruction, as reported by FI teachers from across the province of Ontario.

LITERATURE REVIEW

BENEFITS OF FRENCH IMMERSION SCIENCE INSTRUCTION

In the current study, the focus was on French Immersion science educators, though the findings may be generalized to other content-based educational settings. By nature, science is the process of gaining knowledge about how the natural world works, hence it answers the myriad of questions that children are curious about from the time they begin to explore their surroundings. By the time children come to school they already have formulated a somewhat naïve understanding of the natural world and the role of science teachers is to uncover these naïve or alternative understandings in order to support the process of knowledge construction and understanding of scientific concepts, laws and theories. Science inquiry promotes curiosity as students are encouraged to wonder and ask questions, research in order to explain their findings (Henser, 2005; Kur & Heitzmann, 2008). Numerous studies suggest that teachers' specific subject beliefs tend to be compatible with their instructional strategies (Gallagher, 1991; Laplante, 1996; Rowell & Gustafson, 1993). In turn, as mentioned, it is widely accepted that student intrinsic motivation and self-regulatory practices can be directly linked to student engagement and achievement (Velayutham, Aldridge & Fraser, 2011). Taking into consideration these findings, it is noteworthy to mention that a teacher's own beliefs and motivation has a considerable impact on their science instruction. Furthermore, student motivation towards science learning also plays an important part in their learning. Teaching science through inquiry in French Immersion therefore helps French Immersion learners to create new understandings of their world in the language of instruction as they are provided the chance to ask their own questions in French, design their own experiments, discuss, communicate and write in the French language.

In Ontario, the vision for French Immersion education is grounded in the federal linguistic duality approach, which perceives knowledge of Canada's two official languages (French and English) as an important part of Canadian history as well as a notable asset in terms of student interaction and employability on an international spectrum (Ontario Ministry of Education, 2013). This position is supported by numerous studies, which confirm that communicative competency in more than one language has positive academic benefits, facilitates the learning of additional languages, and may even enhance overall language proficiency (Cenoz & Genesee, 1998; Diamond, 2010; Ontario Ministry of Education, 2013). In a publication that presents the framework for French as a Second Language instruction in Ontario, the Ministry of Education has further recognized that knowledge of French and English may also increase career opportunities and enhance student understanding and appreciation of global diversity (Ontario Ministry of Education, 2013). This framework requires that all students should have access to French Immersion education regardless of their linguistic background, and proposes that French language experiences should extend beyond the school and involve parental and community engagement.

The cognitive benefits of learning a second language are well documented in extant literature. In terms of FI programs, research has shown that they nurture student proficiency in French and English, Canada's two official language. Furthermore, cognitive research links bilingualism to enhanced critical thinking skills, metalinguistic cognance, as well as enhanced communicative capacity (Lazaruk, 2007). Macintyre, Burns & Jessome (2008) further indicate that learning and being immersed in a second language, especially for adolescents, can have a strong positive impact on students' concept of self, sense of identity and level of confidence. Research has also focused on the linguistic benefits of French Immersion programs, namely that students may eventually become proficient in both French and English, with no detriment to their academic achievement (Lazaruk, 2007).

CHALLENGES OF FRENCH IMMERSION SCIENCE INSTRUCTION

Despite the identified benefits of second language acquisition, research has also identified certain challenges that FI teachers face when teaching technical or content-based subjects such as mathematics, science or history. It is important, in fact, to consider the multiple roles that language plays in learning science. Most scientific topics covered in the curriculum require knowledge of technical scientific vocabulary in order to grasp the interrelated concepts. Learning this vocabulary in a second language can be challenging for students and could hinder their comprehension. The structure of FI programs in Ontario may also be a challenge for students and teachers. The provincial framework for instruction subscribes to the monolingual principle, which stipulates that instruction should occur exclusively in the students' second language, with limited use of the students' first language. Cummins (2008) suggests that other bilingual strategies that promote cross-language transfer may be further beneficial in helping students overcome the comprehension barriers that arise from learning entirely in their second language. It is also significant to mention that, as students sometimes have little to no opportunities of exposure to

the French language outside of the classroom, research has shown that they may not become as proficient in French language as their native French-speaking counterparts. Roy & Galliev (2011) further suggest that French Immersion students may struggle to become identified as bilingual, given their proficiency levels in French.

Furthermore, Rivard, Cormier & Turnbull (2012) propose that many science teachers note that textbooks and pedagogical resources in science tend to be too difficult for French Immersion students and that the curriculum is too overloaded to allow for the teaching of language arts concepts (reading and writing strategies) in content instruction of scientific concepts. Furthermore, existing resources are generally destined to first language teachers and therefore do not consider the pedagogical implications of second language teaching approaches, namely teaching complex scientific concepts in what is a second language for most learners. These could be substantial barriers to student learning, as Turnbull, Cormier & Bourque (2011) have found that students who engaged in French language literacy activities in science were more likely to utilize more complex language structures in their oral communications. They also uncovered a link between stronger literacy skills and increased academic performance in science. This underscores the importance of strengthening literacy skills in content-based subjects.

On a larger scale, some critics indicate that FI programs can be exclusive and divisive, as they are sometimes perceived as being better suited to students who are strong academically (Hutchins, 2015; Wente, 2018). Some researchers also note that students who struggle academically may begin to lose confidence in their abilities, as they have the additional encumbrance of grasping and of communication scientific concepts in their second language. Some schools, especially those in isolated communities, may also have limited resources to support students who are struggling in their FI program. For this reason, some parents may hesitate to allow their children to learn content-based subjects such as mathematics and science in their second language. To compound this issue, the province of Ontario is also currently struggling with a serious shortage of qualified FI teachers.

In light of these documented challenges, the current study addressed the state of FI science instruction in Ontario, as reported by FI science teachers currently working on the front lines in science classrooms across the province.

METHODS

RESEARCH METHODOLOGY

The study employed a qualitative approach to assess the needs of French Immersion science teachers and to evaluate the effectiveness of the science resources and workshops designed to improve the teaching of science to French as a second language learners. The Ontario Ministry of Education funded the study at the request of FI science teachers in Ontario who wished to further hone their second language teaching skills and acquire useful strategies to maximize their students' learning. School board representatives were asked to put out a call for teachers to participate in the study. Their participation involved taking part in a semi-structured interview, participating in a series of workshops developed by the research team and scientists from a local science center, as well as participating in follow-up classroom observations to observe how teachers were incorporating the workshop materials to their classrooms. The workshops were held for three full days, and all participants received extensive science kits and USB sticks that contained the workshop contents. They also participated in networking sessions during which they shared best practices, discussed challenges and shared experiences with other FI science teachers who were teaching at their grade level. Due to time and distance constraints, 20 teachers from the workshop participants were selected for follow-up classroom observations and to assist the research team in assessing project success.

PARTICIPANTS

The participants in this project were grade 7-10 French Immersion teachers who were teaching science in French. The researchers received a list of all School Boards across Ontario that offer FI science. Nine school boards submitted names of teachers and board leads in science or French Immersion education. A total of 37 FI science teachers (5 male and 32 female) were recruited from 9 school boards across Ontario to participate in the project. Thirty grade 7/8 teachers and 7 grade 9/10 teachers were successfully recruited to participate in two 2-day professional development workshops offered by Science North Educators in collaboration with the researchers. Four school board leads and a liaison from the Council of Ontario Directors of Education (CODE) also participated in the workshops.

After the potential participants were identified, the researchers followed the ethics process by contacting individual teachers via email to provide them with the project information and asked them to complete and sign a consent form to indicate their willingness to be part of the project. It was important for the researchers to ensure that the teachers were willing to participate in the needs assessment interviews as well as complete questionnaires associated with the workshops. Furthermore, teachers were asked to indicate on the consent form whether they were willing to have researchers visit their classes as follow up to the workshops. Eighteen out of 37 teachers signed up to have researchers do follow-up visits to their classrooms for observation and to collect student data.

DATA COLLECTION

As mentioned above, qualitative data was collected through interviews, document analysis, and classroom observations. Semi-structured telephone and face to face interviews were conducted to assess the needs of French Immersion science teachers. The semi-structured interviews contained ten questions, with additional prompts when required, and had an approximate duration of one hour. The interview questions are presented in Table 1. It should be noted that follow-up interview questions were asked in person by the researchers following the classroom observation sessions. Table 2 shows the debriefing interview questions (follow-up) shared during classroom observations.

Table 1

Needs Assessment Interview Questions

Needs Assessment Interview Questions

1. Are there any particular strands or areas in teaching the Science and Technology curriculum in which you would like to receive further training?
Probe: Any areas you would need further instruction? Which ones?
2. What do you consider to be your biggest challenge in your FI science classes?
3. What are the learning outcomes that you like to see in your students when teaching science?
Probe: What is indicative of student success, what tells you that your instruction was successful?
4. How do you incorporate French as a Second language teaching strategies in your science instruction?
Probe: What about assessment? Do you feel comfortable with assessment FOR, AS and OF learning?
5. Do you collect information about your students' prior knowledge in Science before beginning a new strand? How?
6. In general, do you feel that you have enough knowledge and scientific concepts and content to teach them to your students?
7. How do you adapt your science instruction to your students' needs/strengths?
8. Do you use any apps or technology tools to support your students' learning in science?
9. Do you feel that you understand well how students learn Science in a second language context?
10. Do you have any additional general comments about what you hope to gain by participating in this project?

Table 2

*Debriefing Interview Questions*Reflecting on classroom discourse

1. How did the workshop discussions work for you?
2. How did you feel about the tasks in terms of stimulating the richness of discussion that help students to develop their ability to communicate mathematically?

Reflecting on student learning

3. What was the evidence that students learned the Science being taught?
4. What were the barriers to student learning and what can be modified to overcome the barriers for the next lesson?

Reflecting on the Science

5. What are the Science ideas in this lesson and how significant are they?
6. How are context, representations, connections, and applications used to enhance the science being taught?

Other topics debriefed – Reflecting on the Workshop

7. Can you share your experiences at the workshop with us? We are interested to know whether it was a beneficial experience for you, what components worked or did not work for you.
8. How will these experiences help you in your profession?

Additional support needed

9. What other supports are needed to be successful in implementation of the Instructional Design?

The following section outlines the common trends and themes in terms of benefits and challenges of FI science as identified by the participants of the study.

RESULTS**BENEFITS OF FRENCH IMMERSION SCIENCE**

Pedagogical Approaches that Maximize Student Learning. The interviews yielded interesting information in regards to the second language pedagogy that is frequently utilized in FI science classes. In many cases, teachers resort to applying complex and varied teaching strategies in order to respond to the needs of their students. Some comments suggest that teachers take special care to incorporate these varied strategies because of the language challenges that some students experience:

“I do always try, especially with the French students I find they need the...the visual with it. I know there’s visual learners in other areas as well, but I find it particularly useful in French so they normally have their graphic organizer or a list of vocabulary or, uh, even something up on projectors....so something up on the projector that they can refer back to throughout a lesson.”

Many participants also indicated that they frequently utilized hands-on strategies and visual support due to the fact that they are teaching science in a second language setting, as evidenced in the following comment: *“...also not only listening to me talk, but finding videos and pictures, things to support what we’re learning as well, so it not only verbal it’s also reading and that trying to get them to get an entire grasp of the concepts.”* This suggests that an extra effort is made to ensure that students are grasping the concepts despite the language barriers.

Other participants suggest that they often have students work collaboratively in order to build their knowledge together, especially when introducing scientific concepts for the first time: *“We do a lot of, in the early stages, working together and then in smaller groups.”* and *“I do a lot of hands on learning., I have a bunch of different construction projects that we’ve done so far this year... they were building different things in groups...”* and also: *“Oh yes, so we’ll do, uhm, often times, they’ll discuss what’s known, what they know or what they don’t know, often times we will just have conversations, and discuss...”*

French Immersion science teachers also seem to frequently incorporate inquiry-based learning and experiments to provide a more interactive learning experience for students: *"I also like incorporating something that's practical as well and relatable for them, so getting them involved in their learning process and...something that they can actually physically do to understand it."* and *"...they'll do experiments, where they'll have to use, you know, predict and hypothesise, do the lab, and then write down conclusions and observations. I've done, uhm, we've done a number of inquiry projects..."*

The following participant comment summarizes a number of strategies that are frequently used for many of the participants in the current study: *"...ok, yeah so, questioning, science experiments, research assignments...textbook reading...think pair shares...I like to do a lot of diagrams...I like to give them art projects to kind of solidify some of the concepts..."*

Many teachers also utilize apps and videos to assist in teaching French material: *"I have a video, I have resources on YouTube. I summarize the information that I have. So instead of, I use the last word to be able to uh, communicate information..."* and *"... I have PowerPoint and will show visually, I'll say it, I'll draw pictures, we'll have time to discuss them in small group, they can then practice with one extent, then we do a different experiment, where they're explaining."* and also: *"Uh, well, the tech really helps... that's always been an accommodation, allowing students to use tech, so it's available to everyone now."*

These findings suggest that FI science teachers are aware of their students' struggles with the French language, and make concerted efforts to apply a variety of instructional strategies that are more likely to enhance student learning. In some cases, such as inquiry-based projects, these strategies may also foster critical and higher level thinking. As such, it can be inferred that teachers who teach a concept-based subject in a second language are aware of the linguistic challenges, and therefore often adapt their teaching accordingly, by utilizing a variety of strategically selected pedagogical approaches.

Strengthening of Literacy Skills. Another theme that frequently surfaced in the interviews was that teachers appeared to place importance on the strengthening of literacy skills to allow their students to better understand the material: *"And they have to work doubly hard to understand the Science. So they have to get through the language first to get to the Science."* In fact, most participants mentioned having targeted vocabulary building activities, and verifying their students' knowledge of scientific vocabulary: *"When we're having a class discussion, or even if they're just answering questions, or asking questions, I'll make sure and, and gently correct them to be using the proper terminology so that, it gets really solidified in their heads."*

Furthermore, the participants in this study often start a new unit by seeing what their students already know and ensuring an understanding of vocabulary, and end a new unit with review to reinforce the new material:

"And also, like often start by asking what they already know about something, and we'll do a big brainstorm and, we'll go through, like what do they already know about the topic? And then I'll tell them what we're going to learn, and then afterwards, we, we do a whole review of what we have learned."

The following statements also demonstrate this practice: *"...so pre-teaching of vocabulary, you know shorter, smaller expectations and a lot of reviews to make sure they understanding it. I tried post review, like videos and stuff like that for them to try and grasp the concept."* and the following:

"...every unit that we start or every chapter whatever, I have the students create a vocabulary list, so any of the new, specific term that they are going to have to use, I always make sure, that they have some dictionary at the beginning of the chapter of their notes, so they can refer to it later, so if we're having a discussion about a particular topic, they can have all those words in front of them and use them properly."

Some teachers also try to avoid purposefully utilizing English to help students understand the scientific vocabulary in French: *"So we will definitely have, if someone doesn't understand the vocabulary, we always go through it. I try to go away from French - English - French - English. And go more-so, French and then the definition, or alternate definition in French to give them, and then more app system more types of vocabulary."*

These findings suggest that another benefit of FI science is that concerted efforts are made to include activities in the classroom that present the vocabulary, often coupled with vocabulary building games and activities. There are also numerous whole-class discussions and the creation of dictionaries and word walls. It appears that, in a second language setting, teacher efforts to enhance vocabulary are more apt to strengthen the literacy skills of students.

This could also mean that students are more likely to be successful in other subjects due to the heightened focus on reading, writing, discussions and reading comprehension.

CHALLENGES OF FRENCH IMMERSION SCIENCE

Support in Second Language Pedagogy. Despite the benefits of learning science in French, some participants also outlined some challenges that they faced when trying to teach the material in a language that is most often a second language for students. Most of the participants had extensive educational backgrounds in science and felt they had the skills required to teach science to their students. Some participants, however, felt that they could use further instruction on optimal second language educational approaches, as evidenced in the following comment: *“trying ways, to keep them speaking French all the time, it's challenging because, well the subject matter is a lot in itself, but not only that, you need to create an artificial French atmosphere.”* and: *“Um, I do, it's just like I said, the structures that I was like a bit, kind of like, uh, tutor-prepped for that unit. Uh, the structures. Um, but, and then, um...teaching, so what words to use and how to guide students in creating hypothesis would be nice to know as well.”*

Furthermore, some participants indicate that grading can be a challenge, as they strive to make concerted efforts to grade students on their scientific knowledge even when their oral or written communication of the concepts is unclear: *“Oh, I would say, communication of their knowledge, so I find that the students get it, but they have a hard time writing it down on paper or putting it into words in French.”* and: *“So, they, they know a concept or they understand a concept but they cannot communicate it in French, so then how do you mark that? And that's something that I always struggled with...”* and:

“They have a hard time communicating, in French. Because once they learn the concepts, they may understand it, so, say on a test, knowledge and understanding, they would do very well in, but if the communication part that they really struggle with, I think, uhm, because for them to elaborate on ideas, in French... struggle to find the words to be able to do that.”

Participants in this study also appear to require assistance with pedagogy in terms of advancing student's French skills while teaching them science concepts: *“I want them to be proficient in science and in the inquiry aspect labs in theory knowledge. But I also want them to be better at French. So they should be able to read text and different text...”*

It is evident that the participants in this study sometimes experienced challenges in applying second language instructional strategies. Nonetheless, they appeared to understand the importance of drawing out students' scientific knowledge despite their struggles with the French language.

Availability of Second Language Educational Resources. Many participants indicated that they also had difficulty finding educational resources that were geared specifically to French as a second language students. It appears as though many schools with FI streams utilize resources that are destined to French language schools, and can be too complicated for FSL students: *“French Resources in science are often aimed at French First Language students – too advanced for FSL students.”* and: *“Like, the...finding resources where the level of thinking and the depth of the subject matter is developed enough and yet the language level isn't beyond where the students are at.”* and also: *“...I find the words in the teacher resource and even sometimes even in the book to be really complicated for the kids. So like, being able to use language that these kids would be able to understand a little bit easier. Because, I mean, it's tough enough working in French, let alone working on science in French.”*

“(...) finding resources that are at the student's level for French Immersion because a lot of the times the textbooks are written for Francophone students, so if they're doing any kind of reading I usually have to do it as a class and then really break down the vocabulary, so some of the time finding resources at their level is challenging.”

Some participants also note that the vocabulary and terminology in these resources is too complicated for students to comprehend:

“I'm working more on comprehension than the science curriculum, so something more straightforward or easy to follow for FI students would be beneficial... Because some of the vocabulary that's used, like even the textbook that I've been following, uhm, for, for probably, about 40% of my students the vocabulary is, is too difficult, and I need to read it through with them, and re explain it to them.”

Many participants were also looking to follow more structured resources in their teaching practice. Some felt that they could use support with creating assignments, projects and culminating tasks, as noted in the following comments: *"...a culminating task for [units] would be really helpful I think, because I find teaching the material is, is not complicated for me, but it's having assignment or projects, or accommodating tasks that they can do to summarize all that they've learned. So that would be really useful..."* and: *"I think if we had more, more guidance in what we could be giving them, as a culminating task...that would be somewhere, where it would be nice to, to figure out, ok well what has worked with other people?"*

These results highlight the fact that there is a distinct need for developing educational resources in science that are destined and adapted to students who do not speak French as a first language. This also suggests that the pedagogical approaches suggested in these resources should adhere to the needs of second language learners.

Challenges with Comprehension of Scientific Vocabulary. Most participants also felt that, given the fact that science is a concept-based subject, students are required to learn a significant amount of vocabulary in order to grasp the curriculum. This can present a challenge, as students are learning the vocabulary in French:

"Though, the concepts are hard enough on their own, but they don't have the basic vocabulary they need to understand it, so they kind of learning the, their two challenges at the same time, so trying to get them, to digest all this new, this new concept along with a hole bunch of new words for them. So they may have already heard the English term before, just out in the world, so they have a little bit of an understanding of what the English word means, but suddenly when you put it in French, they have an extra challenge."

The amount of vocabulary that students need to learn also represents a challenge for students: *"And I find one of the biggest barriers, for my immersion student, is the vocabulary because there is so much science vocabulary."* Some of the participants also note that varying levels of students' French language abilities is a challenge to accommodate in the classroom:

"the English strands, have so many supports where you can get three or four different reading level of the same materials, uh, in different details and you can really differentiate for what your students' needs are, where's the FI program only ever has one, and its academic highest level, it's not the, uh, the reading level that would best support them."

and

"Uh, probably the language. The kids are coming here, uh, no longer the ... I don't know how it is up north but we're finding down here that, uh, no more is it a matter of, uh ... no matter ... no longer is there much of a distinction between immersion and core classes. It's more like immersion is a blend of ... such a blend of abilities but it's been watered down a lot in the past few years."

Some participants also indicate that students' limited knowledge of French sometimes affects their ability to understand their science textbooks: *"uh, but when we have to ask them to acquire the knowledge, uh, from the, they used to know, they don't know as much about because they don't read enough. Or when they read text, they don't have a full understanding of the content."*

These results suggest that there is a need to provide further support to FI science teachers in terms of vocabulary building activities that can further develop student comprehension in science.

DISCUSSION

General Observations about Second Language Pedagogy. During the classroom observations, the researchers took note of the strategies that were being utilized to teach science from a second language perspective. Some commonly recurring strategies were to speak only in French during science classes, while utilizing scientific demonstrations and visual aids. Other teachers would revert to speaking English when the subject was more complex or when they wanted to underscore important points. This was especially prominent where the teacher had identified lower levels of comfort with the French language. It was observed that students commonly speak in English amongst each other, yet more commonly address their teacher in French. It was also observed that students appeared to make a more concerted effort to speak in French when their teacher was present. As such, it became evident that the environment that the teacher created, as well as the teacher's comfort level in French, were strong

determining factors in whether the students spoke French more frequently in the classroom. Nonetheless, teachers who participated in the current study noted that they would appreciate professional development in terms of educational approaches that specifically benefit FSL learners. It is also evident that there is no panacea to address the complex and varying needs of FSL learners, and that teachers should adapt their educational interventions to the specific needs of their students.

Suggestions for Further Support. The participants in the current study also made some interesting suggestions for further support that could benefit them in their FI science classes. One suggestion was to provide more opportunities for networking between French Immersion science teachers. One teacher in particular was teaching in a remote area and was the only FI science teacher in her school. She therefore greatly appreciated the networking opportunities provided by participating in the workshops.

Another suggestion was the development or creation of resources that specifically targeted French Immersion. It was commonly noted by participants that French science resources generally tended to cater uniquely to French first language speakers and were often too complex for FI students. More specifically, some teachers noted the relevance of having their students hear other French speakers, aside from their teacher, and noted that this could be achieved through the development of short, curriculum-based, instructional videos. Furthermore, some teachers would have appreciated training on all of the strands of the science curriculum at their grade level, rather than the targeting of select strands identified as being challenging by teachers.

Another interesting suggestion that was made was to organize information sessions with parents, to reassure and reaffirm the benefits of learning content-based subjects such as science and mathematics in French. Some teachers noted that parents appeared to place a lot of importance on these two particular subjects and were sometimes reticent to have their children learn them in a second language. As such, it would be beneficial to enlighten the parents or guardians of young students about the structure of FI programs and how to informatively make a decision in regards to whether the program is a good fit for their child.

CONCLUSION

The findings show that the teacher participants generally felt that they have understanding of science and that they taught science effectively. They were continually striving to find new and innovative ways to engage their students in science classes. From the needs assessment interviews, teachers highlighted the difference in French competency among their students which poses a challenge for them in terms of teaching a subject like science that has the added challenge of difficult content and new vocabulary. This challenge could be the reason why teachers may feel that even if they are competent, their teaching may not be effective for those students that are struggling with language competency. This difference in French language competency could also be responsible for some students failing to see the value of science in their everyday life, due to lack of comprehensive understanding of the content and its application. Students who do not have good French language understanding may struggle with learning the content, which could lead to lack of confidence in their ability to perform well in science class.

Most teachers felt that their teaching was negatively impacted by factors beyond their control, such as lack of resources and the fact that some students in FI classes had limited French language competency. These results help to shed light on teacher responses to questions related to whether the teacher is generally responsible for the achievement of students in science. It seems the teachers feel that the performance of students in FI is not only influenced by the teacher, but that there are many other factors that should be taken into consideration such as availability of teaching resources as well as student support.

These findings are contrary to research that suggest that teachers' specific subject beliefs tend to be compatible with their instructional strategies (Gallagher, 1991; Laplante, 1996; Rowell & Gustafson, 1993). This difference can be explained by the fact that the current study context is different than that of prior studies which were conducted among first language learners. The teachers in this study are teaching science to second language learners, and they also have limited teaching resources compared to their counterparts who teach science to students in their first language. The teachers in this study mentioned that most resources available to them are not tailored for second language learners, hence they have to translate worksheets and teaching activities from English to French. On the other hand, French resources that are made for French first language learners are more advanced

for students in FI science. This implies that there is need for science teaching resources that are specifically tailored to the FI science learners.

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BRAHMAPUTRA - INTEGRATED RIVER BASIN MANAGEMENT AND ROLE OF MEDIA IN POLICY MAKING

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ABSTRACT

The river Brahmaputra tends to the needs of four countries namely Tibet, China, India and Bangladesh. Lately, this river has become a bone of contention among the latter three countries. Dissatisfaction is on the grow as each country blames its upper riparian for not receiving an adequate flow of the river water. China and India have been rampant in building dams over Brahmaputra and its tributaries in order to harness the hydroelectric power and to store water for various purposes like agriculture and fishing.

Despite the abundant amount of water Brahmaputra carries annually, every country faces a water shortage problem. A major reason for this being lack of coordination and planning among the concerned countries. The paper attempts to understand and factually argue whether the amount of water flowing in the river has decreased or is water being wasted due to mismanagement. It also explores the need for an integrated river basin management. Boards and policies like the Qingdao agreement and the Brahmaputra Board have proven to be ineffective to solve problems such as lack of water, decreased sediment flow, decreased fish production, etc.

Public opinions influence Government policies on domestic and international affairs at least in States which practice democracy and free media. Media in a democracy functions as a bridge between the government and it's population whereas media in an alternative democratic Government like the Chinese, media serves the State. This paper aims to highlight the role of media on how it has shaped the existing story of Brahmaputra and what potential does it hold to help better coordination between nations for a successful Tripartite arrangement on IRBM between the aforementioned States.

The data for research and analysis has been collected primarily from think tanks and international organizations working towards the development of Brahmaputra. Newspaper articles and online publications have been analysed based on their coverage and their factual relevance of the issue.

Keywords: media in policy

BUSINESS SCHOOL STUDENTS IN THE UNDERGRADUATE DEGREE CAPSTONE COURSE: SPECIAL CHALLENGES POSED BY POST- MILLENNIALS

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ABSTRACT

Just when college-level academicians qua teachers thought that they had seen it all, along come the post-millennials to add a new challenge to the ever-changing landscape in higher education. This presentation is about motivating the latest crop of business school students—the under-22 tranche—to acquire knowledge about strategic decision making in companies that they soon will be asked to operate and lead.

The specific focus here is on applying alternative pedagogical approaches to delivering strategic management concepts in the nearly universally offered capstone course for the undergraduate business curriculum. The approach taken is that seasoned, industry-savvy specialists who act in an adjunct role can convey a viewpoint that differs from what might be expected from career academicians—and this perspective is more closely aligned with what is needed for students as they leave school to embark on a professional career. Pairing an active management professional with a full-time academician in a team-teaching scenario reinforces the pragmatism that underlies strategic decision making analysis in organizations. By definition, the capstone course encompasses all of the traditional business disciplines in a way that engages students to integrate prior learning and critically think about strategic changes that are value-accretive. The unique background of adjunct (in some schools, “clinical”) instructors allows them to share non-textbook type examples of strategic thinking in action. This significantly enhances the interest students have in acquiring the skill set needed to mature into competent general corporate managers.

In this presentation we examine the forces pressing on Gen Z learners. We show that by adjusting the “normal” pedagogical model positive consequences that lead to authentic learning experiences are readily available. When professors meet students where they are, rather than simply delivering materials and expecting absorption, exceptional results can be obtained.

Keywords: Business School, Capstone Course

CAMPUS VIOLENCE AND WOMEN'S ACADEMIC PERFORMANCE

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Campus Violence and Women's Academic Performance

Sexual violence on university and college campuses represents a significant problem for students and has been associated with negative personal and health impacts for women (Fisher, Cullen, & Turner, 2000). Until recently, little attention has been devoted to examining broader impacts of sexual violence on university campuses, particularly the effects of these behaviours on women's education. Previous work in this area (Stermac, Horowitz, & Bance, 2013) found that university students experiencing sexual violence while attending university reported negative educational experiences and reduced campus engagement (Stermac, Wane, Horowitz & Bance, 2012). Current research (e.g., Jordan, Combs, & Smith, 2014) has focused more attention on this significant problem and revealed the negative impact of sexual violence on some academic performance variables such as grade point averages. The present study extended this important work and examined a broader range of indicators of performance and persistence among women reporting experiences of sexual violence including aspects of institutional identification for students as well as their commitment to aspiring to and obtaining education.

Introduction

Sexual violence can be defined as any sexual act or act targeting a person's sexuality, gender identity or gender expression that is committed, threatened or attempted against a person without their consent. It may be physical or psychological in nature and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation. Research on sexual violence has shown not only the varied behaviours that constitute sexual violence but also who is at risk for being targeted by perpetrators of these behaviours. A large body of research has indicated that not all persons are at equal risk for experiencing sexual violence. For instance, data from the National Crime Victimization Survey found that women aged 18-24 are at a particularly high risk of sexual violence, with women attending college being at three times the risk for experiencing sexual violence compared to the general population (Bureau of Justice Statistics, 2014). Similarly, an early survey of individuals attending American postsecondary institutions found that over half of surveyed women had experienced some form sexual victimization since the age of 14 and a 6-month incidence rate of 83 per 1000 women for rape or attempted rape (Koss, Gidycz, & Wisniewski, 1987). Another large study of undergraduate women attending postsecondary institution in the United States revealed a one year incidence rate of 35.3 per 1000 women for rape or attempted rape (Fisher, Cullen, & Turner, 2000). More recently, the Association of American Universities Campus Climate Survey sampled students from postsecondary institutions in the United States and found that 23.1 % of female students had experienced non-consensual sexual contact by physical force, threat of physical force, or incapacitation since enrolling in universities (Cantor, et al., 2015). Data reported for Canadian postsecondary institutions also has revealed high and similar rates of sexual violence (Student Voices on Sexual Violence Survey, 2017).

The increased risk for sexual violence among women attending post-secondary institutions is not limited to institutions in North America. The National Union of Students in the United Kingdom surveyed a large number of undergraduate students enrolled in postsecondary institutions and found that one in seven students experienced a serious physical or sexual assault, while 16% experienced unwanted kissing, touching or molesting during their time as students (National Union of Students, 2010). Similarly, the Union of Students in Ireland found that 16% of students enrolled in postsecondary institutions in Ireland indicated having an unwanted sexual experience while enrolled in their current educational institution (Union of Students in Ireland, 2013). The International Dating Violence Study, which surveyed students attending universities worldwide, reported that rates of sexual coercion among female university students ranged from 9% in the Netherlands to 42% in Greece (Straus, 2011). In general, these results point to high but somewhat varying estimates of victimization that may be accounted for by differing definitions of sexual violence used by researchers.

National Student Survey

Rasbash, J., Steele, F., Browne, W., & Prosser, B. (2005). A user's guide to MLwiN version 2.0. University of Bristol.

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In addition to research investigating the prevalence of sexual violence among women attending postsecondary institutions around the world, research has also been conducted on the impact these experiences have on women. While the mental and physical health sequelae of sexual violence, including depression, anxiety, posttraumatic stress, somatization, physical injuries and others are well-documented (e.g., Amar & Gennaro, 2005; Campbell, Dworkin, & Cabral, 2009; Fisher, Cullen, Turner, 2000; Jordan, Campbell, & Follingstad, 2010; Ross et al., 2011), the impact of sexual violence on the educational and career trajectories of postsecondary students has only recently been addressed in research. Studies on student academic performance and other educational outcomes document the negative and interfering aspects of sexual violence on student educational experiences (e.g., Stermac, 2017; Stermac, Horowitz, & Bance, 2013). One study reported that among individuals who experienced health-related sequelae following an unwanted sexual experience, 91% of them attributed these problems to the difficulties they faced in their attainment of their education and career goals (Potter, Howard, Murphy, & Moynihan, 2018). Similarly, students who experienced sexual violence were more likely to report lower GPA (Jordan, Combs & Smith, 2014) and overall health (Sorokas, 2018). Another recent study found that undergraduates who experienced intimate partner violence were more likely to have lower GPAs and increased academic difficulties, with this relationship being mediated by health such that intimate partner violence reduced health, which negatively affected academic performance (Brewer, Thomas, & Higdon, 2018). A recent survey of Canadian undergraduate women found that unwanted sexual experiences were associated with negative impacts in multiple areas of women's education including decreased school involvement and drop in grades (Stermac, Bance, Cripps, & Horowitz, 2018).

Based on this emerging research it is evident that sexual violence negatively impacts some aspects of postsecondary women's education including, grades, career trajectory, and school involvement. However, it remains unknown what other components and areas of women's education are impacted by experiences of sexual violence and what contributes to these changes. It is also unclear how these constructs may be operationalized and whether there are common dimensions/constructs that may underly these educational changes.

The Present Study

The present study contributed to this expanding area of investigation on sexual violence impacts on undergraduate women's education in Ontario, Canada. Specifically, this study focused on aspects of students' engagement in university life including their attitudes towards school and their institution, their commitment to education as well as academic performance and investigated whether the experiences of sexual violence changed students' university engagement and performance.

Participants

As part of a large study on sexual violence on campus, participants in this study were undergraduate students attending university in Canada. A total of 934 female students were included in the dataset for this study. Of these, 741 students reported at least one incident of sexual violence victimization while attending school. A sample of 182 women undergraduates who did not report experiencing sexual violence while attending school served as a comparison groups for this dataset. Students reporting sexual violence were similar in demographic characteristics and academic profiles with the exception of sexual orientation. Students who identified as sexual minorities were more likely to report experiences of sexual violence (see Table 1).

Measures

A survey of measures including information on participant background, sexual victimization and attitudes and behaviours related to academic and social involvement with school were accessed and completed online to volunteer student participants.

Background & Demographic Information. Information was collected on participant demographics and academic profile including age, relationship status, ethno-cultural membership, sexual orientation, year and academic program.

Sexual Victimization. Participants were asked about unwanted sexual experiences and coercion occurring while they were students using a revised measure of the *Sexual Experiences Survey* (Testa, Hoffman, & Livingston, 2010). Responses included both the method of coercion as well as the type of sexual violence behaviours experienced.

Academic Variables.

Grades. Academic performance consisted of items related to a student's grades in the past 12 months or since the experience of sexual violence. This variable had five levels; 1 = A+, 2 = A, 3 = B, 4 = C, 5 = D.

Institutional (School) Identification. A composite variable of changes in students' institutional identification was constructed. This variable included individual items related to changes in how proud students felt to be at their school, and how 'at home' they felt on campus and students' identification with their present school. The response options were transformed from 1 = increase, 2 = decrease, 3 = no change into 1 = increase, -1 = decrease, and 0 = no change and included the previous 12 months or since the sexual violence experience.

Education Commitment. This composite variable was constructed to assess changes in students' commitment to education. Items consisted of asking students how much education they wanted to obtain, how much education they felt able to obtain, how important school felt to them, and their interest in school. The response options were transformed from 1 = increase, 2 = decrease, 3 = no change into 1 = increase, -1 = decrease, and 0 = no change and included the previous 12 months or since the sexual violence experience.

Procedures

The study received approval from the university ethics review board. Volunteers were invited to participate in the study through advertisements throughout universities in Ontario as well as through online postings. Those interested in the study were given information and a consent form. All participants received a list of support services and resources which they could copy or print for their use.

RESULTS

Grades. Grades were assessed at five levels (1 = A+, 2 = A, 3 = B, 4 = C, 5 = D). Multinomial logistic regression examined the probability of obtaining a higher GPA. A test of full model versus null was statistically significant ($\chi^2(2, N = 880) = 13.338, p = .01$). As reported previously (Stermac, Cripps, & Amiri, submitted), the groups differed on the highest grade category of obtaining an A+. Accordingly, students with experiences of sexual violence were over 3 times ($1/.317 = 3.15$) less likely than non-victimized student to obtain an A+. The odds ratio for victimized students is .317 with 95% C.I. [.112 - .903].

Institutional (School) Identification. An independent t-test, $t(852) = 8.81, p < .001$ revealed that the mean Institutional Identification composite variable score for students reporting sexual violence ($M = -.67, SD = 1.74, n = 688$) was lower than students with no victimization ($M = .65, SD = 1.85, n = 175$) with a mean difference of 1.32 points. Levene's test for equality of variance was non-significant. Given the large between group differences in sample size, effect size index was computed using the larger standard deviation from the victimized group (instead of pooled standard deviation). The effect size index ($d = .71, SD = 1.85$) indicated that Institutional Identification was lower for students reporting sexual violence with the mean about three quarters of a standard deviation lower than their peers who did not report sexual violence (see Table 2).

The individual item related to school changes in school identification is illustrated in Figure 1. Students with experience of sexual violence showed more decreases and less increase in school identification than students who did not report sexual violence.

Education Commitment. An independent samples t test evaluating the effect of sexual victimization on Education Commitment was significant, $t(858) = 6.19, p < .001$. The mean Education Commitment composite variable score for students reporting sexual violence ($M = -.43, SD = 2.24, n = 683$) was lower than students with no victimization ($M = .73, SD = 2.20, n = 177$) with a mean difference of 1.16 points. Levene's test for equality of variance was non-significant. Due to large group differences in sample size, effect size index was computed using the larger standard deviation from the victimized group (instead of pooled standard deviation). Effect size index ($d = .52, SD = 2.20$) indicated lower mean Education Commitment for students reporting sexual violence (half a standard deviation) than their non-victimized peers (see Table 2).

The individual item related to students' interest in school is seen in Figure 2. Students who experienced sexual violence reported more decreases and less increase in their school interest in comparison to students who did not report sexual violence.

DISCUSSION

For women attending postsecondary institutions across the globe, sexual violence represents a significant problem with associated negative mental and physical health sequelae (Fisher, Cullen, & Turner, 2000). Although the negative mental and physical health consequences of sexual violence are well known and documented, it has only been recently that research has begun to emerge that investigates the educational and career impacts incurred by women students. Much of this work has focused on measures of academic performance and academic persistence (Brewer, Thomas, & Higdon, 2018; Jordan et al., 2014; Stermac, Cripps, & Amiri, submitted), and to date these variables have largely been operationalized by grade point average and drop-out rates respectively.

The present study extended this important work and examined other potential indicators of performance and persistence among women reporting experiences of sexual violence that included institutional identification and educational commitment as well as grades. Results of this study found negative impacts of sexual violence on all examined aspects of women students' academic and educational experiences. In particular, students endorsing experiences of sexual violence reported significantly lower scores on both institutional identification and educational commitment compared to students not endorsing experiences of sexual violence. That is, following experiences of sexual violence women students identified less with their school, were less proud to be at their school, and felt less 'at home' on campus compared to women students' without experiences of sexual violence. As well, these students reported that they wanted to obtain less education, felt less able to obtain education, felt that school was less important to them, and were less interested in school following their experience of sexual violence. Additionally, women students with experiences of sexual violence were also found to be 3 times less likely to obtain an A+ grade following their experience compared to women students who did not experience sexual violence. Thus, the results of this study indicated women students who experience sexual violence report educational and potentially career related impacts that extend beyond academic performance and persistence and include dimensions of institutional identification and education commitment.

This research suggests that students' attitudes and feelings about their schools and education may be affected by the experiences of sexual violence. These findings indicate that students can become alienated from their schools in several respects through less involvement which may lead to not being proud to be affiliated with a particular institution. In addition, it is possible that the educational trajectories of students who experience sexual violence are changed in that these students do not see themselves as interested and able to continue with their education and see education as less important in their lives. These findings present significant and important issues for postsecondary institutions as they commit to increased student retention and involvement.

With research indicating that one in five women attending post-secondary institutions will experience sexual violence while enrolled as a student (e.g., Krebs, Lindquist, Warner, Fisher, & Martin, 2007) and further research indicating that a large portion of individuals who experience sexual violence will be negatively impacted (Khadr, 2018) including mental and physical health, as well as academic performance, persistence, and engagement, the burden placed on campus health resources and academic services to support these students is enormous.

This is particularly important given research indicating that access to services for mental and physical health following a traumatic incident significantly increases postsecondary students' likelihood of remaining in school and recovering from the trauma (Mengo & Black, 2015; Sabina & Ho, 2014). Moreover, postsecondary institutions are obligated to offer trauma-informed resources to survivors of sexual violence, and must ensure that all faculty and staff are aware of how to support survivors, including how to refer them to services and which services are available to them (Munro-Kramer, Dulin, Gaither, 2017). Additionally, postsecondary institutions must have policies in place to ensure that there is due process in conducting hearings for campus sexual violence perpetration. Postsecondary institutions are also faced with financial consequences of campus sexual violence through reduced applications and alumni donations. Therefore, the cost of campus sexual violence is not limited to those individuals who directly experience it but represents a significant financial concern to the public. Thus, in expanding our knowledge of campus sexual violence and its impacts, the results of this study hold important implications for survivors of sexual violence, individuals providing services to them, as well as academic institutions as a whole and all those employed by or attending them. Although the results of this study represent an important step in expanding the body of knowledge on sexual violence sequelae to include aspects of education, much still remains to be investigated. For instance, future research would benefit from investigating the process through which the negative impacts of sexual violence lead to academic and institutional disengagement. In a study of college women with experiences of sexual violence, Potter and colleagues (2018) reported that the majority of students who experienced health-related impacts following an experience of sexual violence cited these impacts as the reason for the difficulties they faced in attaining their education and career goals. Thus, there is some evidence to suggest that the mental and physical health impacts of sexual violence may serve to mediate the relationship between sexual violence and negative educational impacts. This potential avenue of research may provide valuable information that could help postsecondary institutions to provide campus-based services geared towards supporting and improving the present and future lives of a large portion of the student body. Similarly, this research may also support postsecondary institutions in their efforts to educate students and prevent sexual violence on campus.

Overall, the results of this study indicate that the negative sequelae associated with experiences of sexual violence are not limited to the well-known dimensions of physical and mental health but extend to aspects of students' academic and educational experiences. Impacts include compromised performance in grades and progress and disengagement from school.

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Attachments:

Table 1

Participant Demographic Characteristics as a Percentage

| Characteristics | Experienced Violence (n = 741) | Sexual No Sexual Violence (n = 182) | p Value |
|-------------------------------------|--------------------------------------|---|-----------------|
| Age | M = 20.79 SD = 2.18 | M = 20.59 SD = 3.64 | |
| Full-time students | 92.2 | 94.0 | |
| Program | | | |
| Arts & Science | 72.4 | 70.9 | |
| Commerce, Business, & Management | 8.6 | 8.2 | |
| Living situation | | | |
| Off campus | 82.3 | 79.7 | |
| On campus | 17.7 | 20.3 | |
| Sexual Orientation | | | <.001 |
| Heterosexual | 77.5 | 90.1 | |
| LGBQ | 20.4 | 7.1 | |
| Other | 2.1 | 2.2 | |
| Ethno-cultural background | | | |
| European | 40.5 | 27.5 | |
| East Asian | 16.5 | 22.5 | |
| South Asian | 12.6 | 13.2 | |
| Mixed | 6.7 | 4.9 | |
| Asian/Southeast Asia | 9.4 | 10.9 | |
| Other | 11.2 | 15.8 | |
| Relationship status | | | |
| Single | 44.0 | 47.3 | |
| Non-single | 55.8 | 52.7 | |

Table 2

Institutional Identification and Commitment to Education

| | Experienced Sexual Violence | Mean | SD | t | df | P | Cohen's D |
|------------------------------|-----------------------------|------|------|------|-----|-------|-----------|
| Institutional Identification | Yes | -.67 | 1.74 | 8.81 | 852 | <.001 | 0.71 |
| | No | .65 | 1.85 | | | | |
| Education Commitment | Yes | -.43 | 2.24 | 6.19 | 858 | <.001 | 0.52 |
| | No | .73 | 2.20 | | | | |

Note: Response options coded as 1 = increase, -1 = decrease, and 0 = no change

Figure 1.

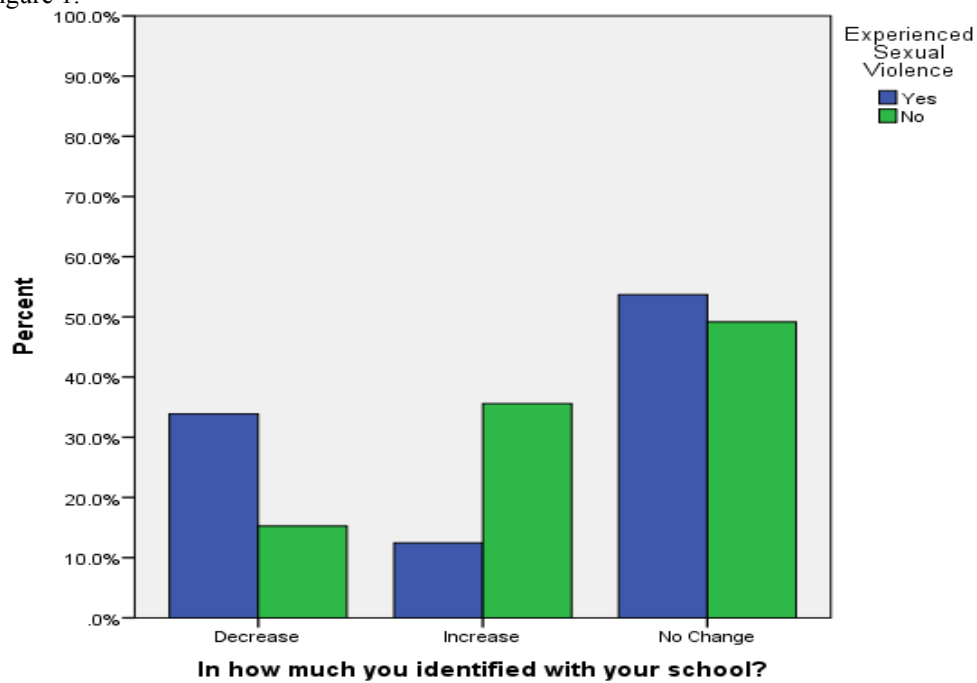
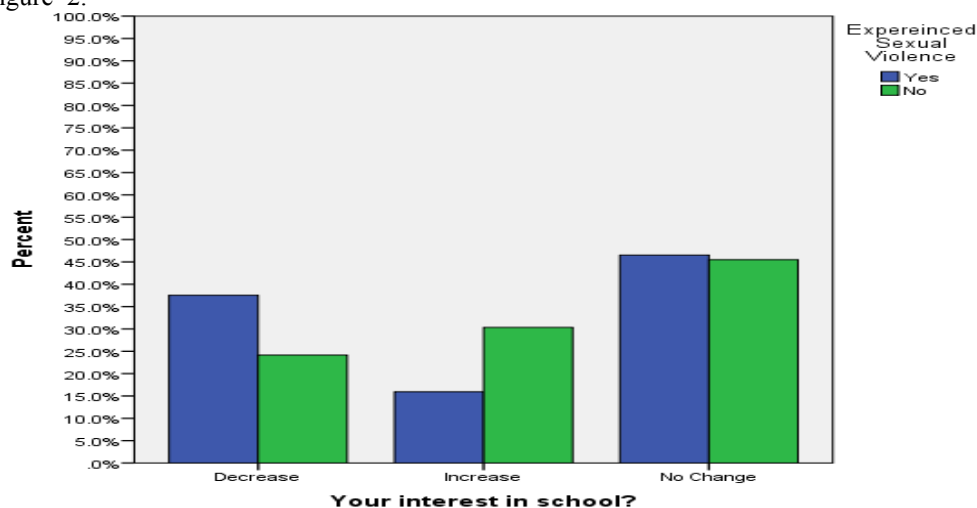


Figure 2.



CARING STUDENTS WITH NON-ACADEMIC ASPECTS

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Abstract

What is the mission of the schools? Some believe that schools should focus only on the acquisition of knowledge and do nothing else. However, current research shows that non-academic aspects of schools are also significant contributors to both school and students' success. Considering this reality, as the stakeholders (administrators and lecturers of the school), we organized several different meetings and brainstormed about what we could do for our students. After these meetings, we decided to create some opportunities and facilities, which they like, to be implemented at school out of the course hours. Everything we decided to do is for our students' feeling happy and they are connected to the school, two senses of which increase the motivation and success, and replace the negative attitudes towards the school and learning something. The results of the facilities implemented after course hours at our school worth talking about and sharing. This paper will tell about what we are doing extra beyond teaching in detail. Furthermore, it will present some data gathered from some of our students studying foreign languages at AUSFL (Anadolu University School of Foreign Languages) in 2017-2018 spring term about their perception of all these facilities.

Keywords: Caring students

COMPARISON OF COMPUTER-AIDED INSTRUCTION AND INQUIRY-BASED TEACHING ON STUDENTS' ANXIETY TOWARDS SCIENCE

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ABSTRACT

The present study was conducted to explore the effect of the use of computer-aided and inquiry-based teaching approaches on 7th grade students' anxiety towards science. The research was carried out in the spring semester of 2016-2017 academic year with the participation of 69 students from two classes of a middle school in Kayseri, Turkey. The pre-test and post-test quasi-experimental design without a control group was used. Within the scope of the study, "Reflection in the Mirrors and Absorption of the Light" unit was taught through computer-aided instruction in experimental-1 group, and inquiry-based teaching in experimental-2 group by developing suitable activities for each approach. In the study, data were collected through Science Anxiety Scale. The data were analyzed through paired-samples and independent samples t-tests. According to the results, although both teaching approaches decreased the level of science anxiety, it was seen that computer-aided instruction was more effective than inquiry-based learning. In addition, in terms of five sub-dimensions of the scale, there are significant differences between two groups' post-test scores in favour of experimental-2 group. Lastly, although girls were more anxious towards science based on the pre-test scores, no significant difference was found between post-test scores in terms of gender.

Keywords: Science anxiety, Computer-aided instruction, Inquiry-based teaching

INTRODUCTION

The middle school years, from grades 5 to 8, have a critical importance of learning science. Not only cognitive characteristics, but also affective features such as attitude and motivation affect the learning process. It is known that there is a close relationship between anxiety and learning. Anxiety is the feeling that occurs when situations threaten the ability to meet basic human needs such as competence, control, self-esteem (Fiske, Morling, & Stevens, 1996), whereas science anxiety is the total of experiences such as fail to solve a science problem or understand a scientific concept, failing a science exam (Mallow, 1986). It is known that a high level of science anxiety leads to a decrease in students' success and attitude towards science, and discourage them from entering science-related professions (Udo, Ramsey, & Mallow, 2004). For this reason, it is important to determine the students' anxiety levels and eliminate the reasons of anxiety in order to stimulate their interests, attitudes and achievement towards science.

In the literature, it was emphasized that physical phenomena such as light and mirrors are not sufficiently related to daily life and remain abstract. Consequently, these concepts cannot be understood clearly and may cause science anxiety (Colin & Viennot, 2001; Galili & Hazan, 2000). It is thought that the teaching methods or activities used by teachers have important effects on students' science anxiety (Jegede, 2007). Active student participation in science course will enhance students' self-confidence and lower their science anxiety levels (Kaya & Yıldırım, 2014), enable concretization of the scientific concepts and link them with daily life (Zacharia, 2003). At this point, computer-aided instruction (CAI), which plays an important role in the concretization of abstract concepts by addressing many sense organs, and inquiry-based teaching (IBT), which enable students to reach a solution by researching, questioning, hypothesizing and interpreting data (Perry & Richardson, 2001), come to the fore.

Computers play an important role in doing dangerous experiments, obtaining and processing data quickly, and providing immediate feedback. In several studies, it was concluded that computer reduces anxiety when it is used for educational purposes (Newhouse, 2002; Rutten, van Joolingen, & van der Veen, 2012). The main approach suggested by the Ministry of National Education in Turkey is guided inquiry. In guided inquiry, which was used in this study, the teacher does not give the information directly, instead of this, the students investigate to find concepts that have been determined by the teacher. For both teaching approaches, the students involved directly in the learning process almost all the time.

“Reflection in the Mirrors and Absorption of the Light” unit in Turkish science curriculum is well suited for teaching through both CAI and IBT approaches, and there is no accessible study comparing the effects of these two approaches on students’ anxiety levels. In the new science curriculum, it was stated that “Individuals’ characteristics such as interest, attitude, value and success that are subject to measurement and evaluation may change over time. For this reason, instead of measuring these properties at one time, measurements that take into account changes in the process should be used.” (MoNE, 2018). Within this context, the research question of the current study was determined as “Is there a statistically significant difference between science anxiety levels of the 7th grade students who taught “Reflection in the Mirrors and Absorption of the Light” unit through CAI and IBT?” Within the scope of this research question, the following sub-problems were searched:

1. Is there a statistically significant difference between pre-test and post-test scores of the students in the experimental groups?
2. Is there a statistically significant difference between the post-test scores of experimental groups in terms of entire scale, and in terms of sub-dimensions of the scale?
3. Is there a statistically significant difference between pre-test and post-test scores of the students with respect to the gender?

METHOD

Research Design

In the study, the pre-test and post-test quasi-experimental design without a control group was used. The instrument was conducted two times, before and after the five-weeks implementation.

Sample

The sample, which was selected through convenience sampling method, consisted of 69 (34 girls, 35 boys) 7th grade students from two classes of a middle school in Kayseri, Turkey in 2016-2017 spring semester. While one class including 34 students (17 girls, 17 boys) was assigned to be the experimental group-1 (E1), one class including 35 students (17 girls, 18 boys) was assigned to be the experimental group-2 (E2).

Instrument

Science Anxiety Scale developed by Uluçmar Sağır (2014) was used to determine the students’ anxiety levels towards science in the study. This 5-point Likert scale has 25 items and 5 sub-dimensions namely; (1) focusing on class, (2) lack of self-confidence, (3) studying and anxiety for the exams, (4) disturbance, (5) interest. These five factors include 7, 6, 6, 4 and 2 items, respectively. While higher total scores obtained from the scale indicate high science anxiety level, lower total scores indicate low science anxiety level.

Implementation

“Reflection in the Mirrors and Absorption of the Light” unit has six main subjects: Mirrors and their usage, image formation in mirrors, interaction of light with matter, white light contains all colors, reflection and absorption of light, the importance of solar energy. During 5 weeks (4 hours a week), unit was taught to E1 through CAI, and to E2 through IBT. Each course was evaluated by two observers using teacher and student evaluation rubrics which were prepared by the researchers. In E1 group, subjects were taught using smartboard, computers through digital images, videos, animations, simulations (i.e. Algodoo), interactive tests. In E2 group, students were challenged to solve the given problem through six main steps: curiosity, determination of the problem, hypothesizing, data collection, data analysis and evaluation, presentation, reinvestigation.

Data Analysis

SPSS (Statistical Package for the Social Sciences) Version 24.0 was used for analysis of the quantitative data. In order to examine the first sub-problem, paired-samples t-test was conducted; whereas to examine second and third sub-problems independent samples t-test were conducted.

RESULTS

Independent samples t-test results indicated that no significant difference was found between E1 ($M=58.00$, $SD=10.354$) and E2 group ($M=58.14$, $SD=8.218$) students’ pre-test mean scores [$t(67)=0.064$, $p>.05$]. Similarly, no significant difference was found between two groups’ pre-test mean scores in terms of the five sub-dimensions ($p>.05$). On the other hand, a significant difference was found between pre-test mean scores of girls ($M=60.41$, $SD=9.026$) and boys ($M=55.80$, $SD=9.042$) in favour of girls [$t(67)=2.120$, $p<.05$]. Eta-squared was found as 0.06, suggesting a small effect size (Cohen, 1988).

Paired-samples t-test results indicated that for E1 group, there was a significant difference between pre-test ($M=58.00$, $SD=10.354$) and post-test mean scores ($M=42.68$, $SD=9.524$) in favour of pre-test scores ($t(33)$

=6.006, $p < .05$). Eta-squared was found as 0.35, suggesting a large effect size (Cohen, 1988). Different from E1 group, for E2 group, there no significant difference was found between pre-test ($M=58.14$, $SD=8.218$) and post-test mean scores [$(M=57.80$, $SD=8.242$, $t(34) = 0.170$, $p > .05$]. In other words, CAI activities in E1 group significantly reduced the anxiety levels of the students, whereas IBT activities did not make any significant difference.

According to independent samples t-test results, there was a significant difference between E1 ($M=42.68$, $SD=9.524$) and E2 groups ($M=57.80$, $SD=8.242$) students' post-test scores in favour of E2 group [$t(67)=-7.060$, $p < .05$]. Eta-squared was found as 0.43, suggesting a large effect size (Cohen, 1988). In Figure 1, a bar graph regarding the pre and post-test total average scores of E1 and E2 was given.

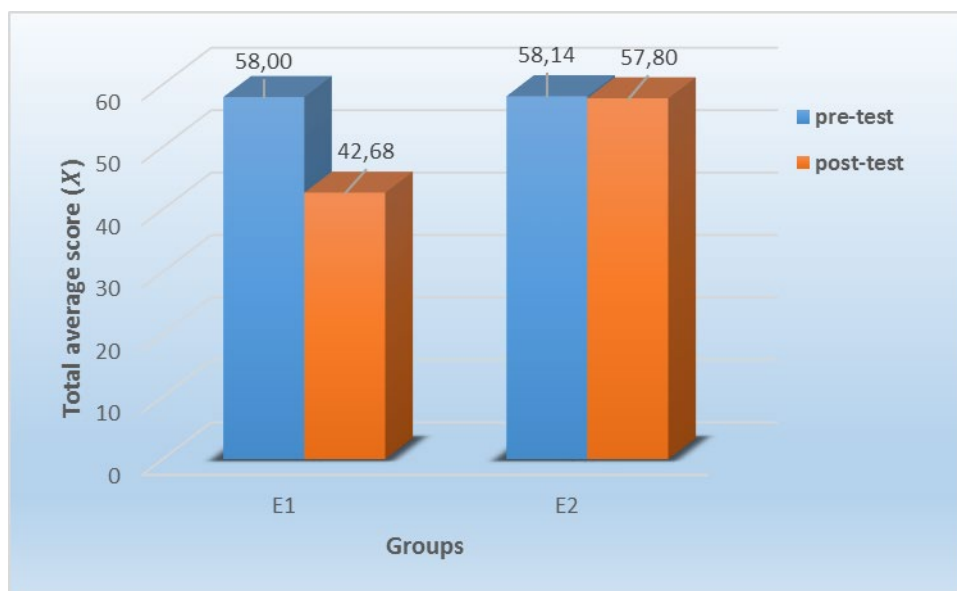


Figure 1. Bar graph regarding the comparison of the groups' pre and post-test total average scores

The results also indicated that regarding post-test scores, there is a significant difference between E1 and E2 groups for all the five sub-dimensions in favour of E2 ($p < .05$) (Table 1). For focusing on class, lack of self-confidence, studying and anxiety for the exams, disturbance and interest sub-dimensions, eta-squared values were found as 0.28, 0.32, 0.22, 0.23 and 0.06, respectively. While 0.06 indicates a small effect, other values indicate large effects (Cohen, 1988).

Table 1: Independent samples t-test results according to the average post-test total scores for Science Anxiety Scale sub-dimensions

| Sub-dimensions | Group | N | Min. | Max. | M | SD | t-test | | |
|---------------------------------------|-------|----|------|------|-------|-------|--------|-------|----------|
| | | | | | | | t | p | η^2 |
| 1. Focusing on class | E1 | 34 | 7 | 19 | 10.18 | 3.371 | -5.061 | 0.000 | 0.28 |
| | E2 | 35 | 7 | 21 | 14.17 | 3.185 | | | |
| 2. Lack of self-confidence | E1 | 34 | 6 | 19 | 10.94 | 3.550 | -4.354 | 0.000 | 0.32 |
| | E2 | 35 | 9 | 26 | 14.77 | 3.750 | | | |
| 3. Studying and anxiety for the exams | E1 | 34 | 6 | 18 | 10.00 | 3.153 | -5.663 | 0.000 | 0.22 |
| | E2 | 35 | 8 | 21 | 14.17 | 2.965 | | | |
| 4. Disturbance | E1 | 34 | 4 | 12 | 7.88 | 2.332 | -4.416 | 0.000 | 0.23 |
| | E2 | 35 | 6 | 15 | 10.26 | 2.133 | | | |
| 5. Interest | E1 | 34 | 2 | 7 | 3.68 | 1.273 | -2.110 | 0.039 | 0.06 |
| | E2 | 35 | 2 | 8 | 4.43 | 1.668 | | | |

In Figure 2, a line chart regarding the post-test mean scores of the groups for the five sub-dimensions was given. According to the chart, students in both groups had highest mean score in the fourth sub-dimension (disturbance), whereas they had lowest mean score in the first sub-dimension (focusing on class).

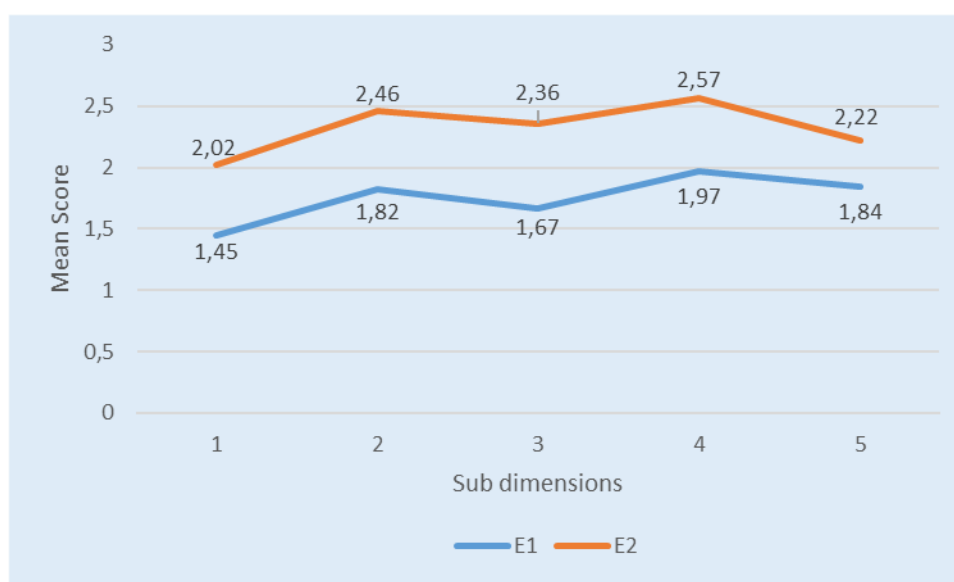


Figure 2. Line chart for the comparison of the groups' post-test mean scores regarding the five sub dimensions

In Figure 3 and 4, line charts regarding the pre and post-test mean scores of the groups for the five sub-dimensions were given. According to Figure 3, anxiety levels of the students in E1 decreased for all the five sub-dimensions. On the other hand, anxiety levels of the students in E2 decreased for three sub-dimensions, while the levels increased for the second and third sub-dimensions, namely lack of self-confidence and studying and anxiety for the exam.

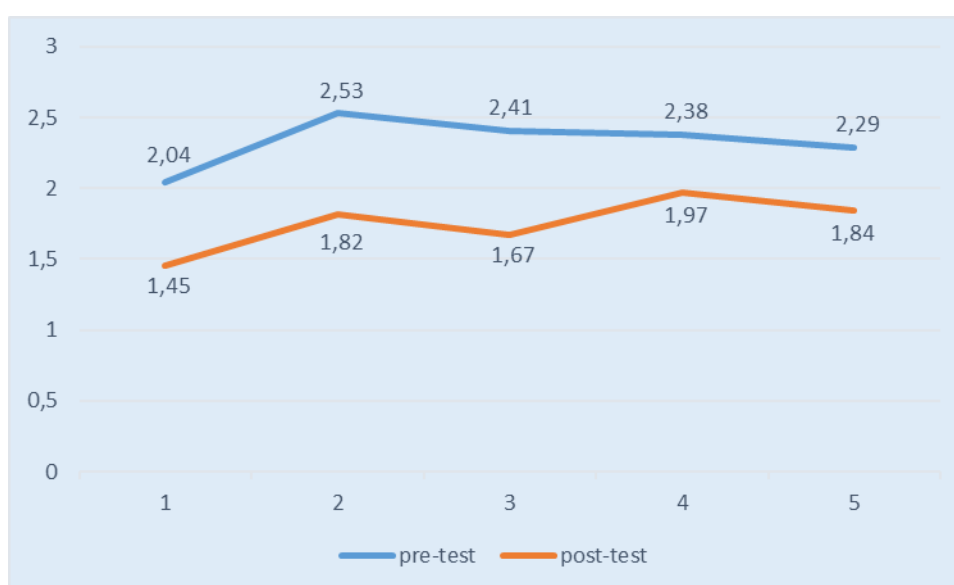


Figure 3. Line chart for the comparison of E1's pre and post-test mean scores regarding the five sub dimensions

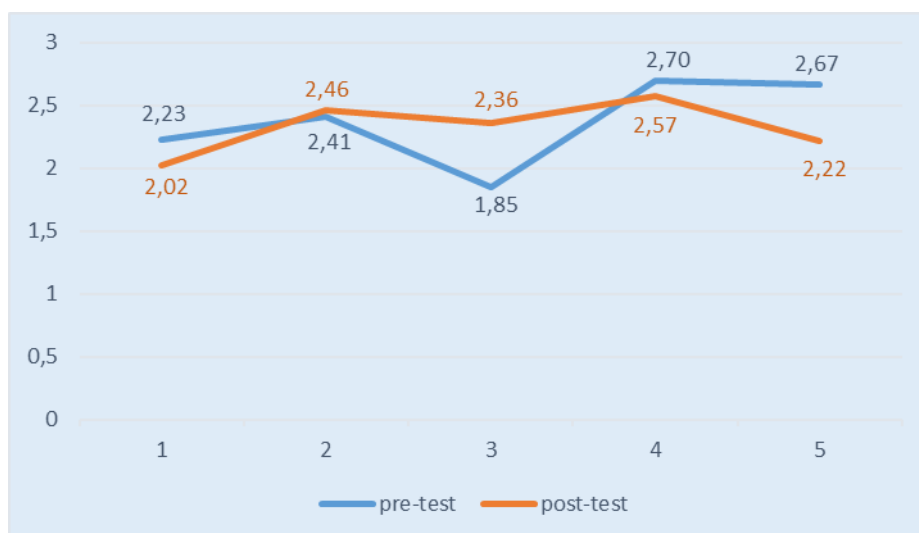


Figure 4. Line chart for the comparison of E2's pre and post-test mean scores regarding the five sub dimensions

Lastly, independent samples t-test results indicated that no significant difference was found between post-test mean scores of girls ($M=49.88$, $SD=11.083$) and boys ($M=50.80$, $SD=12.343$), [$t(67)=-0.325$, $p>.05$].

DISCUSSION OF FINDINGS AND IMPLICATIONS

The research findings revealed that both teaching approaches decreased students' anxiety towards science. However, CAI is more effective than IBT. IBT usually involves collaborative activities and this may be the reason for the anxiety levels of the students in E2 increased for lack of self-confidence, and studying and anxiety for the exams sub-dimensions. Unlike IBT, students usually work individually and feedback is given directly to the student in CAI. Therefore, students do not worry about being criticized by their teacher or friends when they make a mistake and this encourages students to participate in the course (Sevim, 2015), and their self-confidence increases while anxiety for the exams decreases. It is thought that the use of computer, which the students frequently use in daily life, in the learning process actively makes students feel more comfortable and decreases their anxiety levels (Newhouse, 2002; Rutten, van Joolingen, & van der Veen, 2012).

According to the findings, while the teaching approach used had a small effect on interest sub-dimension, it had major effects on focusing on class, lack of self-confidence, studying and anxiety for the exams and disturbance sub-dimensions. Accordingly, it is thought that more time should be spent to change the level of interest than other variables. In parallel with this finding, related literature indicated that changing the level of attitude or interest require more time (Neiderhauser, 1994; Sadi & Çakıroğlu, 2011).

In the study, it was found that gender has a small effect on pre-test mean scores. Accordingly, girls are more anxious towards science. On the contrary, no significant difference was found between post-test mean scores of girls and boys. In the related literature, no study was reached that examine the effects of CAI and IBT on middle school students' science anxiety levels in terms of gender. However, a limited number of studies examining the effect of gender on middle school students' science anxiety revealed that gender had no statistically significant effect on science anxiety (Akpınar, Yıldız, Tatar, & Ergin, 2009; Gömleksiz & Yüksel, 2003; Kurbanoğlu, 2014). Therefore, this finding regarding post-test scores is consistent with the literature.

Since this study is limited to the selected sample and teaching approaches, it is recommended that future studies be conducted to validate the findings by incorporating- a larger sample size, different grade groups, a longer period of time, and different teaching approaches.

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CONTEXT-BASED PRACTICES IN SCIENCE COURSE BOOKS

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ABSTRACT

The aim of this study is to examine the examples of context-based applications in course books used in science education. The research covers the 3rd and 4th class books of the science course books that are used by the Ministry of National Education with the purpose of determining the examples of context -based practice. The course books used at primary level in the 2018-2019 academic year were analysed by document analysis. Within the scope of the research, the examples used in context -based learning approach in the books were examined. During the investigations, applications in accordance with REACT and 4-Stage Model of context-based learning and only the contexts taken from daily life were examined. According to the results of the research, in the 3rd and 4th class course books, the contexts were generally established. It was determined that the applications suitable for REACT and the 4-stage model were not used very often. In order to support students' permanent learning, more context-based practices should be used and these should be planned in accordance with a model.

Keywords: Context-Based Learning, Science Education, Course books, REACT, 4-Stage Model.

INTRODUCTION

In the education systems of countries such as America, England, Germany, Belgium, New Zealand, Netherlands, Scotland, Israel, context-based learning approach is widely used (Yaman, 2009). Curriculum-based learning approach to life in the new Turkey has been given a new place (Sözbilir et al, 2007).

Context-based learning approach is described as case studies based on the solution of problems encountered in daily life (Acar and Yaman, 2011). In the light of these studies, students develop their working, thinking and communication skills while trying to solve the problems they encounter in daily life (Coştu, Ayas and Ünal, 2007). Context-based learning approach helps learning to be permanent and meaningful by associating the concepts learned with the experiences gained. Therefore, it involves a process in which the student is active (Güven and Uzun, 2014). Furthermore, considering that Context-based learning approach comes from the types of constructivist approach, it adopts student-centered approach (Crawford and Witte, 1999).

In the Context-based learning approach;

- Making associations that provide understanding,
- Individual learning,
- Doing permanent works,
- Cooperation,
- Critical and creative thinking,
- Self-cultivation,
- Achieving high standards,
- Realistic measurement and evaluation,

8 basic components are mentioned. Using these eight basic elements together makes it easier for students to connect with their daily lives. As the connections established with this daily life increase, permanent learning can be realized (Potter and Overton, 2006).

Using the previous experiences and prior knowledge of the students, they understand the new situations and assimilate the environment; On the other hand, various models are used for the application of Context-based learning approach in science education, which advocates that the teacher takes the role of expert seeking different ways to establish a relationship between daily life problems and student learning (Akpınar, 2011). The REACT Model, which is one of these models, is one of the most widely used models that emerge based on context-based approach in structuring activities (Demircioğlu, Vural and Demircioğlu, 2012; Crawford, 2001).

The stages of the REACT model, whose initials are named after the English names of each stage:

* Relating; At this stage, it is aimed to facilitate learning by establishing a relationship between students' prior knowledge and life experiences. In addition, attention is drawn to the relationship between the new information and daily life and the benefits of the information. Teachers use this associative stage when they activate the students' experiences and knowledge and create environments related to these experiences (Crowford, 2001).

* Experiencing; At this stage, studies are carried out which will enable students to model abstract concepts and to think analytically. This is also the stage where students' problem solving activities and laboratory experiences take place. The most important point of this stage is that the teacher undertakes the guiding task and the student understands and understands the essence of the information by revealing his/her own thoughts about the information to be acquired individually or in groups (Crowford, 2001).

* Applying; At this stage, students can use their knowledge applications are made. In other words, after experiencing the relationship, the rationale of the student to learn the information and the need to learn the

information emerge at this stage (Kirman et al., 2017). The main objective is to help the student to assimilate the information and increase the level of understanding instead of memorizing the information to be gained at this stage (Ingram, 2003).

* Cooperating; At this stage, it is ensured that students learn to create context by communicating with others. Thus, students have the opportunity to communicate with each other, share the acquired knowledge and express their own thoughts. As a result of this, students get away from the fear of making mistakes, they come to a common conclusion about problems and activities, they listen to the thoughts of their friends and express their own ideas. Therefore, with this stage, students' motivation and self-confidence is increased by experiencing success (Ingram, 2003).

* Transferring; At this stage, new information is associated with Context-based learning and made available. So this stage is defined as using information in new contexts. This stage is carried out by teachers in the classroom by enabling students to transfer the information they have acquired to this new situation with a problem or activity that the students have never experienced before (Crowford, 2001).

When the lesson plan is prepared considering these steps, REACT model emerges as Context-based learning (Çepni and Özmen, 2014).

THE STUDY

Electronic discourse within computer mediated virtual courses supports conversations of practice and learning. The research covers the 3rd and 4th class books of the science course books that are used by the Ministry of National Education with the purpose of determining the examples of context -based practice. The course books used at primary level in the 2018-2019 academic year were analysed by document analysis. Within the scope of the research, the examples used in context -based learning approach in the books were examined. During the investigations, applications in accordance with REACT and 4-Stage Model of context-based learning and only the contexts taken from daily life were examined.

FINDINGS

According to the results of the research, in the 3rd and 4th grade books, contexts from daily life are generally established; It has been determined that the applications according to REACT and 4-stage model are not used much. In order to support students' permanent learning, it is necessary to use more life-based practices and plan them in accordance with a model.

Figure 1. 3rd grade context based learning example



The visual and story about the structure of the earth's crust that can be encountered in daily life is given in accordance with the entry stage of Stage 4. Students are given with examples and questions in accordance with curiosity and planning stage.

Figure 2. 3rd grade context based learning example

Maden ocaklarında taş ve topraktan karışık olarak çıkarılan madenler, ekonomik değeri olmayan taş ve topraktan arındırılır. Daha sonra bu madenler teknoloji ve sanayide ayrıca birçok eşyanın yapımında ham madde olarak kullanılır. Evlerimizde kullandığımız tencere, tava, çatal vb. mutfak eşyalarının yapımında madenlerden yararlanılır. Aşağıda bir evin mutfağına ait görsel verilmiştir. Görseldeki eşyalar hangi madenlerden yapılmış olabilir? Tahmin edelim. Tahminlerimizi arkadaşlarımızla paylaşalım.



In the example given in figure 2, the connection of the mines to the kitchen utensils used in the houses is given.

Figure 3. 3rd grade context based learning example

Babası, Ezgi'ye Güneş'in doğuşunu birlikte izleme sözü verdi. Söz verdiği gibi ertesi gün Ezgi ile beraber yola çıktılar. Bir tepenin üstünde Güneş'in doğuşunu izlemeye başladılar.

Ezgi, "Baba, Güneş yavaş yavaş hareket ederek yükseliyor. Yükseldikçe ortalık daha iyi aydınlanıyor." dedi.

Babası Ezgi'ye "Sabah doğudan doğan Güneş'in öğlen tepede olduğunu akşam ise batıdan battığını gözlemleyebiliriz." dedi. "Gün içinde Güneş'in farklı konumlarda olması Dünya'nın hareketiyle ilgilidir." dedi. Bunun üzerine, Ezgi Dünya'nın hareketiyle ilgili aşağıdaki soruları merak etti.

- Sizce Dünya'mız nasıl hareket etmektedir?
- Dünya'nın kaç çeşit hareketi olabilir?
- Bu hareketlerinin sonuçları nelerdir?

In the example given in Figure 3, the visual and story that can be encountered in daily life related to the movements of our Earth are given in accordance with the introduction stage of Stage 4. Students are given with examples and questions in accordance with curiosity and planning stage.

Figure 4. 3rd grade context based learning example

In the example given in figure 4, the rotation of the Earth is given the context with the adjacent images. React relating is a context appropriate to the step.

Figure 5. 3rd grade context based learning example



In the example given in figure 5, the context of the world's entanglement movement with the visuals on the side is given. React relating stage is a context appropriate to the step.

Figure 6. 3rd grade context based learning example

Deney Yapalım

Gündüz ve Gece

- Karanlık bir ortam oluşturalım.
- Dünya modelini masanın üzerine yerleştirelim. El fenerini, ışığı Dünya modelinin üzerine gelecek şekilde sabitleyelim.
- Dünya modelindeki aydınlık ve karanlık yüzeyleri gözlemleyelim.
- Bir arkadaşımızdan modeli döndürmesini isteyelim.
- Dünya modeli döndükçe aydınlık ve karanlık yüzeylerin değişip değişmediğini gözlemleyelim.

Neler Gerekli?

- Dünya modeli
- El feneri
- Destek çubuğu

Neler Oldu?

- El feneri, dünya modelinin hangi yüzünü aydınlattı? Dünya modeli döndükçe aydınlanan yüzeyler değişti mi?

Cevabım:

- Dünya modeli ve el feneri hangi gök cisimlerinin yerine kullanılmıştır?

Cevabım:

In the example given in figure 6, it is a context that corresponds to the React-experiencing step because the students learn by doing and exploring.

Figure 7. 3rd grade context based learning example

Fen Bilimleri Öğretmeni Ayşe Hanım, haftaya işlenecek konuyla ilgili olarak:

– Çocuklar, önümüzdeki derse hepinizin birer kahvaltı tabağı hazırlamanızı ve sınıfa getirmenizi istiyorum, dedi.

Ders günü geldiğinde herkes birer kahvaltı tabağı hazırlayıp sınıfa getirdi. Ayşe Hanım çocuklara kahvaltı için hangi tabağı tercih etmek istediklerini sordu. Tüm sınıf 3 tabağı diğer tabaklara tercih edeceklerini söyledi. Bu tabaklar Ahmet, Ali ve Aslı'ya aitti.

Ahmet'in tabağında börek, meyve suyu ve çikolata

Ali'nin tabağında patates kızartması, ekmek ve su

Aslı'nın tabağında ise peynir, zeytin, yumurta, ekmek ve taze sıkılmış portakal suyu vardı.

Ayşe Hanım bu üç tabağı masasına koyarak sınıftaki öğrencilere bu kez şu soruları sordu:

- Hangi tabaktaki besinler sağlıklı bir beslenme için daha uygundur?
- Neden beslenmemiz gerekir?
- Sağlıklı bir yaşam için hangi kahvaltı tabağındaki besinleri tercih etmeliyiz?

In the example given in Figure 7, the story about the food and its properties can be encountered in daily life. In addition, students are given in accordance with the curiosity and planning stage with examples and questions.

Figure 8. 3rd grade context based learning example



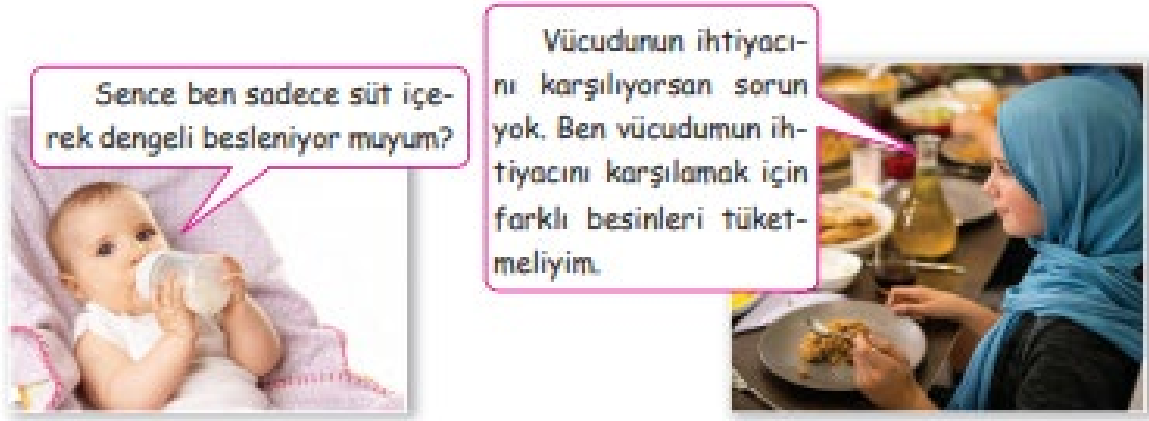
In the example given in figure 8, visual and speech about the importance of food for living things is presented. this section corresponds to the Input step of the 4-stage model. it is also suitable for the Curiosity and Planning stage of the REACT model due to the visual questioning.

Figure 9. 3rd grade context based learning example



Yukarıda hamile olan bir bayan ile doktoru arasında geçen konuşma verilmiştir. Konuşmada proteinin görevlerinin birinden bahsedilmektedir. Acaba proteinlerin vücudumuzda başka görevleri var mıdır? Proteinler hangi besinlerde bol miktarda bulunur?

In the example given in figure 9, it is suitable for the Introduction step of the 4-stage model as it provides a visual representation of the importance of proteins. In addition, the React model is suitable for Curiosity and planning, since it encourages students to ask questions by asking questions.

Figure 10. 3rd grade context based learning example

Sizce dengeli beslenme ne demektir? Dengeli beslenmenin önemi nedir? Dengeli beslenmediğimizde hangi olumsuz durumlarla karşılaşabiliriz?

In the example given in figure 10, the visual activity related to balanced nutrition is given according to the input step of the 4-stage model. In addition, students are encouraged to ask questions by asking questions to the students in the React model Curiosity and planning stage.

CONCLUSIONS

Contexts used in context-based learning approach are designed to attract students' interest in the lessons. It also provides the formation of mental schemas and meaningful transfer of knowledge in students. As in this study, the application of context-based learning approach to the whole curriculum; will help students gain more permanent knowledge. Similarly, in the study conducted by Demircioğlu (2008), it was stated that the use of materials suitable for life-based learning approach on hall states of matter increased students' motivation.

The lesson plans used in accordance with the context -based learning approach enable the students to establish a relationship between science lesson and daily life. This approach facilitates the course, increases the quality of education and increases the motivation of the students. The literature supports this situation (Choi and Johnson, 2005; Genç, Ulugöl and Ünal, 2017; Genç, and Büyük Kuloğlu, 2018). It can be said that lesson plans prepared according to REACT model used in this study are effective in increasing students' motivation towards science learning.

According to the results of the research, in the 3rd and 4th class course books, the contexts were generally established. It was determined that the applications suitable for REACT and the 4-stage model were not used very often. In order to support students' permanent learning, more context-based practices should be used and these should be planned in accordance with a model..

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CONTRADICTIONS BETWEEN PUBLIC SPENDING AND EMPLOYMENT IN GRADUATES OF HIGHER EDUCATION IN MEXICO

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ABSTRACT

The welfare of the population is a commitment of the government that is accentuated in Mexico due to the great inequality in the country, so the government relies on education as a way to redistribute wealth generating equity in the population. The higher education level allows graduates to obtain higher income than the rest of the population due to their professionalism, it's a topic of analysis of the government's agenda. This document examines higher education with the objective of analyzing the educational subject results of the National Development Plan (NDP) 2013-2018 specifically the "Objective 2: Strengthen the quality and relevance of higher secondary education, higher education and training for work so that they contribute to the development of Mexico. " In the methodology, a quantitative study of descriptive scope is proposed due to the analysis of the educational indicators generated by the National Institute of Education Evaluation (INEE) in Mexico. The results show the noncompliance with the objective of the NDP, it presents a reduction in the employment rate of the graduates of higher education while public spending per student and federal spending on education has increased. It concludes by commenting on the disarticulation of higher education with the labor sector, mainly in relation to the plans and programs that should train skills in students so that they can be inserted into a workplace when they graduate, as well as the need to link public spending with the creation of positions for professionals, establishing a commitment with companies.

Keywords: employment, budget, education policy, public expenditure.

INTRODUCTION

The welfare of the population is a commitment of the government in Mexico due to the great inequality in the country, so the government relies on education as a way to redistribute wealth generating equity in the population. The higher education level allows graduates to obtain higher income than the rest of the population due to their professionalism, it's a topic of analysis of the government's agenda. This document examines higher education with the objective of analyzing the educational subject results of the National Development Plan (NDP) 2013-2018 specifically in the "Objective 2: Strengthen the quality and relevance of higher secondary education, higher education and training for work so that they contribute to the development of Mexico". It is important to consider the relevance of bachelor's degrees in the workplace, since higher education must focus on meeting the needs of the productive sector so that professionals can meet the demands of the company for making high-quality work. In this way, when graduating professionals have opportunities to join to the productive sector covering the needs of specialized workers in organizations that increase the productivity of the companies implementing innovative strategies that allow improving the performance of productive systems. Likewise, it is necessary to link the curriculum that is held in higher education so that an effective link is achieved between the school and the company, attracting higher level graduates for organizations and covering the vacancies requested. Some of the problems are saturation in the labor market, with many graduates applying to get the same job, this situation leaves a lot of graduates waiting for job opportunities. Another situation is the change of paradigm in the companies in which there are new needs of professionals derived from the scientific and technological advance, reason why traditional careers are lagging behind, being an obstacle to finding a job. In addition to the change in social needs in which, with the change in the population distribution, different needs of knowledge are needed to serve the elderly population. There are also changes derived from nature, in which, through the destruction of natural resources and the need for the use of clean energies, need professionals, among others. It is very important to analyze the relevance of the curriculum because in addition to the attention of social needs, the government allocates resources to public schools in which there is an expense for students that has the purpose of improving the living conditions of the population through the redistribution of wealth. It generates an increase in the income of graduates because they are making productive activities with a high degree of specialization

that allow them to reach higher salaries. Analyze the results of public spending and its relationship with employment to change their way in order to generate welfare in citizens its a need and responsibility of the government. Since higher education institutions must conceive the relevance in the inscription of their objectives in the partnership project (Leite Ramalho & Beltrán Llavador, 2012). Considering the university relevance as the measure of congruence of higher education institutions related to their environment, in which each actor exposes their actions related to the context (Sosa Castillo, Íñigo Bajos & Martín Sabina, 2016). Highlighting the role of relevance in higher education institutions by having the commitment to increase it in the future by developing a knowledge society that allows universities to be producers of scientific knowledge that meets social demands, generating solutions for national problems (Coronado- García & Estévez-Nenninger, 2016). Since no country will be able to preserve its sustainable development if higher education institutions lack quality criteria that allow the integral training of professionals who meet social needs and have human formation (Vera -Noriega, Rodríguez-Carvajal & Bustamante-Castro, 2017). Therefore, the relevance demands results of the actions carried out by higher education institutions because society contributes financially and demands accountability of this support for education (Méndez Fregozo, 2005), since the financing of higher education is a combination of government resources originated in tax collection, through the payment of families in tuition and others, in credit to students and institutional donations (Mendoza Rojas, Javier, 2017).

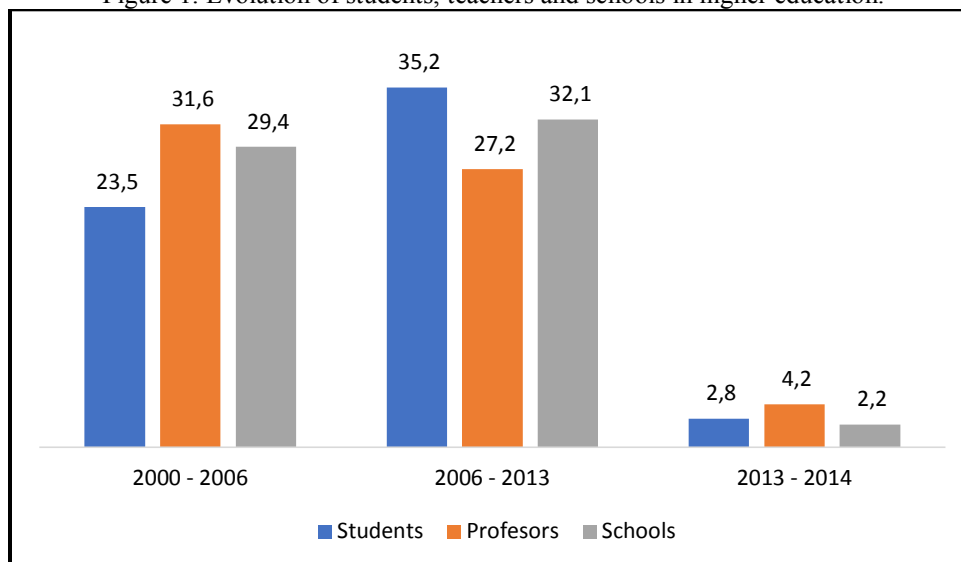
METHODOLOGY

In the methodology, a quantitative study of descriptive scope is proposed due to the analysis of the educational indicators generated by the National Institute of Education Evaluation (INEE) in Mexico.

RESULTS

It is observed that the number of students began with an increase in the period 2000 to 2006 to 23.5%, the period from 2006 to 2013 increased to 35.2% and fell sharply in the period from 2013 to 2014 to 2.8%. The number of professors increased in the period from 2000 to 2006 to 31.6%, decreasing in the period from 2006 to 2013 to 27.2% and drastically fell in the period from 2013 to 2014 to 4.2%. The number of schools increased in the period 2000 to 2006 to 29.4%, increasing in the period 2006 to 2013 to 32.1% and drastically fell in the period 2013 to 2014 to 2.2%. This situation shows the strengthening of higher education in Mexico, which has been gradually decreasing in respect to its student population, teachers and schools, which shows any change in the redistribution of income because it depends on equality in education (Figure 1).

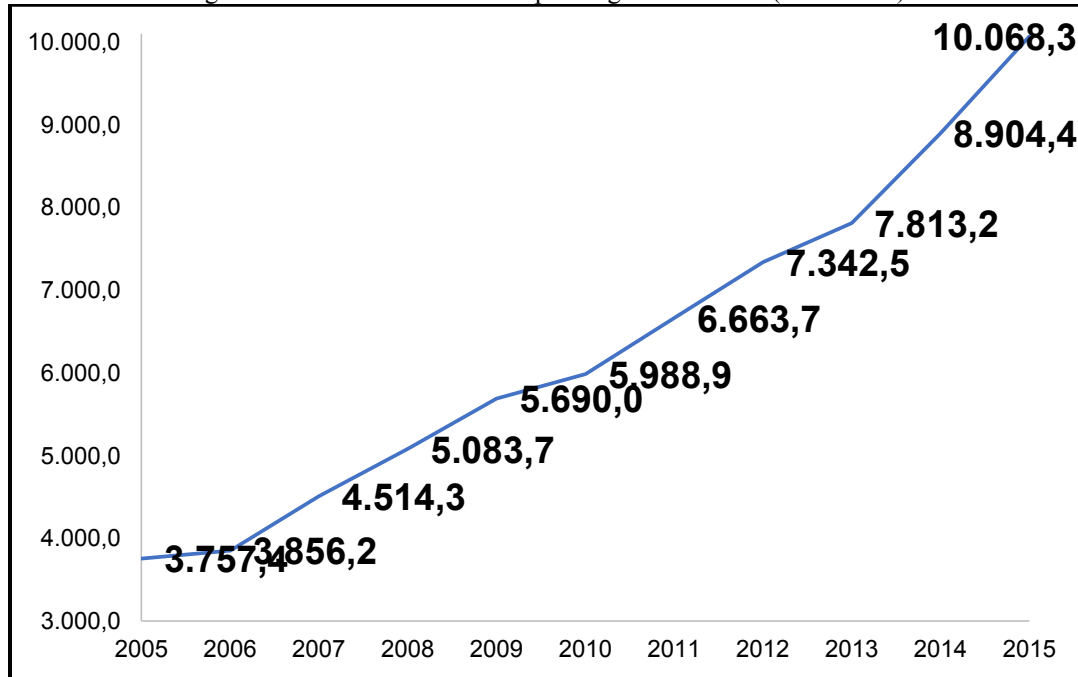
Figure 1. Evolution of students, teachers and schools in higher education.



Source: own elaboration with information from INEE (2018).

The public expenditure has an important growth beginning in the year 2005 that was of 3,757 dollars growing to the amount of 10,068.3 dollars in the year 2015, it was an important increase that really reflects the support of the educational System that has been created in Mexico more than the investment in higher education (Figure 2).

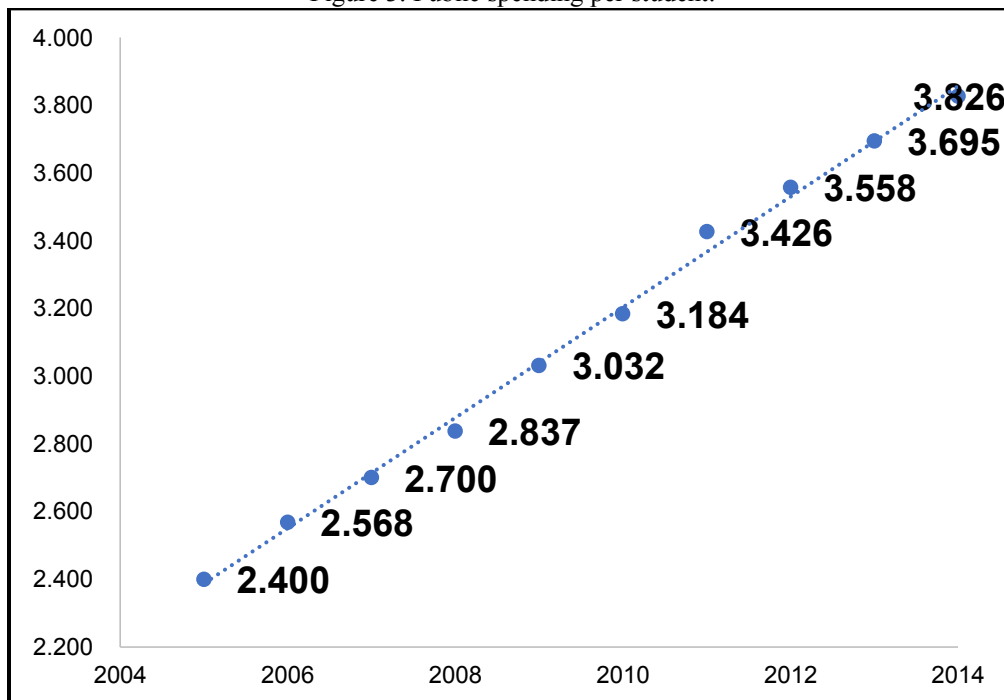
Figure 2. Destination of federal spending on education (2005-2015).



Source: own elaboration with information from INEE (2018).

The public expenditure per student shows that in 2005, 2,400 dollars were allocated for each student and in 2014, 3,826 dollars, this fact reflects a significant increase due to the new requirements of careers that require more infrastructure for class delivery, its necessary more investment on this topic (Figure 3).

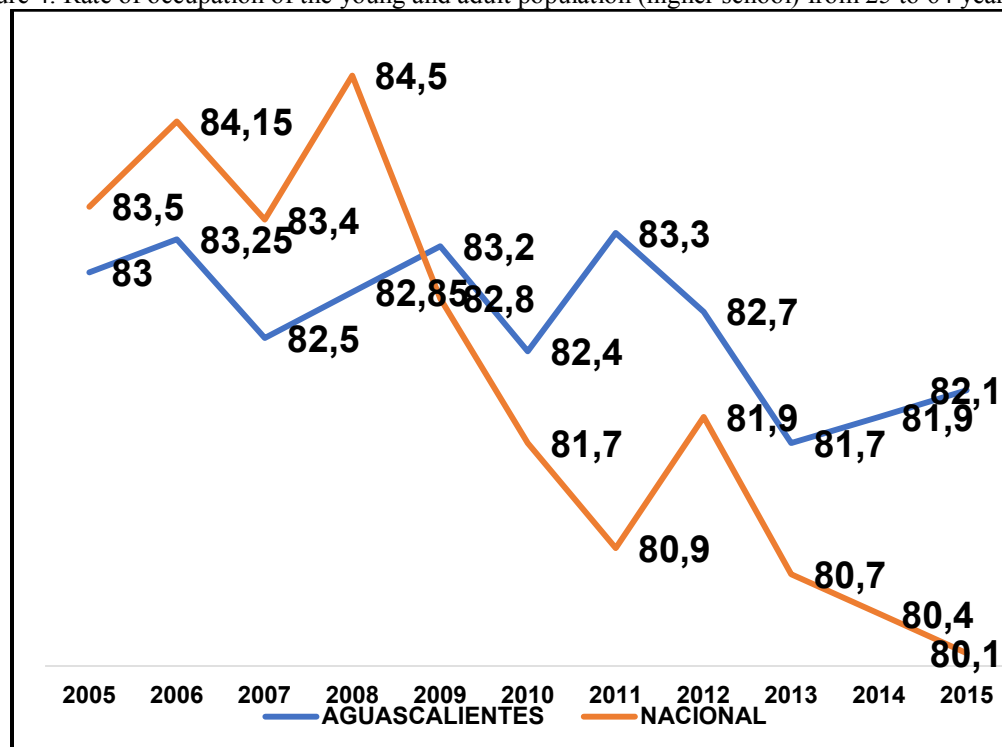
Figure 3. Public spending per student.



Source: own elaboration with information from INEE (2018).

The employment rate in higher education shows 83% in 2005 with its highest level in 2008, which presented a percentage of 84.5, but from 2009 it fell to 80.1% in 2015, which shows that many of the professionals with higher education are unemployed or they are doing activities that are not part of their career, it is a complex situation for the achievement of increased resources of people with this type of job training, because they are not enough for the vacancies (Figure 4).

Figure 4. Rate of occupation of the young and adult population (higher school) from 25 to 64 years old.



Source: own elaboration with information from INEE (2018).

The results show the noncompliance with the objective of the NDP, it presents a reduction in the employment rate of the graduates of higher education while public spending per student and federal spending on education has increased.

CONCLUSION

It concludes showing the disarticulation of higher education with the labor sector, mainly in relation to the plans and programs that should train skills in students so that they can be inserted into a workplace when they graduate, as well as the need to link public spending with the creation of positions for professionals, establishing a commitment with companies. Due to this situation, it is considered important to carry out an analysis of the relevance of the careers because the national needs are in constant change, and the needs of the companies must be attended so that employment sources need the integration of higher education with the productive sector. It is also necessary to articulate the relevance of the careers with the demands of the productive sector so that when the students become graduates could be occupied by the companies. It is clear that higher education is inertial and some careers offered are not required by the productive sector, so investment in other professions that are trends or that are lacking in professionals should be analyzed and assigned public expenditure efforts through public policies that strengthen the orientation of students towards these issues to be addressed, because the current world orientation requires the training of enough professionals to meet social demands. Likewise, it is necessary to consider the educational offer of the institutions of higher education in Mexico, since the investing in programs that have no vacancies in their labor field professionals are generated, this fact should be analyzed in order to change the destination of public spending towards future professions, as well as a national policy that allows to rethink the careers needed for the productive sector. This situation consider a change in the basic and upper secondary educational model because from the initial education the orientation must be generated to study sciences, in order to encourage the students to have interest in new careers. It should also analyze the issues that are preventing the transit of students in the careers of the future considering an important element the numerical skills in which the subject of mathematics is a subject that complicates many students by preventing them from

completing these programs or generating fear in their study because they can fail, being a subject of great importance the rethinking of the basic knowledge and the guarantee that they have the right competences for educational success. In addition to the need to analyze emotional intelligence as a key element so that students have resilience and can conclude their educational level without fear of situations of commitment and total commitment in the realization of their jobs that demand higher education.

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CULTURAL EDUCATION AS AN ELEMENT OF HIGH EDUCATION

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ABSTRACT

The aim of the article is to present the potential of cultural education at university based on as desk research as survey and interview conducted through students of Jagiellonian University in Kraków (POLAND). Both the theory regarding cultural education and the research conducted among students of the Jagiellonian University showed that cultural education raises the competences of participants in terms of: communication, creativity, critical thinking, as well as cooperation and group work. This education manifests itself in three aspects: 1) social - it inspires to non-university education, helps to understand the world, draws attention to the world's problems, sensitizes them and makes us aware that culture is important; 2) personal-therapeutic - raises the standard of living, sensitizes, motivates to action, stimulates creativity, and 3) hermeneutic - wise interpretation.

Keywords: Cultural education

CYBERBULLYING AND NEW TECHNOLOGIES AN EDUCATIONAL PROJECT FOR EMOTIONAL ORIENTATION AND CYBERBULLYING PREVENTION

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ABSTRACT

Cyberbullying as a new form of bullying demands new coping strategies. As a result of new technology there has been a constant growth in the spread of harmful online behavior. The instant project “Cyberbullying and new technology”, which started from cooperation between school and university, was planned for pupils in the third year at “Leonardo Da Vinci” secondary school in Palermo. The project was started and carried out within the school setting with a focus on students, parents and teachers.

Objectives: the main aim was to identify useful actions and precautions to help face cyberbullying (on smartphone and mobile applications) using technology to create a campaign of peer to peer sensitization.

Methods: the methods applied in the classroom have been drawn from community pedagogy and psychology, as well as through direct teaching that allowed students to be participant and protagonist in this process of providing information and training in prevention. In the first phase the use of role-play, groupe parole and focus groups facilitated a rethinking of new technology, which was then used in the second phase when the pupils independently produced multimedia material aimed at dealing cyberbullying.

Results: the brief project permitted the creation of significant educational products for the school (a pictorial/graphic exhibition by the pupils, sensitizing advertisements and videos shared among students and teachers) and the publication of an information brochure developed from cooperation between the school, the Sicilian Regional Government, the Centro Siciliano Sturzo and the department of Community Psychology at the University of Palermo.

Conclusion: “Cyberbullying and new technology” is aimed at the caring professions. It is justified, in theory and practice by elements of community pedagogy and psychology for didactic experimentation with new strategies and methods, to counter the risks associated with the complicated problem of cyberbullying. The description of this field experience is aimed at prevention and comparison of this phenomenon.

INTRODUCTION

Around the seventies we witness the birth of a new community desire, new ways of being together and communicating, almost as if this were the antidote to rampant individualism. This new need for belonging emerges from modernity and brings with it a profound symbolic burden made up of needs, possibilities, research for new stimuli, links, opportunities to feel that they belong to a community ideal.

In recent years the term community sets aside its own geographical meaning to focus on its relational value. In these terms it allows us to experience belonging, sharing values and interests, in a plot in which individual and collective become two sides of the same coin.

The new social dynamics emerging in the 1960s, charged with the need for sharing and participation, and the development of new means of communication contribute to the creation of what scholars define as virtual communities. This term refers to that very particular form of community that overcomes any kind of border to favor the development of a non-physical place where users share common interests and needs.

In recent decades, virtual communities, in addition to representing themselves as a resource, have gradually become a limit to relationships, a place full of dangers that nullifies the authenticity of the person.

The authors William Strauss and Neil Howe, as a result of the studies concerning the digital generations, have coined the term Generation Z.

Given the profound changes in the communication and fruition of young people to the new technological means, the authors indicate the subjects Generation Z born after one thousand nine hundred and ninety-five, characterized

by a mind that is not oriented to symbolism and lacking emotional-relational skills that interfere with the development of the dimension of autonomy, intimacy and privacy. Today the risks of the new technological tools seem to multiply, due to the lack of awareness in the use of these means by numerous young people. The speed of the technological evolution and the greater fruition by the different users, makes the possibility of identifying clear boundaries, functional to discern acceptable behaviors on the net from the problematic ones.

One of the most widespread phenomena among digitized young people is cyberbullying, a variant of bullying traditionally understood, a complex phenomenon that manifests itself in articulated ways. The most obvious difficulties are: the possibility for the aggressor to remain anonymous; the number of spectators; absence of supervision by adults; the separation between gesture and attributed meaning. This phenomenon implies the need to promote digital and affective-relational education through educational activities capable of preventing the numerous and complex dangers of the network, so as to foster a healthy psychosocial development of the person inserted - or trapped - in a network of relationships to be connected to a protected line of thought.

The speed of technological evolution and the increasing use by subjects with different characteristics makes the possibility of identifying clear boundaries, functional to discern acceptable behaviors on the net from problematic ones, highly complex.

One of the most widespread phenomena among digital natives is Cyberbullying, a variant of bullying traditionally understood. By this term we mean "an aggressive and intentional act, conducted by an individual or groups of individuals, using various forms of electronic contact, repeated over time against a victim who has difficulty defending himself" (Smith et al., 2008).

Cyberbullying represents a complex phenomenon that manifests itself in articulated ways. The most obvious difficulties are: the possibility for the aggressor to remain anonymous; the number of spectators; absence of supervision by adults; the separation between gesture and attributed meaning.

From the Istat results of 2014, it emerges that in Italy more than 22.2% of adolescents have been victims of some arrogance, through the use of new technologies. Among these the highest percentage is characterized by 11-13 year-old girls.

This phenomenon implies the need to promote digital and affective-relational education, through educational activities capable of preventing the dangers of the network.

It is fundamental to educate to respect reciprocity, social norms, intentionality of us, cooperation.

The project "Cyberbullying and new technologies", born from a collaboration between the University of Palermo and the Leonardo Da Vinci school, was created and activated in order to prevent this phenomenon.

The project was implemented in 11 classes in the last year of lower secondary school, involving parents and teachers across the board.

TARGETS

- address the participants to a conscious and critical use of social media, learning to think and take advantage of the media language in an autonomous and responsible way;
- raise awareness among young people on the issue of cyber bullying and the risks it includes, promoting the use of tools to combat it;
- encourage the promotion of dialogue and understanding on the issue of cyber bullying, directing emotions, promoting social skills, manifesting and socializing the emotions of cyber bullying actors.

METHODS

The "Cyberbullying and new technologies" intervention was designed for pupils and pupils of third grades of "Leonardo Da Vinci" secondary school in Palermo. Designed, activated and implemented within the school setting with a trifocal look aimed at students, parents and teachers. In addressing the problem of cyberbullying at school, a key element was to convey the importance of partnership between teachers, pupils and universities.

One of the main objectives was to identify the actions useful to deal with the aggressive acts coming from cyberspace in real life, using the weapons of cyberbullying (smartphones and mobile applications) as new technologies useful for producing peer to peer awareness campaigns.

The methods applied in the classroom were derived from pedagogy and community psychology through active teaching which allowed the students to be participants and active protagonists of this process of training, information and prevention. The two introductory activities chosen to conduct the beginning of the classroom meetings with the students were the ice-breaking: "game of the ball", functional to present, without benches and in a circle, the metaphor of the virtual network that can trap, and a "brainstorming of emotions" related to cyberbullying actors. In this first phase the use of reflexive methods, role-playing games, word groups and focus groups facilitated the previous re-signification of the new technologies used in the second phase of the intervention, when the participants involved produced autonomously multimedia materials aimed at contrasting the cyberbullying realizing audio, video and graphic-pictorial products with their smartphones. Starting from the way in which digital social interactions develop today, schools should propose a conscious and responsible educational action in synergy, which aims to provide students (and their parents) with information and tools useful for

recognizing their potential and limits of the Web, with particular attention to social networks, in order to promote the assumption of behaviors based on the respect of the "rules" and of the juridical norms recently implemented concerning the cyberbullying phenomenon. Knowledge of the policy will enable young people to recognize the seriousness of acts and facts relating to cyberbullying by promoting the development of pro-social behavior that can help them live and develop healthy relationships inside and outside the school walls. It is therefore important to promote a psychological climate in which all students feel understood and in which complaints of cyberbullying are addressed through educational and communicative tools, not repressive ones.

INSTRUMENTS AND ACTIVITIES

- ice-breaking: through the "game of the ball" we gave students the chance to metaphorically reproduce a virtual network introduced with the help of stimulating questions on the cyber bullying phenomenon. Through this activity we have stimulated the creation of a positive and relaxed environment;
- brainstorming of emotions: a tool used to bring out knowledge and ideas aimed at creating a dialogue on cyber bullying and associated actors. This tool allowed the students to become authors and protagonists of their training;
- creation of audio, video and graph-pictorial products through the use of pedagogically inspired methodologies;
- use of smartphones as connectors between the project and the intervention, to produce multimedia content to be broadcasted chat to chat.

RESULTS

Following the realization of the workshop activities, significant cultural products have emerged for the Institute: drawings, audio and video spots created by the beneficiaries of the intervention.

In the perspective of adolescent prevention and training, learning is not reduced to a purely cognitive activity of transmission and reception of information, but involves the recovery of individual and collective experience.

The laboratories are, therefore, stimulating spaces capable of developing the capacity to question oneself, to tolerate doubt, frustration and failure, to contain anxieties and defensive dynamics and, therefore, to be able to face the new and the change.

To promote the dissemination of actions to prevent and combat cyberbullying in the territory, the preparation of a graphic-pictorial exhibition within the school produced by the students involved in the project "Cyberbullying and new technologies".

It is essential to inform, raise awareness and educate public opinion, starting from the young generations so that they are an instrument for promoting a new educational age.

The collaboration between the school, the Sicilian Region, the Sicilian Sturzo Center and the University of Palermo - Chair of Community Psychology, therefore, supported the final realization of an awareness video, taken from previous multimedia products, and the publication of an information and budget brochure on the phenomenon distributed in some schools in the Palermo area.

CONCLUSIONS

In 2002 the Canadian professor Bill Belsey, adding the cyber prefix to bullying, creates for the first time the term coins the term cyberbullying. In 2006 the Canadian educator Peter Smith scientifically develops it in one of the first definitions: "a form of voluntary and repeated prevarication, implemented through an electronic text, acts against an individual or a group with the aim of hurting and making the victim of such behavior that fails to defend itself".

Twelve years later this term has evolved parallel to the technology that allows its existence. Cyberbullying is one of the many undesirable effects of scientific and technological progress in computer engineering. Staying connected has become the prerogative to stay connected to the world, to feel part of one or more virtual communities. Such communities dispersed on the World Wide Web have emerged thanks to the poetic vision of the hippie counterculture of the sixties.

It could be argued that the Internet is born of peace and love, of an exciting sense of idealism present in the municipalities (self-sufficient communities), passing from the monopolistic Silicon Valley and today disruptive in the lives of all those who have a Wi-Fi modem or a mobile network. Since the 2000s, the Internet seems to connect an incredibly large part of the global population thanks to the help of a computer or a smartphone that gives the feeling of avoiding the risk of a possible and unacceptable isolation.

According to the 2018 Report of the Global Annual Digital Growth, the big tech companies have five billion registered users worldwide, of which more than three billion users appear to be exclusively social mobile. The panorama in Italy does not differ and follows the interactionist line subject to an exponential increase in the use of the Internet and related social media. We Are Social and Hootsuite polls record that 57% of the Italian population is active in the various social networks existing in the network. The annual Atlas of childhood at risk published by the two thousand and sixteen by Treccani, born from the work of Save The Children Italy, analyzes the youth social fabric reporting numbers relating to the Italian juvenile population: in two thousand fifteen more than one child out of three surfs every day on the Internet (38.6%). In a sample of a thousand young people between the

ages of twelve and seventeen it appears that almost all, 95%, have a profile on at least one social network. The average age of ownership of the first smartphone has fallen since 2001 year after year, until reaching the eleven years in 2017. A preadolescent has at least one technological device connected to an internet network.

The "digital natives" seem to use the network mainly to keep in touch with peers, through instant messaging programs, such as Whatsapp or Messenger. Many of them are used to update their Facebook profile, add photos or "stories" on Instagram or Whatsapp, browse in search of new friends in the hope of feeling understood, considered, appreciated, with an extra like or message.

The parents and the school of Generation Z have the task of transferring a media and digital competence that faces the new challenges that this generation is experiencing and undergoing, inserting the subjects at risk in projects and programs aimed at this "broadband" problem difficult to resolve.

The law was instead entrusted with the task of intervening on cyberbullying episodes criminally punishable by the introduction of a judiciary (L. 71/2017 - "Provisions for the protection of minors for the prevention and contrast of the phenomenon of cyberbullying"), which guarantees the protection of victims involved in cyber-violence.

Because staying online continuously from the age of eleven to seventeen is not just "spending time" or feeling "in company", but it is putting the vulnerability of those who still have to work on their weaknesses and self-worth. Therefore the definition of cyberbullying, conceived by Peter Smith, should be updated to the latest possible versions concerning the new lifestyles of adolescents immersed in the technological evolution of an unstoppable and potentially risky progress for the health of the next adults.

The collective underestimation of the transformation of bullying into cyberbullying is extremely topical and is a consequence of the role of the de-responsibility of the parental figures and of the educational institutions that have become increasingly marginal compared to the smartphones, probably because they are not able to read and withstand the gravity of the wide sea of the web, its depth and the risk conditions that digital kids can drown. Those who drive navigation and the growth of millennials are not parents, but youtubers with their tutorials on how not to learn life. Although parents and teachers have also become homo-smartphonicus, they navigate on different channels where risks can be glimpsed but not identified. The Internet universe can be even more exterminated and undermined by the living space concretely experienced by generation X. Cyberbullying is one of the dangers and is a new model in continuous change. As serious facts and acts are spreading and are attracting the attention of journalists and educational agencies, the phenomenon is becoming increasingly chameleon-like and invisible in the eyes of the law and the adults of reference. Unlike bullying which is easier to identify because it is more linear and physical.

The cyberbully is a structured coward, in him we find basic elements of bullying, strategically studied mental processes and de-responsibility. The degeneration of violent social behavior produced by non-existent rules, not only on the Internet, but also at school, at home; and therefore in the life of a teenager. Thus cyberbullying becomes the key to reading today's society that has had to become aware of the phenomenon in order to start fighting it and preventing it. The planning and the relative realization of this intervention is a portrait inserted inside the bill n.1261 in the article 1 comma 2 where the juridical definition of the cyberbullying phenomenon resides. In this portrait we see the pupils in the foreground, in the background the teachers supported by the pedagogists and the school as a frame: the representation of a positive educational pact. A picture, more than a photograph, it has the fragility of being able to be easily ruined if it is not placed accurately on a safe, rigid, not unsafe wall. In this portrait we have the manifestation of a small educating community; the promise of improvement in the school environment, and, consequently, social. A healthy image of the work done in class, where the classroom becomes a metaphor for a field as endless as life can be. A field without borders, without walls where paintings can be hung. The challenge is to build functional and protective walls in this case. Because the absence of these could be the absence of rules, the absence of boundaries where we feel protected because not with the freedom alone we learn the responsibility. Freedom is not expressed by induction. The school wall is not a limit, a wall can have windows, doors, paintings to be able to admire and learn with progression and observation ability the external and endless three-dimensionality of real life, which becomes for a teenager a world without limits no longer Two-dimensional.

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ÇAĞRI MERKEZLERİNİN ÜNİVERSİTELERİN İMAJ YÖNETİMİNE ETKİSİ: ZONGULDAK BÜLENT ECEVİT ÜNİVERSİTESİ ÖRNEĞİ

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ÖZET

Çağrı merkezleri olumlu bir imajın kazanılması, kurumun belirlediği hedeflere ulaşılabilmesi ve varlığının sürdürülebilmesi için önemli bir birimdir. Günümüzde toplumsal gelişmenin temel kurumlarından olan üniversitelerin de, daha hızlı ve etkili hizmet vermek amacıyla çağrı merkezlerini yoğun şekilde kullandıkları görülmektedir. Üniversiteyle öğrenci arasında genellikle doğrudan ilk teması gerçekleştirmelerinden dolayı çağrı merkezleri görünümü, iletişimi, verilen hizmetteki deneyimi, birikimi, davranışı, beklentileri karşılayabilmesi gibi unsurlarla üniversite imajında öğrenciler üzerinde önemli bir rol oynamaktadır.

Çalışmada, öğrencilerin çağrı merkezinden aldıkları hizmetleri, öğrenim gördükleri üniversitenin imajına yönelik tutumları, algıları, bu algıların etkileyen unsurlar ve çağrı merkezinin üniversite imajındaki önemi üzerinde durulmuştur. Literatür taraması sonucunda doğrudan bu konuyla ilgili alanda az çalışma olduğu görülmekte olup bu çalışmanın alana katkı sağlayacağı düşünülmektedir. Bu amaçla çalışmada, Zonguldak Bülent Ecevit Üniversitesinde öğrenim gören öğrenciler üzerinde tesadüfî örnekleme ile anket tekniğinin uygulandığı bir saha araştırması yapılmıştır.

Araştırma sonucunda; çağrı merkezinin üniversitenin imajındaki önemi ve rolü, üniversite imajının oluşmasında çağrı merkezinin öğrenciler üzerindeki belirleyici etkileri tespit edilmeye çalışılmıştır. Öğrencilerin sorularının cevaplandırılabilen, ihtiyaçlarını, beklentilerini ve şikayetlerini dikkate alan gerek bilgisiyle gerek bilgiyi veriş tarzıyla işlevsel bir çağrı merkezinin üniversitenin imajına olumlu katkı sağladığı, öğrencilerle üniversite arasında güçlü bir bağlılık duygusu oluşturulmasında etkin bir birim olduğu görülmüştür.

Anahtar Kelimeler: *Çağrı merkezi, İmaj, Kurum imajı, Üniversite İmajı,*

GİRİŞ

Sosyal bilimlerde yer alan kavramlardan imaj kavramına farklı boyutlarda irdelemekte fayda vardır. İngilizce karşılığı image olan imaj kelimesinin tanımı yapılacak olursa; bir kişi veya nesnenin görüntüsel benzeri anlamının yanında zihinsel, sözel, algısal, optik, grafik imajdan söz edilebilir (Robins 1999'dan aktaran Özüpek, 2005: 108).

İnsanlar veya bir kurum hakkındaki izlenimi ortaya koyan imaj kavramının kökeni sosyal psikolojiye dayandırılırken Gardner ve Levy (1995) imaj kavramını ürün ve hizmet faaliyetleri sunumu alanı ile sınırlandırmıştır.

Okay'a göre (2000: 167) imaj; bireyin, diğer bir birey veya organizasyon hakkında sahip olduğu düşünce ve izlenim olarak değerlendirmekte; Küçükkurt ise imgelem yoluyla zihinde canlandırılan nesneler, kavramlar, durumlar ve semboller olarak tanımlamıştır (Küçükkurt, 1988: 167). Bunun yanında reklâmdan doğal ilişkilere, yaşanan kültürlere, var olan önyargılara kadar bütün bilgilerin belirlenmesi, değerlendirilmesi, yorumlanmasıyla ilintilidir (Tolangüç, 1992: 11).

Kişi veya kurumla ilgili görüş, düşünce ve duyguların oluşturulması açısından imaj, medya kurallarına uygun görüntü oluşturulması ile başlayan bununla birlikte davranış, duygu, düşünce biçimi ile tamamlanan bir süreç olarak karşımıza çıkmaktadır (Peltekoğlu, 2007: 358). Tüm bu tanımlardan anlaşılacağı üzere imaj, kişi ya da kurumların, hedef kitleler tarafından algılanış biçimi olduğu kadar, kişi ya da kurumların kendisini hedef kitleler zihninde ifade ediş biçimidir.

Kuruluşların hızla büyüdüğü, ticari gelişmelerin arttığı dönemde küçük çaplı kuruluşlar kendilerini tanıtmak zorundadırlar ve bu tanıtmaya faaliyetlerinin başında bir kimlik oluşturma çabası gelmektedir. Bir imaj oluşumu, kurum kimliğinin oluşmasında diğer deyişle kurumun iç ve dış hedef kitlesine kendini, yaptığı faaliyetleri anlatmasına ve kurumun toplam iletişimin yönetilmesine bağlıdır. İmaj oluşturma, kişi veya kurumla ilgili görüş ve düşüncelerin bilinçli bir şekilde oluşturulma süreci olmasından dolayı gelişigüzel, önemsiz ve basit değildir. Bu çerçeveden bakıldığında Özalkuş'a göre (1994: 153) imajın oluşumunda izlenmesi gereken aşamaları şöyle sıralamak mümkündür:

- Mevcut imajın güçlü ve zayıf yönlerinin ortaya konulmasıyla geçerli çalışmayı yapabilmek olanağı ve kurum imajı adına hedef kitlenin ilgilendiği sorular, sorunlar ve çözümler gündeme getirilebilir.

- Zayıf yönleri güçlendirecek önlemler belirlenerek kurum adına yapılacaklar planlanmalıdır. Bu aşamada SWOT analizi yapılarak, "Biz kimiz? Niçin bu noktadayız?" vb. soruların yanıtlanması önem arz etmektedir.

- Bu imajı hedef kitleye yansıtabilecek konular oluşturularak tüm listenin, beklentilerin ve amaçların anlaşılabilir basit, açık, az terimlere indirgenmesi gerekmektedir. Hedef kitlenin birden

fazla mesaja maruz kalmasından dolayı kurumun mesajının onlara ulaşması ve hedef kitlenin nezdinde değerlendirilmesi onlarla arasında oluşturacağı bağın kuvvet derecesine bağlıdır.

•İmaj oluşumu; ürün, reklam, kurum personeli, satıcılar vb. imaj bağlantı kanallarının artışıyla mümkün olduğundan tüm araçlar, ortam ve etkinlikler kullanılmalıdır.”

İnsanlar üzerinde bıraktığı etkiler açısından imajın çeşitli fonksiyonları vardır. “Ruhsal bir ön programlama” anlamında imajlar, bir kuruluşun imaj oluşturucu faktörler aracılığıyla hedef kitleye iletmek istenen çok çeşitli bilgi ve teşviklerin alınabilmesini değerlendirebilmesini ve işlenebilmesini sağlamaktadırlar. Bu psikolojik işlemin türü, literatürde şu fonksiyonlarla açıklanmaktadır (Okay, 2012: 211-212):

- *“Karar Fonksiyonu:* Kişilerin sahip oldukları imajları onların o konuda kararlarını etkileyecektir.
- *Basitleştirme Fonksiyonu:* Bireylere bilgi sunulduğunda, kişi kendisi için gereksiz olan bilgileri dikkate almayarak, sahip olduğu imaj nedeniyle, bilgileri basitleştirerek kendisini ilgilendirenleri alacaktır.
- *Düzen Fonksiyonu:* Kişinin basitleştirerek aldığı bilgileri, kendisinde mevcut olan içerik anlamlarından birine dâhil etmesidir.
- *Oryantasyon Fonksiyonu:* İmajı iletilen kişi / kurumun verdiği bilgilerin eksik veya objektif olarak yetersiz olduğu durumlarda, kişi bunları yine de değerlendirerek bir yön bulabilmektedir. Bu da, imajın objektif bir gerçeği görülmediğinde veya kısmen görüldüğünde ruhsal bir sübjektif tarafından ikame edilmesine dayanmaktadır.
- *Genelleştirme Fonksiyonu:* Oryantasyon fonksiyonunda anlatılan bir durum meydana geldiğinde, bireyler genellikle bir bilgi transferiyle bildikleri konuları bilmediklerine aktarırlar ve böylece bir geneleme yaparlar.”

İmaj kavramının fonksiyonları, gerek birey açısından gerekse kuruluşlar açısından kullanım amacına göre arttırılabilir (Özer, 2009: 184). Bu fonksiyonların bir arada incelendiğinde imajın kişinin hayatını ve gerekli durumlarda karar vermesini kolaylaştırıcı ve düzen sağlayıcı bir etkisi olduğu söylenebilir (Özüpek, 2005: 111). Son dönemlerde kurumlar imaj yönetimi ve imaj çalışmalarıyla farkındalıklarını arttırabileceklerinin ve farklılık oluşturabileceklerinin bilincindedirler. Bu nedenle rekabet avantajında önemli rol oynayan imajın yönetilmesinin şart olacağı açıktır (Bakan, 2004: 1). İşletmelerde ilk bilinçli kurumsal imajı oluşturma çabaları 1907’de mimar olan Peter Behrens’in Berlin’deki AEG şirketinin binalarının, ürünlerinin ve tanıtım materyallerinin tasarım sorumlusu olarak işe alınmasıyla başladığı söylenmektedir (Tengilimoğlu vd., 2011: 217).

Toplumsal gelişmenin temel kurumu olan üniversitelerde de imaj yönetimi son dönemlerde dikkate alınan bir konudur. Üniversitelerde imaj yönetimine etki eden belirleyici birimlerin başında çağrı merkezleri gelmektedir.

Çağrı merkezleri aracılığıyla insanlar ürün, hizmet ve faaliyetler hakkında kısa sürede bilgi alabilmekte, teknolojik araçları kullanarak karşılıklı iletişim sağlayabilmekte veya işlem yapabilmektedir. Dolayısıyla müşterilerin kurumla, ürünle veya hizmetle ilgili herhangi bir sorun yaşadıklarında anında çağrı merkezlerine ulaşarak ürünle veya hizmetle ilgili problemlerin çözebilmesi bunun yanında şikâyetlerini aktarabilmesi sağlanmaktadır. Bu durum, kurum ile müşteri arasındaki bağlantıyı sağlayan çağrı merkezleri birimlerinin kurum için stratejik noktada yer aldığı görülmektedir. Ürün veya hizmetlerle ilgili alınan değerlendirmeler müşteri hizmetleri tarafından etkili bir şekilde incelemeye alınmalı, raporlanmalı, söz konusu çalışmaların, faaliyetlerin geliştirilerek eksiklik ve sorunların azaltılması gerekmektedir. Tüm bu gelişmelerle müşterilerin işletmeye yönelik olumlu algıya sahip olmasına büyük oranda destek sağlanmış olunmakta ve aynı zamanda müşteri sadakati de geliştirilmektedir (Yavuz ve Leloğlu 2012: 13).

Müşteri ve kurum arasındaki işlemler, çağrı merkezleri birimlerindeki otomasyon sistemi üzerinden gerçekleştirilerek karşılıklı iletişim süreci sağlanmaktadır (Demirel, 2006: 157). Çağrı merkezleri iletişime girdikleri kişi veya kurumlarla haberleşmelerini telefon, anlık ileti, faks, e-mail, SMS vb. gibi çeşitli erişim yöntemleriyle sağlamakta ve bu süreçler çeşitli adlar altında hazırlanan yazılımlar ve donanım üzerinden gerçekleştirilmektedir (www.karel.com.tr). Nitelikli işgücünü oluşturan çalışanların görev alması da sürecin en önemli unsurlarından biridir.

Çağrı merkezi; işletmelerin hedef müşterilerine sunduğu ürün ve hizmetlerle ilgili onların talep ve beklentilerini karşılamak veya şikâyetleri çözümlmek amacıyla kurulmuş, telefon, fax vb. yöntemlerle hizmet veren bir birimdir.

Çağrı merkezleri birimlerinin kurumlara ve müşterilerine sağladığı yararlarından bazıları aşağıdaki gibi sıralanabilir (Kohen, 2002):

- “İşletme ile müşteriler arasında köprü görevi yaparak müşteri sadakatini ve müşteri memnuniyetini artırır. Bununla da kurum imajına olumlu katkıda bulunur.
- Kontrollü ve kaliteli bir iletişim sağlayarak düzenli ve sürekli veri akışına imkân tanır.
- Pazarlama faaliyetlerinin etkinleşmesine imkân tanınmasının yanında ürün ve hizmet iyileştirmeleri için geri besleme sağlar.

- Maliyetlere olumlu etki eder, verimliliği artırır ve self servis hizmetlerin kullanılmasına destek olur.”

Müşterileri belirlemek, tanımak, onların ihtiyaçlarını ve taleplerini giderebilmek için kurulan, genelde hafta içi mesai saatlerinde telefonla hizmet veren klasik çağrı merkezi geçmişte etkili bir araç olarak kabul edilmekteydi. Günümüzde ise çağrı merkezi adıyla anılsa da gelişen teknolojiyle birlikte farklılaşmakta ve daha çok etkileşim merkezine dönüşmektedir. Günümüzde ve gelecekte müşteriye iyi ve etkili hizmet sunmak ve diğer kurumlarla rekabet edebilmek için çağrı merkezlerinin gerekli bir unsur olduğu düşünülmektedir. Bilindiği üzere; müşteriye önem veren ve müşteri taleplerini dikkate alan işletmeler, müşteri şikâyetlerini çözme ve isteklere cevap verme düşüncesiyle, olumlu bir çaba içinde olmuşlar ve öncelikle müşteri hizmetleri için personel ayırmış ve bölüm oluşturmuşlar, sonrasında ise özellikle telefonla daha çok müşteriye hizmet sunabilmek için çağrı merkezi kurmuşlardır. Çağrı merkezleri en fazla finans sektöründe, daha sonra ise imalat sektörü işletmelerinde karşımıza çıkmaktadır.

Çağrı merkezlerinin üniversitenin imajının oluşmasında son derece etkilidir. Çünkü öğrencilerin çoğu zaman ilk temas sağlayabilecekleri çağrı merkezlerince verilecek hizmetlerin kalitesi ve çalışan personelin yaklaşımı onların üniversiteye bakış açılarını olumlu yönde etkilemektedir.

AMAÇ

ABD’de 1993 yılında müşteriye hizmet sunma konusunda devrim niteliğinde bir gelişme yaşanmıştır. O dönemin Başkan Yardımcısı Al Gore’un “Ulusal Performans Gözden Geçirme Takımına” bir önerisi ile beraber Başkan Bill Clinton’ın emriyle müşteri servis standartlarını belirlemek adına, vatandaşların ne tür hizmet istediklerini bilmek, bunun sunulup sunulmadığını öğrenmek, müşteriyle karşı karşıya gelen çalışanların fikrini almak, kullanıcılara seçenekler sunmak, kurumla kolay erişim sağlamak, vatandaşların şikâyetlerini bildirmelerini sağlamak ve sorunlarını çözmek amacıyla federal kuruluşların müşterilerine bir memnuniyet araştırması yapmaları istenmiştir. Yapılan çalışmalar sonucu şu noktalar ortaya çıkmıştır (Şükrüoğlu, 2008:79):

- Müşterilerin şikâyetlerini söylemelerini kolaylaştırın ki sizin gelişmeniz kolaylaşsın. Yani eksik yönlerinizi görerek onları gidermeye çalışın.
- Şikâyetlere hızlı, nazik ve sağduyulu cevap verin, böylece müşteri bağlılığını artırabilirsiniz.
- Müşterilerin şikâyetlerini ilk bildirimde çözmeye çalışın.
- Teknolojiden faydalanın.

Bu sonuçlar göz önünde bulundurulduğunda işletmeler, zayıf yönlerinin tespitinde müşterilerinin oynadığı rolü arttırarak, aldıkları şikâyetleri ve yeni isteklerin tespit edilmesi ve onları hızlıca geliştirmeye çalışmak paralelinde, yeni bir kimliğe bürünme fırsatı elde etmişlerdir. Bu fırsatla beraber müşterilerinin memnuniyet düzeyi artacak ve müşteri sadakati olgusu gelişecektir. Ancak müşteri beklentilerini ve şikâyetlerini alamadığımızda aksayan yönlerimizi tespit etmek daha maliyetli bir durum olacaktır. Bu müşteri memnuniyetini düşürecek ve dolayısıyla işletmemiz hedeflediği kazancı sağlayamayacaktır. Bütün bunların paralelinde işletmemize müşterilerinin rahatlıkla ulaşabileceği şikâyetlerini, isteklerini ve beklentilerini belirtebileceği bir kanal oluşturmak işletmeye fayda sağlayacaktır. Bahsettiğimiz bu kanallardan en önemlisi ve yaygını günümüzde çağrı merkezleridir (Ergi, 2012: 7).

Çağrı merkezleri ile sunulan hizmetlerde başarılı olmak için dikkate alınması gereken birçok nokta bulunmaktadır. Öncelikle çağrı merkezi ile müşterilere hizmet sunulduğunu, bu hizmetin bir seçenek, tercih veya lütuf olmadığını, aksine başarılı olmak ve diğer kuruluşlarla rekabet edebilmek için bir zorunluluk olduğunu bilmek gereklidir. Dolayısıyla bu hizmetin niçin yapıldığı, nasıl yapılacağı, hedefler, yöntemler ve kullanılacak araçlar iyi bilinmelidir. Müşteri İlişkileri Yönetimi (MİY) felsefesinin farkında varılmamışsa, müşteriye önem verilmiyorsa, çağrı de başarılı olunamayacaktır.

Çağrı Merkezi; kurumla bütünleşik, çok kanaldan erişilebilen, bilgiyi kullanan, değişikliklere hızlı uyum sağlayan, çeşitli teknolojilerle desteklenmiş, katma değer sağlayan, kâr merkezi olarak çalışan, müşteriye tanıyan, müşterinin önemini bilen, müşteri ile olan her türlü etkileşimi değerlendiren, takip eden ve beklentileri olumlu sonuçlandıran insan kaynağına sahip, etkin yönetilen, müşteri memnuniyeti ve bağlılığı yaratan bir yapıda ve işlevsel olmalıdır. Çünkü günümüzde üstün rekabet gücüne sahip işletmeler hem iç hem de dış müşteri kavramlarının önemini bilen, müşterilerinin ihtiyaçlarını tam olarak belirleyerek memnuniyetini sağlama amacıyla olan işletmelerdir.

Çalışmada, öğrencilerin çağrı merkezinden aldıkları hizmetleri, öğrenim gördükleri üniversitelerinin imajına yönelik beklentileri, algıları, bu algıları etkileyen unsurlar ve çağrı merkezinin üniversite imajındaki önemi üzerinde durulmuştur.

Araştırma sonucunda; çağrı merkezinin üniversitenin imajındaki önemi ve rolü, üniversite imajının oluşmasında çağrı merkezinin öğrenciler üzerindeki belirleyici etkileri tespit edilmeye çalışılmıştır. Öğrencilerin sorularını, ihtiyaçlarını, beklentilerini karşılayabilen etkin bir çağrı merkezinin üniversitenin imajına olumlu katkısı olduğu, öğrencilerin kurum karşısında oluşturdukları güçlü bir bağlılık rolü oynadığı görülmüştür.

ÖNEM

Çağrı merkezleri kurumun hitap ettiği hedef kitlesinin konuşarak bilgi alabilmesine imkan sağlamaktadır. Kurumların da yine konuşarak hizmet sunmasına fırsat vermektedir. Günümüzün güçlü, fonksiyonel, çevik, uyarlanabilir, genişleyebilir, kısaca üstün özelliklerle donatılmış yazılımları ve gelişmiş teknoloji çağrı merkezleri de verilen hizmetlerde başarılı olmak için çok önemlidir; ama bu faaliyetler tek başına yeterli değildir. Hedef kitlenin söyledikleri anlaşılır ve dikkate alınıp kaydedilirse sonrasında bu kayıt bilgiye dönüştürülüp kullanılırsa başarılı olunabilir.

Çağrı merkezleri hedef kitlesiyle olan ilişkilerin, çalışanlar, teknoloji ve iş süreçlerinin etkin, planlı ve koordineli şekilde kullanılarak yürütülebilmesini ifade eden bir birimdir. Çağrı merkezleri de, öğrencilerin üniversiteye ulaşmalarında en sık temasa geçtikleri departmanlardır. Bu nedenle, çağrı merkezleri kurum imajında önemli bir konuma sahiptir.

Üniversitelerin öğrencilerine verdikleri değer; onlara sundukları ürün ve hizmetlerin kalitesine, onlara olan davranış şekillerine, ürün ve hizmet sunumu öncesi ve sonrasında öğrencilerle olan iletişim sıklığına, kolaylığına, aktifliğine ve kalitesine bakılarak anlaşılabilir.

Öğrencilerle değişik kanallarla iletişime geçmede sıkıntı yaşayan, kuruma ulaşmak ve isteklerini, şikâyetlerini, beklentileri ve yönlendirici fikirlerini belirtmek isteyen öğrencilerine erişim kanallarını açmayan/açamayan üniversiteler öğrencilerle arasında sağlam bir ilişki veya bağ kuramazlar. Çağrı merkezleri, gelişen teknoloji ve iletişim teknikleri uygulamalarının da entegre edilmesi neticesinde öğrencilerle kurum arasında “Temas Merkezleri” halini almış ve öğrencilerle iletişimi son derece basit, etkili ve hızlı hale getirmek isteyen kurumların ve aynı zamanda üniversitelerin vazgeçilmez birimlerinden birisi olmuştur.

Çağrı merkezleri, üniversitelerin öğrencileriyle iletişim kurmak adına birçok uygulamayı ve faaliyeti hayata geçirebilecekleri kullanım alanlarıdır. Bu uygulamaların büyük çoğunluğu telefon çağrılarıyla gerçekleşmesine rağmen, e-posta, SMS, faks, Web Chat (Web Sohbeti), Cobrowsing (ortak Sörf) şeklinde de gerçekleştirilebilir ve bu mecralarla kullanıcıların iletişim talepleri de “çağrı” olarak adlandırılabilir. Bu aktiviteler, iletişimi kimin başlattığına göre genellikle iki başlık altında toplanır; Gelen (Inbound) ve Giden (Outbound) çağrılar. Gelen çağrılar, çağrının öğrenciler tarafından başlatıldığını, giden çağrılar ise çağrı merkezinin inisiyatifi ile başlatılan çağrıları ifade etmektedir.

Kurum imajı, bir kurumun vizyonunu, misyonunu, amaçlarını, politikalarını, uzak veya yakın çevreye bakış açısını hedef kitlelere iletmektedir. Kurum imajı, kurumla etkileşim sonucunda paydaşlarının zihninde oluşmuş, o kurum veya unsurlarıyla ilgili düşüncelerin, duyguların, bilgilerin net sonucunun yol açtığı algıların tümüdür (Köktürk, Yalçın ve Çobanoğlu, 2008: 29). Bu algılamalar olumlu olduğu takdirde güven unsurunun oluşmasıyla memnuniyet ve sadakat sağlanacak ve kuruluşa artıları müşterilerin artması şeklinde olacaktır. Kurumsal imaj olumsuz olduğu takdirde ise kurumun müşteri potansiyelinin düşmesine ve kurumun güvenilirliğini yitirmesine neden olacaktır. Özellikle de bünyelerinde bulunan insan unsurunun kurumu yansıtabilecek değerlerle dolu, alanında eğitilmiş ve nitelikli olması kurum imajı algısı açısından çok önemlidir.

Yapılan araştırmada amaç, üniversitelerin varlığını sürdürebilmesi ve etkili iletişim için git gide önemi artmaya başlayan çağrı merkezlerinin üniversitelerin imajını kurumsal imaj çerçevesi içinde ele almak, Zonguldak Bülent Ecevit Üniversitesi öğrencilerinin üniversite imajına etkisini tüm yönleriyle yansıtabilme. Bu amaçla çalışmada, Zonguldak Bülent Ecevit Üniversitesinde öğrenim gören öğrencileri üzerinde tesadüfi örnekleme ile anket tekniğinin uygulandığı bir saha araştırması yöntemi kullanılmıştır.

Yapılan literatür taraması sonucunda doğrudan çağrı merkezlerinin üniversite imajına etkisiyle ilgili alanda çok az çalışma olduğu görülmekte bu sebeple bu çalışmanın alana katkı sağlayacağı düşünülmektedir.

KURAMSAL TEMEL

Bu araştırma konusunda kullanımlar ve doyumlar kuramı kullanılmıştır; çünkü kitle iletişim araçları toplumsal hayatımızın temel unsurlarından biri olmuştur. Bu kadar önemli konuma gelen kitlesel iletişim araçlarının iletişim ile toplumun değişik düzeyleri arasındaki etkileşimde rol oynaması toplumsal işlevler UNESCO komisyonu tarafından hazırlanan ve “Mac Bride Raporu” olarak bilinen çalışmada yer almaktadır. Kitle iletişim araçları olaylar ve koşullar hakkında haber ve bilgi aktararak ulusal ve uluslar arası koşulların anlaşılmasını, bilerek tepkide bulunulmasını sağlayabilirler. Bu işlev, haberlerin, verilerin, imgelerin, görüş ve yorumların toplanmasını ve işlem görmesini içerir (MacBride, 1980: 15). Genel anlamıyla değerlendirildiğinde iletişim; bireysel ve toplumsal hayatımızın temel ihtiyaçları gibi vazgeçilmez bir unsurdur.

İletişim teknolojilerinin insanların yaşamı etkileyen üç önemli özelliğinden bahsedilebilmektedir: Karşılıklı etkileşim, kitlesizleştirme ve eşzamansızlık. “Karşılıklı etkileşim, tek yönlü işleyen geleneksel kitle iletişim araçlarına göre kullanıcılar ve enformasyon arasındaki karşılıklılığı ifade etmektedir. Kitlesizleştirme, büyük bir kitle yerine her bireyle özel enformasyon paylaşımına gidebilmeyi belirtmektedir. Eşzamansızlık ise bir iletişim sisteminde kontrolün iletişim kaynağından alıcıya doğru kaymasıdır. Alıcı, iletişime kendisi için en uygun zamanda ulaşabilmektedir (Özdemir, 2008: 16-17).” Bu iletişim teknolojilerinin başında telefon ilk akla gelenler arasındadır.

On dokuzuncu yüzyıldan beri kullanılan, geçirdiği evrim sayesinde hala çok yaygın olarak kullanılan iletişim aracı günümüz telefonu, Graham Bell'in ilk telefonundan çok farklı işlem ve yeteneklere sahiptir. Dijital teknoloji kullanılarak sağlanan çeşitli çoğullama (multiplexing: bir hat ya da kanal üzerinde çok sayıda iletim olanağı) yöntemleri ile hat kapasiteleri hızla arttırılabilmiş, dijital santrallerle operatöre gerek duymadan yönlendirme sistemleri geliştirilmiştir. Dijital hatlar sayesinde telefon cihazı üzerindeki tuşlarla dahili hat numaralarına bağlanabilme ve aynı hatları tek numarayla birlikte kullanabilme olanağı veren PBX sistemleri ile otomatik mesaj bırakma, otomatik yanıt verme, cevapsız çağrıları istenilen numaraya yönlendirme gibi birçok dijital santral hizmetleri gelişmiştir (Atabek, 2001: 63). Bu kapsamda günümüzde çağrı merkezleri kurulmuş olup insanların ihtiyaç, beklenti ve şikayetlerinin iletilmesinde büyük öneme sahiptir.

Çalışmaya temel oluşturacak kullanımlar ve doyumlar kuramı kapsamında çağrı merkezlerinden hizmet alan kişilerin kuruma bakış açılarını etkilemedeki rolünü incelemek gerekmektedir. İngilizce karşılığı "Uses and Gratification Theory" olarak tanımlanan Kullanımlar ve Doyumlar teorisini ilk kez ortaya koyan Psikolog Elihu Katz, medyanın insanlar üzerinde ne etki bıraktığına odaklanmak yerine insanların medya ile ne yaptıklarının önemli olduğunu ifade etmiştir (Yaylagül, 2014: 71). Kişilerin iletişim araçlarını belli gereksinimlerini gidermek için kullanmaları belli doyumlar aradıklarını gösterir. Araçları kullandıktan sonra belli bir şeyler elde ederler. Aranılan doyumlar gereksinim ya da güdüden çıkar ve araç kullanma davranışından önce gelir. Elde edilen doyumlar bu kullanma sonu kazanımlardır (Erdogan ve Alemdar, 2005:164).

Katz (1974), kullanımlar ve doyumlar yaklaşımının üç hedefi olduğunu belirtmekte ve bu hedefleri şöyle sıralamaktadır (Uzun, 2013: 86):

- Kitle iletişim araçlarının, bireyler tarafından gereksinimlerini gidermek amacıyla nasıl kullanıldığını açıklamak,
- Medya davranışının güdülerini anlamak,
- İletişim davranışını, güdülerini ve gereksinimleri izleyen işlevleri ve sonuçları belirlemek.

Özetle belirtmek gerekirse, insanların toplumsal ve psikolojik kökenli ihtiyaçları vardır. Söz konusu ihtiyaçlar sonucunda insanlar, kitle iletişim araçları ve diğer kaynaklardan bu gereksinimlerini gidermek için bir takım arayışlar içerisine girerler ve kitle iletişim araçlarına maruz kalma neticesinde ise ihtiyaçlarından bazılarını giderirler (Yaylagül 2006: 62). Bu açıdan kitle iletişim araçlarının iletileri, alıcı durumunda olan hedef tarafından kabul edilmediği ve yorumlanmadığı müddetçe anlamsız kalmaktadır; dolayısıyla iletişim araçlarının etkili olup olmayacağına, yalnızca alıcı durumunda olan bireyler karar vermekte ve bu araçlarının etkili olabilmesi için, söz konusu bireylerin beklentilerine, gereksinimlerine ve amaçlarına da uygun düşmesi gerekmektedir (Gökçe, 2003: 205). Bir başka ifadeyle Kullanımlar ve Doyumlar yaklaşımında bireyler, medya karşısında pasif değildir. Yani bireyler aktif konumdadır ve bireyler, ihtiyaçlarına göre medyayı kullanır, geniş bir seçenek sunan medya içeriği yelpazesinden dilediğini özgürce seçer ve sonucunda bir doyum elde eder (Severin ve Tankard 1994: 474). Bu sayede, kaynaktan alıcıya gönderilen bilgi akışı çift taraflı bir boyut kazanmakta ve bununla beraber alıcı da kaynak durumuna geçerek bilgi akış sürecinde aktif bir konuma gelmektedir (Aydoğan, 2013: 218).

Akademik açıdan bakıldığında; telefon sayesinde kurumlara kolay ulaşılabilirliği, interaktif bir ortam olması, bilgi alışverişini sağlamak üzere olanaklar tanınması, eğitim-öğretim süreçlerinin etkin ve işbirlikçi öğrenme ile desteklenmesini kolaylaştırması açısından çağrı merkezlerinin varlığı üniversitelerin imajı açısından son derece önemlidir.

Kullanımlar ve doyumlar yaklaşımını temel almak suretiyle bu çalışma; üniversite öğrencilerinin çağrı merkezinden aldıkları hizmetin onların üniversiteye olan bakış açısını etkilediği görülmektedir. Çünkü öğrenciler çağrı merkezleri aracılığıyla kendi üniversiteleri hakkında sorunlarını dile getirebilme imkanları bulabilmektedirler. Bunun yanında çağrı merkezlerinde verilen hizmetlerde bilgiye kolay erişim, iletişimde kolaylık sağlama, günlük ihtiyaçların karşılanmasını kolaylaştırma gibi imkanlarla öğrencilerin ihtiyaç, istek, beklenti ve şikayetlerini dile getirebilmeleri sağlanmış olmaktadır. Öğrencilerin aldıkları bu hizmetlerdeki kullanım ve doyumlarına bağlı olarak davranışlarının açıklanabildiği görülmekte olup çağrı merkezlerinin üniversite imajını ne denli etkilediği ortaya çıkmaktadır.

LİTERATÜR TARAMASI

Literatüre bakıldığında çağrı merkezlerinin üniversite imajına etkisi konusunda ilgili çeşitli araştırmalar bulunmaktadır. Bu çalışmalardan ilkinin Aydemir'in (2008) yapmış olduğu işletmelerde kurumsal itibarla ilgili çalışmasında kurumsal itibarın kavramsallaştırılması ve işletmeye sağladığı faydaların incelenmiş olduğu çalışma oluşturmaktadır. Çalışmada kurumsal itibar kavramının teorik açıdan ve işletmeler açısından taşıdığı önem tartışılmıştır.

Kurumsal itibar, örgütte ve örgütün sunduğu ürün ya da hizmetlere ilişkin farkındalık, farklılık algısı yaratmakta, insan kaynakları açısından nitelikli iş gücünü örgüte çekme tutma işlevi görerek genel verimliliği artırmaktadır. Zira itibar, değerini korumak ve geliştirmek isteyen tüm örgütler müşteri şikayet ve beklentilerini öncelikli iyileştirme alanı olarak kabul etmektedirler. Kurumsal itibar önemli bir işletme varlığıdır ve ardılları örgütlere birçok alanda fayda yaratmaktadır. İşletmelerin rekabet güçlerini korumaları ve müşterilerinin gözünde rakiplerinden farklılaşmalarına bağlıdır. Bu çerçevede işletmelerin itibar yönetimine ilişkin önerileri ve

yöntemleri dikkate almaları gerekmektedir. Zira ölçümlendiremediğiniz ve yönetemediğiniz bir varlıktan fayda sağlaması mümkün değildir. İtibara verilen önemin örgüt kültürüne yerleştirilmesi ile örgüt içindeki tüm çalışanlar günlük faaliyetlerini yerine getirirken itibar değerinin yükseltilmesindeki rollerini anlayacak ve bu konuda çaba harcamalarına neden olacaktır. Bu anlamda işletme yöneticileri, kurum içine yönelik hazırlanan yazılı ve sözlü iletişim araçlarından ve halkla ilişkiler faaliyetlerinden faydalanarak, kurumsal itibarın önemini ve çalışanlarının taşıdıkları rolü etkin bir biçimde iç hedef kitleye aktarmalıdır. Yalnızca söz konusu süreç etkin ve bilinçli yönetildiğinde kurumsal itibardan arzu edilen faydalar sağlanabilmektedir. Bu çalışmanın amacı kurumsal itibar kavramının yönetim açısından önemini teorik olarak ortaya koymak ve itibarın diğer işletme kavramları ile olan ilişkisine ışık tutmaktır.

Bu çalışma yapılan araştırmayla ilişkilendirildiğinde üniversitelerin imaj yönetimine temel oluşturması noktasında katkı sağlamaktadır.

Mert'in (2017) kamu kurumlarının çağrı merkezleri üzerine yaptığı çalışmasında hızla gelişme trendinde olan Türkiye'deki kamu kuruluşlarında çağrı merkezlerinin işlevleri, nasıl ve nerede örgütlendikleri, örgüt içindeki yeri, çalışanların profiline ve hizmetin ne şekilde verildiğinin ortaya konulmasına ilişkin bir analiz yapmaktır. Bu kapsamda belediye, Bakanlık ve diğer kurumlar örneklem alınarak nitel ve literatür tarama yöntemiyle çeşitli veriler elde edilmiştir. Verilerin değerlendirilmesiyle kamu kurumlarındaki çağrı merkezlerinin günümüzde bulunduğu nokta belirlenmeye çalışılmıştır. Araştırmada derinlemesine görüşme yöntemi ve bilgi edinme süreci kullanılarak sekiz kamu kurumundan elde edilen veriler analiz edilmiştir.

Analiz sonrasında kamu çağrı merkezlerinin belediyelerle başladığı, bazı kurumlarda örgütlenmenin farklı illerde olduğu, biri dışında tüm kurumların dış kaynak hizmeti aldıkları ve sektörün özellikle 2008 yılından itibaren kamu kurumlarında yaygınlaşmaya başladığı bulgulanmıştır. Çağrı merkezlerinin genel olarak örgütün olduğu ilde kurulmasına karşılık bazı kurumlarda farklı kentlerde birimlerin yapılandırıldığı bulgulanmıştır. Özellikle büyük kentler dışındaki çağrı merkezi örgütlenmesinin o bölgelerde istihdamı artırdığına dikkat çekilmektedir. Bu istihdam içinde kadınların erkeklere göre daha yüksek oranı teşkil ettiği bulgulanmıştır. Kamu kurumlarında çağrı merkezlerinin bilgilendirme-sorun çözme, görüş öneri, şikayet-ihbar, randevu verme ve bilgi/belge sorgulama konularında yoğunlaştığı görülmektedir. Bu alanlardan bilgilendirme-sorun çözme, görüş-öneri, şikayet-ihbar tüm kurumların amaçları arasında yer alırken bazı kurumlarda randevu verme ve sorgulama hizmetleri de verilmektedir. Bu durum, kurumun yapısı ve işlevine uygun olarak ortaya çıkmaktadır.

Çağrı merkezlerinin kamu sektöründeki rolünü açıklamak için yapılan bu çalışmada araştırma konusuyla çağrı merkezlerinin kamu ve özel kuruluşlar için önemini ortaya çıkarmada benzerlik göstermektedir.

Kocabaş (2017) yapmış olduğu çağrı merkezi müşteri temsilcisinin imajının müşteri memnuniyeti üzerindeki rolü konulu çalışmasında; çalışanların sözlü-sözsüz iletişimi, görünümü, deneyimi, birikimi, davranışı, beden dili gibi unsurlara yönelik algıların toplamından oluşan imajın müşteri memnuniyeti üzerinde önemli bir rol oynamasından kaynaklı çağrı merkezi müşteri temsilcilerinin imajının müşteri memnuniyeti üzerinde nasıl bir rol oynadığını ortaya koymayı amaçlamaktadır. Çalışmada İnönü Üniversitesi öğrencilerinden tesadüfi örnekleme ile farklı birimlerden 500 kişi üzerine anket tekniğinin uygulandığı bir saha araştırması yöntemi kullanılmıştır.

Çalışma sonucunda müşterilere bilgilerinin güvenli bir biçimde ve ne amaçla kullanıldığı açıklandığında memnuniyetlerinin arttığı görülmektedir. Çağrı merkezi müşteri temsilcileri, yüz yüze müşterilerle iletişime geçmese de deneyim, birikim, ses tonu, telefondaki tutum ve davranışları, bilgilendirme, yönlendirme dil ve üslupları, işleyiş sırasındaki tavırları ile müşterinin zihninde imaj oluşturmakta ve bu da görüşme sonrası memnuniyet üzerinde önemli bir rol oynamaktadır. Çalışma sonucunda da bir müşteri temsilcisinin karşısındaki müşteriye kendini değerli hissettirmesi, güvenli olarak bilgi kullanımı ve paylaşımında bulunması, sade anlaşılır bir dil kullanması, sakin ve uygun tavırlar sergilemesi ve terminolojik kargaşaya girmeden pratik bilgilerle çözüm üretmesi müşteride olumlu bir imaj oluşumuna dolayısıyla müşteri memnuniyetinin elde edilmesine yardımcı olacağı görülmektedir. Çalışmanın sonucuna göre, sinirlenen müşteri karşısında temsilcinin sakin ve uygun bir şekilde tepki verme davranışı, analizinde müşteri temsilcisinin yumuşak bir ses tonu ile sade, anlaşılır bir anlatım tarzı kullanması müşteri memnuniyeti üzerinde önemli bir rol oynadığını göstermektedir.

Bu çalışma çağrı merkezinin üniversitelerin imaj yönetimine etkisi ve çağrı merkezi hizmetlerinin öğrencilerin üniversiteye olan bakış açılarının nasıl şekillendirdiğini ortaya koyma açısından yapılan çalışmayla ortak noktalar taşımaktadır.

Çelik'in (2016) Türkiye çağrı merkezi sektörü sorunlarının çözümüne yönelik bir karar destek sistemi geliştirmeyle ilgili çalışma yapmıştır. İşletmelerin müşterileriyle ilk temas noktası olan ve müşteri hizmetleri kalitesine önem veren kurumsallaşmış şirketler için vazgeçilmez unsurlardan biri olan çağrı merkezi sektörünün sürekli bir büyüme trendi içinde olması birtakım sorunları beraberinde getirmektedir. Bu sorunların belirlenmesi ve çözüm önerileri sunulması sektörün ve ülkenin gelişimi açısından önemlidir. Veri yönetimi, model yönetimi ve diyalog yönetimi olmak üzere üç temel bileşenden oluşan KDS'de problem yapılandırma ve modelleme aracı olan bilişsel haritalama yöntemi kullanılmıştır.

Araştırma sonuçlarına göre; Türkiye çağrı merkezi sektörünün yedi temel sorunu arasından en önemli sorun özellikle dış kaynak çağrı merkezlerinde çalışan devrim oranının (turnover) yüksekliği olarak belirlenmiştir. Bu

soruna çözüm önerisi olarak işe alım, oryantasyon, eğitim ve motivasyon aşamalarında, iletişim ve çalışma ortamı konularında ve yöneticiliğe dair pek çok strateji ve taktik önerisi sunulmuştur. *Çağrı merkezi sektörüne yönelik güven eksikliğinin* merdiven altı çağrı merkezlerinin artması ve telefon yoluyla dolandırıcılık faaliyetleri gibi temel sebeplerden ileri geldiği, bu durumun tüketicilerde bilgi güvenliği endişesi ve iş sonuçlarına güven duyulmaması şeklinde ortaya çıktığı saptanmıştır. *Çağrı merkezi operatörlüğünün meslek olarak algılanmamasıdır.* Bu sorunu çözmek için toplumda çağrı merkezinin, meslek olarak algılanmasına dair farkındalık yaratılması, eğitim kurumlarında çağrı merkezi ile ilgili programların açılmasına destek verme faaliyetlerinin hızlandırılması ve gençlerin bilinçli olarak bu mesleği seçmelerine yönelik faaliyetlerin gerçekleştirilmesi önerilebilir. Bu araştırmada, Türkiye çağrı merkezi sektörünün güncel sorunlarının belirlenmesi ve çözümü için Karar Destek Sistemi önerisi geliştirilmiştir.

Çalışma, çağrı merkezlerinin sektör olarak eğitim kurumlarında kullanılması ve farkındalık oluşturmalarının önemini destekler nitelikte olup bu araştırmayla benzeşmektedir.

Aydın ve Başoğlu'nun (2015) çağrı merkezi hizmetleri programı öğrencilerinin konuşma becerileri özyeterlik algıları konulu çalışmasında; çağrı merkezi birimlerinde çalışacak adayların konuşma becerilerini belirlemek, sektörde karşılaşılabilecek sorunları önlemek; sektördeki hizmetin ve verilen yükseköğretim eğitiminin kalitesini arttırmak açısından önemlidir. Araştırmanın amacı, çağrı merkezi elemanı adaylarının konuşma becerilerine dair özyeterlik algılarını tespit etmektir. Araştırmada tarama modeli kullanılmış, veri toplamak için "Konuşma Becerileri Özyeterlik Algısı Anketi" uygulanmıştır. Araştırmanın çalışma grubunu 2013-2014 Eğitim-Öğretim Yılı Zonguldak Bülent Ecevit Üniversitesi Çaycuma Meslek Yüksekokulu Çağrı Merkezi Hizmetleri programı 1. sınıf öğrencileri (86 öğrenci) oluşturmaktadır.

Yapılan bu araştırmanın bulgularında; konuşurken dil bilgisi kurallarına, vurgu ve duraklara çok fazla dikkat etmedikleri belirlenmiştir. Bu konuda öğrencilerin kendilerini kısmen yeterli gördükleri ortaya çıkmaktadır. Problem çözmede kendini sakın ve konuya hakim bulma noktasında öğrencilerin çoğunluğu kısmen yeterli olduklarını beyan etmişlerdir. Olumlu ve tutarlı konuşma, konuşmaya uygun jest ve mimikleri kullanma noktasında ikinci öğretim öğrencilerinin birinci öğretim öğrencilerine göre kendilerini daha yeterli buldukları söylenebilir. Çalışmaya 86 öğrenci katılmıştır. Öğrencilerin nezaket kurallarına uygun, muhabatına saygılı, dinleyici odaklı konuşmada özyeterlik algılarının yüksek olduğu görülürken; öğrencilerin diksiyon, dil bilgisi, İstanbul Türkçesiyle konuşma, düzenli kitap okuma konularında algılarının kısmen düştüğü sonucuna ulaşılmıştır.

Yapılan araştırma çağrı merkezlerinde çalışanların sahip olması gereken belirli özellikleri ortaya koyması ve bu birimlerden alınan hizmetin kalitesi açısından önem arz etmesi açısından bu çalışmayla ortak noktalar taşımaktadır. Bu alanda yapılan çalışmaların artmasına da katkı sağlamaktadır.

Bulut ve Ataay (2017) yaptıkları çalışmada çağrı merkezlerinde çalışan performansını etkileyen faktörleri incelemişlerdir. Çalışmada çağrı merkezi faaliyetlerinde etkinlik ve verimliliğin ana belirleyicileri olan çalışanların performanslarını etkileyen bazı faktörlerin incelenmesi amaçlanmıştır.

Çalışmada deneyim, iş yükü ve çalışma süresi gibi değişkenlerinin performans üzerindeki etkilerinin neler olduğu saptanmaya çalışılmıştır. Bunun sonucunda performansla çalışan deneyimi arasında doğru orantılı bir ilişki bulunmuştur. Buna ek olarak performansla iş yükü ve çalışma süreleri arasında da ters yönlü bir ilişki tespit edilmiştir. Buna göre müşteri temsilcilerinin deneyimleri arttıkça performans sonuçlarında, yani kendilerinden beklenen müşteri memnuniyeti düzeyleri, planlanan konuşma sürelerine uyum, planlanan vardiyaya uyum gibi kriterlerde gelişme kaydettiklerini görülmektedir. Diğer taraftan çalışanların aylık çalışma saatlerinin ve çalışılan süre boyunca yaşanan yoğunluk seviyesinin artmasının müşteri temsilcilerinin performanslarında düşüş yaşanmasına yol açtığı belirlenmiştir. Yoğun çalışma saatleri her alanda olduğu gibi çağrı merkezi çalışanları için de olumsuz etkiler oluşturmaktadır. Bununla beraber çalışma saatleri ve iş yoğunluğunun artması müşteri temsilcilerinde hata riskini ve devamsızlık olasılığını arttırmaktadır. Çağrı merkezi çalışanlarının uygun çalışma koşullarında çalışabilmeleri ve istifa oranlarının azaltılarak deneyimlerinin artmasına bağlı olarak performans sonuçlarına olumsuzluklarının giderilebileceğini söylemek mümkündür.

Bir çağrı merkezinde çalışanların yüksek performansla çalışabilmesinin önemi ve bununla bağlantılı olarak müşterilerin aldıkları hizmetin kalitesinden memnun olmaları, Bu çalışma çağrı merkezlerindeki çalışma sisteminin, çalışanların performansına etki eden faktörlerin ortaya konulması doğal olarak bunlarında çağrı merkezlerindeki hizmetin kalitesini artırmasının önemi açısından yapılan araştırmaya dayanak oluşturur.

Literatürde yapılan çalışmalardan Seçkin ve Ökten'in (2009) az gelişmiş bölgelerin gelişmesinde bir fırsat olarak görülen çağrı merkezleri konulu çalışmasında hizmet ve üretimde pek çok iş otomasyonlaşmasından söz edilmektedir. Özellikle işlerin otomasyonlaşmasıyla ileri ekonomilerde rutin ve rutin olmayan faaliyetler mekansal olarak birbirinden ayrılma eğilimine girmiştir. Çalışmada arka ofis işler olarak tanımlanan rutin faaliyetlerin sektörde ucuz ve nitelikli işgücünün olduğu az gelişmiş bölgelere taşındığından bahsedilmektedir. Bu makalede, Türkiye'de ekonomik olarak dezavantajlı bölgelerin ekonomik gelişmesi için çağrı merkezinin bir fırsat olup olmadığı tartışılmaktadır. İstanbul'da çağrı merkezi sektöründe toplam 32 adet çağrı merkezi yöneticisi ve çağrı merkezi firmalarının kuruluş süreci, işgücü profili olmak üzere çağrı merkezi işinin genel özellikleri ve çağrı merkezi firmalarının bölgesel öğrenme, yenilik ve yığılmalar üzerindeki etkisi incelenmiştir.

Bulgular, araştırma sonucunda yapılan çalışmada yer almaktadır. Son yıllarda İstanbul'daki maliyetlerin fazla olmasından dolayı şirketler, büyümeyi özellikle az gelişmiş bölgelerde yapmakta olduğundan; dolayısıyla, İstanbul'daki çağrı merkezi sektörünün de diğer illerle de beslenmekte olduğu görülmektedir. Bu durumda çağrı merkezi firmalarının teknoloji ve ekipman sağlanması konusunda bölgeler açısından mekansal yakınlığın önemini kaybettiği gözlenmiştir. Buna karşın iş bağlantılarının kurulması yönünde mekansal yakınlığın ve yüz yüze ilişkilerin önemi dikkat çekmektedir. Çağrı merkezinin, çevresi ile ilişkisi sadece işgücü temininde süreklilik göstermektedir. Bu kapsamda bulunduğu coğrafyada çağrı merkezi firmalarının sürekli var olması işgücü piyasasının büyük, etkili ve ucuz olmasına bağlıdır.

Bu araştırma, Türkiye'de ekonomik olarak dezavantajlı bölgelerin gelişimi o bölgelerdeki ekonominin gelişmesi için çağrı merkezleri kurumlar için büyük bir fırsattır. Bu kapsamda öğrencilerin üniversite imajlarının şekillenmesini ortaya koyması açısından bu çalışmayla benzerlik göstermektedir.

Alanda yapılan bir diğer çalışma Bal'ın (2014) yaptığı çalışan personelin kurumsal imaj oluşumuna etkisiyle ilgili yaptığı çalışmadır. Kurumların varlığını sürdürebilmesi için imaj kavramı kurumlar açısından önemini her geçen gün arttırmaktadır. Kurumsal imaj açısından imajın oluşturulmasındaki öğeleri ortaya koymak açısından çalışan personelin kurum imajına etkisini ortaya koymak amacıyla araştırmanın evrenini Karaman ilinde hizmet veren Özel Selçuklu Hastanesinden hizmet alan hasta ve yakınları oluşturmaktadır. Adı geçen çalışmada örneklem grubunu 18 yaş üstü 300 hasta ve yakını arasından seçilmiştir. Bu veriler istatistiksel modeller kullanılarak analiz edilmiş, tablolastırılmış ve yorumlanmıştır.

Yapılan bu araştırmanın analiz sonuçlarına bakıldığında kurumda çalışan personelin kurum imajına etkisinin davranış, görünüm ve iletişim noktasında olduğu belirlenmiştir. Kurumsal imaj açısından son derece önemli olan personel davranışları, katılımcılar tarafından genelde olumlu görülmüş olup analiz edilen aritmetik ortalama tablosunda bu davranışlar en yüksek katılım değeri olarak tespit edilmiştir. Araştırmanın; kurumsal imaj ile etkileşimde bulunduğu alanlardan olan kurumsal davranış, kurumsal görünüm ve kurumsal iletişim kavramları ile ilgili elde edilen bulgular yer almaktadır. Bunlar hastane yöneticilerine kurumsal imaj çalışmalarında ışık tutacağı düşünülmektedir; çünkü kurumsal imaj faaliyetleri, bu amaçlar doğrultusunda en önemli araçlardır. Müşterilerin kurumsal imaj farkındalıklarının belirlenmesi ve kurumsal imajın bu bilgiler doğrultusunda planlanması, değerlendirilmesi çalışmanın başarı şansını da arttıracak gözlenmektedir.

Araştırma, çalışan personelin kurum imajına etkisini açıklamasından dolayı yapılan bu çalışmayla da benzerlik taşımaktadır. Tüm kuruluşlarda olduğu gibi üniversitelerde de olumlu imajın oluşmasında çağrı merkezlerinin ve bu birimlerdeki hizmetin verilmesindeki kriterlerin neler olduğunu ortaya konulması açısından yapılan çalışmaya katkı sağlamaktadır. Çünkü çağrı merkezlerinden alınan hizmetler kullanıcılar açısından kurumun imajının olumlu veya olumsuz şekillenmesinde etkili olmaktadır; bu yüzden bu alandaki çalışmaları da arttırmaktadır.

YÖNTEM

Araştırmada çağrı merkezlerinin üniversite imajını oluşturmada üniversite öğrencileri üzerindeki etkilerini tespit etmek için niceliksel araştırma yöntemi kullanılmıştır. Nicel araştırmalarda genellikle ifadeler sayısal terimler olarak nitelendirilmektedir. Pozitivist düşünce ile ortaya çıkan subjektiflikten uzak, nesnel, neden-sonuç ilişkilerini açıklayan ve örneklemde evrene genellenebilir bilgi elde etmeyi sağlayan araştırma yaklaşımıdır (Nakiboğlu ve Altıparmak, 2005: 355).

Nicel araştırmalarda amaç, olay ya da durumun araştırmada kullanılan ölçme aracındaki maddeler tarafından sınırlanmış bir çerçevede betimlenmesinden, ilişki veya farkların ortaya çıkarılmasına ya da ileriye dönük yordamalarda bulunulmasına kadar uzanır. Ayrıca nicel araştırmalar yoluyla evreni temsil özelliğine sahip bir örneklemde elde edilen veriler üzerinde araştırma hipotezlerini test etmek ve genellemelere ulaşmak mümkündür (Başol, 2016: 7).

Çalışmada çağrı merkezlerinin üniversite imajını oluşturmada üniversite öğrencileri üzerindeki etkilerini tespit etmek için geçerlik ve güvenilirliği bulunan anket soruları alınarak nicel araştırma yöntemi kullanılmıştır. Zonguldak Bülent Ecevit Üniversitesinde öğrenim gören 100 öğrenciye anket uygulanmıştır. Tüm geçerlik ve güvenilirlik analizleri için SPSS 20 (Statistical Package for the Social Sciences) istatistik programı ve veri analizinde cinsiyete göre T Testi ve Anova kullanılmıştır.

Problem Cümlesi

Çağrı merkezlerinin üniversitelerin imaj yönetimine etkileri nelerdir?

Alt Problemler

1. Üniversite öğrencilerinin çağrı merkezlerini kullanım amaçlarına göre verdikleri cevaplarda cinsiyete göre anlamlı bir farklılık var mı?
2. Üniversite öğrencilerinin çağrı merkezlerinde çalışanlarından beklentileri nelerdir?
3. Çağrı merkezleri çalışanlarının hangi davranış ve tutumları öğrencinin memnuniyeti üzerinde rol oynamaktadır?

Araştırma Modeli

Bu çalışmada kullanılan model niceldir. Çalışmada çağrı merkezlerinin üniversitelerin imaj yönetimine etkilerini tespit etmek için Burgers vd.'nin (2000) hazırlamış olduğu Kocabaş'ın (2017) geliştirmiş olduğu anket sorularına yer verilmiştir. Zonguldak Bülent Ecevit Üniversitesi öğrencilerinin çağrı merkezlerini kullanım amaçları, üniversitelerin imaj yönetiminde çağrı merkezlerinin etkisi, çağrı merkezi çalışanlarının öğrenci memnuniyeti üzerindeki ne tür etkilerinin olduğunu ortaya çıkarmak için Burgers vd.'nin (2000) hazırlamış olduğu Kocabaş'ın (2017) geliştirmiş olduğu anket sorularıyla uygulama yapılmıştır.

Betimsel araştırmalar olayların, nesnelerin, kurumların, grupların ve çeşitli alanların ne olduğunu açıklamaya, tasnif edebilmeye, anlayabilmeye çalışan araştırmalar olarak ifade edilebilir (Karasar, 2007: 77). Betimsel araştırmalarla kullanılan teknikler arasında anket, mülakat ve gözlem çalışmaları bulunmaktadır. Araştırmada betimsel tarama modeli çerçevesinde anket uygulanmıştır.

Evren

Yapılan bu araştırmanın evrenini Zonguldak Bülent Ecevit Üniversitesinde öğrenim gören öğrenciler oluşturmaktadır.

Örneklem

Rastgele örnekleme dayalı Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrencilerden 100 kişi örneklem olarak seçilmiştir.

Veri Toplama Aracı

Çağrı merkezlerinin üniversitelerin imaj yönetimi üzerindeki etkilerini tespit etmek için Burgers vd.'nin (2000) geliştirdiği ve bazı uyarlamalar neticesinde katılımcılara uygulanan ölçeğin güvenirlik düzeyi ,842 olarak bulunan anket sorularına yer verilmiştir. Ölçeğin Cronback Alfa değeri, kabul edilebilir düzeyde olan 70'i aşmadığı için güvenirlikleri doğrulanmıştır. Ölçeğin kararlılığını saptamak amacıyla güvenirlik bağlamında test-tekrar test yöntemi gerçekleştirilmiştir. Bunun yanında tüm geçerlik ve güvenirlik analizleri SPSS 20 (StatisticalPackage for the Social Sciences) programı ile yapılmıştır.

Veri Analizi

Çalışmada elde edilen veriler SPSS 20 (StatisticalPackage for the Social Sciences) programında analiz edilmiştir. Bu araştırmadan elde edilen veri analizinde tanımlayıcı istatistiksel yöntemlerden yüzdelik t testi ve tek yönlü anova kullanılmıştır.

Varsayımlar

1. Öğrenciler üniversite imajının oluşmasında çağrı merkezlerinden etkilenmektedir.
2. Üniversiteler, imaj yönetiminde çağrı merkezleri birimlerinden yararlanmaktadır.
3. Anket uygulanan öğrenciler sorulan sorulara içtenlikle cevap vermişlerdir.

Sınırlılıklar

1. Yapılan bu araştırma, Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrencilerinden rastgele seçilen 100 kişi ile sınırlıdır.
2. Araştırma çağrı merkezlerinin üniversitelerin imaj yönetimi oluşmasında öğrenciler üzerindeki etkilerine dayalı olarak Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrencilerin verdikleri cevaplarla sınırlıdır.

Tanımlar

Çağrı Merkezi: Çağrı merkezi, günümüz şartlarında üniversiteler için vazgeçilmez birimlerden biri haline gelmiştir. Çağrı merkezleri organizasyon ile iletişim kurulabilen sesli yanıt sistemleriyle öğrencilerin istek, sorun, şikayet vb. birçok konu hakkında üniversiteden bilgi alabilecekleri merkez durumundadır.

Üniversite: Öğrencilerin yüksek düzeyde eğitim ve öğretim alabilecekleri fakülte, enstitü, yüksekokul vb. kuruluş ve birimleriyle bilimsel özerkliğe ve kamu tüzel kişiliğine sahip, bilimsel araştırma ve yayın yapan öğretim kurumudur.

İmaj: İmaj insanların herhangi bir kurum, nesne veya olay hakkında zihninde oluşturduğu olumlu olumsuz bütün izlenim, inanç, anlayış ve deneyimlerinden oluşan bir süreçtir. Üniversite imajı ise, kurumun öğrenci, diğer kişi veya kurumların zihinlerinde isteyerek ya da istemeyerek bırakmış olduğu, hizmetleri, araç gereçleri, hizmetle ilgili çalışan ve çevresi hakkında düşünceler, değerlendirmeler ve anlayış olarak belirtilebilir.

İmaj Yönetimi: İmaj yönetimi; kurumun çalışanları ile o kurumdan hizmet alan kişilerin, kurumla ilişkili tüm grupların kuruma, çalışanlarına, yönetimine veya hizmetlerine ilişkin düşünce, bilgi ve duygusal tepkilerinin kontrol edilmesi, değerlendirilmesi ve yönlendirilmesi faaliyetlerini içermektedir.

Bulgular**Tablo 1. Katılımcıların Cinsiyeti**

| | Cinsiyet | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Erkek | 53 | 53,5 | 54,1 | 54,1 |
| | Kadın | 45 | 45,5 | 45,9 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

Katılımcıların cinsiyetini belirten Tablo 1'e bakıldığında ankete cevap veren katılımcıların %53,5'i (53) erkek, % 45,5'i kadındır. Örneklem grubundaki bireylerin cinsiyetlerine bakıldığında çoğunluğunu erkekler oluşturmaktadır.

Tablo 2. Katılımcıların Bölüm ve Programları

| | Bölüm/ Program | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid | Bilgisayar Programcılığı/ Bilgisayar Programcılığı Pr. | 8 | 8,1 | 8,2 | 8,2 |
| | Büro Yönetimi ve Sekreterlik Bölümü/ Büro Yönetimi ve Yönetici Asistanlığı Pr. | 7 | 7,1 | 7,1 | 15,3 |
| | Büro Yönetimi ve Sekreterlik Bölümü/ Çağrı Merkezi Hizmetleri Pr. | 15 | 15,2 | 15,3 | 30,6 |
| | Otel, Lokanta ve İkram Hizmetleri Bölümü/ Aşçılık Pr. | 5 | 5,1 | 5,1 | 35,7 |
| | El Sanatları Bölümü/ Geleneksel El Sanatları Pr. | 5 | 5,1 | 5,1 | 40,8 |
| | Mülkiyet Koruma ve Güvenlik Bölümü/Özel Güvenlik ve Koruma Pr. | 16 | 16,2 | 16,3 | 57,1 |
| | Ulaştırma Hizmetleri Bölümü /Posta Hizmetleri Pr | 14 | 14,1 | 14,3 | 71,4 |
| | Yabancı Diller ve Kùltürler Bölümü/Uygulamalı İngilizce ve Çevirmenlik Pr. | 22 | 22,2 | 22,4 | 93,9 |
| | Diğer | 6 | 6,1 | 6,1 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

Ankete cevap veren katılımcıların bölüm ve programlarını belirten Tablo 2'ye göre katılımcıların %22,2'sini (22) Yabancı Diller ve Kùltürler Bölümü/Uygulamalı İngilizce ve Çevirmenlik Programı, %16,2'sini (16) Mülkiyet Koruma ve Güvenlik Bölümü/Özel Güvenlik ve Koruma Programı, %15,2'sini (15) Büro Yönetimi ve Sekreterlik Bölümü/ Çağrı Merkezi Hizmetleri Programı, %14,1 (14) Ulaştırma Hizmetleri Bölümü /Posta Hizmetleri Programı, %8,1'ini (8) Bilgisayar Programcılığı/ Bilgisayar Programcılığı Programı, %7,1'ini Büro Yönetimi ve Sekreterlik Bölümü/ Büro Yönetimi ve Yönetici Asistanlığı Programı, %6,1'ini (6) Diğer bölüm ve program,%5,1'ini (5) Otel, Lokanta ve İkram Hizmetleri Bölümü/ Aşçılık Programı, %5,1'ini (5) El Sanatları Bölümü/ Geleneksel El Sanatları Programı oluşturmaktadır. Örneklem grubundaki öğrencilerin bölüm/programları açısından çoğunluğu Yabancı Diller ve Kùltürler Bölümü/Uygulamalı İngilizce ve Çevirmenlik Programı öğrencileri oluşturmaktadır.

Tablo 3. Sınıf

| | Sınıf | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | 1. Sınıf | 59 | 59,6 | 60,2 | 60,2 |
| | 2. Sınıf | 39 | 39,4 | 39,8 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

Ankete cevap veren katılımcıların sınıfını belirten tablo 3'e göre %59,6 (59) 1. Sınıf, %39,4 (39) 2. Sınıf yer almaktadır. Katılımcıların çoğunluğunu 1. Sınıf öğrencilerinin oluşturduğu görülmektedir.

Tablo 4. Aylık gelir/ harçlık

| | Aylık gelir/harçlık | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 0-500 tl | 58 | 58,6 | 59,2 | 59,2 |
| | 501- 750 tl | 18 | 18,2 | 18,4 | 77,6 |
| | 751- 1000 tl | 8 | 8,1 | 8,2 | 85,7 |
| | 1001- 1250 tl | 3 | 3,0 | 3,1 | 88,8 |
| | 1251 tl ve üzeri | 11 | 11,1 | 11,2 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

Katılımcıların aylık gelir/ harçlık sayısını belirten tablo 4'e göre öğrencilerin aylık gelir/harçlıklarını %58,6'sı (58) 0-500 tl, %18,2'sini (18) 501- 750 tl, %11,1'ini (11) 1251 tl ve üzeri, %8,1'ini (8) 751- 1000 tl, %3'ünü (3) 1001- 1250 tl oluşturmaktadır. Katılımcı grubundaki bireylerin aylık gelir/harçlıklarına bakıldığında çoğunluğun 0-500 tl oluşturmaktadır.

Tablo 5. Üniversite Çağrı merkezi kullanımı

| | Üniversite çağrı merkezi kullanımı | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Evet | 30 | 30,3 | 31,6 | 31,6 |
| | Hayır | 65 | 65,7 | 68,4 | 100,0 |
| | Total | 95 | 96,0 | 100,0 | |

Katılımcıların üniversitelerinin herhangi bir çağrı merkezi birimini kullanıp kullanmadıklarını gösteren tablo 5' göre katılımcıların %65,7'si (65) hayır, %30,3'ü (30) evet yanıtını olmuştur. Cevabınız Hayır olan katılımcılar ise tablo 6 ve tablo 7 deki soruları cevaplandırmamıştır. Örneklem grubundaki öğrencilerin %65,7'sinin (65) üniversite çağrı merkezini kullandıklarıyla ilgili hayır cevabı vererek kullanmadığı görülmektedir.

Tablo 6. Ayda ortalama ne sıklıkta aradıkları

| | Ayda ortalama ne sıklıkta aradıkları | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Bir | 41 | 41,4 | 91,1 | 91,1 |
| | İki-üç kez | 3 | 3,0 | 6,7 | 97,8 |
| | Dört-beş kez | 1 | 1,0 | 2,2 | 100,0 |
| | Total | 45 | 45,5 | 100,0 | |

Ankete cevap veren katılımcıların ayda ortalama ne sıklıkta üniversite çağrı merkezini aramaları tablo 6'ya göre %41,4 (41) bir, %3 (3) iki-üç kez, %1 (1) dört-beş kездir. Tablo 5'teki soruya evet yanıtını verenlerin %41,4'ü (41) ayda ortalama arama sıklıkları bir olarak görülmektedir.

Tablo 7. En çok arama sebebi

| | En çok arama sebebi | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kayıt işlemleri | 17 | 17,2 | 37,8 | 37,8 |
| | Dilek ve şikayet belirtmek | 2 | 2,0 | 4,4 | 42,2 |
| | Bölümünüz hakkında bilgi edinme | 7 | 7,1 | 15,6 | 57,8 |
| | Not işlemleri | 4 | 4,0 | 8,9 | 66,7 |
| | Diğer | 15 | 15,2 | 33,3 | 100,0 |
| | Total | 45 | 45,5 | 100,0 | |

Katılımcıların üniversitenin çağrı merkezini en çok arama sebepleri tablo 7'e göre %17,2'si (17) kayıt işlemleri, %15,2'si (15) diğer işlemler, %7,1'i (7) bölüm hakkında bilgi edinme, %4'ü (4) not işlemleri, %2'si (2) dilek ve şikayet belirtmektir. Katılımcıların üniversite çağrı merkezinin arama nedenlerinin çoğunluğunu kayıt işlemleri oluşturmaktadır.

Tablo 8. Üniversitedeki çağrı merkezi görüşmelerinde sesli yanıtlama sistemi yerine müşteri temsilcisi tarafından başlatılması gerekmektedir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 9 | 9,1 | 9,1 | 9,1 |
| | Katılmıyorum | 8 | 8,1 | 8,1 | 17,2 |
| | Ne katılıyorum ne katılmıyorum | 12 | 12,1 | 12,1 | 29,3 |
| | Katılıyorum | 21 | 21,2 | 21,2 | 50,5 |
| | Kesinlikle katılıyorum | 49 | 49,5 | 49,5 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

“Üniversitedeki çağrı merkezi görüşmelerinde sesli yanıtlama sistemi yerine müşteri temsilcisi tarafından başlatılması gerekmektedir.” Sorusuyla ilgili tablo 8’e bakıldığında ankete cevap veren katılımcıların %9,1’i (9) kesinlikle katılmıyorum, % 8,1’i (8) katılmıyorum, %12,1’i (12) ne katılıyorum ne katılmıyorum, %21,2’si (21) katılıyorum, %49,5’i (49) kesinlikle katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %49,5’i (49) çağrı merkezi görüşmelerinde sesli yanıtlama sistemi yerine müşteri temsilcisi tarafından başlatılması gerektiğini düşünmektedir.

Tablo 9. Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencinin bilgi seviyesini göz önünde bulundurarak bilgi vermelidir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 10 | 10,1 | 10,1 | 10,1 |
| | Katılmıyorum | 6 | 6,1 | 6,1 | 16,2 |
| | Ne katılıyorum ne katılmıyorum | 21 | 21,2 | 21,2 | 37,4 |
| | Katılıyorum | 19 | 19,2 | 19,2 | 56,6 |
| | Kesinlikle katılıyorum | 43 | 43,4 | 43,4 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

“Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencinin bilgi seviyesini göz önünde bulundurarak bilgi vermelidir.” Sorusuyla ilgili tablo 9’a bakıldığında ankete cevap veren katılımcıların %10,1 (10) kesinlikle katılmıyorum, % 6,1’i (6) katılmıyorum, %21,2’si (21) ne katılıyorum ne katılmıyorum, %19,2’si (19) katılıyorum, %43,4’ü (43) kesinlikle katılıyorum seçeneğini işaretlemiştir. Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencinin bilgi seviyesini göz önünde bulundurarak bilgi verilmesi gerektiğini düşünen katılımcılar %43,4 (43) oranındadır.

Tablo 10. Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrenci sinirlendiğinde sakin ve uygun bir şekilde davranmalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 4 | 4,0 | 4,0 | 4,0 |
| | Katılmıyorum | 3 | 3,0 | 3,0 | 7,1 |
| | Ne katılıyorum ne katılmıyorum | 11 | 11,1 | 11,1 | 18,2 |
| | Katılıyorum | 15 | 15,2 | 15,2 | 33,3 |
| | Kesinlikle katılıyorum | 66 | 66,7 | 66,7 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

“Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrenci sinirlendiğinde sakin ve uygun bir şekilde davranmalıdır.” Sorusuyla ilgili tablo 10’a bakıldığında ankete cevap veren katılımcıların %4’ü (4)

kesinlikle katılmıyorum, % 3'ü (3) katılmıyorum, %11,1'i (11) ne katılıyorum ne katılmıyorum, %15,2'si (15) katılıyorum, %66,7'i (66) kesinlikle katılıyorum cevabını vermiştir.

Tablo 11. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencinin görüşme süresince değişen ruh haline uygun davranmalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 12 | 12,1 | 12,1 | 12,1 |
| | Katılmıyorum | 9 | 9,1 | 9,1 | 21,2 |
| | Ne katılıyorum ne katılmıyorum | 14 | 14,1 | 14,1 | 35,4 |
| | Katılıyorum | 23 | 23,2 | 23,2 | 58,6 |
| | Kesinlikle katılıyorum | 41 | 41,4 | 41,4 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencinin görüşme süresince değişen ruh haline uygun davranmalıdır.” Sorusuyla ilgili tablo 11'e bakıldığında ankete cevap veren katılımcıların %12,1'i (12) kesinlikle katılmıyorum, % 9,1'i (9) katılmıyorum, %14,1'i (14) ne katılıyorum ne katılmıyorum, %23,2'si (23) katılıyorum, %41,4'ü (41) kesinlikle katılıyorum cevabını vermiştir.

Tablo 12. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, yüzeysel bilgiler ile sorunun çözümünü öğrenciye anlatmamalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 28 | 28,3 | 28,6 | 28,6 |
| | Katılmıyorum | 8 | 8,1 | 8,2 | 36,7 |
| | Ne katılıyorum ne katılmıyorum | 13 | 13,1 | 13,3 | 50,0 |
| | Katılıyorum | 14 | 14,1 | 14,3 | 64,3 |
| | Kesinlikle katılıyorum | 35 | 35,4 | 35,7 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, yüzeysel bilgiler ile sorunun çözümünü öğrenciye anlatmamalıdır.” Sorusuyla ilgili tablo 12'ye bakıldığında ankete cevap veren katılımcıların %28,3'ü (28) kesinlikle katılmıyorum, % 8,1'i (8) katılmıyorum, %13,1'i (13) ne katılıyorum ne katılmıyorum, %14,1'i (14) katılıyorum, %35,4'ü (35) kesinlikle katılıyorum seçeneğini işaretlemiştir. Katılımcıların %35,4'ü (35) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisi, yüzeysel bilgiler ile sorunun çözümünü öğrenciye anlatmamalıdır düşüncesine katılmaktadır.

Tablo 13. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencinin olabilecek tüm şikayetlerin kaynağı konusunda bilgi sahibi olması gerekmez.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 47 | 47,5 | 47,5 | 47,5 |
| | Katılmıyorum | 13 | 13,1 | 13,1 | 60,6 |
| | Ne katılıyorum ne katılmıyorum | 20 | 20,2 | 20,2 | 80,8 |
| | Katılıyorum | 6 | 6,1 | 6,1 | 86,9 |
| | Kesinlikle katılıyorum | 13 | 13,1 | 13,1 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencinin olabilecek tüm şikayetlerin kaynağı konusunda bilgi sahibi olması gerekmez.” Sorusuyla ilgili tablo 13'e bakıldığında ankete cevap veren katılımcıların %47,5'i (47) kesinlikle katılmıyorum, % 13,1'i (13) katılmıyorum, %20,2'si (20) ne katılıyorum

ne katılmıyorum, %6,1'i (6) katılıyorum, %13,1'i (13) kesinlikle katılıyorum cevabını vermiştir. Katılımcıların çoğunluğu %47,5'i (47) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin, öğrencinin olabilecek tüm şikayetlerin kaynağı konusunda bilgi sahibi olması gerekmez düşüncesine kesinlikle katılmamaktadır.

Tablo 14. Üniversitedeki Çağrı merkezi görüşmelerinde öğrenci bilgilerinin güvenli bir biçimde kullanıldığı öğrenciye hissettirilmelidir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 6 | 6,1 | 6,1 | 6,1 |
| | Katılmıyorum | 2 | 2,0 | 2,0 | 8,1 |
| | Ne katılıyorum ne katılmıyorum | 6 | 6,1 | 6,1 | 14,1 |
| | Katılıyorum | 12 | 12,1 | 12,1 | 26,3 |
| | Kesinlikle katılıyorum | 73 | 73,7 | 73,7 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde öğrenci bilgilerinin güvenli bir biçimde kullanıldığı öğrenciye hissettirilmelidir.” Sorusuyla ilgili tablo 14’e bakıldığında ankete cevap veren katılımcıların %6,1'i (6) kesinlikle katılmıyorum, % 2,2'si (2) katılmıyorum, %6,1'i (6) ne katılıyorum ne katılmıyorum, %12,1'i (12) katılıyorum, %73,7'si (73) kesinlikle katılıyorum cevabını vermiştir.

Tablo 15. Üniversitedeki Çağrı merkezi görüşmelerinde öğrenci bilgilerinin ne amaçla kullanıldığının öğrenciye bildirilmesi gerekmektedir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 6 | 6,1 | 6,2 | 6,2 |
| | Katılmıyorum | 5 | 5,1 | 5,2 | 11,3 |
| | Ne katılıyorum ne katılmıyorum | 8 | 8,1 | 8,2 | 19,6 |
| | Katılıyorum | 14 | 14,1 | 14,4 | 34,0 |
| | Kesinlikle katılıyorum | 64 | 64,6 | 66,0 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde öğrenci bilgilerinin ne amaçla kullanıldığının öğrenciye bildirilmesi gerekmektedir.” Sorusuyla ilgili tablo 15’e bakıldığında ankete cevap veren katılımcıların %6,1'i (6) kesinlikle katılmıyorum, % 5,1'i (5) katılmıyorum, %8,1'i (8) ne katılıyorum ne katılmıyorum, %14,1'i (14) katılıyorum, %64,6'sı (64) kesinlikle katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %64,6'sı (64) üniversitedeki çağrı merkezi görüşmelerinde öğrenci bilgilerinin ne amaçla kullanıldığının öğrenciye bildirilmesi gerektiğini düşünmektedir.

Tablo 16. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin, sorulan her soruyu yanıtlama birikimine sahip olması gerekmez.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 33 | 33,3 | 34,0 | 34,0 |
| | Katılmıyorum | 16 | 16,2 | 16,5 | 50,5 |
| | Ne katılıyorum ne katılmıyorum | 25 | 25,3 | 25,8 | 76,3 |
| | Katılıyorum | 6 | 6,1 | 6,2 | 82,5 |
| | Kesinlikle katılıyorum | 17 | 17,2 | 17,5 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin, sorulan her soruyu yanıtlama birikimine sahip olması gerekmez.” Sorusuyla ilgili tablo 16’ya bakıldığında ankete cevap veren katılımcıların %33,3’ü

(33) kesinlikle katılmıyorum, % 16,2'si (16) katılmıyorum, %25,3'ü (25) ne katılıyorum ne katılmıyorum, %6,1'i (6) katılıyorum, %17,2'si (17) kesinlikle katılıyorum cevabını vermiştir.

Tablo 17. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, bir sorundan dolayı arayan öğrencinin ruh halini anlayabilmelidir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 6 | 6,1 | 6,1 | 6,1 |
| | Katılmıyorum | 12 | 12,1 | 12,2 | 18,4 |
| | Ne katılıyorum ne katılmıyorum | 20 | 20,2 | 20,4 | 38,8 |
| | Katılıyorum | 20 | 20,2 | 20,4 | 59,2 |
| | Kesinlikle katılıyorum | 40 | 40,4 | 40,8 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, bir sorundan dolayı arayan öğrencinin ruh halini anlayabilmelidir.” Sorusuyla ilgili tablo 17'ye bakıldığında ankete cevap veren katılımcıların %6,1'i (6) kesinlikle katılmıyorum, % 12,1'i (12) katılmıyorum, %20,2'si (20) ne katılıyorum ne katılmıyorum, %20,2'si (20) katılıyorum, %40,4'ü (40) kesinlikle katılıyorum cevabını vermiştir.

Tablo 18. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, sorulan farklı konulardaki sorulara cevap verecek donanımda olmalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 7 | 7,1 | 7,1 | 7,1 |
| | Katılmıyorum | 4 | 4,0 | 4,1 | 11,2 |
| | Ne katılıyorum ne katılmıyorum | 12 | 12,1 | 12,2 | 23,5 |
| | Katılıyorum | 14 | 14,1 | 14,3 | 37,8 |
| | Kesinlikle katılıyorum | 61 | 61,6 | 62,2 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, sorulan farklı konulardaki sorulara cevap verecek donanımda olmalıdır.” Sorusuyla ilgili tablo 18'e bakıldığında ankete cevap veren katılımcıların %7,1 (7) kesinlikle katılmıyorum, % 4'ü (4) katılmıyorum, %12,1'i (12) ne katılıyorum ne katılmıyorum, %14,1'si (14) katılıyorum, %61,6'sı (61) kesinlikle katılıyorum cevabını vermiştir. Örneklem grubundaki öğrencilerin çoğu %61,6'sı (61) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin, sorulan farklı konulardaki sorulara cevap verecek donanımda olmasına katılmaktadır.

Tablo 19. Üniversitedeki Çağrı merkezi görüşmelerinde tespit edilen sorun gereğinden yavaş çözülmemelidir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 7 | 7,1 | 7,2 | 7,2 |
| | Katılmıyorum | 9 | 9,1 | 9,3 | 16,5 |
| | Ne katılıyorum ne katılmıyorum | 14 | 14,1 | 14,4 | 30,9 |
| | Katılıyorum | 17 | 17,2 | 17,5 | 48,5 |
| | Kesinlikle katılıyorum | 50 | 50,5 | 51,5 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde tespit edilen sorun gereğinden yavaş çözülmemelidir.” Sorusuyla ilgili tablo 19'a bakıldığında ankete cevap veren katılımcıların %7,1 (7) kesinlikle katılmıyorum, % 9,1'i (9) katılmıyorum, %14,1'i (14) ne katılıyorum ne katılmıyorum, %17,2'si (17) katılıyorum, %50,5'i (50) kesinlikle katılıyorum seçeneğini işaretlemiştir. Katılımcı grubundaki bireylerin yarısı %50,5'i (50) üniversitedeki çağrı merkezi görüşmelerinde tespit edilen sorunun gereğinden yavaş çözülmemesi yönünde kesinlikle katılıyorum seçeneğini işaretlemiştir.

Tablo 20. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrenciye değer verdiğini hissettirmesi gerekmez.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 36 | 36,4 | 37,1 | 37,1 |
| | Katılmıyorum | 19 | 19,2 | 19,6 | 56,7 |
| | Ne katılıyorum ne katılmıyorum | 22 | 22,2 | 22,7 | 79,4 |
| | Katılıyorum | 9 | 9,1 | 9,3 | 88,7 |
| | Kesinlikle katılıyorum | 11 | 11,1 | 11,3 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrenciye değer verdiğini hissettirmesi gerekmez.” Sorusuyla ilgili tablo 20’ye bakıldığında ankete cevap veren katılımcıların %36,4 (36) kesinlikle katılmıyorum, % 19,2’si (19) katılmıyorum, %22,2’si (22) ne katılıyorum ne katılmıyorum, %9,1’i (9) katılıyorum, %11,1’i (11) kesinlikle katılıyorum cevabını vermiştir.

Tablo 21. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencilerine sorulan her sorunun önemli olduğu bilinci ile yaklaşmalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 3 | 3,0 | 3,1 | 3,1 |
| | Katılmıyorum | 5 | 5,1 | 5,2 | 8,3 |
| | Ne katılıyorum ne katılmıyorum | 11 | 11,1 | 11,5 | 19,8 |
| | Katılıyorum | 21 | 21,2 | 21,9 | 41,7 |
| | Kesinlikle katılıyorum | 56 | 56,6 | 58,3 | 100,0 |
| | Total | 96 | 97,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, öğrencilerine sorulan her sorunun önemli olduğu bilinci ile yaklaşmalıdır.” Sorusuyla ilgili tablo 21’e bakıldığında ankete cevap veren katılımcıların %3’ü (3) kesinlikle katılmıyorum, % 5,1’i (5) katılmıyorum, %11,1’i (11) ne katılıyorum ne katılmıyorum, %21,2’si (21) katılıyorum, %56,6’sı (56) kesinlikle katılıyorum cevabını vermiştir.

Tablo 22. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, yetki eksikliği nedeniyle öğrencinin sorusunu yanıtsız bırakmamalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 7 | 7,1 | 7,3 | 7,3 |
| | Katılmıyorum | 2 | 2,0 | 2,1 | 9,4 |
| | Ne katılıyorum ne katılmıyorum | 14 | 14,1 | 14,6 | 24,0 |
| | Katılıyorum | 22 | 22,2 | 22,9 | 46,9 |
| | Kesinlikle katılıyorum | 51 | 51,5 | 53,1 | 100,0 |
| | Total | 96 | 97,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, yetki eksikliği nedeniyle öğrencinin sorusunu yanıtsız bırakmamalıdır.” Sorusuyla ilgili tablo 22’ye bakıldığında ankete cevap veren katılımcıların %7,1 (7) kesinlikle katılmıyorum, % 2’si (2) katılmıyorum, %14,1’i (14) ne katılıyorum ne katılmıyorum, %22,2’si (22) katılıyorum, %51,5’i (51) kesinlikle katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %51,5’i (51) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin, yetki eksikliği nedeniyle öğrencinin sorusunu yanıtsız bırakmaması gerektiğini düşünmektedirler.

Tablo 23. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, sorulan her soruya cevap verebilecek yetkiye sahip olması gerekmez.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 30 | 30,3 | 31,3 | 31,3 |
| | Katılmıyorum | 13 | 13,1 | 13,5 | 44,8 |
| | Ne katılıyorum ne katılmıyorum | 34 | 34,3 | 35,4 | 80,2 |
| | Katılıyorum | 8 | 8,1 | 8,3 | 88,5 |
| | Kesinlikle katılıyorum | 11 | 11,1 | 11,5 | 100,0 |
| | Total | 96 | 97,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisi, sorulan her soruya cevap verebilecek yetkiye sahip olması gerekmez.” Sorusuyla ilgili tablo 23’e bakıldığında ankete cevap veren katılımcıların %30,3’ü (30) kesinlikle katılmıyorum, % 13,1’i (13) katılmıyorum, %34,3’ü (34) ne katılıyorum ne katılmıyorum, %8,1’i (8) katılıyorum, %11,1’i (11) kesinlikle katılıyorum cevabını vermiştir. Katılımcı grubundaki bireylerin %34,3’ü (34) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisi, sorulan her soruya cevap verebilecek yetkiye sahip olmasının gerekmediğine ne katılıyorum ne katılmıyorum cevabını vermişlerdir.

Tablo 24. Üniversitedeki Çağrı merkezi görüşmelerinde çağrı aktarma süreleri olabildiğince kısa olmalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 5 | 5,1 | 5,2 | 5,2 |
| | Katılmıyorum | 6 | 6,1 | 6,3 | 11,5 |
| | Ne katılıyorum ne katılmıyorum | 15 | 15,2 | 15,6 | 27,1 |
| | Katılıyorum | 11 | 11,1 | 11,5 | 38,5 |
| | Kesinlikle katılıyorum | 59 | 59,6 | 61,5 | 100,0 |
| | Total | 96 | 97,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde çağrı aktarma süreleri olabildiğince kısa olmalıdır.” Sorusuyla ilgili tablo 24’e bakıldığında ankete cevap veren katılımcıların %5,1’i (5) kesinlikle katılmıyorum, % 6,1’i (6) katılmıyorum, %15,2’si (15) ne katılıyorum ne katılmıyorum, %11,1’si (11) katılıyorum, %59,6’sı (59) kesinlikle katılıyorum cevabını vermiştir.

Tablo 25. Sinirlenen öğrenci karşısında, temsilcinin sakin ve uygun bir şekilde tepki verme davranışı hizmet kullanım memnuniyet düzeyini artmaktadır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 2 | 2,0 | 2,1 | 2,1 |
| | Katılmıyorum | 1 | 1,0 | 1,0 | 3,1 |
| | Ne katılıyorum ne katılmıyorum | 15 | 15,2 | 15,6 | 18,8 |
| | Katılıyorum | 18 | 18,2 | 18,8 | 37,5 |
| | Kesinlikle katılıyorum | 60 | 60,6 | 62,5 | 100,0 |
| | Total | 96 | 97,0 | 100,0 | |

“Sinirlenen öğrenci karşısında, temsilcinin sakin ve uygun bir şekilde tepki verme davranışı hizmet kullanım memnuniyet düzeyini artmaktadır.” Sorusuyla ilgili tablo 25’e bakıldığında ankete cevap veren katılımcıların %2’si (2) kesinlikle katılmıyorum, %1’i (1) katılmıyorum, %15,2’si (15) ne katılıyorum ne katılmıyorum, %18,2’si (18) katılıyorum, %60,6’sı (60) kesinlikle katılıyorum seçeneğini işaretlemiştir.

Tablo 26. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin o anki ruh haline uygun davranması memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 5 | 5,1 | 5,2 | 5,2 |
| | Katılmıyorum | 8 | 8,1 | 8,2 | 13,4 |
| | Ne katılıyorum ne katılmıyorum | 14 | 14,1 | 14,4 | 27,8 |
| | Katılıyorum | 20 | 20,2 | 20,6 | 48,5 |
| | Kesinlikle katılıyorum | 50 | 50,5 | 51,5 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin o anki ruh haline uygun davranması memnuniyetimi artırır.” Sorusuyla ilgili tablo 26’ya bakıldığında ankete cevap veren katılımcıların %5,1’i (5) kesinlikle katılmıyorum, % 8,1’i (8) katılmıyorum, %14,1’i (14) ne katılıyorum ne katılmıyorum, %20,2’si (20) katılıyorum, %50,5’i (50) kesinlikle katılıyorum cevabını vermiştir.

Tablo 27. Üniversitedeki Çağrı merkezi görüşmelerinde sesli yanıtlama sistemi yerine müşteri temsilcisi tarafından başlatılması memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 3 | 3,0 | 3,1 | 3,1 |
| | Katılmıyorum | 3 | 3,0 | 3,1 | 6,2 |
| | Ne katılıyorum ne katılmıyorum | 12 | 12,1 | 12,4 | 18,6 |
| | Katılıyorum | 20 | 20,2 | 20,6 | 39,2 |
| | Kesinlikle katılıyorum | 59 | 59,6 | 60,8 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde sesli yanıtlama sistemi yerine müşteri temsilcisi tarafından başlatılması memnuniyetimi artırır.” Sorusuyla ilgili tablo 27’ye bakıldığında ankete cevap veren katılımcıların %3’ü (3) kesinlikle katılmıyorum, %3’ü (3) katılmıyorum, %12,1’i (12) ne katılıyorum ne katılmıyorum, %20,2’si (20) katılıyorum, %59,6’sı (59) kesinlikle katılıyorum cevabını vermiştir.

Tablo 28. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorunlarımı ayrıntılı olmaktan ziyade daha pratik bilgilerle çözüm üretmeye çalışması memnuniyetsizliğimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 18 | 18,2 | 18,4 | 18,4 |
| | Katılmıyorum | 19 | 19,2 | 19,4 | 37,8 |
| | Ne katılıyorum ne katılmıyorum | 17 | 17,2 | 17,3 | 55,1 |
| | Katılıyorum | 15 | 15,2 | 15,3 | 70,4 |
| | Kesinlikle katılıyorum | 29 | 29,3 | 29,6 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorunlarımı ayrıntılı olmaktan ziyade daha pratik bilgilerle çözüm üretmeye çalışması memnuniyetsizliğimi artırır.” Sorusuyla ilgili tablo 28’e bakıldığında ankete cevap veren katılımcıların %18,2’si (18) kesinlikle katılmıyorum, % 19,2’si (19) katılmıyorum, %17,2’si (17) ne katılıyorum ne katılmıyorum, %15,2’si (15) katılıyorum, %29,3’ü (29) kesinlikle katılıyorum cevabını vermiştir.

Tablo 29. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorduğum her soruyu yanıtlama birikimine sahip olması memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 3 | 3,0 | 3,1 | 3,1 |
| | Katılmıyorum | 2 | 2,0 | 2,1 | 5,2 |
| | Ne katılıyorum ne katılmıyorum | 16 | 16,2 | 16,5 | 21,6 |
| | Katılıyorum | 14 | 14,1 | 14,4 | 36,1 |
| | Kesinlikle katılıyorum | 62 | 62,6 | 63,9 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorduğum her soruyu yanıtlama birikimine sahip olması memnuniyetimi artırır.” Sorusuyla ilgili tablo 29’a bakıldığında ankete cevap veren katılımcıların %3’ü (3) kesinlikle katılmıyorum, % 2’si (2) katılmıyorum, %16,2’si (16) ne katılıyorum ne katılmıyorum, %14,1’i (14) katılıyorum, %62,6’sı (62) kesinlikle katılıyorum seçeneğini işaretlemiştir. Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin sorulan her soruyu yanıtlama birikimine sahip olması memnuniyeti artırdığını düşünen katılımcılar çoğunluktadır (%62,6’sı (62)).

Tablo 30. Üniversitedeki Çağrı merkezi görüşmelerinde uzun bir süre almasına rağmen bilgilerimin güvenli bir biçimde kullanılması memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 2 | 2,0 | 2,1 | 2,1 |
| | Katılmıyorum | 1 | 1,0 | 1,0 | 3,1 |
| | Ne katılıyorum ne katılmıyorum | 15 | 15,2 | 15,5 | 18,6 |
| | Katılıyorum | 18 | 18,2 | 18,6 | 37,1 |
| | Kesinlikle katılıyorum | 61 | 61,6 | 62,9 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde uzun bir süre almasına rağmen bilgilerimin güvenli bir biçimde kullanılması memnuniyetimi artırır.” Sorusuyla ilgili tablo 30’a bakıldığında ankete cevap veren katılımcıların %2’si (2) kesinlikle katılmıyorum, %1’i (1) katılmıyorum, %15,2’si (15) ne katılıyorum ne katılmıyorum, %18,2’si (18) katılıyorum, %61,6’sı (61) kesinlikle katılıyorum cevabını vermiştir. Üniversitedeki çağrı merkezi görüşmelerinde uzun bir süre almasına rağmen bilgilerimin güvenli bir biçimde kullanılması memnuniyetimi artırır düşüncesine katılımcıların çoğu %61,6’sı (61) kesinlikle katılıyorum seçeneğini işaretlemişlerdir.

Tablo 31. Üniversitedeki Çağrı merkezi görüşmelerinde sorununun gereğinden yavaş çözülmesi memnuniyetsizliğimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 9 | 9,1 | 9,2 | 9,2 |
| | Katılmıyorum | 6 | 6,1 | 6,1 | 15,3 |
| | Ne katılıyorum ne katılmıyorum | 20 | 20,2 | 20,4 | 35,7 |
| | Katılıyorum | 13 | 13,1 | 13,3 | 49,0 |
| | Kesinlikle katılıyorum | 50 | 50,5 | 51,0 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde sorununun gereğinden yavaş çözülmesi memnuniyetsizliğimi artırır.” Sorusuyla ilgili tablo 31’e bakıldığında ankete cevap veren katılımcıların %9,1’i (9) kesinlikle katılmıyorum, % 6,1’i (6) katılmıyorum, %20,2’si (20) ne katılıyorum ne katılmıyorum, %13,1’i (13) katılıyorum, %50,5’i (50) kesinlikle katılıyorum cevabını vermiştir.

Tablo 32. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorunumu çözme bile öğrenci olarak bana değer verdiğini hissettirmesi memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 1 | 1,0 | 1,0 | 1,0 |
| | Katılmıyorum | 5 | 5,1 | 5,1 | 6,1 |
| | Ne katılıyorum ne katılmıyorum | 17 | 17,2 | 17,3 | 23,5 |
| | Katılıyorum | 22 | 22,2 | 22,4 | 45,9 |
| | Kesinlikle katılıyorum | 53 | 53,5 | 54,1 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorunumu çözme bile öğrenci olarak bana değer verdiğini hissettirmesi memnuniyetimi artırır.” Sorusuyla ilgili tablo 32’ye bakıldığında ankete cevap veren katılımcıların %1’i (1) kesinlikle katılmıyorum, % 5,1’i (5) katılmıyorum, %17,2’si (17) ne katılıyorum ne katılmıyorum, %22,2’si (22) katılıyorum, %53,5’i (53) kesinlikle katılıyorum cevabını vermiştir.

Tablo 33. Üniversitedeki Çağrı merkezi görüşmelerinde sorunuma çözüm üretilmesi çağrı aktarma sürelerinin olabildiğince kısa olmasından daha önemlidir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 1 | 1,0 | 1,0 | 1,0 |
| | Katılmıyorum | 6 | 6,1 | 6,1 | 7,1 |
| | Ne katılıyorum ne katılmıyorum | 24 | 24,2 | 24,5 | 31,6 |
| | Katılıyorum | 18 | 18,2 | 18,4 | 50,0 |
| | Kesinlikle katılıyorum | 49 | 49,5 | 50,0 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde sorunuma çözüm üretilmesi çağrı aktarma sürelerinin olabildiğince kısa olmasından daha önemlidir.” Sorusuyla ilgili tablo 33’e bakıldığında ankete cevap veren katılımcıların %1’i (1) kesinlikle katılmıyorum, % 6,1’i (6) katılmıyorum, %24,2’si (24) ne katılıyorum ne katılmıyorum, %18,2’si (18) katılıyorum, %49,5’ü (49) kesinlikle katılıyorum seçeneğini işaretlemiştir. Katılımcıların yaklaşık yarısı %49,5’ü (49) çağrı merkezi görüşmelerinde sorunlarına çözüm üretilmesinde çağrı aktarma sürelerinin olabildiğince kısa olmasından daha önemli olduğuna katılmaktadır.

Tablo 34. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorularımı cevapsız bırakmasındansa bildiği kadarıyla cevap vermesi memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 3 | 3,0 | 3,1 | 3,1 |
| | Katılmıyorum | 4 | 4,0 | 4,1 | 7,2 |
| | Ne katılıyorum ne katılmıyorum | 24 | 24,2 | 24,7 | 32,0 |
| | Katılıyorum | 20 | 20,2 | 20,6 | 52,6 |
| | Kesinlikle katılıyorum | 46 | 46,5 | 47,4 | 100,0 |
| | Total | 97 | 98,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorularımı cevapsız bırakmasındansa bildiği kadarıyla cevap vermesi memnuniyetimi artırır.” Sorusuyla ilgili tablo 34’e bakıldığında ankete cevap veren katılımcıların %3’ü (3) kesinlikle katılmıyorum, % 4’ü (4) katılmıyorum, %24,2’si (24) ne katılıyorum ne katılmıyorum, %20,2’si (20) katılıyorum, %46,5’i (46) kesinlikle katılıyorum cevabını vermiştir. Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin sorularını cevapsız bırakmasındansa bildiği kadarıyla cevap vermesi memnuniyetlerini arttıracığı düşüncesine katılımcıların %46,5’i (46) katılmaktadır.

Tablo 35. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin yumuşak bir ses tonu kullanması memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 3 | 3,0 | 3,1 | 3,1 |
| | Katılmıyorum | 3 | 3,0 | 3,1 | 6,1 |
| | Ne katılıyorum ne katılmıyorum | 15 | 15,2 | 15,3 | 21,4 |
| | Katılıyorum | 16 | 16,2 | 16,3 | 37,8 |
| | Kesinlikle katılıyorum | 61 | 61,6 | 62,2 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin yumuşak bir ses tonu kullanması memnuniyetimi artırır.” Sorusuyla ilgili tablo 35’e bakıldığında ankete cevap veren katılımcıların %3’ü (3) kesinlikle katılmıyorum, % 3’ü (3) katılmıyorum, %15,2’si (15) ne katılıyorum ne katılmıyorum, %16,2’si (16) katılıyorum, %61,6’sı (61) kesinlikle katılıyorum cevabını vermiştir. Katılımcıların çoğunluğu %61,6’sı (61) çağrı merkezi görüşmelerinde müşteri temsilcisinin yumuşak bir ses tonu kullanması memnuniyetlerini arttıracığı düşüncesindedir.

Tablo 36. Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin, anlaşılır, sade bir anlatım kullanması memnuniyetimi artırır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 1 | 1,0 | 1,0 | 1,0 |
| | Katılmıyorum | 2 | 2,0 | 2,0 | 3,1 |
| | Ne katılıyorum ne katılmıyorum | 10 | 10,1 | 10,2 | 13,3 |
| | Katılıyorum | 18 | 18,2 | 18,4 | 31,6 |
| | Kesinlikle katılıyorum | 67 | 67,7 | 68,4 | 100,0 |
| | Total | 98 | 99,0 | 100,0 | |

“Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin, anlaşılır, sade bir anlatım kullanması memnuniyetimi artırır.” Sorusuyla ilgili tablo 36’a bakıldığında ankete cevap veren katılımcıların %1’i (1) kesinlikle katılmıyorum, % 2’si (2) katılmıyorum, %10,1’i (10) ne katılıyorum ne katılmıyorum, %18,2’si (18) katılıyorum, %67,7’si (67) kesinlikle katılıyorum seçeneğini işaretlemiştir. Ankete katılan örneklem grubundaki öğrencilerin çoğu üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin, anlaşılır, sade bir anlatım kullanmasının memnuniyetlerini arttırdığı düşüncesindedirler.

SONUÇ

Bu çalışmada çağrı merkezlerinin üniversite imajına etkisi incelenmiştir. Çalışmada Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrencilerin çağrı merkezlerinin üniversite imajına etkisi konusunda bilgi ve tutum düzeyleri, demografik özelliklere göre yüzdelikleri verilmiş olup değerlendirilmeler yapılmıştır.

Çalışmada katılımcıların çoğunluğu %61,6’sı (61) çağrı merkezi görüşmelerinde müşteri temsilcisinin yumuşak bir ses tonu kullanması memnuniyetlerini arttıracığı düşüncesindedir. O halde çağrı merkezinde çalışan personel ses tonuna dikkat etmesi gerekmektedir.

Katılımcı grubundaki bireylerin yarısı %50,5’i (50) üniversitedeki çağrı merkezi görüşmelerinde tespit edilen sorunun gereğinden yavaş çözülmemesi yönünde kesinlikle katılıyorum seçeneğini işaretlemişlerdir. Bu da gösteriyor ki çağrı merkezleri hizmetlerinde öğrenciler en kısa sürede sorunlarının çözüme kavuşturulmasını beklemektedir.

Üniversitedeki Çağrı merkezi görüşmelerinde müşteri temsilcisinin sorularını cevapsız bırakmasındansa bildiği kadarıyla cevap vermesi memnuniyetlerini arttıracığı düşüncesine katılımcıların %46,5’i (46) katılmaktadır.

Katılımcıların çoğunluğu %51,5’i (51) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin, yetki eksikliği nedeniyle öğrencinin sorusunu yanıtızsız bırakmaması gerektiğini düşünmektedirler. Üniversite çağrı merkezlerinde çalışan personel bilgi birikimi olması gerekmektedir.

Katılımcıların çoğunluğu %64,6'sı (64) üniversitedeki çağrı merkezi görüşmelerinde öğrenci bilgilerinin ne amaçla kullanıldığının öğrenciye bildirilmesi gerektiğini düşünmektedir. Bu sonuç da öğrencilerin zihninde üniversite çağrı merkezi hizmetlerinde bilgi gizliğinin önem verilmesi gerektiğini göstermektedir.

Üniversitedeki çağrı merkezi görüşmelerinde uzun bir süre almasına rağmen bilgilerimin güvenli bir biçimde kullanılması memnuniyetimi artırır düşüncesine katılımcıların çoğu %61,6'sı (61) kesinlikle katılıyorum seçeneğini işaretlemişlerdir.

Üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin sorulan her soruyu yanıtlama birikimine sahip olması memnuniyeti artırdığını düşünen katılımcılar çoğunluktadır (%62,6'sı (62).

Örneklem grubundaki öğrencilerin çoğu %61,6'sı (61) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin, sorulan farklı konulardaki sorulara cevap verecek donanımda olmasına katılmaktadır.

Katılımcıların yaklaşık yarısı %49,5'ü (49) çağrı merkezi görüşmelerinde sorunlarına çözüm üretilmesinde çağrı aktarma sürelerinin olabildiğince kısa olmasından daha önemli olduğuna katılmaktadır.

Ankete katılan örneklem grubundaki öğrencilerin çoğu %67,7'si (67) üniversitedeki çağrı merkezi görüşmelerinde müşteri temsilcisinin, anlaşılır, sade bir anlatım kullanmasının memnuniyetlerini artırdığı düşüncesindedirler.

Tüm bu veriler gösteriyor ki; çağrı merkezleri bir üniversitenin imajını son derece etkilemektedir. Öğrencilerin üniversiteye bakış açısı çağrı merkezinden aldıkları hizmete, çağrı merkezi çalışanlarının olumlu, anlayışı yaklaşımı, alanında bilgili, becerili ve deneyimli olması memnuniyet düzeylerini artırdığı yönündedir.

Yapılan çalışma sonucunda günümüzdeki işletmelerin yanında üniversitelerde de çağrı merkezi birimlerinin varlığına ve etkisine dikkat çekmektedir.

ÖNERİLER

Çalışma çağrı merkezlerinin üniversite imajına etkisinin araştırılması çerçevesinde yapılmıştır.

Araştırmada nicel veri analizi kapsamında anket tekniğinden yararlanılmıştır. Bu çalışmada kullanılan nicel yöntemin yanında yeni yapılacak çalışmalarda karma yöntemle de çalışmalar yapılabilir.

Çağrı merkezleri gelişen teknoloji ve değişen müşteri talepleri açısından her kurumda bulunması gereken birimlerden biridir. Kurumlar hedef kitesine daha iyi hizmet verebilmek adına bu birimlerden yararlanmalıdır.

Çağrı merkezleriyle kurumlar hedef kitesine kolaylıkla ulaşabilmekte, insanlar da bu birimler aracılığıyla bir telefonla hizmet alabilmekte. Çağrı merkezlerinin işlevselliğinin yanında verilen hizmetin kalitesi, çalışanların davranışları, üslup ve müşteri beklentileri karşılayabilecek bilgi ve beceriye sahip olmaları açısından birçok konuya dikkat edilmesi gerekmektedir. Tüm bunlar çağrı merkezlerinin bir kurum için olması gerek bir birim olduğunu ortaya koymaktadır.

Kurum, çalışanlar ve müşteri açısından bakıldığında farklı alanlarda bu konu ele alınabilir. Yapılacak çalışmalar ve uygulamalarla işletmelerin müşterilerle en sık bağlantıya girdikleri birim olan çağrı merkezlerinin, kurum imajı ve itibarı açısından da son derece önemli olduğu ortaya çıkacaktır.

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DEVELOPING THE ALGORITHMIC SKILLS OF FOREIGN STUDENTS

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ABSTRACT

Statistical data show that the number of foreign students studying at the Faculty of Informatics of the University of Debrecen is increasing year by year due to the popularity of the major and the various international scholarship programs. The growing number of students, the varying levels of students' knowledge, their language skills and their cultures, all pose many challenges for teachers. It is also a great challenge for students to adapt to a new educational environment, to comply with a new set of rules, and to learn a new way of life.

I meet foreign students in the Introduction to Programming course during the first semester of the university year. The aim of the course is to improve their programming skills and the most important task of this period is to help students to integrate and to present the most important requirements and information.

In this paper, I would like to present the current state of student mobility at the University of Debrecen, taking into account national headcount data, as well as the results and experiences of my first year foreign students studying programming.

INTERNATIONAL STUDENT MOBILITY IN HUNGARY

International student mobility in Hungary is increasing year by year, as evidenced by the statistics of recent years (Derényi, 2014; Rédei, 2009), according to which more than 30000 (30276) foreign students started the academic year 2017/2018 in our country, who come from 162 different countries. In case of gender distribution, they arrive in Hungary in almost equal proportions, with no difference between women and men (14905 women, 15371 men) (Data Hungary, 2017; Figure 1).

The growth of student number is also encouraged by higher education and government-sponsored international recruitment and scholarship programs, such as Erasmus+ or the Stipendium Hungaricum (SH) excellence scholarship program introduced in 2013 (Derényi, 2014; Rédei, 2009).

If we consider the data of the last ten years, the number of foreign students doubled, while the number of Hungarian students decreased year by year (Figure 1).

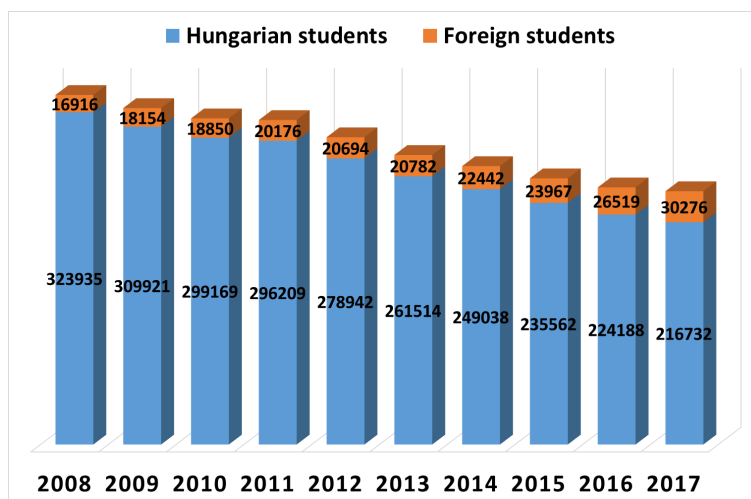


Figure 1: Number of Hungarian and foreign students studying in Hungarian higher education (Data Hungary, 2017)

The table below shows that the ratio of Hungarian and foreign students exceeds 12%, which means that it has more than doubled in the last ten years (Table 1).

Table 1: The number of Hungarian and foreign students in the last 10 years (Data Hungary, 2017)

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------------|
| Hungarian students | 323935 | 309921 | 299169 | 296209 | 278942 | 261514 | 249038 | 235562 | 224188 | 216732 |
| Foreign students | 16916 | 18154 | 18850 | 20176 | 20694 | 20782 | 22442 | 23967 | 26519 | 30276 |
| Student ratio | 5,0% | 5,5% | 5,9% | 6,4% | 6,9% | 7,4% | 8,3% | 9,2% | 10,6% | 12,3% |

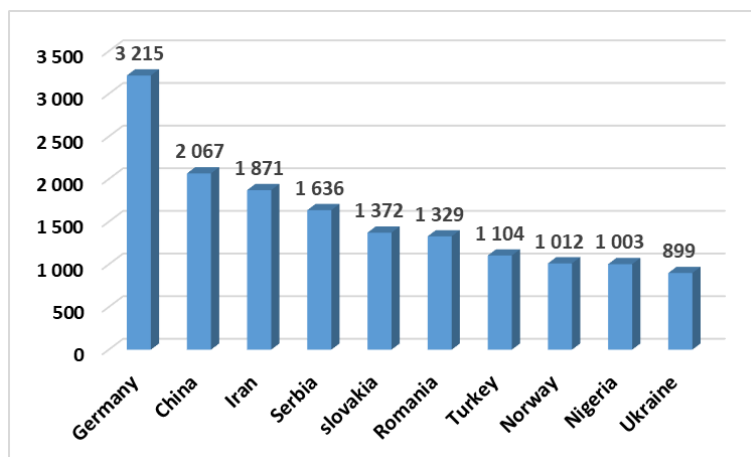
The question arises as to why foreign students leave their homeland and what motivates them to study at a foreign university, what are the criteria for choosing the destination country, including the city and university, and what motivation and expectations they arrive with in Hungary. Tamás Wusching (2017) also deals with these questions. According to his research, individual institutions have developed different international catchment areas over the past decades, and personal motivations for learning mobility vary from country to country, with students choosing different aspects of their university, and their post-graduate plans (Wusching, 2017).

Let us first look at the criteria for international choice of institutions by foreign students, which influence them in their pursuit of international studies.

Once they have decided to pursue their studies abroad, students first choose the destination country and then look for a higher education institution in the destination country (Wusching, 2017).

The decision is influenced by several factors, such as higher education qualification, prestige, the quality of education, the reputation of the degree and the amount of tuition fees.

In addition, the choice of campus, past opinions, feedback, geographical distance and cultural similarity may be important factors (Wusching, 2017).

**Figure 2:** The number of foreign students in Hungary in academic year 2017/2018 - TOP 10 (Data Hungary, 2017)

Looking at the distribution of foreign students by country in the 2017/2018 academic year (Figure 2), we are surprised to find that most students (3215 - 10.6%) come from Germany, followed by China (2067 - 6.8%) and then Iran (1871 - 6.2%).

On the other hand, differences can be found between the catchment areas of individual universities as for example, most people come to Debrecen from Nigeria, unlike the national average (Figure 5).

University of Debrecen

The national tendency can also be observed in Debrecen, taking into account the last ten years, the statistical data show that the number of foreign students enrolled at the University of Debrecen also doubled, from 2800 to 5664 students (Figure 3).

In 2009 students came from only 64 countries, but today they come from 113 countries (2018), so the number has doubled.

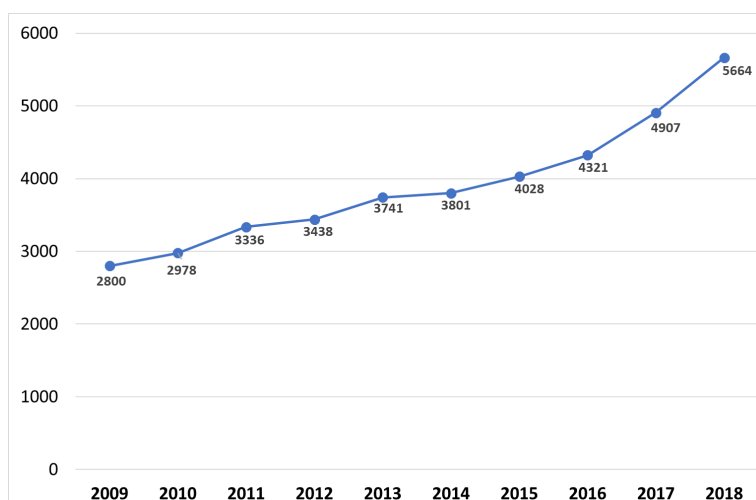


Figure 3: The number of foreign students at the University of Debrecen in the last ten years (2009-2018) (Data Debrecen, 2018)

The most popular faculty at the University of Debrecen is the Faculty of Medicine (AJK) and the Faculty of Dentistry (FOK), but in recent years there has been a dynamic increase in the Faculties of Engineering (MK), Economics and Business (GTK), Informatics (IK), Sciences and Technology (TTK) (Figure 4).

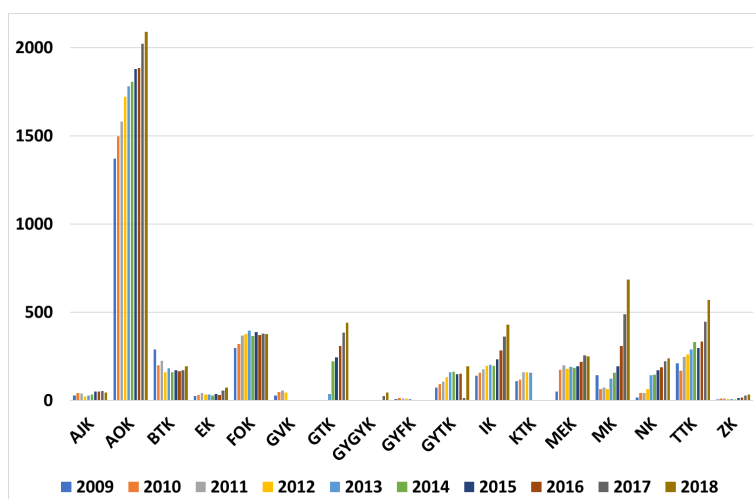


Figure 4: The distribution of students by faculties of the University of Debrecen (2009-2018) (Data Debrecen, 2018)

If we look at the countries from which students come from, it is interesting to see that Nigeria ranks high, followed by Romania, which is justified by its geographical proximity and Hungarian mother tongue, as they come mainly from Transylvania, followed by Iran, China, etc. (Figure 5, Table 2).

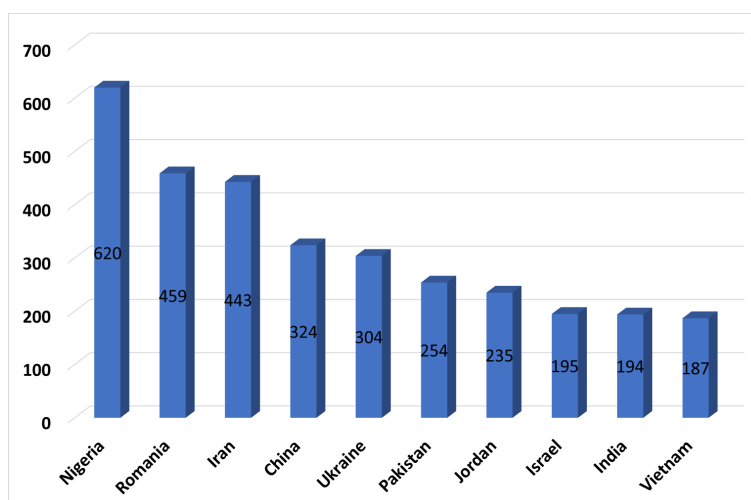


Figure 5: The number of foreign students at the University of Debrecen in 2018 (Data Debrecen, 2018)

There are also surprises in the distribution of student population by nationality over the last ten years, while data for Nigeria, Pakistan, China show an increase, whereas for Romania, Israel, and Ukraine, there is a complete decline (Figure 5, Table 2).

Table 2: Change in the distribution of students arriving at the University of Debrecen by nationality (Data Debrecen, 2018)

| | Nigeria | Romania | Iran | China | Ukraine | Pakistan | Jordan | Israel | India | Vietnam |
|----------|---------|---------|-------|-------|---------|----------|--------|--------|-------|---------|
| 2009 | 6,3% | 18,3% | 6,8% | 1,8% | 10,5% | 0,2% | 0,4% | 11,4% | 0,4% | 2,6% |
| 2018 | 10,9% | 8,1% | 7,8% | 5,7% | 5,4% | 4,5% | 4,1% | 3,4% | 3,4% | 3,3% |
| Increase | +4,6% | -10,2% | +1,0% | +4,0% | -5,1% | +4,3% | +3,8% | -7,9% | +3,0% | +0,7% |

Faculty of Informatics

The number of students arriving at the Faculty of Informatics has grown more dynamically than the national average over the last ten years, having tripled, while in 2009 141 students and in 2018 429 students chose the Faculty, we can observe that after 2014 there is a strong increase (Figure 6).

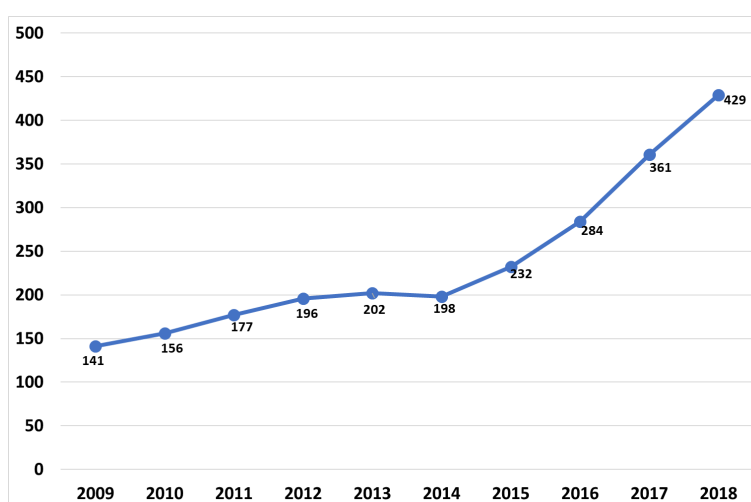


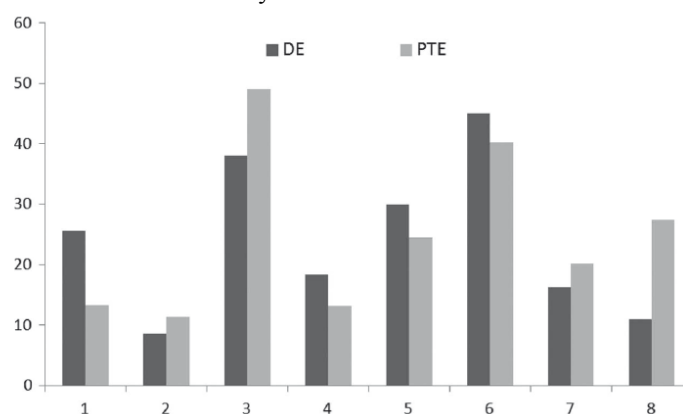
Figure 6: The number of foreign students at the Faculty of Informatics – (2009-2018) (Data Debrecen, 2018)

MOTIVATION AND FUTURE PLANS FOR STUDENT MOBILITY

Student motivation

I would like to highlight two results from the research of Tamás Wusching conducted in 2017, which compared

the motivations of students arriving at the universities of Debrecen and Pécs. The research was carried out in the spring of 2015, 546 students from the University of Pécs and 500 students from the University of Debrecen.



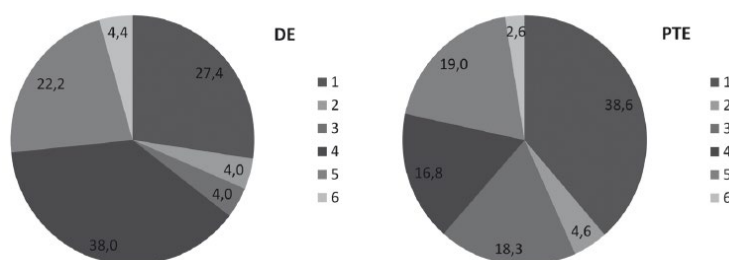
Notation: 1: higher education at home is not good enough; 2: here is the same level of education for less; 3: getting to know new cultures and languages; 4: networking, getting to know each other; 5: independence from home and parents; 6: building the future, good jobs in the future; 7: adventure; 8: other.

Figure 7: Student motivation (Wusching, 2017)

In terms of motivation for student mobility, the University of Debrecen students gave the highest answer rate to "building the future, good jobs in the future", while the students of the University of Pécs gave the highest answer rate to "getting to know new cultures and languages". The biggest difference between the two universities is that "higher education at home is not good enough" and "other" response options, which is due to the fact that significantly more people come to Debrecen from countries (such as Nigeria) where the standard of higher education lags behind Europe, while the majority of students coming to University of Pécs are from Europe (coming from Germany) and have been driven to Hungary for other reasons (such as more cost-effective education) (Figure 7; Wusching, 2017).

Student plans

Tamás Wusching examined the students' plans and concepts after graduation. According to his research (2017), the biggest difference between students in Pécs and Debrecen is in the ratio of those planning to continue their studies.



Notation: 1: going home to work; 2: staying here for work; 3: moving to a third country to work; 4: continuing studies here or elsewhere; 5: not knowing yet; 6: no answer.

Figure 8: Post-graduate plans of foreign students (Wusching, 2017)

Somewhat surprisingly, the result at Debrecen, as most of them receive undivided medical training. Perhaps the key is that many Asian and African students would go on to another, typically Western, university during their studies to complete their studies there. It is possible that many people would go abroad (King, Ruiz-Gelices 2003) to obtain a PhD degree, be a resident or become a medical specialist before working (Figure 8). At the same time, it is surprising that in Debrecen the ratio of those who would move to work in a third country is low, as it would be expected that those from more developed countries would not want to move home after graduation, but would not stay in Hungary either (Wusching, 2017).

STUDENT AND TEACHER CHALLENGES

Student Challenges

Foreign students face a lot of challenges when coming to a foreign environment. When studying, one of the biggest challenges for students is the varying levels of knowledge they have gained in the field, and the university is trying

to offer different solutions, such as starting year 0 or introducing preparatory courses.

The second biggest problem is the language skills of foreign students, as previous surveys have shown that English and the language of the destination country are a problem for almost two thirds of foreign students (Wusching, 2017).

While in university administration, data management, contact with teachers and students, they will certainly understand English, but in the city, in day-to-day tasks (living, transport, shopping, leisure), they are likely to encounter linguistic problems, as unfortunately knowledge of foreign languages in Hungary is worse than the EU average. Integration into the city and residential environment also poses a problem, presumably because more students come from non-European cultures, and most Hungarians are likely to find it harder to accept an Asian or an African than a German or Norway. Local bureaucracy was found to be problematic by about one in four students, while the proportion of those who did not encounter any difficulties was rather low (Wusching, 2017).

Teacher Challenges

The biggest challenge for the teachers is the students' different levels of knowledge and language problems, as well the students' adoption of new rules and knowledge of the education system.

The increasing number of students also causes difficulties, and less time is spent on each student. We can experience students being unmotivated, so various tricks must be applied to encourage them to learn.

Further problems arise from the behavioral habits of different cultures in case of insufficient marks, they try to beg in many ways to get a better mark, including using emotional influence.

As an advantage, I would note that more student feedback is received by the teacher from foreign students than from Hungarian students.

THE CHALLENGES OF PROGRAMMING EDUCATION

Introduction to Programming

Teachers and students evenly face a number of challenges when teaching and learning programming.

First I meet the students in the Introduction to Programming course, where we begin with laying down the fundamental rules.

By understanding the requirements and signing the syllabus they acknowledge the rules.

There are also many differences in communication with students, both on a skill level and on a cultural level.

Coming from Asian countries, such as the Chinese, the Indians are very respectful, "silent" students, there are situations where the questions posed by the teachers are rarely answered, despite the fact that they know the answer. However, students from the Middle East and Africa sometimes like to violate the boundaries of the rules. In the first semester of the 2018/2019 academic year, 57 students began their major in software engineering, where I tried to get students into regular learning with a small test at the beginning of the lesson. Experience and results show that week by week, they took the preparation more seriously and strived to achieve the best possible results.

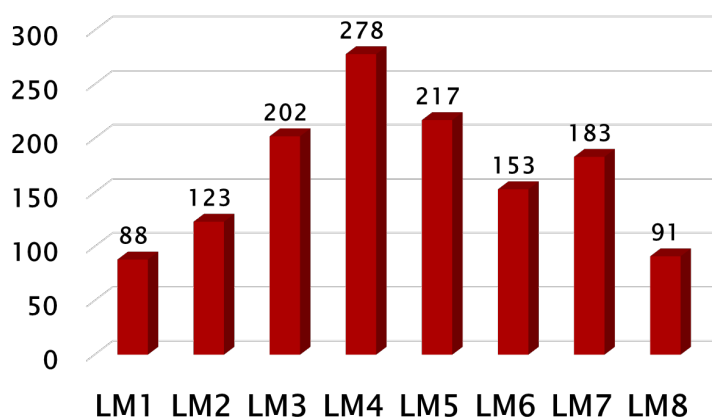


Figure 9: The results of the small tests

I used the small tests at the beginning of the class as one of the tools for evoking the students' activity, motivation and interest. With this I was able to persuade them to prepare from week to week, to study, and to arrive on time, because if someone was late for class, they missed the small test at the beginning of the class (Figure 9).

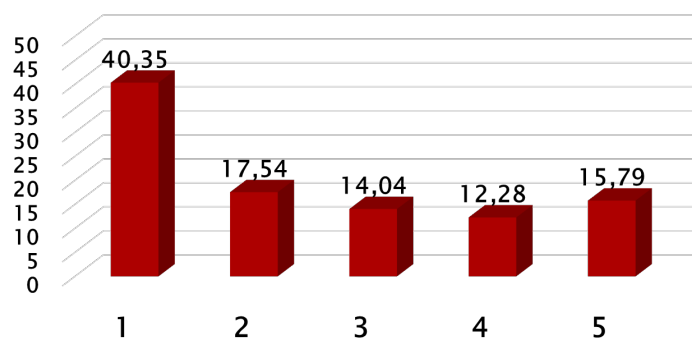


Figure 10: Student performance (%)

Considering the end of semester results, the distribution of grades is fairly even, but the proportion of non-performers stands out (40.35%, Figure 10).

Programming Languages 1

In the spring semester of the 2018/2019 academic year, 54 students continued, including those who successfully completed the Introduction to Programming course and failed the Programming Languages I course in the previous year.

Problems encountered in programming education fall into three major groups:

- Lack of basic knowledge
 - Mathematical concepts
 - IT basics
 - Lack of algorithmic thinking
- Reading comprehension skills
 - Reading problems
- Language difficulties

Lack of basic knowledge and comprehension problems cause the biggest challenge, and I would emphasize the lack of algorithmic thinking, which can only be learned through a lot of practice.

CONCLUSIONS

The dynamic increase in the mobility of foreign students poses increasing challenges for academics and staff. More resources would be needed to support students in their early years.

We consider it important to help students after the initial cultural shock, to bring their knowledge to the same level, to provide information, to motivate them, to arouse and maintain interest in the subject.

In addition, student-teacher relationships should be improved, including student groups, so that they can help each other and organize different student programs.

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DEVELOPMENT AND EVALUATION OF A SCAFFOLDING-BASED EDUCATIONAL ROBOT FOR COMPUTATIONAL THINKING

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ABSTRACT

In recent years, many institutions indicated the importance of computational thinking (CT) ability for pupils. Therefore, many countries and institutions have started to set programming education in action in elementary schools or informal education. In order to reduce the learning obstacle to programming language, various visualized programming platforms have been developed. However, relevant researches indicated that students can learn better with physical educational robots than they learn with virtual learning platforms. As mentioned above, this study developed a scaffolding-based CT educational robot system. The proposed system was composed of an Arduino-based educational robot, an Android-based mobile application, and a physical task map. The application is used to connect with the educational robot and deliver learning contents to the students. To eliminate the programming language barrier, this study designed various programming blocks in the application that have different programming functions to enable the students to operate the educational robot and further achieving the learning task. During the learning process, the students used the application to operate the robot to achieve the aim of the task on the map. Moreover, the application could provide messages and hints to the students based on their learning status. To evaluate the proposed approach, this study conducted an experiment in a programming educational activity and invite elementary school students to participate in this education activity. The result showed that the proposed approach can enhance students' computational thinking ability and learning motivation.

Keywords: Scaffolding-Based Education

DEVELOPMENT OF THE INSTRUCTIONAL ACTIVITIES FOR ENHANCING STUDENT TEACHERS' ABILITY IN DEVELOPING INSTRUCTIONAL INNOVATION FOCUSING ON LOCAL-RELATED CONTENT BY USING LESSON STUDY APPROACH

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ABSTRACT

The aims of this research were to develop and study the effect of using instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach. The target group included 24 third-year student teachers who majored in General Science at the Faculty of Education, Phetchabun Rajabhat University. This study was consisted of 3 steps. The first step included developing instructional activities and carrying out a pilot study on the implementation of the instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach. The second step was to implement instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach. The third step was to improve the instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach. The research instruments were instructional activities plans by using lesson study approach, learning achievement test, the instructional innovation development ability which focuses on local-related content test and the instructional innovation assessment form.

The research results showed that the development instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach consists of 6 learning activities including 1) analyzing problems together 2) selecting appropriate innovations 3) selecting local-related content 4) designing instructional innovation 5) implementing instructional innovation and 6) publishing instructional innovation. This was a three-phase lesson study cycle including 1) plan 2) see and 3) reflect. The instructional activities were considered feasible at high level. The results of using instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach were as follows; the student teachers had the knowledge for developing instructional innovation which focuses on local-related content after learning higher than before learning at the significant level of .05, the student teachers had abilities for developing instructional innovation which focuses on local-related content after learning at 80.25 percentage which was significantly higher than the predefined criterion standard (75%) at the significant level of .05 and the local contents in which the student teachers had into the instructional innovation were relevant to the student and school' contexts. Every single one of their developed instructional innovations was evaluated and ranked at a very good level.

Keywords : Instructional Activities, Instructional Innovation Development, Lesson study,
The Infusion of Local-Related Contents, Student Teachers

INTRODUCTION

The ability to develop innovation is an important skill of the 21st century, especially for teachers because a quality of teaching can occur if teachers are able to apply new knowledge, concepts, methods, techniques or inventions in teaching to suit the problems or real conditions that occur in their own classes in accordance with the Teachers Council of Thailand regulations Regarding professional standards, 2013, item 8, innovation performance and educational information technology that teachers should have. In addition to Dachakupt and Khaengkhan (2012) suggested that the performance of the teacher should have one aspect: use of information technology and educational innovation. Therefore said that the ability to develop innovative teaching is one of the key talents of teachers and is considered an important role of the teacher production institute to develop this ability for students teachers to prepare for becoming a professional teacher in the future. Tantaviwong (2014) said that the quality of modern thai teachers in the 21st century, teachers must have deep science, subject matters and art in teaching (Methodology). There is a technique to transfer to learners with the spirituality of teachers that aims to create learning for the learners and themselves. By being able to think and analyze to create knowledge to link local conditions to international standards. Therefore, the ability of teachers to link local conditions or local learning

materials into the class which may be an issue that is often overlooked in the development of teachers, although it is very important because learning that relates to the real life of the learner is meaningful learning. Therefore, modern teachers should have the ability to link local learning into the learning management that is consistent with the context in order to make an impact on community and society change to be stronger if the teacher is able to bring local learning content, integration into teaching and learning in the classroom considered a professional teacher, not only developing knowledge but also enhance the desirable characteristics for learners. Therefore, it is necessary to develop teachers to be able to develop teaching innovation that focuses on local-related content. Researcher as a course instructor in scientific curriculum development of Bachelor of Education Major of General Science, Faculty of Education, Phetchabun Rajabhat University in Thailand has designed teaching processes to enhance the ability to develop innovative learning management for students by using the process of teaching innovation and research process as a basis which is widely used in the development of teaching innovation. But still found a major problem is that students cannot design innovations and cannot design innovations that integrate local-related content or can design innovations but cannot actually be used with students in the school. The study found that because students are not able to truly identify the problems of learning of students, lack of data collection or observing students in real class context, lack of thinking and systematic planning students often design teaching innovative according to their own interests. There is a lack of education in local information. Students will study only documents, texts or websites did not survey or collect data from the actual area and also found that when the teaching innovations of the developed students were not able to solve the problems of the students at the point. Lesson Study originated in Japan (Isoda 2007, Saito 2012). It has the characteristics of effective professional development: teachers are actively involved in both the process as the products, the focus is on content and specifically on students learning this content, it takes place over a longer time span, and there is coherence between the activities (Garet et al. 2001, Penuel et al. 2007). In Lesson Study, teachers in collaboration select a topic and plan and prepare a lesson (called a research lesson), one teacher enacts the research lesson and the others observe the students in class, and finally teachers discusses their observations (Lewis et al. 2006, Isoda et al. 2007, Stepanek et al. 2007) the implementation cycle with 3 phases: 1) *plan* which is identify students' problems targeting and planning lesson development together. Which the words here are meant to cover the teaching and learning plans state of teaching and learning management and learners' learning results. 2) *see* to observe and collect information about thinking and learning of learners directly while studying and 3) *reflect* by discussing reflection examination of performance results from empirical evidence obtained from classroom observations for improvement of lessons and exchange. This research is interested in applying the concepts, principles and processes of developing lesson study together to be applied and developed as a teaching process for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content so that students can identify problems of students, define the objectives of innovation and can design innovation to truly solve problems.

THE STUDY

This research is conducted by using the research and development process. There are 3 steps to proceed.

Step 1: Creating and inspecting the quality of instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach. This step was researcher studied the basic information about the development guidelines for instructional innovation and lesson study development concepts then designed the instructional activities and checking quality by experts in curriculum and instructional, measurement and evaluation, and lesson study for 5 persons, considering the suitability. The tools used in the research were: 1) plans to organize instructional activities using the concept of lesson study and 2) assessment form for instructional activities appropriateness which is characterized by rating scale 5 levels, data analysis using average values and standard deviation.

Step 2: Experiment using instructional activities. This step is the implementation of the instructional activities created in step 1 to be used to test the effectiveness of the student teacher' ability in developing instructional innovation which focuses on local-related content 3 aspects: 1) comparing knowledge in developing instructional innovation which focuses on local-related content before and after organizing activities 2) comparing on the ability in developing instructional innovation which focuses on local-related content threshold to 75 percent, and 3) evaluation instructional innovation of student teachers. The samples used in the experiment were student teachers, General Science Major, 3rd year, Faculty of Education, Phetchabun Rajabhat University in Thailand who studied in the course of the development of science courses, 24 people by purposive sampling. The tools used in the research consisted of 1) plans to instructional activities using lesson study concept 2) knowledge test on developing instructional innovation which focuses on local-related content were 4 choices, 20 items with IOC between 0.80 - 1.00. The test is used to experiment with student teachers of general science, 3rd year, which is not a sample of 30 people. The Discrimination by Brennan's method is between 0.40 - 0.82 and has the reliability by Lovett's method of 0.86. 3) The assessment of the ability to developing instructional innovation which focuses

on local-related content by analytic rubric with IOC between 0.80 - 1.00 with inter-rater reliability to 0.84 4) innovation evaluation for instructional innovation of student teachers by 5-level rating scale 5) learning log form as open-ended questions and 6) AAR assessment form as open-ended questions with 5 items

Step 3: Improve instructional activities by questioning the opinions and satisfaction of the student teachers who were the sample groups for instructional activities and bring the process to the experts for review again and improve according to observations and suggestions. Present the research results according to the research objectives and summarize the research findings and give suggestions and this research used one group pretest - posttest design.

1. Test the knowledge in developing instructional innovation which focuses on local-related content before organizing instructional activities.

2. Conduct instructional activities according to the activities plan. The period of trial operation between February - March 2019 for 16 hours

3. During the course of instructional activities the researcher observed behavior and asked student teachers to write a learning log.

4. After the trial is completed, the researcher will proceed as follows:

- 4.1 Testing of knowledge in developing instructional innovation which focuses on local-related content by testing as well as testing before class

- 4.2 Assess the ability to developing instructional innovation which focuses on local-related content by checking the activity sheet and evaluation of instructional innovation that which focuses on local-related content of assigned students

- 4.3 Students to write a learning log.

Data analysis was divided into 1) quantitative data analysis; 1.1) comparison of knowledge in developing instructional innovation which focuses on local-related content of students by t-test dependent samples, 1.2) compare the ability to developing instructional innovation which focuses on local-related content of students after organizing activities with 75 percent criteria by t-test, one sample and 1.3) evaluating student instructional innovation by finding the mean, and standard deviation 2) qualitative data analysis by content analysis from learning log.

FINDINGS

1) The results of creating and monitoring the quality of instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach. It was found that the activities of instruction were 6 activities; 1. analyzing problems together 2. selecting appropriate innovations 3. selecting local-related content 4. designing instructional innovation 5. implementing instructional innovation and 6. publishing instructional innovation. The six main steps were according to the concept of the lessons study. This was 2 lesson study cycle and each cycle had 3 phases: 1) plan 2) see and 3) reflect. The 1st cycle in steps 1-4 is the development of lesson study in the context of peer-to-peer teaching. And the second cycle in step 5 and 6 is the development of lessons study in the context of real instructional activities for students in the school (Figure 1) at a high level.

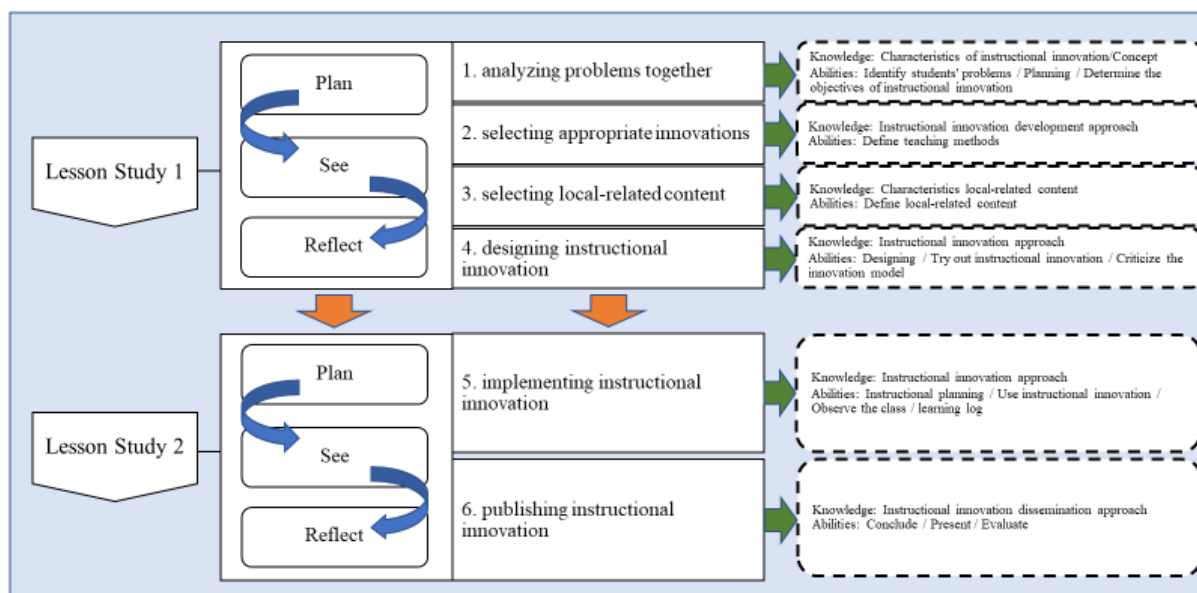


Figure 1 instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach

2) The student teachers had the knowledge for developing instructional innovation which focuses on local-related content after learning higher than before learning at the significant level of .05 (Table 1.)

Table 1. the results of comparison of knowledge in developing instructional innovation which focuses on local-related content before and after learning (n = 24)

| activities | full mark | \bar{x} | S.D. | t | P |
|------------|-----------|-----------|------|--------|------|
| before | 20 | 8.50 | 0.55 | 57.74* | .000 |
| after | 20 | 14.50 | 0.67 | | |

P < .05

3) The student teachers had abilities for developing instructional innovation which focuses on local-related content after learning at 80.25 percentage which was significantly higher than the predefined criterion standard (75%) at the significant level of .05 (Table 2)

Table 2. Comparison of the ability to develop instructional innovation which focuses on local-related content after learning with 75 percent criteria standard (n = 24)

| Instructional Activities | full mark | \bar{x} | percent | S.D. | t | P |
|---------------------------------------|-----------|-------------|--------------|-------------|---------------|-------------|
| Analyzing problems together | 5 | 3.88 | 77.60 | 0.54 | 7.74* | .000 |
| Selecting appropriate innovations | 5 | 4.23 | 84.60 | 0.56 | 13.25* | .000 |
| selecting local-related content | 5 | 4.15 | 83.10 | 0.62 | 14.25* | .000 |
| designing instructional innovation | 5 | 4.18 | 83.70 | 0.45 | 12.45* | .000 |
| implementing instructional innovation | 5 | 3.83 | 76.70 | 0.55 | 14.68* | .000 |
| publishing instructional innovation | 5 | 3.79 | 75.80 | 0.58 | 7.58* | .000 |
| Total/Average | 30 | 4.01 | 80.25 | 0.58 | 21.36* | .000 |

P < .05

4) The results of content analysis from student learning log showed that students had a view on instructional innovation and development of instructional innovation that integrated clear local-related content especially in the issue of choosing the right innovation to connect to the selection of local-related content and design of instructional innovative and can be used practically and appropriately. The local contents in which the student teachers had into the instructional innovation were relevant to the student and school' contexts. Every single one of their developed instructional innovations was evaluated and ranked at a very good level. Most of the work is instructional media and instructional activities.

CONCLUSIONS AND DISCUSSIONS

Instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach consists of 6 learning activities including 1) analyzing problems together 2) selecting appropriate innovations 3) selecting local-related content 4) designing instructional innovation 5) implementing instructional innovation and 6) publishing instructional innovation. This was 2 lesson study cycle and each cycle had 3 phases: 1) plan 2) see and 3) reflect. The instructional activities were considered feasible at high level. The results of using instructional activities for enhancing student teacher' ability in developing instructional innovation which focuses on local-related content by using lesson study approach were as follows; the student teachers had the knowledge for developing instructional innovation which focuses on local-related content after learning higher than before learning at the significant level of .05, the student teachers had abilities for developing instructional innovation which focuses on local-related content after learning at 80.25 percentage which was significantly higher than the predefined criterion standard (75%) at the significant level of .05 and the local contents in which the student teachers had into the instructional innovation were relevant to the student and school' contexts. Every single one of their developed instructional innovations was evaluated and ranked at a very good level. Developed instructional activities can help student teachers instructional design activities that focuses on local-related content successfully and can be used effectively because the instructional activities encourage student teachers to think and work systematically. Promoting cooperative learning until it can produce innovation successfully and efficiently able to link local knowledge to instructional activities that is in line with the context in order to have a stronger impact on the change of community and society. Moreover, this instructional activities has a strength that encourages student teachers to take active learning, to learn to solve problems through practical work in class. Use knowledge in a variety of disciplines that have previously led to the practice of teaching. Resulting in learning and being able to develop instructional innovation very well and clearly. Participating student teachers reported that engagement in this form of lesson study with a mentor was an effective way to help them grow individual teaching skills, knowledge and confidence in teaching placements (Cajkler and Wood, 2016) and Lesson study contributed teachers' PCK development. The combination of two phases in this professional development program proved instrumental for this PCK development (Coenders and Verhoef, 2019). In addition to clear knowledge and understanding. Student teacher also develop skills and characteristics in many areas, such as good attitudes towards instructional development, being a teacher, working with others and being open-minded to the opinions of others which corresponds to the results of the joint lesson development that many experts (Lewis, 2002, Baba & Kojima, 2004 & Yoshida, 2005) indicate that developing lessons together helps develop student teachers to think deeply about long-term goals for students. To help student teachers learn about observation and criticism while building a teacher image. Helping student teachers become more confident and develop competency through their own initiative. Complementary cooperation and mutual respect.

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DIFFUSION OF YOUTUBE IN TURKEY

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ABSTRACT

With the development of internet technologies, the development of communication technologies has become inevitable and has reached unpredictable dimensions. Individuals have begun to use the virtual world as an alternative socializing tool as having significant importance in interpersonal communication and interaction. YouTube is not just a video sharing site; it is becoming a prevalent trend throughout the world. This trend, especially under the influence of young and children groups, has diffused rapidly in countries with a young population therewith Turkey has become one of the leading countries YouTube has diffused.

The study was carried out to perceive the process of YouTube diffusion in the case of Turkey in detail. YouTube is considered as innovation and based on Rogers's diffusion of innovations theory by investigating under its four main elements in detail which are the innovation, communication channels, time and social systems. Also, YouTubers, who known as YouTube content creators, examined as opinion leaders in this diffusion process.

It was determined that behind the successful diffusion of YouTube in Turkey may be many several reasons. Some basic reasons include that Turkey has the high rate of young population who accepts the innovations faster than any other social system groups, YouTube fits the norms of Turkish social system especially after the language support in 2012 and thanks to developed communication technologies it is easy to access throughout the country. By basing on these reasons, it is bearable to say that YouTube successfully diffused in Turkey.

Keywords: YouTube, Turkey, Social Media, Diffusion, Web 2.0

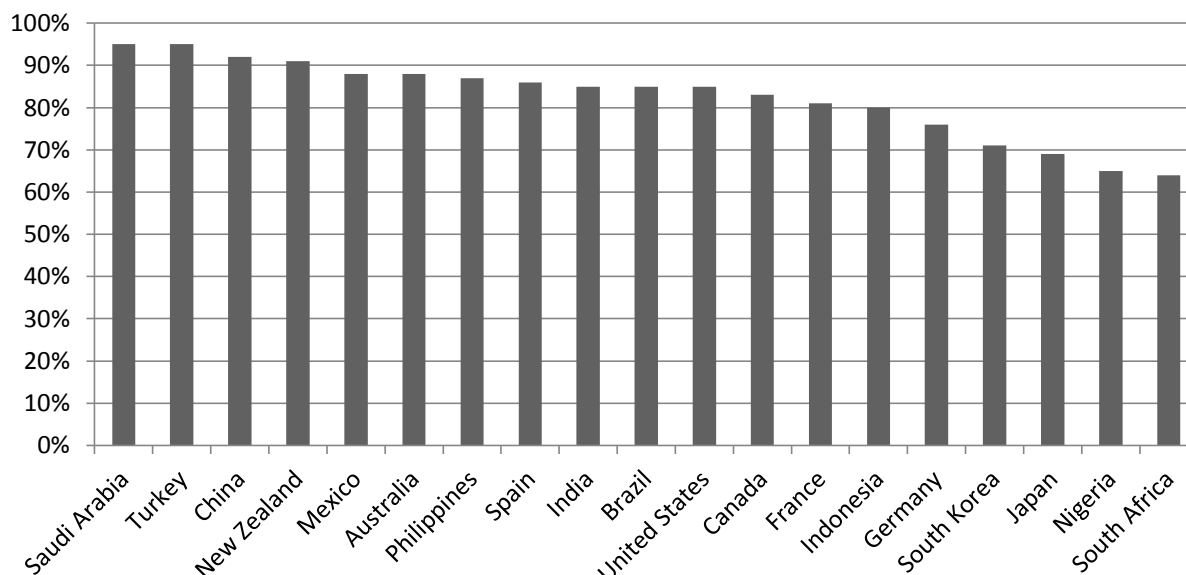
1. INTRODUCTION

Social networking sites (SNS) websites that encourage social interaction through profile-based user accounts which are commonly defined as Web 2.0 and mean that they mimic desktop applications (Keenan & Shiri, 2009). Social media is may be defined as "highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011)."

Social media has a strong and effective position when it is used correctly because of it is a platform where users do not have any restrictions and everyone has a right to speak. Social media which gained a great seat in our lives with technology has already replaced with other traditional media. Web 2.0 stream that transforms the Internet into a sharing environment, and social networks and social media which are becoming more and more widespread are an incredible potential power with a high level of communication and interaction (Büyüksener, 2009).

After the expansion of communication technologies, hybrid media has arisen at first on the different traditional platforms such as radio, television and newspaper, and then on the Internet. Even though internet connection speed was not perfect at first, users wanted to share big and bigger data and this worldwide paved the way of the image, audio and video sharing platforms. Still when today's people spoken about social media, what the first thing comes to mind is "to share" as it represents the extent to which users exchange, distribute, and receive content. On the online platforms, the term "sociality" is about the interactions between people by meeting online and associating with each other, this is exactly what users want(Kietzmann et al., 2011; Kuyucu, 2019).

Figure 1: Percentage of internet users who watch online video content on any device as of January 2018, by country percentage (Statista, 2018)



With the rapid developments, the problems such as connection speed left well behind and new platforms emerged which are engaged in video-based internet broadcasting. Together with all changes in communication technologies, new media having a new identity found itself in the lives of individuals with various software applications. Eventually, today expansion of video sharing social network sites accomplishments is undeniable. As seen clearly in Figure 1 which shows the statistics of the percentage of internet users who watch online video content on any device, Turkey is sharing the first seat with Saudi Arabia. Particularly YouTube which emerged in 2005 is the most prominent video sharing social network site as it diffuses throughout the world rapidly (Kuyucu, 2019; 'Online video penetration in selected countries 2018 | Statistic', 2018; Ugurlu & Ozutku, 2014).

"YouTube lies at the intersection of media creation and social networking, providing young people a participatory culture in which to create and share original content while making new social connections (Chau, 2010, pp. 65)". Almost more than 4 times as many people prefer watching video on YouTube as on social platforms that are less video-centric ('The Latest YouTube Stats on When, Where, and What People Watch', 2016).

There are hundreds of SNSs, with various technological affordances, supporting a wide range of interests, practices and this becomes more of an issue in Turkey both for users and firms. While SNSs key technological features are fairly consistent, the cultures that emerge around SNSs may be varied as seen in Turkey case (Boyd & Ellison, 2007). Susarla and others (2012) identified three distinct mechanisms of social influence on YouTube;

- 1) Local networks of friends,
- 2) Nonlocal or long ties of friends,
- 3) Networks of subscribers based on shared interests.

As Büyükşener (2009) said the most suitable social networking model to Turkey is the ones that used to make a circle of friends, these distinct of YouTube gives to Turkish users fertile space to be actively online and diffuse both easily and rapidly. In other words, these distinctions are given a deeper understanding of the reason why YouTube diffused in Turkey. Also, the statistics made in the 3rd and 4th quarter 2017 prove that YouTube with a 55 per cent penetration rate has begun to overtake Facebook which was the most widely used social media platform in Turkey for years. As seen clearly, nowadays YouTube shows up as one of the most popular social network sites in Turkey ('Turkey: social network penetration 2017 | Statistic', 2017).

In this study, YouTube is taken into account as an innovation which is diffusing successfully throughout the world, particularly in Turkey. Analysis of YouTube diffusion in Turkey based on the Rogers *Diffusion of Innovations Theory* and investigated under the 4 main element of diffusion which is the *Innovation, Communication Channels, Time, and Social System* (Rogers, 2003).

2. AIM

Although the theory of diffusion, which introduced by Rogers in 1962, is attracted later on to the interest of the different disciplines such as in the fields of economics and business, it would not be wrong to say that the theory was initially started specifically in the field of communication (Rogers, 2003).

In the study, video sharing platform YouTube as one of the most actively used social media in Turkey is examined. In addition, YouTube, which is diffused rapidly to the Turkish society especially after the Turkish language support, is emphasized to figure out the reasons for successful diffusion by basing on the Rogers innovation of diffusion theory. When taken into consideration the high young and active population ratio in the country, YouTube is one of the most important social media should be examined in the case of Turkey. Another important goal of the study is to examine the opinion leaders of the so-called Influencer or YouTuber in detail and to examine their effects on this diffusion process.

While analyzing YouTube diffusion in Turkey by dwelling on the Rogers' innovation of diffusion theory will be examined in a detailed manner under the four main elements of which is headed as *Time*, *Social System*, *Innovation*, and *Communication Tools* (Rogers, 2003). Under the head of *Time* is examined how long YouTube diffusion took time as adopted by the Turkish users and began to use in a widespread manner. Under the head of *Social System*, Turkey's social, cultural characteristics are evaluated and the suitability of YouTube in the case of Turkey is discussed. Also, the effect of the Turkish language support of YouTube accelerated the diffusion on the Turkish social system as it eased the usage of it.

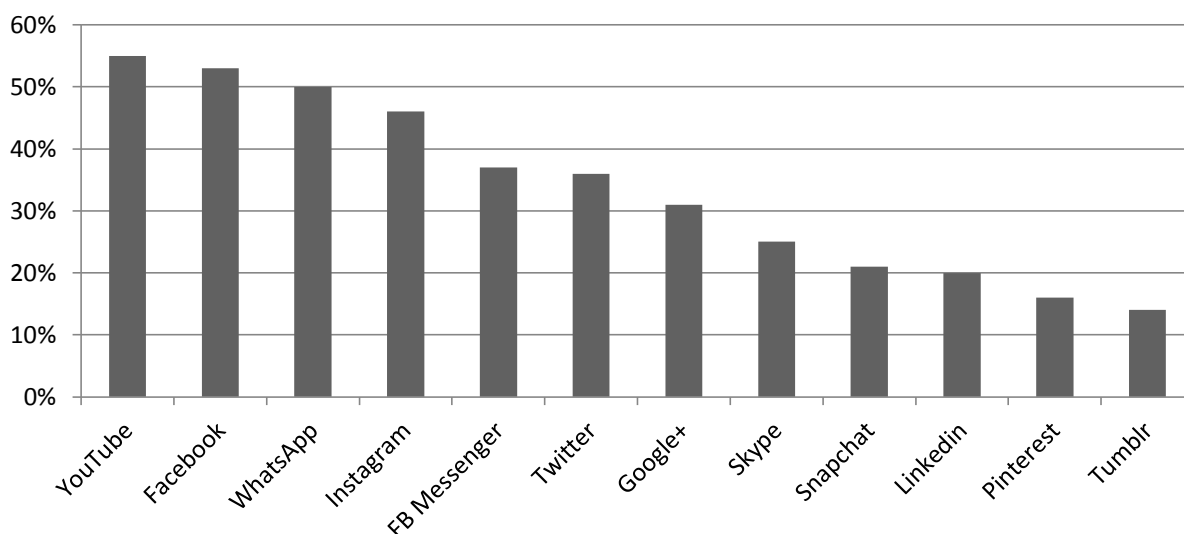
One of the four main elements of Rogers' innovation of diffusion theory is the *Innovation* (Rogers, 2003). Under the heading of innovation, YouTube is considered a new innovation coming to Turkey. Especially the lack of video sharing platform and with together progressively usage of communication and internet technologies throughout the world including Turkey, users increasingly desired to share the large and larger data. Another important head of the diffusion of innovation theory is; *Communication Tools*. It would not be wrong to say that mobile technology systems and internet technologies are one of the main reasons behind the successful diffusion of YouTube, not only in Turkey but also all over the world. For this reason, it is impossible to ignore the development of communication technologies while examining the diffusion of YouTube. Today in Turkey, the main reason for the adoption of YouTube particularly by the youth and children is thanks to mobile technology in their pockets.

In this manner, YouTube has become one of the main medium for Turkish users as they have whenever would like to entertain (Çiçek, 2018), educate (Ata & Atik, 2016; Isman & Dabaj, 2015), or to socialize (Keenan & Shiri, 2009), etc. only by having mobile phones in their pockets.

3. IMPORTANCE

YouTube is not just a video sharing site; it is becoming a prevalent trend throughout the world. This trend, especially under the influence of youth and kids, has diffused rapidly in countries with a young population. When we consider Turkey's large share of the young population, it has become one of the leading countries that YouTube diffused. As seen in Figure 2, according to We Are Social current statistics, YouTube has become the most active social media platform in Turkey with 57% of usage rate (We Are Social, 2018).

Figure 2: Most Active Social Media Platforms in Turkey in January 2018
(We Are Social, 2018)



With the changes in the implication of technology; learning styles, marketing, interest etc. are changed too. The reason lying behind the successful diffusion of YouTube is the awareness of this circumstance. YouTube knows what people are seeking for. In addition to needs such as entertainment, interaction, sharing to YouTube users; EDU has been implemented in order to meet the educational expectations. With YouTube, people may enjoy the fast, accountable, home atmosphere knowledge learning instead of classical learning in

classrooms. This channel of YouTube serves as the official video sharing network of many educational institutions (Ata & Atik, 2016; Isman & Dabaj, 2015).

According to 2016 YouTube Turkey user profile research, 71% of its users say they have a chance to relax and have fun, but YouTube is also a frequently used platform as a source of information. 69% of users say they use it for learning and information from YouTube, and 25% of them use it for researching products and offers. 63% of people who buy a product say they watched a video on YouTube that was useful in the decision process before they bought the product. For this purpose, 45% of the viewers buy the product. On YouTube, where impact and interaction is high, 67% of users share content with their loved ones ('YouTube'un Türkiye kullanıcı profili araştırması', 2016).

One of the newest and most effective trends in YouTube videos is the YouTuber videos. Especially with the development of the concept YouTuber, many people in Turkey are belonging to the Z and Y generations by creating their own channel to share their own content through YouTube and began to earn revenue on videos. One of the most effective tools in social media is YouTuber videos (Arklan & Kartal, 2018; Çiçek, 2018; Susarla et al., 2012). The increasing potential of YouTube also offers significant opportunities for marketers (Çalapkulu & Şimşek, 2018; Güler, 2018). Thus, YouTube has turned into a revenue-generating marketing channel, as well as a channel with entertaining or educational videos. YouTube is having a large spectrum of interests from education to market, from youth to children. That's the reason why the investigation of YouTube diffusion is having crucial importance, particularly for Turkey as it rapidly increasing among Turkish users.

4. THEORETICAL BACKGROUND

In 1962, Everett Rogers, a Professor of Rural Sociology, established a theory of "Innovation of Diffusion" (Rogers, 2003) by synthesizing about the acceptance of innovation among individuals and in society with over 500 case studies. The first studies on this subject began in the field of communication with the thesis that a social system is spread over certain channels among the members. Later on, with the interest in the economy and business fields, different disciplines have been involved in. Four main elements of the theory is the *Innovation*, *Communication channel*, *Time* and *Social system*.

The first element of the innovation of diffusion theory is the *Innovation*. According to Rogers, innovation is an idea, an application, or an object that is adopted by the individual or community groups and is perceived as new (Rogers, 2003). As the related advantage of innovation by the individual increases, the adaptation rate also increases. Considering that the innovation is better than before then it is perceived as useful by the target group.

Through *Communication channel* which is the second essential element of the diffusion process, innovation messages pass from one individual to another. Interpersonal communication channels are more effective than formal communication channels in shaping and changing the attitude to innovation, thus accepting or rejecting innovation. While most people decide to adapt to innovation, they consider the evaluations of individuals around them instead of experts' research and recommendations.

Another important element in the diffusion of innovations is *Time*. According to Rogers, there are differences in the rate of adaptation of individuals to innovation. This difference is due to the time of acceptance of innovation. The admission time is the length of time between the user's first recognition of innovation and the point of acceptance or rejection of it. If the individual's acceptance time is short, then it is thought that the diffusion of innovation may be faster. In addition, the time of acceptance is the *Innovation-Decision Process*. The innovation-decision process is a mental process that lasts from the first knowledge of the individual to innovation, to shape his/ her attitude towards innovation, to the decision of cohesion or rejection and to the implementation of innovations and to the realization of this decision.

The last main element of the diffusion process is the *Social system*. According to Rogers, social system is a cluster of inter-related community units that have come together for a common goal and have developed a common problem-solving ability (Rogers, 2003). It is a series of unrelated units that come together to achieve a common goal. There are norms of all structured social systems. These norms form behavior models for members of the social system. The norms show the members of the social system how to behave. Generally, norms act as an obstacle to the spread of innovation.

In the *Decision-making process* of the diffusion of innovation, it is very important whether the decision is given independent and whether the innovation is voluntarily adopted or not. In the *Optional Innovation-Decision*, the decision of innovation is given by the individual herself/ himself. In the *Collective Innovation-Decision*, the individual expresses an innovation recognized by the self- determination of all individuals in a society. In this manner, the adoption of innovation is a collective process. In the *Authority Innovation-Decision*, innovation has spread to all members of society and has been adopted; however, the decision of innovation is taken by the authority, a minority who has influence and power in society.

Innovation- decision process is divided into 5 stages by Rogers (Rogers, 2003). The first phase is the *Knowledge* phase. At this stage, the individual is faced with innovation and generally, there is a lack of information about this innovation. The next stage is the *Persuasion* phase. The individual has become interested in innovation and has begun to research the innovation by trying to gather information about it. Then, in

Decision phase, the individual is in the stage of judging innovation, to understand the advantages and disadvantages that will be gained and to accept or reject the innovation. If the individual decides to implement the innovation at this stage, then the innovation starts to be implemented in the next stage, the *Implementation* phase. The effort to obtain more information about innovation and the integration of it with the current system are studied at this stage. In a *Confirmation* phase that usually comes after each innovation, the individual judges how successful the innovation is what it gains or losses. After this stage, the final decision regarding the continuation of innovation shall be made. In this confirmation phase, it depends both on the individual's own inner world judgment which is *intrapersonal* and on the individual's comments from other individuals which is *interpersonal*.

In any of the innovation-decision steps, the individual may be deviated from the process leading to adopting innovation. This deviation may mean that the innovation is never adopted, as well as the delay of the innovation or the suspension of the related step for a while. According to Rogers, there are 5 forces that are effective for the individual to adopt an innovation (Rogers, 2003). The first is the *Relative advantage*. Here, is important how much the innovation developed over the course of time. *Compatibility* is the second power of innovation-decision. Compatibility is the degree of conformity whether the innovation to be adopted by the individual after entering his/ her life or not. The *Simplicity* is the third power. If innovation is difficult to use on an individual basis then this may adversely affect the innovation-decision process, or vice versa, if the individual is easy to use, it may have a positive effect on it. The *Trailability* is the fourth power of the innovation-decision process. Whether the individual has the opportunity to try before adopting innovation or not has a deterrent or attracting effect. The *Observability* of innovation, which is the fifth and latest power in the decision-making process, is also one of the forces affecting the spread of innovation. Innovations observed by individuals will stimulate the communication and interaction of these individuals about innovation with their environment.

According to Everett Rogers' diffusion of innovation theory, an innovation needs to be appropriately owned to *self-sustain*. There is a critical point which is called *critical mass* for the size of the mass reached and it may be said that after reaching this point, innovation has reached a sustainable level. According to Rogers, those who owned and adapted to the innovation are categorized under 5 main groups which are *innovators*, *early adopters*, *early majority*, *late majority* and *laggards* (Rogers, 2003).

Innovators are the first to adopt an innovation. Innovators are people who are willing to take risks, young, belong to the upper social class, have low financial concerns, have access to scientific resources, and interact with social and other innovators. *Early adopters* are the first to encounter innovation and play a critical role in the spread of innovation to society. The *Early Majority* is the critical majority that innovation has reached and has incorporated this innovation into its life and culture for a variety of reasons. The period of acceptance of innovation is significantly longer than that of innovators and early adopters. The *Late Majority* is the majority formed by the expansion of innovation into other parts of the society after maturity. In other words, the individuals of this category accept innovation after the average individual of society. They approach innovation with high suspicion. The *laggards* are the ones who continue to use the innovation, which is still obsolete, despite the fact that innovation is abandoned or replaced by new technology. This group accepts the innovation latest. They hardly make any leadership and are advanced in age. They feel antipathy to the change agents (Rogers, 2003).

5. LITERATURE REVIEW

As being the most successful website, the YouTube, has attracted attention by researchers since its establishment. According to Cheng and others (2008), YouTube has a huge impact on Internet traffic and paying attention throughout the world but unfortunately, YouTube itself is suffering from a severe problem of scalability which is quite important in the network traffic engineering to support their sustainable improvements. In this paper in order to figure out the statistics of the YouTube videos, Cheng and others analyzed YouTube videos for 4 months and collected more than 3 million YouTube videos' data by presenting a systematic and in-depth measurement study.

As a conclusion, they found out that YouTube has quite different statistics than traditional streaming videos. These differences may vary from the length and access pattern to their growth trend and active life span. The success of YouTube is hidden behind the reason to be a social network. The videos which are uploading by YouTube users to the site have strong correlations with each other thus this pave the way of developed service quality (Cheng et al., 2008).

Behind the successful diffusion of YouTube in Turkey in a study investigating the causes, surely, is very important to include the statistics of the YouTube videos and the comparisons with traditional video streams, which revealed differences. Thus, it is not possible to ignore the study of Cheng and his friends 'statistics (2008) of YouTube videos while reviewing the reasons behind the users' acceptance of YouTube as an innovation so quickly.

Büyüksener (2009) examined in his conference paper that the place of existing social network sites in 2009 in Turkey and the point of Turkish society' view to the social media. For this purpose, he categorized the social

networks currently used in the research period in 5 groups and considered YouTube as a social network. He evaluated the role of social networks and social media in communication in terms of corporate communication as well as bilateral communication.

According to the study (Büyüksener, 2009), YouTube, one of the social networks, is a part of social media that is the basis of its success. The existence of social networks in many areas of Turkey is important for both companies and users. Büyüksener also claims that the most suitable social networking model to Turkey, friendship and social networks are the models used to make a circle of friends. The most important factor shaping the density ranking of social networks in Turkey is the internet usage habits of Turkish people.

Büyüksener research which is evaluated the Turkey internet usage profile is critically important for this research when considering the scope of research as a Turkey. In this way, the research helps to explain the successful diffusion of YouTube in Turkey by synthesizing with the internet usage habits of Turkish.

Arklan and Kartal research(2018) investigated YouTube, a video-sharing network, particularly addressed by targeting the y generation. As the content generator of the Y generation, it aims to reveal the intended use, usage levels and content of the YouTube environment. In this context, a field study was carried out on 600 subjects selected by Süleyman Demirel University students according to the cluster sampling method.

According to the results of the research(Arklan & Kartal, 2018), when the video content is being viewed on the internet, YouTube ranks first for the Y generation. While students are watching the content, they have different reasons, from having fun to get knowledge, from interaction to following the popular one. In addition, according to the results of the research, students showed interest in most music videos on YouTube, followed by minimum play videos and live broadcasts. While YouTube may be used very useful such as facilitating daily life and providing self-improvement in accordance with the usage circumstances, it may also cause wasting time in a reverse situation.

YouTube has been welcomed with interest from all ages and all around the world as innovation; however, especially young people are the main building blocks that play a very important role in the diffusion of YouTube. In this study of the YouTube diffusion in Turkey, early adopters who are potential users with innovations, such as y generation, is crucially important for this research to understand the causes and reasons of adapting to YouTube.

Social networks sites (SNSs), as well as social media applications, have attracted great attention from researchers. Boyd and Ellison research (2007) investigated social network sites in order to understand the practices, implications, culture, and meaning of the sites, as well as users' engagement with them. In the research, they explained the futures of social networking sites and discussed key changes and developments. In addition to these; they presented a historical perspective and comprehensive definition of such sites.

Even though the Boyd and Ellison study(2007) explained the importance of social network sites both for practitioners and researchers, still there is a vast lack of information waiting to be explored. Unfortunately, methodologically social network researchers can make limited casual claims as there is a lack of experimental or longitudinal studies. Although this circumstance is changing with developments, scholars still have a limited understanding of who is and who is not using these sites, why, and for what purposes, especially outside the U.S.

In order to understand the diffusion of the social media platform YouTube, which is rapidly and successfully integrated into societies, the functioning of social networking sites should be examined first. In this direction, the research(Boyd & Ellison, 2007)in which explained social networking sites cultures, implications, meanings, practices is having critical importance for this study.

According to Güler research(2018), new concepts such as YouTube and Youtuber and new economic areas have emerged through the new media. The aim of the study is to show how the audiences are surrounded by marketing as consumers on YouTube, which seems to be an individual medium rather than a market. In order to analyze how the Youtubers became as capitalist marketing mediums, Güler chose Enes Batur and Danla Biliç as a sample as they are in the first two ranks of the *How to & style* channel type and analyzed the content of their five videos in the *Last Uploaded* category(Güler, 2018).

According to the results of Güler research(2018), digitalizing capitalism has led to the emergence of new actors on YouTube, so that the capitalist relations of production, which include different forms of exploitation, have also changed the way labor has been transformed. This area, which seems to be an individual medium by integrating new media technologies into capitalism, is surrounded by the advertising industry and turned into an economic area. Güler also concluded that this was done with the help of targeted advertising, which was tailored to YouTube's individual user data and behavior.

As a result of the ever-evolving and changing communication technologies, YouTube has become a critical tool that can touch many areas from education to economy in a very short time. YouTube users are consciously or unconsciously involved in advertisements made by the Youtubers and influencing the economy. In this manner, when YouTube is examining, the economy carried out through Youtubers is also quite important.

In the research of the Uğurlu and Özutku (2014) is investigated the use, developments and dissemination of social media in the case of Turkey. The aim of the study is to demonstrate that the development process with statistical data and examine the historical background and development of the internet which has been used since

the 1990s throughout the world as well as in Turkey. In addition to these, the effects of this development process on our daily life and how it shapes our lives are discussed also in the research (Ugurlu & Ozutku, 2014).

In the frame of statistics collected by Ugurlu and Ozutku (2014), generally, individuals, particularly the young generations' interest in computers, the internet and new media networks has increased substantially in the last six years. This rapid increase will be increasing parallel to improvements in technology such as connection types. As the ease of access to the Internet and social media applications increases, it is accelerating also its diffusion into the social system.

The development of the Internet, Web 2.0 technologies, social media tools, and strong interactions are all joined together in a chain to bring together today's widespread use of social media. When examining YouTube as a social media, the research (Ugurlu & Ozutku, 2014) is especially important literature because of the examination of Turkey sample and the Internet's historical developments with reliable important statistical data.

With respect to Chau (2010); the main reason behind the boom of social media, such as YouTube, and the successful diffusion among young people, in particular, is that young people need a media that offers such an original content and media sharing. YouTube, especially new and personal meaningful media sharing allows young people to attract attention. New media platforms such as YouTube offer a participatory culture in which they will be developed, interacted and learned.

Chau concluded (2010) that the youth are attracted to YouTube as the barriers for them to participate are low, their creation is easily circulated and shared, informal mentorship and instructions facilitate their developing identity, their levels of contribution matter, and they feel socially connected to peers within the community. The implications on YouTube pave the way of participatory culture. Additionally attracts invites and motivates youth media creators. New media platforms such as YouTube offer a participatory culture in which they will be developed, interacted and learned.

Although the diffusion of YouTube is an indisputable fact, the study of Chau (2010) is important in order to examine the reasons behind successful diffusion. Chau claimed that the reason why YouTube is densely used by young people is not only the social media culture but also the participatory culture. In this study, which investigated the diffusion of YouTube, the research brought a different perspective to the situation and enriched the subject.

Although YouTuber videos have become one of the most effective tools in social media, there are a very limited number of studies on this subject. In Çiçek research (2018) examined the videos of YouTuber, who by whom, when, for what purpose, and also on the day which the videos were watched more, the number of followers, the effect of Youtubers' sex on the number of watches.

The results of the research (Çiçek, 2018) concluded that the users prefer the most information and entertainment videos, the YouTuber videos are watched more on the weekends, the number of followers and the number of viewers of YouTuber gender. As a result of the analysis, approximately 96% of the participants found that they watched YouTuber videos. This situation shows how important YouTuber videos are for marketing managers and advertisers to reach consumers.

YouTube is rapidly continuing its rise. At first glance, it is thought that young people are in demand, but they have a user profile from every age and segment. Çiçek research (2018) allowed examining the potential of YouTube viewers from many different perspectives. For this research which is trying to reveal the reasons behind the diffusion of YouTube in Turkey, the research (Çiçek, 2018) is important literature to be considered.

Yaylagül research (2017) investigated the importance of connectedness to social media influencers in marketing by identifying the levels of social media users' attitudes. In line with this, by conducting a questionnaire study with university students studying at Adnan Menderes University, he examined the levels of attachment to the phenomena followed in social media under different sub-headings.

According to the results of the research (Yaylagül, 2017), significant differences were determined in terms of the connectedness to social media influencers. With the increase in the average time spent on social media, it is seen that the connectedness to social media influencers also increases. In addition, women are more connected to social media influencers than men.

If the maximum number of participants in the survey is considered, it is seen that the members of Instagram, YouTube and Facebook were the majority; therefore, the results of the survey are important for this research. Also according to Yaylagül, there is not any study about connectedness to social media influencers which is new emerged advertisement medium in Turkey (2017). In particular, social media users' habits, preferred social media, social media phenomenon is very important in terms of determining how they affect their level of connectedness to social media influencers.

Active use of social network sites is quite common in Turkey so draws attention from researchers. Kurtuluş et al. examined the social network users in Turkey specifically and aimed to observe if there is any difference or usage habits between them. For this purpose, 530 Turkish social media users' specific activities were analyzed with a cluster analysis method (Kurtuluş, Özkan, & Öztürk, 2015).

According to the results of the study (Kurtuluş et al., 2015), although an intensive use of social media in Turkey is common, Turkish users generally followed the others to learn and interact with. Participating in the social media world as a content producer among Turkish users is not yet widespread.

The diffusion process of YouTube takes place within the social system, that is, without a social system, a process of diffusion cannot be mentioned. Therefore, when examining this diffusion process, it is very important to examine the individuals' usage habits and preferences in social media platforms.

6. METHOD

This research is a case study in which the case of YouTube diffusion examined in the scope of Turkey. Case studies are a qualitative research method that seeks answers to questions, how, what and why. The aim of the method is describing the case studies in detail in order to illuminate some general theories just like the examination of the diffusion of YouTube in turkey in order to illuminate the diffusion of innovations theory. Such studies often focus on cause and effect relations and give the researcher an opportunity to focus on a very specific subject or situation (Perceman & Curran, 2006). The research aimed to examine the diffusion process of YouTube in turkey specifically hence choosing the case study as a research method is important to investigate the case in detail.

6.1. Problem Statement.

Problem statement of the research is how and why the innovation of YouTube has successfully diffused in Turkey? Additionally, what are the main factors affecting the diffusion process of YouTube in Turkey?

6.2. Statistical Hypothesis (H1).

The statistical hypothesis of this research is that YouTube diffused successfully throughout Turkey particularly among young and children groups.

6.3. Scope and Limitations.

Research is restricted to YouTube which is one of the most used social networks in Turkey. Also the research is restricted with the sample of Turkey.

6.4. Sample.

The sample of the research is YouTube in case of Turkey and its users.

6.5. Data Collection.

The data collected from the YouTube official statistical page, American research center *PEW*, internet and social media statistics prepared every year by *We are social* and *Hootsuite*, statistic portal *Statista* and Turkish Statistical Institute *TUIK*.

6.6. Data Analysis.

The collected data from the statistical portals analyzed in the frame of Turkey social system. Turkish related statistics collected and tabulated in order to make it clearly understandable.

6.7. Definition of Terms.

Diffusion: In the scope of the study, diffusion not only means the spread of innovation usage in general but also involves much deeper meanings. When analyzing the diffusion of innovations, it means not only the use of innovations but also combine of the pre- and post-process such as whether the society needs to the innovation or whether the society continued to use the innovation even after diffusion of it.

Innovation: Innovation is more of an innovation than an invention by focusing on resolving the problems of society or finding solutions to problems that disturb society. What is important here is that innovation should be effective and useful to society.

Diffusion of innovation: A theoretical model that aims to diffuse new ideas and technologies within a culture or social system.

7. FINDINGS

At this stage of the research, as the Rogers is based diffusion of innovation theory on the 4 main elements, this study in which investigated the YouTube in turkey and its diffusion process is also based on the four main elements (Rogers, 2003). These are as follows;

1. The innovation
2. Communication channels
3. Time
4. Social system

7.1. The Innovation of YouTube.

According to Rogers, innovation is an idea, an application, or an object that is adopted by the individual or community groups and is perceived as new (Rogers, 2003). In this sense, YouTube observed the concept of innovation properly as YouTube is not only through the world but also in Turkey filled the gap of video sharing sites. According to Rogers, innovation may emerge as a solution to a need or a problem of the social system. Hereunder, YouTube satisfied the need for video-sharing sites in Turkey and emerged as a solution to lack of these kinds of social media platforms. As the perceived relative advantages of innovation by the individual increases, the adaptation rate also increases.

Innovation can have many different characteristics that are perceived by the individual, but Rogers categorizes these characteristics under several headings. The individual may stop accepting the innovation at any time and may interrupt the process of diffusion hence understanding the importance of the characteristics of innovation is critically important in the diffusion process (Rogers, 2003). Above all, it is safe to say that the reason for the diffusion of YouTube into Turkish social system as innovation is that it has a super easy and simple interface. Even though it was seen as an innovation that initially appealed to the young population, the age of use decreased until the children were used thanks to this simple use (Arklan & Kartal, 2018; Burroughs, 2017). The fact that YouTube can be used without any purchase or without any subscription requirement confirms Rogers's trialability characteristic of innovation. YouTube users can also interact with different users and have the opportunity to review YouTube which is really important as observability characteristics of innovation. With all these characteristics, YouTube has emerged as innovation and now it has become the most widely used social media platform and video sharing site in Turkey (We Are Social, 2018).

7.2. Communication Channels for YouTube's Diffusion

According to Rogers in order to diffuse innovation into the social system, communication technologies should be used as a medium to create and share information with one another in order to reach a mutual understanding (Rogers, 2003). The main task of communication technologies is to inform the social system as much as possible from innovation by this means pave the way of diffusion. Mass media channels are all those means of transmitting messages that involve a mass medium, such as radio, television, newspapers, and so on, which enable a source of one or a few individuals to reach an audience of many (Isman & Dabaj, 2015).

Mass media played a major role in the diffusion of YouTube in Turkey. For the transfer of information in the 21st century, visual/ video sharing rather than writing is very paying attention and preferred. Mass media, especially the television, has played a considerable role in the diffusion of YouTube in Turkey (Kuyucu, 2019). Thanks to the official YouTube channels of the television channels in Turkey such as TV8 (<https://www.youtube.com/user/TV8Beraberiz> - accessed on 04.05.2019), Show TV (<https://www.youtube.com/user/ShowTVShowTV> - accessed on 04.05.2019) etc., viewers can watch and follow the TV series or the shows they miss. In this way, YouTube has become a tool that can replace the television in a short time. The audiences who do not want to watch the shows/series on the determined hours by TV channels, thanks to advances in communication technologies they can watch through their mobile phone whenever and wherever. YouTube has not only replaced the traditional mass media tools, but has also started to behave like them with similarities to the economic concerns used in YouTube videos (Güler, 2018; Kim, 2012).

Although communication technologies and the internet were not enough developed at the time that YouTube was introducing in Turkey, YouTube diffusion gained increasing momentum, especially with the developments of mobile phones and internet technologies (Keenan & Shiri, 2009; Kurtuluş, Özkan, & Öztürk, 2015). Instead of much different professional equipment, individuals can easily take video with just one mobile device. In addition, individuals can take images with a phone or tablet, edit them without the need to transfer them to any computer and share them online on YouTube. Thus, with the developments in computer and mobile technologies, the number of videos uploaded to YouTube is considerably increased, in this line; the interaction of the users is increased too which has affected the diffusion of YouTube in a positive way (Büyüksener, 2009).

In the diffusion of innovation, Rogers argues that interpersonal communication has crucial importance as much as mass communication technologies (Rogers, 2003). With YouTube enabling individuals in the social system to create and share content on an interactive basis, individuals can interact with shared videos, though not entirely face-to-face.

7.3. Time for YouTube's Diffusion

According to Rogers, Time is one of the four main elements that are often ignored during the diffusion of innovations. The fact that innovation can be diffused into the social system is not an event that happens suddenly. The individual should recognize and use innovation, understand the related advantages and disadvantages of innovation, and decide whether or not to adopt innovation in his/ her daily life and this takes time. The innovation-decision process is a mental process that lasts from the first knowledge of the individual to

innovation, to shape his/ her attitude towards innovation, to the decision of cohesion or rejection and to the implementation of innovations and to the realization of this decision(Rogers, 2003).

Although innovation of YouTube first emerged in 2005, the diffusion process did not occur immediately and spread over a long period of time. With the support of the Turkish language to YouTube in 2012, it has made a positive impact on Turkish users and made it easier to use. This situation increased the triability of YouTube innovation. Although YouTube has begun to show interest among young people at the beginning who are open to innovations, the fact that YouTube is widespread to every age and every sector nowadays(Arklan & Kartal, 2018; Burroughs, 2017). In addition, as users observe the rise of Youtubers, which has increased day by day with the observability feature of YouTube innovation, they have broken down their prejudices about it and become an active user(Chau, 2010). The content on YouTube has a lot of variety, but in time, Turkish content has become even richer. Nowadays, users are interested in YouTube videos on everything from education to entertainment. With the increase in time-related advantages of YouTube, it has accelerated the process of diffusion in Turkey. Therefore, YouTube as an innovation, in particular, has become an indispensable social media in Turkey by time.

7.4. Social System for YouTube's Diffusion

The last main element of the diffusion process is the Social system. According to Rogers, a social system is a cluster of inter-related community units that have come together for a common goal and have developed a common problem-solving ability(Rogers, 2003).

Every social system has its own norms these are may be cultural and ethical, religious, social etc. values of that society. In order for an innovation to have healthy and successful diffusion in that social system, it must comply with the norms of society; otherwise, the diffusion will fail and be rejected by the social system. In this manner, the most important progress for the diffusion of YouTube was after the Turkish language support in 2012. In this way, it has become a video sharing site particularly appeal to the Turkish users. Change agents and opinion leaders are critical in the diffusion of innovation into the social system. When Rogers explains the change agents as professionals with university degrees in technical fields, he explains the opinion leader as a type of informal leadership, rather than a function of the individual's formal position or status in the system(Rogers, 2003).

Rogers states that people prefer recommendations of their peers or the people around them instead of experts or professionals. It is exactly the same in the marketing world. YouTube has become an important marketing area nowadays especially through Youtubers(Güler, 2018). When people would like to gain information about any product they want to learn from someone who has really experienced the product and has the credibility as a person(Eru, Çelik, Çelik, & Cop, 2018). People who become opinion leaders by using various tools in line with their interests and opportunities also respond to these needs that are called as a Youtubers. YouTube acts as a search engine with its video database. Those who have become opinion leaders, namely Youtubers have become a more attractive option for companies (Çiçek, 2018). Youtubers who have the number of thousands of subscribers are cooperating with companies to integrate their products into their own videos. Youtubers have a significant impact on consumer behavior(Güler, 2018). Especially in Turkey is possible to say that to be a YouTuber is became kind of an area of profession.

8. SUMMARY

In this research, YouTube diffusion process in the case of Turkey was examined in detail. In the examination, Rogers's diffusion of innovation theory is an excellent theoretical basement in order to investigate the process of YouTube diffusion in Turkey. In the research, YouTube is considered as innovation and based on the Rogers diffusion of innovations theory by investigating in detail under its four main elements which are the innovation, communication channels, time and social systems.

Developed communication technologies and social networking sites with high internet traffic attract attention all over the world as well as in Turkey. As a result, data shared on social media has also grown and has paved the way for video sharing sites just like YouTube. Turkey was examined specifically and the sample strengthened with the statistics. According to statistics, today is the most preferred social media platform YouTube in Turkey hence is important to investigate. Relevant studies have been revised and related links have been examined.

The research concluded that behind the successful diffusion of YouTube in Turkey may be many several reasons. These reasons are considered firstly having the high rate of young population in the turkey social system which may be called as innovators who accept the innovations at first; as a second it's fitting the norms of Turkish social system especially after the language support and thanks to developed communication technologies it's easy to access throughout the country and having the easy interface to use and the user does not have to pay any fees.

9. DISCUSSION

In many studies that have been studied with different sub-factors, the diffusion of YouTube has been investigated. Based on the findings investigated with the diffusion of innovations theory' 4 main elements, it is possible to say that YouTube diffused into the Turkish social system successfully. The results of previous researches have largely supported this finding (Arklan & Kartal, 2018; Büyükşener, 2009; Chau, 2010; Cheng et al., 2008; Çiçek, 2018; Ugurlu & Ozutku, 2014).

Büyükşener claimed that YouTube is fitting the norms of the Turkish social system because they use social network sites with the purpose of make a circle of friends (Büyükşener, 2009). Cheng also considered YouTube as a having the highly social interactiveness which is the Turkish users want from (Cheng et al., 2008). Those features of YouTube are considered in this research in the part of the social system. This research also related to the Arklan and Kartal research (2018) which is supported the idea of young generation significantly affect the diffusion process. Young and children may be considered as innovators as being open to the innovations, new horizons. Ugurlu and Ozutku research (2014) also supported the idea that Turkey social system particularly young generation accepted developed communication technologies instantly and adopted instantly and continuing rapidly throughout Turkey day by day.

Chau claims that the reason YouTube adopted by the young generation instantly is they needed it (Chau, 2010). This research also confirmed the Chau research that YouTube is attracted attention mostly by young ones in Turkey as they want to create contents and participate in it. With the rapidly increasing in the use of YouTube in Turkey, it has almost replaced the traditional media with it and even with the advertisements and marketing purposes through Youtubers, YouTube is pretending as a traditional media. With this direction, the study agrees with the results of the Çiçek research (2018).

10. CONCLUSIONS AND RECOMMENDATIONS

With the development of Internet technology, the development of communication technologies has become inevitable and has reached unpredictable dimensions. With developing communication technologies, individuals have begun to use the virtual world as an alternative socializing tool. Social media platforms are having significant importance nowadays in interpersonal communication and interaction. Even though initially social media platforms such as Facebook and Twitter in which users are used to share photos or writings as a post attracted attention, with the accelerating access to the internet the users wanted to share bigger data and participate this participation circle actively. YouTube has emerged as a social medium that meets these demands and successfully diffused throughout the world. YouTube, as shown in Figure 1, has rapidly diffused in countries such as Turkey and Saudi Arabia which are having the highly young population, and additionally as seen in Figure 2 it is on the first rank of the most preferred social media platform in Turkey. For this reason, it is important to investigate the main reasons for YouTube diffusion, particularly in Turkey. Hence, it was analyzed in detail, based on the four main elements of Rogers's diffusion of innovations theory.

According to the results of research, YouTube has become an important innovation by filling the gap of video sharing sites in Turkey because it has significant characteristics such as having an easy interface, easy access, being free of charge, having genuine contents, etc. In the research also examined the effect of communication channels in the diffusion process of YouTube. Although the Turkish social system is generally used television as a mass media, YouTube has replaced with it in terms of its usage purposes. Additionally, as being a user-generated platform, YouTube is preferred more and more day by day. People may use YouTube as radio, newspaper or television at the same time which is also attracting attention by the audiences and accelerating its diffusion by increasing related advantages of YouTube innovation. Thanks to developing communication technologies, it is possible to say that there is an also parallel increase in the rate of YouTube usage via mobile phones as it eased to access it. Thus, YouTube became more accessible and so diffusion in Turkish social system expedited. By having the Turkish language support in 2012, YouTube has become appropriate for Turkish users so much so that YouTube usage ages have been reduced to children. YouTube as having much more rich content, compared to other mass media and social media platform has almost turned into a search engine in Turkey. Especially Youtubers, who create helpful, funny, informative etc. various contents for YouTube, are playing a crucial role in the diffusion process. Youtubers have appealed to such a wide range of audiences that they become used as a medium between consumers and marketers. They have become an opinion leader about any topic and product. Thanks to these opinion leaders called Youtubers, consumers have adopted to them, who seems to be someone from the social system itself, rather than the suggestions of professionals.

YouTube has become one of the most preferred social media platforms in the Turkish social system on account of such these various reasons. However, there is not sufficient research about YouTube in the case of Turkey so YouTube and its processes of diffusion is quite important need to be investigated from the different theoretical perspectives for the future studies.

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DIGITAL LITERACY OF SCHOOL ADMINISTRATORS IN WORLD-CLASS STANDARD SCHOOLS: A CONFIRMATORY FACTOR ANALYSIS

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ABSTRACT

This research aimed to study the elements of digital literacy for administrators World-Class standard school. The research design is a descriptive research on 2 steps; 1) to review 14 documents about digital literacy for synthesis the elements of digital literacy and 2) to analyze confirmatory factor analysis of digital literacy of school administrators. The samples used consist of 330 participants; 30 school administrators and 300 teachers, which were derived from the sample group selection by Multi-Stage Random Sampling. The questionnaire was used as an instrument to identify the digital literacy. The Cronbach's alpha reliability coefficients of the questionnaire was 0.91. The confirmatory factor analysis by the test of the measurement model elements consistent with empirical data. The results were as follows; The digital literacy for administrators World-Class standard school consisted of 4 main elements included: 1) knowing and understanding the value of digital, 2) using digital tools, 3) creativity and innovative thinking and 4) communications and networking. The results of the test of the goodness of fit index (GFI) of all 4 main elements with elements weight from 0.9921 – 0.998, $\chi^2 = 52.229$, Df = 41, $\chi^2 / Df = 1.2738$, RMSEA = 0.029, SRMR = 0.016, CFI = 0.997, TLI = 0.995 and statistically insignificant (P-Value = 0.1123) indicated that the model measuring elements are blend with the empirical data.

Keywords: Leadership Literacy, World – Class Standard School

Introduction

Technology advancement leads to major changes in society through competitiveness in the public and private sectors. Change is a constant in the educational administration; therefore being a school director and leading the school is difficult and consequently, most professional end up taking direction from others (Dawruwan Thawinkarn, 2018). These type of changes forces adaptation of every organization including paradigm and organizational management strategies in order to stay afloat. The important characteristics of people nowadays are their readiness to learn and levels of digital literacy regarding information technology, communication, and information technology skills. The Thai government has recognized the importance of these changes and issued the modification in vision to lead the country to the Thailand 4.0 model in which the improvement of the infrastructure and effective communication is a primary concern. This includes the internet network that covers most of the country to accommodate the economy and societies drive for innovation. Advanced technology in the digital age as well as internet network communication greatly affects people's creative behavior and use of information technology for communication (Suwit Mesinsee, 2016)

Accordingly, digital awareness has become one of the great skills in the present where technology has a key role in daily life. The Thai government has attempted to raise people's awareness in learning and using technology as a tool to promote and facilitate learning and improving the quality of life in various aspects (Secretariat of the House of Representatives, 2015). Due to the significance of digital technology in the present, it has immense power to drive learning development of people as well as that of the economy and society. Every member of society needs to understand receptive and productive digital technology media including the management, creation, working process and communication of information technology. This also includes the emotional handling of oneself on online platforms. Therefore, it is important to educate people and equip them with necessary technological skills as well as analytical ability and digital literacy so that people can use digital tools to safely yet creatively produce digital information while being aware of the responsibility towards what they produce. The aforementioned is a key to developing a complete digital citizen (Ashley, et al., 2012). The Digital Ministry of Economy and Society is concerned about the development of digital awareness inasmuch that digital awareness was included in the digital development plan for the economy and society in the 3rd strategic plan, meant to promote equality through technology. The primary goal of this plan is for all people to have awareness, understanding and skills in using digital technology, so as to be useful and creative. Digital literacy corresponds with basic knowledge like literacy

and mathematics (Karpati, 2011). Additionally, it can develop learners' intellectual abilities to a high level following the learning processes such as analysis, evaluation, and creation by creating and implementing digital literacy in such a way that is good for learning.

School administrators or educational managers are important parts in the implementation of quality management. Crucial characteristics of executives in the present is having the leadership wisdom to incorporate relevant individuals such as teachers or others to creatively build approaches and learning skills development in the age of change to achieve quality education management. In doing so, executives need digital understating and ability, creativity, innovation skills, effective communication skills, as well as promoting an effective working culture of individuals regarding digital literacy to encourage quality educational management.

This research aimed to study factors regarding the digital literacy of school administrators in world-class schools. It intends to raise awareness of individuals or organizations related to educational institution development on school administrator development to be a digitally knowledgeable leader in effectively managing their world-class schools; in order that their schools can adapt to the rapid change through the ability to creatively use technology media and build digital innovation networks in an efficient manner for ultimate benefits for the development of educational quality in the future.

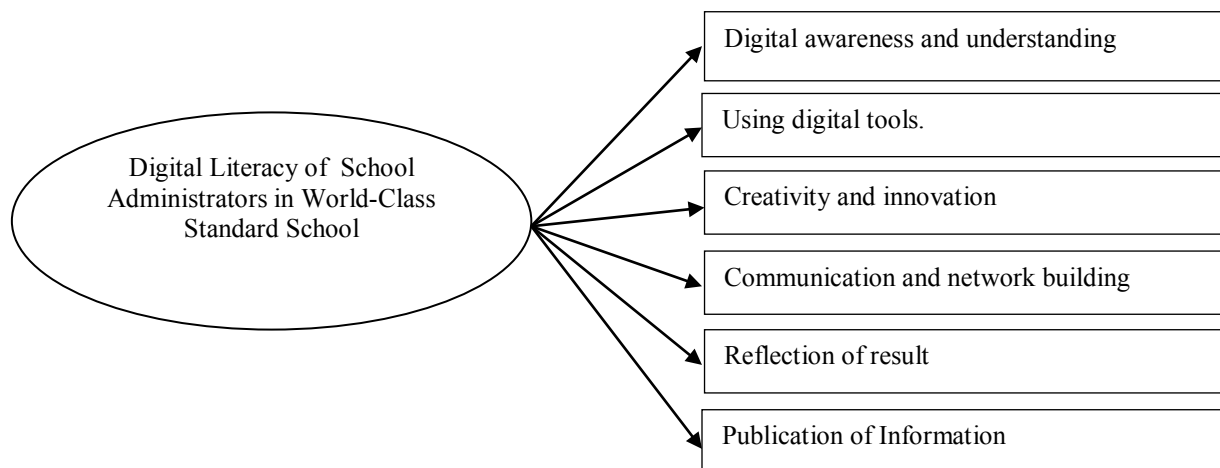
Research objectives

To study factors of digital literacy of school administrators in world-class schools.

Population and sample

The population was 937 school administrators and teachers of world-class schools in Chaiyaphum Province. The sample was classified using confirmatory factor analysis using the ratio between the sample unit and the number of variables at 20:1 (in this number, 16 parameters used 20:1 ratio). As a result, 320 school administrators and teachers from world-class schools Chaiyaphum Province Thailand were determined, and then were derived from the sample group selection by Multi-Stage Random Sampling.

Conceptual Framework



Research procedure

This study is a descriptive research to investigate digital literacy leadership factors of school administrators in world-class schools. Accordingly, the research procedure was divided into 2 phases, each phase is detailed as follows.

Phase I. A document study was done to analyze and synthesize factors related to digital literacy from theories and related research.

Phase II. Confirmatory Factor Analysis (CFA) was employed to confirm factors related to digital literacy of school administrators by testing the correlation of the model indicators of digital literacy of school administrators and world-class schools, with empirical data collected from primary sources.

RESULTS

From the document study of concepts and research from the scholars and researchers, the results suggest as per the following tables.

1. Confirmatory Factors Analysis results of digital literacy leadership of school administrators in World-Class Standard Schools see the Table 1.

Table 1. Results of analyze and synthesize factors related to digital literacy.

| digital literacy | viram&Eshet-Alkala(2006) | Martin &Grudziecki(2006) | Bowden (2007) | Media Awareness Net(2011) | Hague & Payton (2010) | Hobb (2010) | Ala-Mutka (2011) | Eshet (2012) | Cordell (2013) | Jisc (2014) | The University Library of The University of Illinois (2014) | Sommarat Pibulmanee (2017) | Offices of civil servants and civil servants. (2560) | Office of Science and Technology (2559) | Frequency |
|--|--------------------------|--------------------------|---------------|---------------------------|-----------------------|-------------|------------------|--------------|----------------|-------------|---|----------------------------|--|---|-----------|
| 1. Digital awareness and understanding | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 15 |
| 2. Using digital tools. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 13 |
| 3. Creativity and innovation | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 13 |
| 4. Communication and network building | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | 11 |
| 5. Reflection of result | | | | | | ✓ | | | | | | ✓ | | | 2 |
| 6. Publication of Information | | | ✓ | | | | ✓ | | | | | | | | 2 |

From Table 1, the analyze and synthesize of factors related to the theoretical framework of digital literacy was analyzed to determine the frequency of these factors into the highest and the most relevant in terms of administrative roles of school administrators and world-class schools. The results suggested four key factors, which are 1) digital awareness and understanding, 2) using digital tools., 3) creativity and innovation, and 4) communication and network building.

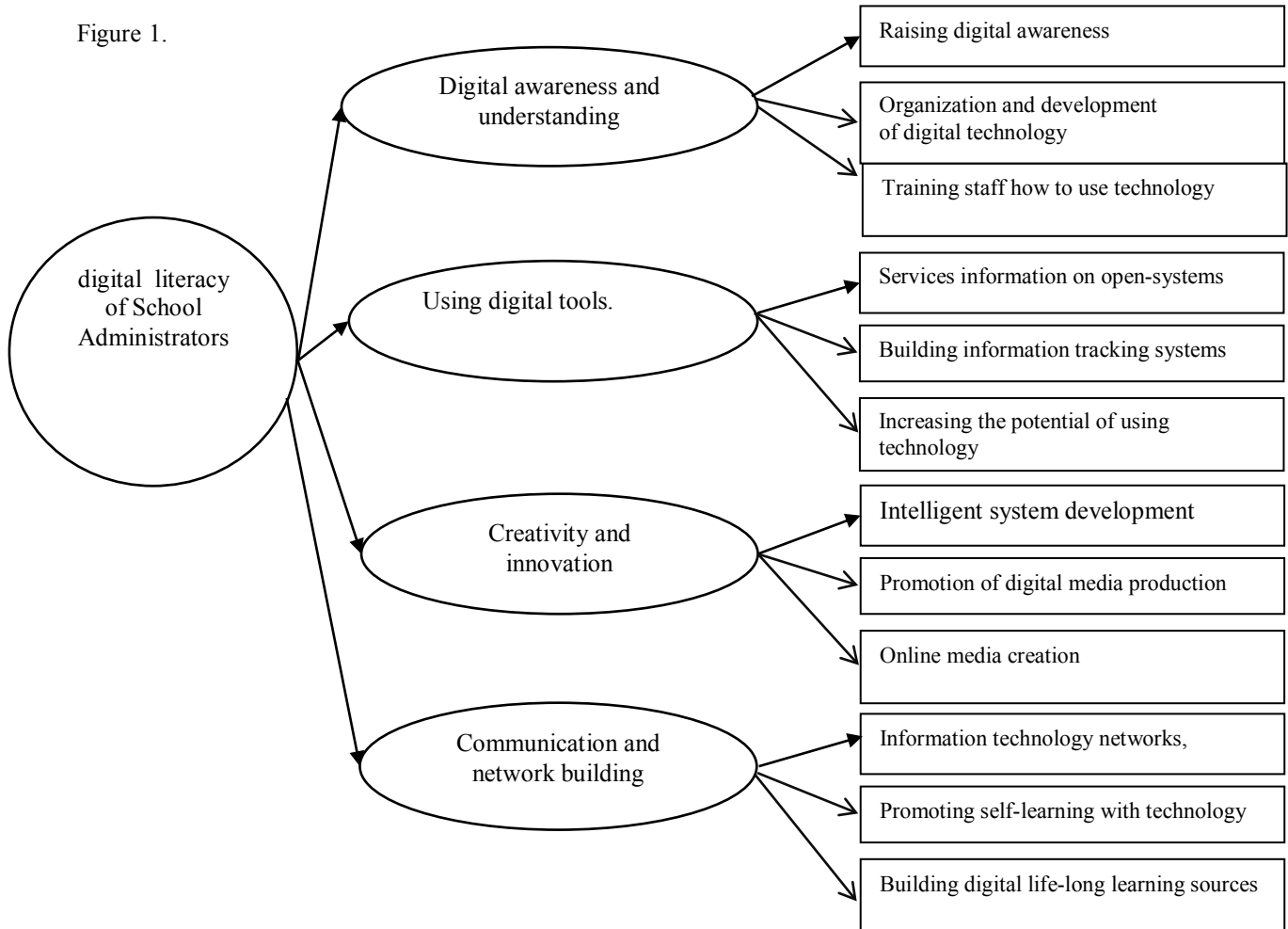
Table 2. Digital literacy factors synthesizing.

| Key factors | Operational definition | Indicators |
|--|--|--|
| 1) Digital awareness and understanding | School administrator's awareness of the important role of technology that will be used to develop their schools to be adaptable in the digital age and to effectively plan quality learning through policy, strategy, and budget distribution regarding technology development, classroom information systems and other operation rooms. Also, it could be useful for developing the service system of the organization to be more responsive and have digital literacy when dealing with information system organization. | 1) Raises school staff's awareness of the importance of technology in the digital age. 2) Establishes policies, strategies, strategic issues, development guidelines, and mission to develop educational institutions. 3) Makes annual digital technology development plan and operational plan for schools. 4) Arranges high speed internet Wi-Fi for all area information access. 5) Arranges or develops technology systems for the purpose of educational institution management. 6) Arranges or develops operational rooms with medial, equipment, and technology suitable for digital education. 7) Educates and trains staff to be ready to work with digital technology. |
| 2) Using digital tools. | Work process of skills of teachers or school administrators or the readiness of equipment for the ultimate purpose using | 8) Promotes database development by allowing everyone access to the same database that is used for school administration. |

| | | |
|---------------------------------------|--|--|
| | information technology for systematic management and quality services. Moreover, teachers and staff can effectively work using technology specially designed for the purpose of public relations. | 9) Develops or employs a technology system that is able to keep track of all school projects and activities. 10) Promotes the use of modern technology for performance evaluation among teachers and staff 11) Trains teachers in the use of technological media and equipment for teaching and learning 12) Trains teachers and staff in the use of smartphones, tablets, and free applications for teaching and learning |
| 3) Creativity and innovation | The ability of teachers and school administrators to think creatively in such a way that benefits the school, staff, students, parents, community and society by using digital technology effectively. This can be done by developing intelligent systems for schools to facilitate school contacts and for internal use. Also, schools can build knowledge banks that collect journals, academic papers, and knowledge content that are constructed or used by the school as a means of promoting schools' performance and knowledge exchange with other schools. | 13) Creates an intelligent management system to serve teachers and staff. 14) Develops grades and reports via the internet so that students and parents can access the system conveniently. 15) Organizes smart classrooms to facilitate online use and e-learning and create online media resources for learning. 16) Creates websites for useful academic related information to promote students' self-learning. 17) Creates research bank collection of research journals of teachers and students for the purpose of information exchange. 18) Trains teachers how to produce digital teaching and learning materials. 19) Encourages reporting of progress using digital media information processing. |
| 4) Communication and network building | The process or operation of school administrators or teachers to systematically build learning networks, collaboration, and monitoring processes through digital technology media and promote team networking in building a digital community of learning inside and outside the school for the collective good. | 20) Create school websites to disseminate news and updates from schools. 21) Promotes the use of technology media in communication and remote administration. 22) Builds online networks within the organization so that teachers and staff can communicate. 23) Builds online monitoring systems using digital technology media. 24) Systematically manages knowledge sources to be beneficial for teachers and students. 25) Builds a learning community to promote knowledge and for school public relations. 26) Builds networks to exchange knowledge with prospective partners in the development of world-class schools. |

From Table 2, the results of the synthesizing of factors related to the digital literacy of school administrators of world class schools are 1) digital literacy including three sub-factors which are raising digital awareness, organization and development of digital technology, and training staff how to use technology; 2) using digital equipment comprising of three sub-factors which are information services via open-systems, building information tracking systems, and increasing the potential of using technology; 3) creativity and innovation consisting of three sub-factors which are intelligent system development, the promotion of digital media production, and online media creation; and 4) communication and network building which consists of building information technology networks, promoting self-learning with technology, and building digital life-long learning sources. The results of the synthesis of digital literacy factors of school administrators and world-class schools, are shown in Figure 1.

Figure 1.



2. The results of Confirmatory Factor Analysis of factors related to digital literacy of school administrators, world-class schools, and empirical data are shown in Figure 2 and Table 3.

Figure2.The model of measuring the digital literacy of school administrators.

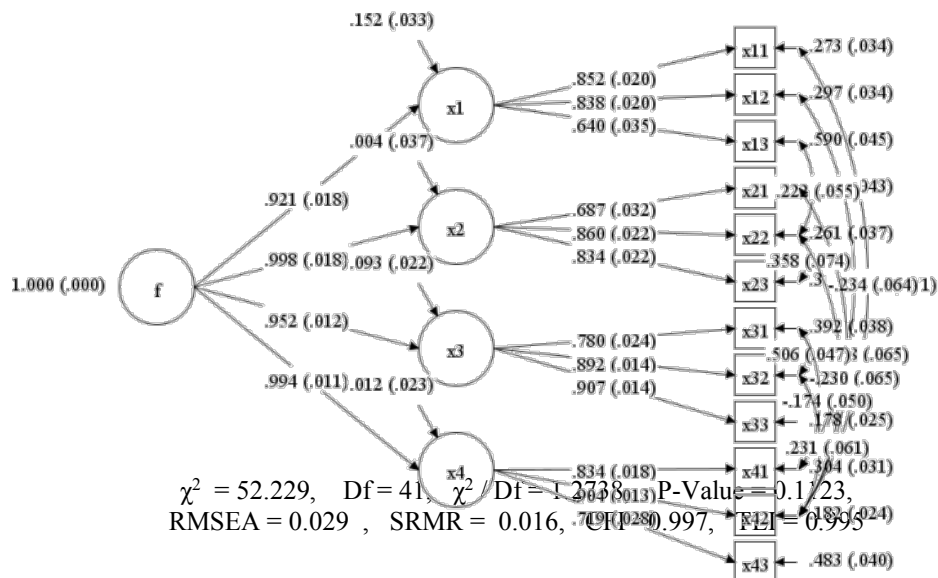


Table 3. The results of the test of fit index (GFI) for all 4 main elements.

| Index of fit | Standard | The results | Considering the results. |
|-----------------|--------------------------|--|--------------------------|
| χ^2 – Test | insignificant P> 0.05 | $\chi^2 = 52.229$, Df= 41 P-Value = 0.1123 | pass |
| χ^2 / Df | < 2.00 | 1.2738 | pass |
| RMSEA | ≤ 0.05 | 0.029 | pass |
| SRMR | ≤ 0.08 | 0.016 | pass |
| CFI | ≥ 0.95 | 0.997 | pass |
| TLI | ≥ 0.95 | 0.995 | pass |

From Table 3, the harmonic index of the model of digital literacy factors measurement is in line with the criteria. When considering Chi-square (χ^2) = 52.229, the degree of freedom (Df) = 41, and P-value = 0.1123 shows no statistical significance; RMSEA = 0.029, SRMR = 0.016, CFI = 0.997, TLI = 0.995, it suggests that the measure model is in accordance with empirical data as shown in Table 4.

Table 4

| Factors of digital literacy | Factor Loading | | | (R ²) | Factor Scores (FS) |
|--|----------------|------|--------|-------------------|-----------------------|
| | β | S.E. | t | | |
| 1. Digital awareness and understanding | 0.921 | 0.01 | 51.505 | 0.848 | 0.002 |
| | 8 | | | | |
| 2 Using digital tools. | 0.998 | 0.01 | 54.530 | 0.996 | 0.007 |
| | 8 | | | | |
| 3. Creativity and innovation | 0.952 | 0.01 | 81.462 | 0.907 | 0.005 |
| | 2 | | | | |
| 4. Communication and network building | 0.994 | 0.01 | 86.748 | 0.988 | 0.006 |
| | 1 | | | | |

Table 4 shows the results of the confirmatory factor analysis of key factors related to digital literacy of school administrators in world class schools. It was revealed that factors measured in standard score has the highest weight values that are using digital tools ($\beta = 0.998$, $R^2 = 0.996$); communication and network building ($\beta = 0.994$, $R^2 = 0.988$); and creativity and innovation ($\beta = 0.952$), respectively. Additionally, the lowest weight values are that of digital literacy and understanding ($\beta = 0.921$, $R^2 = 0.848$).

DISCUSSION

The study of factors related to the digital literacy of school administrator in world class schools was done through the synthesis of relevant documents and research papers as well as confirmatory factor analysis to determine the key factors and indicators of digital literacy of school administrators in world class schools, corresponding to the world-class school contexts. That is, four key factors and 12 sub-factors related to digital literacy of school administrators were determined as 1) digital literacy and understanding including raising digital awareness, digital technology organization development, personnel development in digital technology; 2) using digital tools including information services via open systems, creating information tracking systems, and increasing the potential of technology use; 3) creativity and innovation including developing intelligent systems, encouraging digital media production, and creating an online media library; and 4) communication and network building including creating information technology networks, increasing opportunities for learning with technology, and creating life-long digital learning resources. The results were obtained under careful design informed by a literature review to ensure

the contextualization of the research itself. Moreover, data collected from questionnaires was analyzed for confirmatory factors and index of digital literacy of school administrators in world class schools. The research is in line with the concept proposed by Ala-Mutka (2011) pointing out that digital literacy involve four dimensions. The first dimension is computer literacy or technology literacy referring to the ability to use computers and software effectively. Secondly, internet or network literacy is an important skill for searching, choosing, and evaluating information on the internet. Thirdly, information literacy is another key skill for information searching and organization in an effective manner following moral principles, including the application of information technology to construct and disseminate knowledge. Lastly, media literacy is a skill necessary in analyzing, evaluating, and constructing various contents, whatever the type of content. Furthermore, it is also in accordance with the concept of Cordell (2013) suggesting five components of digital literacy. 1) Multiple skills cover thinking processes and techniques needed for doing research, evaluating information, understanding information and communicating appropriately with information technology. 2) The ability to use different technologies by appropriately choosing the most effective one to search and retrieve information as well as proper interpretation of the search adhere to the quality of the information technology. 3) Understanding of the technology and being aware that it needs continuous learning, and understanding privacy rights and the boundaries of using information technology. 4) Being able to use skills in communication and selection of information technology suitable for work, operators, and the community. 5) Being able to employ the digital skills in doing community activities and playing a part that rejuvenates the community by bringing news with responsibilities.

Acknowledgement

This work was supported by the Graduate School Khon Kaen University and the Center for research on plurality in the Mekong Region (CERP).

Recommendations

Suggestions for research implementation

1. The office of the Educational Service Area can apply the digital literacy development model of school administrators in world-class schools from the research in determination visions, directions, and missions of a school on development.
2. The office of the Educational Service Area or Education Management Agency can apply the research as guidelines for digital literacy development of school administrators at their schools that have a similar context to a world-class school for effective management of the school.

Suggestions for further research

1. The research results revealed that the highest weight valued factor is the use of digital tools; therefore, it is suggested that future research may empirically study the development of digital tools or skills in order to successfully manage education.
2. It is recommended that the model can be used to develop digital literacy of school administrators in R&D or further improve the existing digital literacy.
3. There should be further study on digital literacy development models of school administrators in different school settings other than world-class schools.

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DIGITALIZATION OF THE STUDY PROCESS: CASE STUDY OF LATVIA PUBLIC UNIVERSITIES

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ABSTRACT

Digitalisation is rapidly overtaking our daily life and is seen as an economic, technological and social development phenomenon. Higher education plays a decisive role in preparing future generations to deal with challenges of the digital economy, therefore it is important that higher education institutions are aware of the necessity to participate in the digitalization processes both in their internal and external communication, which requires to improve daily routine operations and to be ready to offer contemporary and exciting study process that complies with today's students' preferences. The aim of the current research was to present an overview of the digitalization topicalities in Latvia higher education. The specific research tasks were: 1) to analyse the need to enhance advanced skills of young generation in the European Union focusing on the Digital Economy and Society Index achievements; 2) to evaluate the current digital environment of Latvia public universities.

The research results reveal that students expect universities to increase the amount of digital content in internal communication (e-services, e-study materials, interactive tasks, tests, games etc.), which suggests that teachers need to adjust to changes in the "always on technology" way of learning and teaching. Consequently, universities should be aware of the fact that technology has already disrupted the generally accepted norms and anticipate re-training of teachers and technical staff to be able to tackle problems connected with rapid integration of new technologies to provide efficient and secure study process.

INTRODUCTION

Today not only primary and secondary schools but also universities need to adapt to the changes caused by digitalisation and the development of new technologies. The behaviour and expectations of the Millennial generation require fundamental changes in the study environment, study programmes and curriculum. Moreover, there is a growing need to acquire new skills and knowledge not only for technology implementation, but also for safe and meaningful use of technology. Nevertheless, higher education and professions need to adapt to future labour market needs. In order to motivate today's students to use opportunities offered by digitization in the future, it is necessary to develop and improve existing ones. Digitalisation offers to universities a wide range of opportunities for performance improvement, organization of information systems, make more efficient study environment and process, communication with students, faculty and staff, marketing activities via website, social media. The introduction of electronic enrolment and other services in the digital environment simplifies administration processes, enables them to be electronically administrated and managed remotely. Also library collections and databases are becoming digital. Thus, thanks to digitalisation, higher education institutions have more opportunities and ways how to achieve their goals through internal and external communication with their target groups (Tihankova, 2019).

For several years now, one of the most important goals of Latvian education policy makers has been the entry of Latvian universities into the top 500 of the world's top universities. In the field of higher education, significant commitment of each newly established government for years has been to continue a gradual increase funding for higher education studies, as well as to support students by strengthening the social dimension in higher education. In the last decade, efforts have also been made on the increase of government funding for the effective operation of the three-pillar model (the first pillar provides funding for budgetary positions and the science base, the second pillar provides funds for performance improvement, while the third pillar is intended for improving and modernizing university infrastructure and curricula) for internationally competitive excellence in higher education by, among other activities, promoting digitalisation in higher education, which today is a boosting factor of international cooperation and competitiveness.

The current research is a continuation of the authors' research works conducted in February-May 2019 within the initial phase of the National Research programme "Latvian Heritage and Future Challenges for the Sustainability of the State" and its project "Challenges for the Latvian State Society and Solutions in the International Context (INTERFRAME-LV)", which is now clarified and supplemented by the latest data obtained within the desk study and comparative analysis in June 2019. The aim of the research was to present an overview of the digitalization topicalities in Latvia higher education. The specific research tasks were: 1) to analyse the need to enhance advanced skills of young generation in the European Union focusing on the Digital Economy and Society Index

achievements; 2) to evaluate the current digital environment of Latvia public universities.

ENHANCING DEVELOPMENT OF SKILLED HUMAN CAPITAL IN THE EUROPEAN UNION

According to Schwab (2017), today the world is at crossroads due to the fact that more often society expresses its disappointment with national policies and global economics that are incapable to tackle the negative externalities of global economy future development, which places technological progress as a priority to people's needs and wishes. Although Europe has the most educated workforce in all its history, it is important to assess challenges and readiness of the European Union to use its capacity to ensure that technologies benefit people and bring them towards more inclusive societies enhancing opportunities to use artificial intellect for making health, education, agriculture, services and manufacturing industries more efficient and people-friendly. Accordingly, the future competitiveness of the EU depends on its human capital's ability to master new skills and thus seize opportunities in digital environment to be able to contribute to the overall social welfare and development of future economic sectors (Schwab, 2017; Harari, 2018).

Lately, the digitalization enhancement is one of the EU's priorities at the forefront of the European Commission that is promoting various initiatives aimed at increasing training in digital skills for the workforce and for consumers. Therefore, EU aims to modernise its education across all the Member States thus harnessing digital technologies for learning and for the recognition and validation of skills; and anticipating and analysing skills needs. According the European Commission, a strong digital economy is vital for innovation, growth, employment and overall European competitiveness. The spread of digital is having a massive impact on the labour market and the type of skills needed in the economy and society.

The Digital Economy and Society Index (DESI), which was invented in 2014, is a composite index that summarises relevant indicators on Europe's digital performance and tracks the evolution of the EU Member States in digital competitiveness (DESI, c.a.). The latest results of Digital Performance Economy and Society Index (DESI) indicators of the European Union (EU) countries suggest that despite EU Member States' commitment to jointly build a strong and competitive Digital Single Market five years ago, in 2019 the digitalization performance gap in five DESI dimensions (Connectivity, Human Capital, Use of Internet Services, Integration of Digital Technology and Digital Public Services) between the EU wealthier Member States and less wealthy ones still remains large (Figure 1).

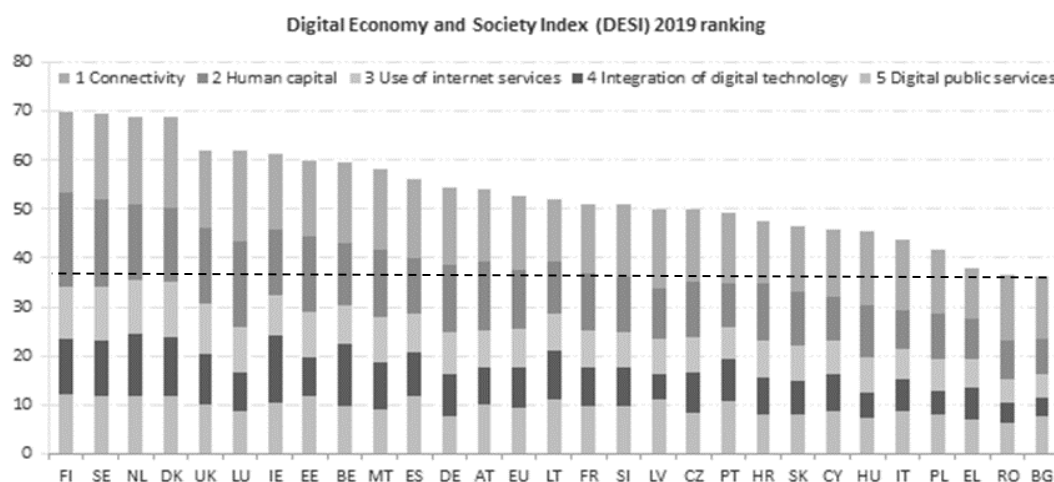


Fig. 1. Digital performance of the European Union Member States, 2019

Source: Digital Economy and Society Index, 2019

Such situation gives evidence of the growing need of the lagging behind EU Member States to revise the efficiency of their education system, which is responsible for preparing such labour force that can use advantages of digital economy challenges. A closer insight into the Human Capital dimension of DESI helps to obtain a comparative overview of the Member States' human capital readiness to integrate in the EU digital market and measures the skills needed to deal with challenges offered by digital economy. The full potential for improving education through ICT in Europe remains yet to be discovered, however some countries already today show that they can fit for 21st century life and work. The data aggregated in Figure 2 convincingly demonstrate that Nordic countries – Finland, Sweden, Denmark, Estonia and Ireland and the Netherlands have reached significantly higher digital performance results than Southern Europe countries. At the same time, it is worth to mention that R&D expenditures of GDP in 2018 in Sweden were – 3.3%, in Finland – 2.9% and Estonia – 1.5%, which is considerably

higher compared with Romania, Cyprus (0.5% of GDP) and also Latvia (0.6%). Therefore, it seems quite obvious that Latvia shows quite moderate development level of advanced skills (Figure 2). Consequently, the education policy makers in Latvia have to make efforts to revise and enhance development of skills, especially digital skills, which are necessary almost in all economic sector jobs.

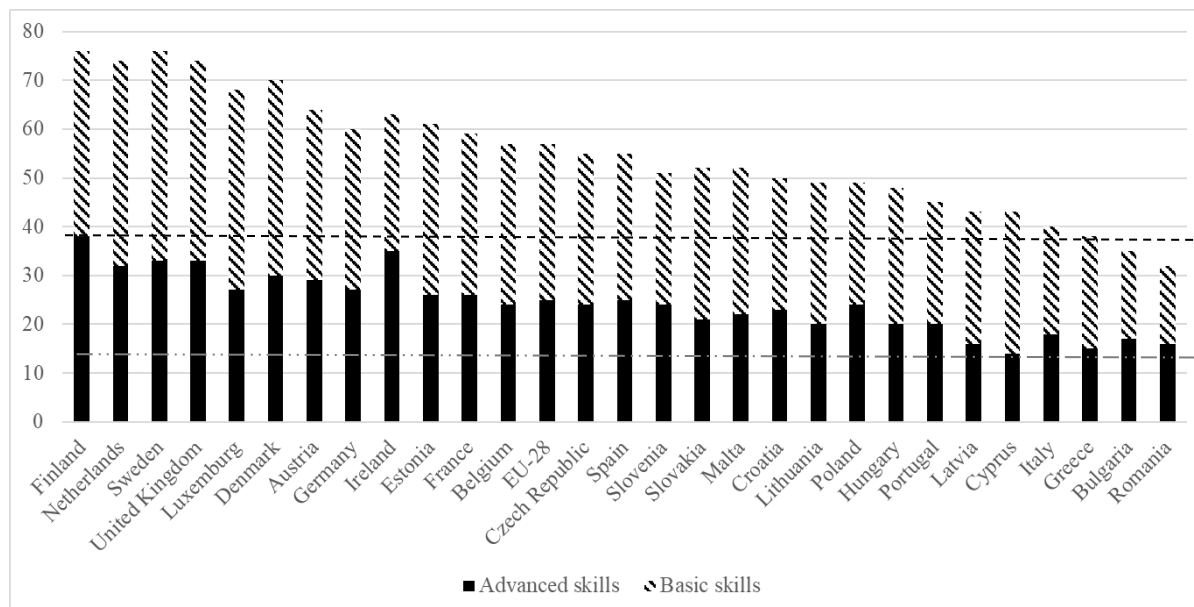


Fig. 2. Potential of the European Union Member States' human capital: skills, 2019

Source: The Digital Economy and Society Index, 2019

A competitive national economy requires a competitive higher education system. The Development Guidelines of Education in 2014-2020 developed by the Ministry of Education and Science of the Republic of Latvia among other measures aimed at improving the quality of education has emphasized the necessity to modernize Latvia's higher education. Therefore, the authors have focused their current research on exploring digital environment of Latvia higher education institutions limiting their research subject to six public universities of Latvia and their digital communication environment.

ENHANCING DIGITALIZATION IN THE HIGHER EDUCATION STUDIES AT LATVIA PUBLIC UNIVERSITIES

The research subject of the current study was all public universities in the Republic of Latvia: Latvia University of Life Sciences and Technologies (LLU), the University of Latvia (LU), the University of Daugavpils (DU), Liepaja University (LiePU), Riga Technical University (RTU) and Riga Stradins University (RSU). The research object was digital environment of public universities. External communication is what is communicated by universities to public (marketing activities, public relations). For internal communication, the Latvian University Information System (LAIS) is used, which includes student and staff register, it also includes part of the functionality of the University of Latvia Information System (LUIS) and is tailored to the needs of universities. This system is also used in DU, LLU, LU and LIEPU. It stores students and employees' data, and can be accessed with a username and password.

The indicator that can be used to evaluate the external activity of a business is the number of followers in social networks (Praude, Salkovska, 2018). The authors used this indicator in the current research to reveal the external communication activity of Latvia universities. Social networks use interactive websites, the content of which is created by both the users themselves and the institutions to exchange information. In order to provide communication and marketing visibility, it is necessary to target a specific audience by offering valuable and interesting content and information (Ryan, 2017), using links that lead to the university website and other useful pages. It is important to encourage the target audience to engage and communicate, thus it is important to respond to each message. The in-depth analysis of the six universities' social networking profiles gives evidence that all universities are active in preparing externally targeted material to provide their target groups with meaningful digital content that timely informs about activities of the study environment and tools to address potential students and also helps to maintain communication with alumni, business partners and society. For Latvia scale, the number of public universities' followers in social networks is sufficient (Table 1) and with a growing trend.

| University | Number of followers in social networks on 01.03.2019 | | | | |
|------------|--|-----------|---------|---------|----------|
| | Facebook | Instagram | Twitter | Youtube | Linkedin |
| DU | 2937 | 840 | 787 | 58 | n.d. |
| LLU | 4958 | 2104 | 3728 | 218 | 1988 |
| LU | 18419 | 3316 | 7596 | 1465 | 32844 |
| LIEPU | 3001 | 781 | 2110 | 41 | n.d. |
| RSU | 15224 | 2389 | 3380 | 1563 | 7812 |
| RTU | 13154 | 2569 | 4279 | 804 | 23063 |

Table 1. Number of Latvia public universities' followers in social networks, 2019
Source: Tihankova, 2019

Nowadays, websites need to be not only attractive but also secure and efficient. The "Website Grader" is a free online tool that grades websites against key metrics: performance, mobile readiness, SEO, and security (Website Grader, c.a.). The insight into the parameters of the six analysed universities' websites evaluation according to Website Grader methodology reveals that within the 100-point grading system, Latvia public universities' ratings range from 67 (DU) to 79 (RSU) points. Such evaluations give evidence that all Latvia public universities' websites are safe and in addition to desktop versions they are also customized for mobile devices. The website parameters that currently most of all need to be improved are page loading speed and SEO - use of headlines and specific keywords (Tihankova, 2019).

An online survey of 120 students (conducted by LLU in 2019) on their expectations regarding the university's digital study environment (Fig.3) revealed that most often (25%) students wanted to combine their class work (direct contact with groupmates and teacher) with independent, individual work in e-studies environment (no direct contact with groupmates and teachers). The second students' most exciting wish (18%) was to have more digital gaming approaches in the study process. Such replies lead to the conclusion that today students are so much used to their electronic devices, which calm them down in stressful situations and empower their self-confidence, which suggests that the cognition of Millennial generation students is developing differently - they prefer video images and visual learning, their expectations and reality are quite different from their teachers' expectations and reality.

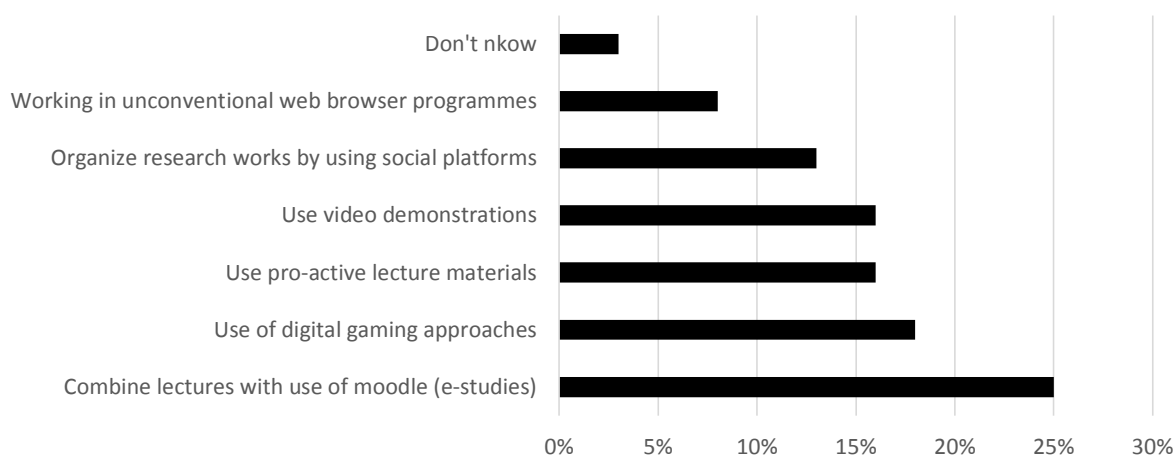


Fig. 3. Online survey on students' expectations regarding the university's digital study environment (n=120)
Source: Tihankova, 2019

The general evaluation of the accessibility of the current study environment was conducted as a case-study of Latvia University of Life Sciences and Technologies (LLU). The survey results of LLU revealed that in 5-point grading system (5 – excellent, 1 – very poor) 49% of respondents claimed LLU studies' digital environment as "good" (4 points), which can be regarded positively. However, only 3% of respondents claimed it as "excellent", which means that LLU have some minor problem areas that lag behind students' expectations. Most often students mentioned that the content of the website and e-studies is not updated as often as students expected, the materials for many study courses are not available electronically. However, the conducted in-depth interviews with e-studies department specialists at LLU suggest that the reason for these complaints most often is not neglecting of students' needs and interests, but rather limited availability, capability of university's human resources with advanced digital skills as well as their increasing workload due to internationalization of universities, which results in increasing

numbers of international students and need to solve their problems. Nevertheless, students also admitted that LLU digital environment has many good points: it is user-friendly and already today integrates many cutting-edge technologies with active students' involvement in creating digital content, brainstorming new ideas and ways to practically adopt them to make studies at LLU more exciting, efficient and secure at the same time.

CONCLUSIONS

Digital skills' development of human capital among the European Union Member States significantly differs. In 2018, the Digital Economy and Society Index results revealed that North European Member States' performance (with Finland in a leading position) was significantly better than the one of the South European Member States. Currently, Latvia lags behind the other Baltic States and needs to enhance its human capital's digital skills and modernize its education system.

The evaluation of Latvia public universities' digital environment revealed that external communication performance generally complies with contemporary digital marketing requirements. With regard to internal communication, the survey replies of the current users of university's digital environment suggest that students would like to increase the amount of digital content (study materials, tasks, tests, games etc.), which is necessary for their "always on technology" and extreme risk aversion learning style. At the same time, it means that changes in the way of learning and teaching should be already today re-structured at universities with anticipating re-training of teachers and technical staff to be able to tackle problems connected with rapid integration of new technologies to provide efficient and secure study process.

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DİJİTAL ÇAĞDA YENİ ÇALIŞMA BİÇİMLERİ VE ÇEVİRİMİÇİ PAYLAŞIM PLATFORMLARI ÇALIŞANLARI

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ÖZET

Günümüzde birçok sektör ve iş yapma biçimi daha fazla dijitalleşiyor. İnternetin ve dijital teknolojilerin sağladığı imkanlarla mal ve hizmet sağlayıcılar ile bu ürün veya hizmetlerin alıcıları arasında iletişim, etkileşim ve alışveriş artmakta. İnsanın geleneksel faaliyetleri arasında sayılabilecek kiralama, değiş tokuş etme, paylaşma, ödünç verme, alışveriş yapma, çevrimiçi paylaşım platformları sayesinde genişleterek yeni bir düzeye geldi. Çevrimiçi paylaşım platformlarında, internete erişimi olan herkes alıcı, satıcı, yaratıcı, yapımcı, şoför, konuk veya ev sahibi olabilmekte. Mal ve hizmet sunmak artık profesyonel aktörlerin ayrıcalıklarından biri olmaktan çıktı. Her ne kadar insanların işletmelerle rekabet etmeleri mümkün olmasa da bireysel olarak çevrimiçi platformlarda sağlanan hizmetler, işletmelerin pazarda sahip olduklarından daha fazla pay elde edebilmekte.

Çevrimiçi paylaşım platformlarında daha çok yerel olarak konaklama, ulaşım, el işleri, kişisel hizmetler gibi fiziksel olarak sunulan hizmetlerin yanında internet aracılığıyla tasarım, kodlama, çeviri, danışmanlık gibi dijital hizmetler sunulmakta. Platform kullanıcılarının söz konusu bu hizmetleri sağlarken ki çalışma şekilleri sundukları hizmetin türüne göre farklılıklar göstermekte. Bununla birlikte platform çalışanlarının ne zaman, nerede ve nasıl çalıştıkları tam zamanlı ve sürekli yapılan standart bir işten de farklılaşmakta.

Bu çalışmada, dijitalleşme ile ortaya çıkan yeni çalışma biçimleri ve çevrimiçi paylaşım platformlarında çalışanlar tanımlanacaktır. Ayrıca bu çalışma biçimlerinin beraberinde getirmiş olduğu fırsatlar ve karşılaşılan zorluklar da ortaya konmaya çalışılacaktır. Bunun için farklı çevrimiçi paylaşım platformlarında ürün ve hizmet sunan farklı yaş, cinsiyet, eğitim ve gelir seviyesinden çalışanlar ile yapılacak yarı yapılandırılmış görüşmeler gerçekleştirilecek ve elde edilen bilgiler çalışmanın bulgular başlığı altında paylaşılacaktır.

Anahtar Kelimeler: Digital çağ

DISSEMINATION AND TRAINING EFFORTS IN THE FRAME OF EUROPEAN RESEARCH PROJECTS

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ABSTRACT

The primary purpose of dissemination within European research projects is to inform the stakeholders about the conducted project and its outcome. The target groups of dissemination include not only private large companies and SMEs who act as manufacturers, application developers, systems integrators, tools and methodology providers, and so forth, but also standardization bodies, universities, training and teaching institutions, public bodies, end users, associations, knowledge exchange platforms, etc. It can be achieved through the development and application of an awareness and dissemination plan which specifies messages, target audiences and dissemination tools.

METHODS

The foundational elements of projects' ecosystems are developed and put in action as part of the project to bootstrap its dissemination, communication and training efforts.

DISSEMINATION:

The primary aim of the dissemination is to create awareness among interest groups about the project (CABRISS, 2019). For this purpose, an awareness and dissemination plan is to be developed. Such an awareness and dissemination plan specifies messages, target stakeholder groups and dissemination instruments. A project's ecosystem brings together the different affected stakeholders who can draw benefits from cooperating on the same project. The primary target audiences of dissemination include:

- certification bodies: they give the users confidence that the elements of the project conform with the according standards and practices.
- large companies and SME (in the private sector) who act as suppliers, installers, service providers, manufacturers, application developers, systems integrators, tools and methodology providers, etc.
- providers of training and instruction: they provide developers and other specialists with the necessary training and knowledge for working with the results of the CABRISS project. They include universities, RTD and specialized training organizations.
- local authorities & national/regional public bodies who act in the relevant fields of policy-making. Public entities who are responsible in building legislation are interested in creating well working legal frameworks. As owners and promoters of their own buildings, public entities are interested in cooperative working systems or applications. For example, European Housing Ministries are a relevant target audience.
- European and national clusters represented by their cluster managements serve as knowledge hubs and knowledge exchange networks and can distribute information to relevant audiences in the PV sector.
- consumer users: when provided with information, training, and tools about the project's outcome, they can consider integrating it in their products.
- clients and users (citizens): key actors interested in cooperative working systems or applications providing their perspectives in the formulation and assessment of the project results in aspects such as, design for all, adaptability for the future and value procurement.
- further associated research projects and technology platforms.

The key elements of a project's ecosystem are established and applied as part of the project to facilitate its dissemination and utilization. This task is primarily relevant to define the dissemination strategy and its realization during the project. Dissemination can be achieved through a variety of channels such as publication of papers and articles as well as through participation in conferences, workshops and exhibitions. Awareness among the wider public can be obtained with the help of local press networks, newspaper articles, the relevant social media channels and participation in public exhibitions and fairs. Making use of connections to preestablished networks is recommendable. The internet web site of the project shall include:

- presentation of the aims of the project and the applied methodology, emphasizing the significance and effect of scientific, conceptual and technological innovation;

- workshop participation, progress and advances, achieved accomplishments and public deliverables, to be updated ongoingly;
- the current status of key indicators such total numbers of papers, and European geographic localizations affected by the consortium.

Presentations during the project should be clarified and the project's outcomes are to be presented and analysed. A dissemination and communication plan usually is established at the start of the project and is held up-to-date by a dissemination & communication manager. It is to be used throughout the project's duration and beyond. In each project meeting held by the consortium, this dissemination plan is to be discussed and reassessed. During the project's lifetime, open public workshops can potentially be organized to disseminate the project's outcome to a wider audience.

The aim of the dissemination is to foster the project's expected commercial effect and success. It is advisable to consult an expert in the field of marketing who takes a leading role in the dissemination activities. Demonstrations of the prototypes and technologies by the marketing expert will allow both professionals and laymen to gain insight in and understanding of the project's findings. Consortia often use an open dissemination policy that keeps a balance between public and confidential deliverables. Proper dissemination management is a tool for fostering exploitation during and after the project. It enhances awareness of the project and facilitates the formation of cooperation with technology providers, system integrators and key influencers.

The consortium continuously analyzes the results of the project and classifies them with regard to their commercial potential, as an initial step towards the commercial utilization of the project findings. The following aspects are to be considered by the consortium:

- comparison of the products, processes or services that are brought forth by the project with the preestablished solutions that already are available
- relevance and prospective impact of the yielded innovation (novelty in its sector and on the national and international level)
- technical and economic advantages in comparison with already available solutions
- expected final development (prototypes, demonstration cases) for each project results (product, services and processes)
- potential impediments for the economic exploitation and knowledge sharing.

A typical channel for dissemination is scientific publication. However, dissemination in this form has to be consistent with all aspects of intellectual property, confidentiality and potential publication provisions established in the consortium agreement. After the co-authors have attained a permission to publish by the project partners, the editor for the scientific publication can be chosen. Potential editors must respect the authors' interests and be willing to publish in an open access channel (with or without embargo period). The partners shall employ an open access repository which is linked to the tools proposed by the European Commission (open AIRE or similar). This way, the publication is accessible with bibliographic metadata in a standardized format.

Ecosystem and networking activities: These subtasks of European projects serve the purpose to incorporate regional innovation projects in Europe (technology suppliers, final users, industries and promoters) into the project's environment to obtain a sustainable project ecosystem. Such an ecosystem brings together the different affected stakeholders who can draw benefits from cooperating on the same project. These stakeholders include not only private large companies and SMEs who act as manufacturers, application developers, systems integrators, tools and methodology providers, and so forth, but also standardization bodies, universities, training and teaching institutions, public bodies, end users, associations, knowledge exchange platforms, etc. It is advisable to continuously analyze the public opinion (end-consumer groups and stakeholders, with regard to gender aspects). One experienced project partner is responsible for the gender plan of the project. A gender action plan is to be established and to be ongoingly held up-to-date throughout the duration of the project.

Standardisation efforts on European level: It is necessary for an open project that it follows the framework of existing and newly proposed standards throughout all steps of its developments and evolutions (Brenner, W., Adamovic, N., 2017; Final Report Summary, 2019). Usually, a special standards task is in charge of providing inputs. By fostering innovation and commercial exploitation through dissemination of novel ideas and best practice, standardization within European projects serves the purpose of creating close ties between research and industry. Connecting all interest groups such as manufacturers, researchers, designers and regulators concerning products, raw materials, processes or services will bring forth new measurement and evaluation methods and stimulate the implementation of new processes and procedures. Standards can lead to increased commercial value of research and innovation projects. Europe is not only increasingly focusing on innovation project but also on the

commercialization of research results. In the last years, cooperation between researchers and standardization bodies has been amplified to increase Europe's competitiveness through innovation (Penny, S. (ed.), 2011). Newly implemented standards may even stimulate further research activity, for example when adequate methods are required for testing and measuring. Raising awareness about standardisation and its significance becomes more and more crucial in giving new technologies and research findings increased economic value and access to the market. The integration of recent research discoveries and technological innovations into new standards can serve as a base for following research and development. Thus, a prolific circle of knowledge and stimulation of standards and research is set into motion. Since the start of European Framework Program 6, standardization has been acting as a crucial booster of research and innovation and has been of great importance during Horizon 2020. The EC encourages researchers to put a focus on topics in their projects, starting at the writing of proposals. In addition, the EC encourages researchers to participate in Technical Committees (TCs). Through involvement in research activity, national Standardization Bodies and national Electrotechnical Committees can act as a connector and exchange platform between researchers and industry and as a distributor of research findings. When standards are being developed, it is important to assure close cooperation and communication between the involved parties.

The following benefits can be obtained by fostering cooperation, communication and exchange between researchers and standardization bodies:

- network, dialogue and exchange between other communities grow and intensify,
- new standardization fields and new markets for commercialization and application of research results can be found,
- more competent researchers will be found in Technical Committees and other technical bodies
- competence arises from participation in research projects.

Policymakers and stakeholders will be more aware about standardization bodies and their influence on innovation processes. Social aspects play an important role in the international standardization activities. This field involves specialists, detailed observation of the written standardization process, and a clear strategic agenda. International standardization is mainly an organisation-driven activity, but in many cases the creation of standards is highly influenced by certain individual peers. To achieve consensus, the individuals involved in standardization require the following skills:

- skills in communications and a good feeling for listening, persuasiveness, motivation, and facilitation.
- understanding of each party's positions, viewpoints, expectations and backgrounds.
- identifying goals, costs, risks, quality requirements, measures, and alternatives.
- willingness to find compromises to achieve results.

COMMUNICATION

Research should be driven by strategy, and not just mere curiosity. Strategies are built from consecutive decisions that may be interpreted in different ways. Project managers are responsible for precisely informing all functional-level members about the strategic approach to implementation within the Work Packages. Individual decisions are necessary concerning:

- **Intra consortium communication:** close attention will be paid to ensure regular gapless information of the partners the project's status, the planning, their responsibilities and task as well as and expected work achievement. Matters of confidentiality and non-disclosure will be included in the Consortium Agreement which will be signed before the project's begin. Interactive management as well as technical meetings will be a key element in the communication strategy. All information (minutes of the meetings, task reports, relevant publications) will be notified to the project coordinator, who will be responsible for forwarding the achieved information to the members of the consortium.
- **Communication outside the consortium:** The Dissemination and Communication Manager oversees the communication strategy which includes the publication planning (and their Open Access) and specifies conferences, media, etc., to be addressed. The technical outcome of the research project should be seen as confidential; thus, the agreement of all the concerned partners in accordance with the contracts (EC and Consortium) will be a precondition for the publication of these findings.

The following communication tools and strategies will be used:

- **Proactive direct approach** of the target stakeholders and the European Commission,
- **European Network of National Contact Points (NCPs)** theme through periodic newsletters and invitation to events, bimonthly newsletters are recommended.
- **Dedicated websites**, which lay forth an overview of the aims, the partnership, the activities proposed within

the project and the opportunity of uploading/downloading the publicly accessible results of the project.

- **Partners' websites.** Each participating partner displays a reference to the project on their institution website (which contains a link to the dedicated project website and some summarizing information).
- **Publications.** The involved partners publish the results (in accordance to the IPR protection strategy) in the pertinent scientific literature, dedicated journals and magazines in the related research fields
- **Congresses, workshops, conferences, exhibition fairs.** Results and breakthroughs will be directly and interpersonally presented and illuminated in recognized European and worldwide congresses, scientific fairs and events.
- **Social media.** The relevant social media channels are utilized to directly and informally carry the findings to the interested target groups.

One element of the project action plan deals with the public image that the dissemination activities create within the international scientific and wider community and how the dissemination activities are perceived by the public. In all dissemination material special attention should be paid to avoid any 'gender stereotyping'. A balanced presentation of social groupings should be targeted. Finally, results are to be communicated to the wide public by far reaching media channels such as radio, newspapers, magazines at local and regional level and TV, at least at the early and final phases of the project. Any demonstrations and presentations should also be appropriately advertised with the technical press.

TRAINING

The EU (EU, 2019) attributes great importance to the ongoing advancement of education and training. Widespread and easy access to education and training is a not only a booster for wealth, economic growth, social stability but also research and innovation - and it increases the population's potential for personal evolvement. Having a multitude of supra disciplinary trained researchers in the industry is crucial for strengthening the innovativeness and economic competitiveness in Europe. Involvement in research projects results in a wide range of formal, non-formal and informal learning activities and learning effects for the participating researchers. It is an aim to make it possible for different types of experts (developers, technologists, integrators, etc.) to work with project results and develop new devices, applications and services based on these project results. This encompasses a wide area of activities that can be categorised as follows (Pro-Skills, 2019):

- **formal learning:** any formal training courses or educational programmes received from universities and other training/teaching institutions with structured learning objectives, curriculum, duration and teaching/learning methods, which lead to a certificate.
- **non-formal learning:** learning outside the framework of educational institution, often without certification, but with deliberate learning intention.
- **informal learning:** incidental or casual acquisition of knowledge or skills (such as social self-management skills) through everyday experiences and in everyday life.

Many European research projects provide a form of training programme which aim to benefit both from local or regional network partners as well and the collective multidisciplinary expertise of the entire network. The primary addressees of such a form of training are project participants in early stages of their research career. Training programmes often include a wide variety of activities:

- host oriented individual training: supervised working on personalized individual research projects
- arranging of, participation in and presentations to external workshops and conferences,
- exchange with peer specialists from network teams
- communication with relevant interest groups, whether academic or industrial/commercial
- short-term visits and secondments, and temporary inclusion into a company's structure, either within or outside of the network, to stimulate exposure to different approaches and schools of thought in different disciplines.
- organisation of training events (e.g. schools, training workshop/seminar, practice-oriented training sessions on certain tools or techniques) at individual participating institutions,
- training of complementary skills such as social and communication skills, language skills, computer and IT skills, project management know-how, ethics, team building, leadership etc.

Participation of the consortium's industry partners in the training programme feeds additional skills in perspectives into the knowledge pool. It is fundamental for more coherent dialogue and more effectful collaboration in training and research between the various sectors. Often a Supervisory Board, which takes into consideration the needs of both the academic and private interest groups, is authorized with the task of defining the skill requirements for the

recruited researchers. This aims to optimize the utilisation of complementary knowledge and viewpoints and exploitation of synergies between the different network partners. Thus, a well-balanced scientific and technological training with consideration of complementary skills is ensured.

The EC provides a specialized action framework for research training, the Marie-Sklodowska-Curie-Actions (MSC-Actions, 2019). The Innovative Training Networks (ITN) established by the MSC-Actions include industrial doctorates. Non-academic organisations are put on the same level as universities in terms of researcher's time and supervision and joint doctoral degrees between these non-academic organisations with several universities were established. The MSC-Actions are open to participation of non-European organizations, so that doctoral-level candidates are given the possibility to gather experience and receive training outside of Europe. The aim of ITNs is to provide a structural foundation for research and doctoral training with the right combination of research-related and transferable competences. Thus excellent quality, exceeding the borders of traditional, academic-only research is fostered in Europe.

DISCUSSION

A main target of European research projects since early frameworks is to bring forth a multitude of well-trained creative, entrepreneurial and innovative researchers, who can solve current and future tasks and who have the right combination of skillsets available to convert knowledge and innovation into products and services with great economic potential. Their aim is to enhance career perspectives in both the academic and industrial sectors based on experience resulting from international and interdisciplinary mobility and thus to stimulate economic growth and welfare.

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DOĞRULAMA PLATFORMLARINA YÖNELİK KULLANICI ALGISI: TEYİT.ORG ÖRNEĞİ

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ÖZET

Yapılan araştırmalara göre, tüm dünyada sayısal ortamlar ve sosyal medya önemli bilgi kaynakları arasında yerini almıştır. Türkiye’de de benzer şekilde, bireylerin %66’sı sosyal medyayı bir haber kaynağı olarak değerlendirmektedir. Sırasıyla Facebook, YouTube, Twitter, WhatsApp ve Instagram bu amaçla kullanılan sosyal medya araçlarıdır (Reuters Institute, 2018). Bu durum, bilgiye daha kolay ve hızlı ulaşmayı sağlasa da bazı sorunları beraberinde getirmiştir. Sorunların başında, 2016 yılında Oxford Sözlük tarafından yılın kelimesi seçilmesiyle birlikte, giderek daha çok tartışılmaya başlanan ve “hakikat sonrası” (post-truth) olarak ifade edilen bir ortam gelmektedir. Hakikat sonrası dönemin özelliği, duygulara dayanan kişisel kanaatlerin, olgulara dayanan hakikatlerden daha etkili olması şeklinde ifade edilebilir. Hakikatin önemsizleşmesiyle birlikte, sahte veya şüpheli içeriklerin üretilmesi ve dolaşıma sokulması artış göstermiştir. Buna paralel olarak yanıltıcı, aldatıcı, yanlış bağlamda kullanılan, manipüle edilmiş gibi tamamı veya bir bölümü hakikatlere dayanmayan içeriklerin paylaşım sayısı ve hızı da artmaya başlamıştır. Bu durumla mücadele etmek amacıyla dünya genelinde çok sayıda doğruluk kontrol organizasyonu ortaya çıkmıştır. Türkiye’de faaliyet gösteren teyit.org, internetteki şüpheli bilgileri inceleyen bir doğrulama platformudur. Bu çalışmanın amacı, sahte içeriklerle mücadelede önemli bir sorumluluk üstelenen teyit.org’un sosyal medya kullanıcıları tarafından nasıl algılandığını belirlemektir. Bu amaç doğrultusunda, teyit.org’un kurumsal Facebook sayfasındaki iletilerine yapılan yorumlar, içerik analiz yöntemi kullanılarak incelenmiştir. Yorumlardan sadece teyit.org’a yönelik olanlar ele alınmış, haberle ilgili veya başka konularla ilgili yorumlar inceleme kapsamı dışında tutulmuştur. Araştırmada, Brandtzaeg ve Følstad’ın (2017) doğrulama platformlarının yararlılık (usefulness) ve güvenilirlik (trustworthiness) açısından incelenmesi amacıyla geliştirdikleri kodlama şeması kullanılmıştır. Kodlama şeması yararlılık, yetenek (ability), iyi niyetlilik (benevolence) ve dürüstlük (integrity) temalarından oluşmaktadır. Araştırma evreni olarak Facebook’un seçilme nedeni, haber kaynağı olarak ilk sırada tercih edilen sosyal medya sitesi olması (Reuters Institute, 2018) ve teyit.org’un Facebook ile yaptığı işbirliği sonucu, Facebook’un Türkiye’deki üçüncü taraf haber doğrulama organizasyonu olmasıdır (teyit.org).

Anahtar kelimeler: Doğrulama platformları

DÖNÜŞTÜRÜLMÜŞ ÖĞRENME MODELİNİN ÖĞRETİM TEKNOLOJİLERİ VE MATERYAL TASARIMI DERSİNİ ALAN ÖĞRENCİLERİNİN ÜST DÜZEY DÜŞÜNME BECERİLERİNE ETKİSİ

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ÖZET

Günümüz eğitim sisteminde yaratıcılığı, analitik düşünme becerileri, problem çözme becerileri gelişmiş, bilgiye kendi ulaşabilen öğrenciler yetiştirilmesi vurgulanmaktadır. Dönüştürülmüş öğrenme modeli denilen yaklaşım bu amaçları gerçekleştirilmek için oluşturulmuştur. Bu model, “kişileştirilmiş öğrenme ortamları, her kullanıcının öğrenme ortamından en üst seviyede yararlanmasına olanak” tanımaktadır. (Gündüz, Kibar ve Akkoyunlu, 2017; 142). Bu araştırmada, Uluslararası Kıbrıs Üniversitesi’nde öğrenim gören Eğitim Fakültesi öğrencilerinin öğretim teknolojileri ve materyal dersinde Dönüştürülmüş Öğrenme Modeli’nin üst düzey öğrenme becerilerine etkisi incelenecektir. Araştırmada deneysel yöntem kullanılacaktır. Deney grubuna dönüştürülmüş öğrenme modeli uygulanırken kontrol grubunda ise geleneksel yöntem izlenecektir. Ön-test ve son-test olarak Saido, Sırar ve Nordin’in (2015) yılında geliştirdiği ve Tuğba Yurtkul (2018) tarafından Türkçeye uyarlanan “üst düzey düşünme becerileri ölçeği” kullanılacak ve gruplar arası farka bakılacaktır. Araştırma süreci halen devam etmekte olduğu için bulgular sunulmamıştır.

Anahtar kelimeler: Dönüştürülmüş öğrenmeler

EBÜ'L-BEREKÂT EL-BAĞDÂDÎ TIBBÎ ÜZERİNE NOTLAR

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Özet

İslam felsefe ve bilim tarihinin en dikkat çekici simalarından birisi hiç şüphesiz Ebü'l-Berekât el-Bağdâdî'dir (ö. 547/1152). Yahudilikten vazgeçip Müslüman olması, Meşşâî felsefeyi eleştirerek yeni bir felsefî sistem inşa etmeye çalışması, özellikle fizik ve metafizik sahasında orijinal görüşler geliştirmesi ve felsefenin neredeyse her sahasına yayılan araştırmaları onun mümeyyiz vasıfları olarak göze çarpmaktadır. Bağdâdî'nin tabipliği ve tıbbî eserleri ilmi bakımdan yeterli ilgiye mazhar olmamıştır. Çalışmamız, bildiri düzeyinde de olsa, İslam tıp tarihine mütevazı bir katkıda bulunmayı amaçlamaktadır.

Anahtar Kavramlar: İslam Felsefesi Tarihi, İslam Tıp Tarihi, Ebü'l-Berekât el-Bağdâdî.

Notes on Medicine of Abū al-Barakāt al-Baghdādī

Summary: One of the most striking figures in the history of Islamic philosophy and science is undoubtedly Abū al-Barakāt al-Baghdādī (d. 547/1152). His conversion to Islam while a Jew, attempt to construct a new philosophical system by criticizing the Massaite philosophy, developing original views especially in the field of physics and metaphysics, and researches spreading to almost every field of philosophy stand out as his exclusive qualities. Al-Baghdādī's medicine and medical works have not received sufficient scientific interest. Our study aims to make a modest contribution to the history of Islamic medicine, even at the level of the proceeding paper.

Keywords: History of Islamic Philosophy, History of Islamic Medicine, Abū al-Barakāt al-Baghdādī.

Not: Bu bildiri, Çukurova Üniversitesi BAP Koordinasyon Birimi'nce desteklenen "Ebü'l-Berekat el-Bağdadi: Tıbbî Eserleri ve İslam Tıp Tarihindeki Yeri (SBA-2019-11590)" adlı proje kapsamında sunulmuştur.

GİRİŞ

Ebü'l-Ber ekât Hibetullâh b. Ali b. Melkâ el-Bağdâdî (ö. 547/1152); metafizik, fizik, mantık, psikoloji, gökbilim, tıp ve eczacılık sahaslarında eserler vermiş Yahudi asıllı bir filozoftur. Adını daha çok Meşşâî felsefeye yönelttiği eleştirilerle duyurmuştur; ne var ki, şöhretini tıptaki uzmanlığına borçludur. Kıfî, devrinin tabiplerinin bedensel hastalıklarla ilgili meseleleri ona sorduğu, verdiği cevaplardan oluşan notların elden ele dolaştığını belirtmektedir. (Kıfî, t.y.: s. 226.)

Bağdâdî'nin bilinen tek hocası devrin tıp otoritesi Ebü'l-Hasan Saîd b. Hibetullah'tır (ö. 495/1102). İbn Ebî Usaybia'nın aktardığı bir anekdot, Bağdâdî'nin tıp öğrenim sürecinin başlangıcına ve yeteneklerine yönelik önemli ipuçları barındırmaktadır:

Ebü'l-Berekât el-Bağdâdî tıp sanatını öğrenmeye, bu sanatın büyük ustalarından birisi olan Ebü'l-Hasan Saîd b. Hibetullah b. Hüseyin'den başlamıştır. Ebü'l-Hasan'ın her gün ders okuttuğu çok sayıda öğrencisi vardı ve bir yahudiye asla ders okutmuyordu. Fakat Ebü'l-Berekât, onun ders halkasına katılmayı ve tıbbî ondan öğrenmeyi çok arzuluyordu. Bunun için elinden geleni yaptı; fakat başarılı olamadı. Dersliğin hizmetkârına yardımcı oluyor ve üstadın öğrencilere anlattıklarını ve derste olan bitenleri duyabileceği bir koridorda oturuyordu. Ne duyarsa anlıyor ve not alıyordu. Aşağı yukarı bir yıl sonra, derste tıbbî bir mesele gündeme geldi; öğrenciler bunu tartışılarsa da hiçbirisi doğru cevabı veremedi ve doğru cevabı beklemeye koyuldular. Bunun üzerine Ebü'l-Berekât dersliğe girdi, üstada hürmetlerini arzetti ve 'Efendim, sizin anlattıklarınıza binaen, bu meselenin nasıl çözülebileceğini söyleyebilirim' dedi. Ebü'l-Hasan, 'Ne biliyorsan anlat!' dedi. Ebü'l-Berekât, Câlînûs'un görüşlerine atıfta bulunarak doğru cevabı verdi. Ayrıca, 'Efendimiz, bu mesele şu gün, şu ay ve şu yılda konuşulmuştu; o günden bu yana aklımda tutuyorum' dedi. Üstat, bu zekâ ve hırs karşısında hayretler içerisinde kaldı ve Ebü'l-Berekât'a dersi nereden takip ettiğini sordu; o da durumu anlattı. Ebü'l-Hasan, 'böyle birisinin ilim öğrenmesini ve bu halkaya katılmasını engellemek doğru olmaz' dedi. Böylece, onun öğrencileri arasına katıldı. (İbn Ebî Usaybia, t.y.: s. 374.)

Bağdâdî, hocasının eseri *et-Telhîsü'n-Nizâmî*'yi bizzat ondan okuyarak öğrenmiştir. Aynı zamanda filozof olması nedeniyle, Bağdâdî'nin diğer felsefî ilimleri de Saîd b. Hibetullah'tan öğrenmeye başladığını söylemek mümkündür. Şiddetli bir üst solunum yolu rahatsızlığına, ağır halüsinasyon vakasına, cüzzam hastalığına yönelik çözümleri ve bir cerrahî müdahalesi kaynaklarda aktarılan tedavi örneklerindendir. Bağdâdî, bu uzmanlığın neticesinde Büyük Selçuklu Sultanı Gıyâseddin Muhammed Tapar (slt. 498-511/1104-1118), Irak Selçuklu hükümdarları Sultan II. Mahmûd (slt. 511-525/1118-1131) ile Sultan Mes'ûd (slt. 529-547/1134-1152), Abbâsî Halifeleri Mûsterşid-Billâh (slt. 512-529/1118-1135), Muktefi-Liemrillâh (slt. 530-555/1136-1160) ve

şehzadeliği döneminde Müstencid-Billâh (slt. 555-566/1160-1170) ve Zengî Emiri Seyfeddin Gazi (slt. 541-544/1146-1149) gibi devrin siyasî liderleriyle çalışma imkânı bulmuştur (Tunagöz, 2017: 29-30)

Bağdâdî'nin ikisi günümüze ulaşan dört tıbbî eseri vardır:

1. *İhtisârü't-Teşrih*: Eserin herhangi bir yazması tespit edilememiştir. İbn Ebî Usaybia, eserin Galen'den tercüme edilen anatomi kaynağı *Kitâbü't-Teşrih*'in özeti olduğunu ve veciz bir dille yazıldığını ifade etmiştir (t.y.: s. 376.)
2. *Kitâbü'l-Akrâbâzîn*: “Kitapçık” anlamına gelen Grekçe bir kelimeye dayanan “akrâbâzîn” kavramıyla, faydalı ilâç formüllerini ihtiva eden kısa eserler kastedilir. Akrâbâzînler İslâm tıbbında miladi 9.-13. yüzyıllar arasında rağbet bulmuştur. Bağdâdî'ye ait olan eserin herhangi bir nüshası tespit edilememiştir. Bu isimdeki diğer eserler gibi, basit ilâçların birleşimini ve bu birleşimin kurallarını açıklayan bir kitapçık olmalıdır. İbn Ebî Usaybia sadece üç bölüm olduğu bilgisini vermiştir (t.y.: s. 376).
3. *Tiryâku Berşeasâ*: Berşeasâ, lafzen “saatinin oğlu” anlamına gelen Süryanca “bar şo‘teh” terimine dayanır ve çok sayıda hastalığı kısa sürede iyileştiren ilâç formüllerinin genel adıdır. Arapçaya “ibnû sâatih” (anında/derhal) veya “bür‘ü’s-sâa” (anında iyileşme) şeklinde de tercüme edilmiştir. Bağdâdî'ye ait formül, sadece ehli tarafından anlaşılması ve kullanılması için sembolik bir anlatımla kaleme alınmıştır. Ayrıca bu formül, tıp tarihinin izlerini taşımakla birlikte, Bağdâdî'nin özgün katkılarının ürünüdür. Eserde, çok sayıdaki hastalığı tedavi etmek için kullanılan bu terkinin hangi mizaçtaki bedenlere, hangi hastalıklara iyi geldiği ve nasıl kullanılması gerektiği anlatılmaktadır. Dünya kütüphanelerinde çok sayıda nüshası olan eserin bilimsel neşri henüz yapılmamıştır. (Tunagöz, 2017: s. 47-50)
4. *Emînü'l-Ervâh*: Bağdâdî tarafından geliştirilen bu formül –metinde geçtiği üzere (155b)– ateşli hastalıklara, müzmin öksürüklere, zatürreye, iç hastalıklarına ve zehirlilerin sokmasına iyi gelmektedir. Bilinen tek yazması Manisa YEK'te kayıtlıdır (1781/7, vr. 155b-157a). *Berşeasâ* gibi remizli olarak kaleme alınan eser henüz neşredilmiş değildir. (Tunagöz, 2017: s. 47-50)
- 5.

Klasik tabakât kaynaklarından elde edebildiğimiz bilgiler onun tıp öğretimi ile iştigal ettiğine ve birkaç öğrenci yetirdiğine işaret etmektedir:

1. Ebü'l-Kâsım Hibetullâh b. el-Fazl el-Bağdâdî (ö. 558/1163) (Bkz. İbn Ebî Usaybia, t.y.: s. 375, 380-389.)
2. Semev'el b. Yahyâ b. Abbas el-Mağribî (ö. 570/1180). (Bkz. İbn Ebî Usaybia, t.y.: s. 471-472.)
3. Mücridin Ebü'l-Kâsım Mahmûd b. el-Mübârek b. Ebî'l-Kâsım Ali b. el-Mübârek al-Vâsitî el-Bağdâdî (ö. 592/1196). (Bkz. Zehebî, 2003: c. 12, s. 990-991; Zehebî, 1985: c. 21, s. 255-256; Ebü'l-Fidâ', 1993: c. 1, s. 762-763.)
4. Mühezzebüddin Ebü'l-Hasan Ali b. Ahmed b. Ali b. Hübel el-Bağdâdî el-Ahlâtî (ö. 610/1213) (Bkz. İbn Ebî Usaybia, t.y.: s. 407-409; Mevsilî, 2005: c. 4, s. 296-298.)
5. Zahîrûddin el-Fârisî. (Bkz. Hamevî, 1993: s. 857-858; Hamevî, 1997: c. 2, s. 76-77; Safedî, 2000: c. 18, s. 435).

Bu beş kişinin dışında, Bağdâdî'den felsefe tahsili aldığı bilinen Mühezzebüddin b. en-Nakkâş (ö. 544/1149) ile Muvaffaküddin İbnü'l-Mitrân'ın (ö. 587/1191) Ebü'l-Berekât el-Bağdâdî'den tıp tahsil etmesi mümkündür.

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EBÜ'L-HASEN B. ALİ ES-SUĞDÎ VE ADALET MESLEK ETİĞİ

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GİRİŞ

Yargı bağımsızlığı ve tarafsızlığının, adalet ve hakkaniyet düşüncesinin daha fazla öne çıktığı günümüzde Suğdî'nin yargılama hukuku, adliye teşkilatı, hakimlerin ehliyet ve liyakati ile ilgili düşünceleri bizim için önem arz etmektedir. Üç farklı devlet zamanında yaşamının ve geçiş toplumunun sorunlarını bir yargıç olarak çözmenin ona çok şey kattığını ve tecrübe anlamında pek çok merhale kat ettiğini tahmin etmek zor değildir. Onun eserine bakıldığında soyut düşünceleri ve fıkıhın kurallara büründüğünü görmek mümkündür. Kendinden sonra yaşayan birçok müellifin onun görüşlerine atıfta bulunması da onun ne kadar saygın ve güvenilir biri olduğuna işaret eder. Bu tebliğde *en-Nütef fi'l-fetâvâ* adlı eserinin yargılama hukuku ve usulü ile ilgili (kitâbu edebî'l-kâdî) adlı bölümü üzerinden Suğdî'nin adalet meslek etiğine ilişkin düşüncelerini tetkik edeceğiz.

1. Hayatı ve İlmî Kişiliği

Tam adı, Ebü'l-Hasen (Hüseyn) Ali b. el-Hüseyn b. Muhammed es-Suğdî'dir. Müellif, adından da anlaşılacağı üzere Ebü Sa'd Sem'ânî'nin (ö. 562/1167) ifadesine göre, bol sulu, güzel ağaçlı, bağ ve bahçelerin bulunduğu, güzelliğiyle darb-ı mesel haline gelen Semerkant'ın Buhara tarafında yer alan günümüzde Tacikistan sınırları içinde kâin Suğd (Soğd) nahiyesinde dünyaya gelmiştir.¹ Tabakât kitaplarında doğum tarihine ilişkin kesin bir tarih zikredilmez.

Soğd kelimesi, hem Orta Asya'da yaşamış İranî bir kavim hem de yaşadığı bölge için kullanılmıştır. Soğd'un coğrafi statüsünün zaman zaman değiştiği ifade edilmektedir. İlk zamanlar Soğd, -en önemli merkezleri Semerkant ve Buhara olmak üzere- Amuderya ile Siriderya arasında yayılan ve günümüzde Özbekistan, Tacikistan, Kırgızistan sınırları içinde kalan coğrafi bölgedir. Soğd bölgesi 87-96 (706-715) yılları arasında Kuteybe b. Müslim tarafından fethedilerek Emevî hakimiyetine dahil edilmiştir. İslâmiyet'ten sonra Soğd ülke adı, daha dar bir bölgeyi ifade etmeye başlamıştır.² Tabiat güzelliğiyle nam salan Soğd, müellif zamanında aynı zamanda ilim ve kültür merkezi, âlim yurdu ve beşiği olarak anılmaktadır.³ Bir kaç belde ve bir çok köyden teşekkül etmekteydi. Kemenden, Debûsiyye, Kuşaniyye, Hasebken, Fitergan, Nabadan bunlardan sadece bazılarıdır.⁴

Suğdî'nin öğrenim hayatı, hocaları, yetiştirdiği öğrenciler hakkında yeterli malumat bulunmamaktadır. Tabakât yazarlarının ifadelerine göre Suğdî, döneminde Semerkant Hanefî ulemâsının riyâsetini üstlenmiş, kadılık yapmış, iftâ makamında bulunmuştur.⁵ Yetenekli bir tartışmacı olan müellif, *şeyhülislam* ve *rüknülislam* olarak anılmıştır.⁶

Leknevî (1848-1886) şeyhülislamlık rütbesinin iftâ makamına gelen, insanlar arasında niza ve husumetleri çözüme kavuşturan kimselere verildiğini belirtir ve bunlar arasında Suğdî'yi de sayar.⁷

Şemsüleimme es-Serahsî (ö. 483/1090 [?]) şerhini yaptığı Muhammed Şeybânî'ye (ö. 189/805) ait *es-Siyeru'l-kebîr* adlı eserin önsözünde rivayet silsilesini açıklarken bu eseri Suğdî'den okuduğunu ifade eder.

¹ Ebü Sa'd Abdülkerim b. Muhammed b. Mansur Sem'ânî, *el-Ensâb*, thk. Muhammed Avvame (Kahire: Mektebetü İbn Teymiyye, 1976), VII, 86.

² Ahmet Taşağıl, "Soğd", *Diyanet İslam Ansiklopedisi (DİA)* (İstanbul: Diyanet Yay., 2009), XXXVII: 348-9.

³ Ebü'l-Hasan İzzeddin Ali b. Muhammed b. Abdülkerim İbnü'l-Esir, *el-Lübâb fî tehzîbi'l-Ensâb* (Bağdat: Mektebetü'l-müsenâ, t.s.), II, 120.

⁴ Ebü Bekr Şemseddin Muhammed b. Abdullah İbn Nâsirüddîn, *Tavzihi'l-müştebih fî zabti esmai'r-ruva ve ensâbuhum ve elkabuhum ve künahum*, thk. Muhammed Naîm el-Araksûsî (Beyrut: Müessesetü'r-Risâle, 1993), V, 99-100.

⁵ Hayreddin Zirikî, *el-A'lâm: Kamûsu terâcim li-eşheri'r-ricâl ve'n-nisâ min'el-Arab ve'l-müstarebîn ve'l-müşteşrikîn* (Beyrut: Dârü'l-İlm li'l-Melayin, 2002), IV, 279; Hacı Halife Kâtip Çelebi, *Süllemü'l-vüsûl ilâ tabakâtî'l-fuhûl*. (İstanbul: Ma'hedü'l-Buhus ve'd-Dirasati'l-Arabiyye İslam Tarih, Sanat ve Kültür Araştırma Merkezi (IRCICA), 2010), II, 361.

⁶ Ebü Muhammed Muhyiddin Abdülkadir b. Muhammed Kureşî, *el-Cevâhirü'l-mudiyye fî tabakati'l-Hanefiyye*, thk. Abdülfettah Muhammed el-Hulv (Cize: Hicr li't-Tıbaa ve'n-Neşr, 1993), II, 567; Ebü'l-Adl Zeynüddîn Kasım b. Kutluboğa b. Abdullah İbn Kutluboğa, *Tâcü't-terâcim*, thk. . Muhammed Hayr Ramazan Yusuf (Dimaşk: Dârü'l-Kalem, 1996), s. 209.

⁷ Ebü'l-Hasenat Muhammed Abdülhay b. Muhammed Leknevî, *el-Fevâidü'l-behiyye fî terâcimi'l-Hanefiyye*, tashih ve talik Muhammed Bedreddin Ebü Firas en-Na'sani, Beyrut : Dârü'l-Ma'rife, [t.y.] s. 241.

Anlaşılan o ki Suğdî, onun hocaları arasında yer almaktadır. Serahsî, Ebû Muhammed Abdullah b. Ahmed el-Kufinî'nin Suğdî'ye müderrislik yaptığını da kaydeder.⁸

Sâmânîler, Karahanlılar ve Gazneliler gibi Türk devletlerinin hüküm sürdüğü bir dönemde⁹ Buhara'da yaşamış, arkadaşları Kadı Hasan el-Mâtürîdî ve Seyyid Ebû Şücâ' Muhammed b. Ahmed b. Hamza el-Alevî ile birlikte verdikleri fetvalar kesin delil olarak kabul görmüştür.¹⁰

Ebû'l-Hasan es-Suğdî ve Şemsüleimme el-Halvânî, Nâtîfî, Nâsîhî, Ebû Nasr Ahmed b. Mansûr el-İsbîcâbî, Ebû Bekir Hâherzâde, Ebû'l-Usr Fahrülislâm el-Pezdevî gibi isimler, V. (XI.) yüzyılda Hanefî mezhebinin Mâverâünnehir'deki temsilcileri olarak öne çıkmaktadır.¹¹

Suğdî'ye üç eser nispet edilmektedir. Bunlardan birisi *en-Nütef fi'l-fetâvâ*dır. Diğer önemli eseri ise, *Şerhu's-Siyerî'l-kebîr*dır. Bir diğeri ise Ebû Bekr el-Hassâf'ın (261/875) *Edebi'l-Kâdî* adlı eserine yazmış olduğu şerhtir.¹² Son iki eser günümüze kadar gelememiştir. Suğdî, 461/1068 yılında Buhara'da vefat etmiştir.¹³

2. en-Nütef fi'l-fetâvâ'nın Muhtevası

Eser, her ne kadar fetva adını taşısa da kısa soru-cevap tarzında Osmanlı örneğini yansıtan bir niteliğe sahip değildir. Aslında klasik bir fıkıh kitabının başlıklarını ve muhtevasını taşımaktadır. Ancak muhtasar tarzda ele alındığından eserde bir ibareyi şerh etme ya da herhangi bir nasla istidlalde bulunma yolun gidilmemiştir.

Sünnî mezheplerin yanında diğer mezhepler ve Selef ulemâsının görüşlerine de yer verildiğinden onu bir hilaf tarzı eser olarak nitelendirmek mümkündür. Bu yönüyle sadece Hanefî mezhebinin kabullerini yansıtan diğer muhtasarlardan ayrılır. Zaten kitabın adının “Nütef” (bir parça/tutam) olması da buna işaret etmektedir.

Hemen hemen her konu, varsa rükünleri, şartları vs. dile getirilmek ve teker teker sayılmak suretiyle sistematik hale getirilmiş ve meselecî metottan ziyade soyut kaideler ortaya konmuştur ve faraziyeler de dile getirilmiştir. Bu pratik meslekî tutumu, ona kadılık ve iftâ makamında bulunmanın kazandırdığını söylemek mümkündür.

Farklı zamanlarda kaleme alınmış, aşağıda zikredilen daha sonraki Hanefî fıkıh ve fetva kitaplarında esere sıkça atıf yapılması da ne denli önemli bir eser olduğuna işaret etmektedir.

Fetava Kadîhan, Ebû'l-Mehasin Fahreddin Kadîhan, (592/1196).

el-Muhitü'l-Burhanî fi'l-fikhi'n-Nu'mani, Burhanüddin (Burhanü's-şeria) Mahmûd b. Ahmed (616/1219). (61 atıf)

Tebyinü'l-hakaik fi şerhi Kenzi'd-dekaik, Fahreddin Osman b. Ali b. Mihcen Zeylaî, 743/1342.

el-İnaye, Ekmeleddin Muhammed b. Muhammed b. Mahmûd b. Ahmed Baberti, (786/1384)

Şerhu fethü'l-kadir, Kemâleddin Muhammed İbnü'l-Hümmam, (861/1457)

Lisanü'l-hükkam, Ebû'l-Velid Lisanüddin Ahmed b. Muhammed İbnü's-Şihne, (882/1477)

Dürerü'l-hükkam fi şerhi Gureri'l-ahkâm, Molla Hüsrev, (885/1480).

el-Bahrü'r-raik şerhu Kenzi'd-dekaik, Zeynüddin İbn Nüceym, (970/1563).

Mecmaü'd-damânât fi mezhebi'l-İmami'l-A'zam, Ebû Muhammed Gıyaseddin Ganim b. Muhammed Ganim (1032/1623)

Mecmaü'l-enhur fi şerhi Mülteka'l-ebhur, Damad Abdurrahman Şeyhizâde, (1078/1667)

el-Fetava'l-Alemgîriyye = el-Fetava'l-Hindîyye, i' dad: Burhanpurlu Şeyh Nizam (1090/1679)

Ukudü'd-dürriyye fi tenkihi'l-fetava'l-Hamidiyye, Muhammed Emin İbn Abidin, (1252/1836)

Bir konu başlığı üzerinden Suğdî'nin bir meseleyi ele alış arzı ve üslubunu dikkatlerinize sunmak istiyoruz. Kitabından örnek olarak *edebü'l-kâdî* bölümünü uygun gördük, zira kendisi zaten uzun yıllar kadılık yapmış ve iftâ makamında bulunmuştur. Bu nedenle soyut ve teorik fikhî kabulleri hem de uzun yılların tecrübesine dayanan düşüncelerini en sağlıklı bu bölüm üzerinden tespit edebiliriz.

Yargılama hukuku ve adliye teşkilatı ile ilgili meseleler fûru-i fıkıh eserlerinde genelde bu başlık altında incelenmektedir. *Edebi'l-kâdî* terkibi, yargılama ve muhakeme hukuku alanına ait özel kuralları, incelikleri, o

⁸ Ebû Bekr Şemsüleimme Muhammed b. Ahmed b. Sehl Serahsî, *Şerhü's-Siyerî'l-kebîr*, thk. Ebû Abdullah Muhammed Hasan (Beyrut: Dâru'l-kütübî'l-ilmiyye, 1997), I, 5; Muhammed Hamidullah, “Serahsî Şemsü'l-eimme”, *Diyanet İslam Ansiklopedisi (DİA)* (İstanbul: Diyanet Yay., 2009), XXXVI: 544 vd.

⁹ Öncesi ve sonrasıyla Suğdî döneminin siyasî haritası için bk. EK-1.

¹⁰ Bk. Ebû'l-Hasan Ali b. Hüseyin b. Muhammed Suğdî, *en-Nütef fi'l-fetâvâ*, thk. Salahaddîn en-Nâhî (Beyrut: Müessesetü'r-risâle, 1984), II, 879. (Nâşirin notu); Selahaddin Abdüllatif Nahi, “Suğdî”, *Diyanet İslam Ansiklopedisi (DİA)* (Ankara: Diyanet Yay., 2009), XXXVII: 159 vd.

¹¹ Ali Bardakoğlu, “Hanefî Mezhebi”, *Diyanet İslam Ansiklopedisi (DİA)* (Ankara: Diyanet Yay., 1997), XVI: 21 vd.

¹² Kureşî, *el-Cevâhirü'l-mudîyye fi tabakati'l-Hanefiyye*, II, 567.

¹³ Ebû'l-Hasenat Muhammed Abdülhay b. Muhammed Leknevî, *el-Fevaidü'l-behiyye fi teracimi'l-Hanefiyye; et-Ta'likatü's-seniyye ale'l-Fevaidü'l-behiyye*, thk. Muhammed Bedreddin Ebû Firas Na'sanî (Beyrut: Dâru'l-kitâbî'l-İslâmî, ts.), s. 121; Babanzade Bağdatlı İsmail Paşa, *Hediyyetü'l-arifin esmaü'l-müellifin ve asarü'l-musannifin* (Beyrut: Dâru ihyâi't-turâsî'l-Arabî, ts.), s. 691.

konuda uyulması gerekli olan dinî, ahlâkî, meslekî esas ve hükümleri ifade eder.¹⁴ Bir başka ifadeyle *edebü'l-kâdî*, adalet meslek etiği ve kodu olarak tanımlanabilir.

Müellif bu başlık altında hakimın sahip olması gereken vasıflardan ve yargılamada dikkate alacağı usul ve esaslardan bahsetmiş ve bu ana başlığı kendi içinde 5 kısma ayırmıştır. Bunları şöyle sıralamak mümkündür:

2.1. Kalbe taalluk eden vasıflar

Bu başlık altında Suğdî, bir kadının beş niteliğe sahip olması gerektiğinden söz eder. Bunlardan ilki, *ilimdir*. Müellif, burada ilim ile bir kadının kitap, sünnet ve sahabî kavlini bilmesini kasteder. Bir müşkülü ele alırken anılan kaynaklardan bir çözüm bulamazsa re'y ile icthâd edecektir. Buna rağmen yine de halledemezse ilim ehli ile istişare edebilecektir.

Kadının ayrıca hüküm ve muhakemesinde *hilm* sahibi; Müslümanlara karşı *samimi* olması da gerekir. Gerek soru sorarken gerekse de bir soruyu yanıtlarken *fitnat* diye tabir edebileceğimiz kıvrak zekaya sahip olması yanında davacı veya davalıdan herhangi birine meyletmek gibi yargıya güveni sarsacak hareketlerden de kaçınması icap eder.¹⁵

2.2. Dile taalluk eden vasıflar

Burada müellif, konuşmayla ilgili dinin ahlâkî umdelerini ön plana çıkarmıştır. Buna göre, bir kadının fuhşiyatı söylem düzeyinde de terk etmesi gerekir. Ayrıca hüsn-i ibare ve ifade; hüsn-i münazara gibi meziyetlere de sahip olmasının yanında kendisine saldırgan bir üslup ile yaklaşanlara karşı lütuf ile muamelede bulunmalı ancak zâlimi haddini aşarak konuşmaktan da engellemelidir.¹⁶

2.3. Nefse taalluk eden vasıflar

Bu başlık altında ise kadıya bir orta yol tavsiyesinde bulunur. Buna göre kadı, iyi ahlaklı ve karakterli olmalı, fârzların edasında sebatkâr olduğu gibi nafilelerin ifasında da gayretkâr olmalıdır. Ayrıca müstehap ile ruhsatlar arasında da bir denge kurmalı, devamlı ruhsatları kullanmaktan kaçınmalıdır.¹⁷

2.4. Edebü'l-muâmele

Suğdî, bir insan olarak kadının çevresiyle ve tabiatla olan ilişkisini de konu edinir ve ona bazı tavsiyelerde bulunur. Buna göre kadı bütün canlılara zarar ve eziyet vermekten kaçınmalı, marufu emretmeli münkeri ise nehyetmelidir. Özel ziyafetlere ve davetlere katılmaktan kaçınmalıdır. Suğdî, kadının hediyeleri kabul edip etmeyeceğiyle ilgili tartışma bulunduğunu belirtir fakat bir kanaat belirtmez. Buna göre, Ebû Hanîfe ve imam Muhammed'e göre ne devlet yöneticileri ne de hakimlerin hediye kabul etmeleri helal olmaz. Bu nedenle gelen hediyeleri bütün Müslümanların yararına kullanılmak üzere hazineye aktarmalıdır.¹⁸ Malik, Şâfiî ve bazı bilginlere göre bu hediyein yakın akrabasından gelmesi halinde veya şahsına dönük bir ödül olması durumunda hâkim kendi özel mülkiyetine ilhak edebilecektir.¹⁹

2.5. Edebü'l-hükûme

Bu başlık altında müellif, yargılama usul ve hukukundan bahsetmektedir. Buradaki “hükûmet” tabiri *muhakeme* şeklinde anlaşılmalıdır. Suğdî, burada 10 farklı *edep*ten yani usul ve ilkeden söz eder.

2.5.1. Edebü'l-culûs

Müellif, bu başlık altında kadının mesai saatlerini ve karar alma sürecini konu edinmiştir. Buna göre kadı, gün boyu veya saatlerce davaya bakmamalı, günün bir kısmında dinlenmelidir. Kapısını toplumun her kesimine açmalıdır. Müellifin bu ifadesinden yargılama için henüz bir mekân tahsis olunmadığı bu nedenle kadının davayı evinde gördüğü ve aleniyet şartının gerçekleşmesi için de²⁰ kapısının her kesime açık olması şartı getirdiği anlaşılmaktadır. İhtiyaç hasıl olması halinde kadının meclise fıkıh ehlini davet edebileceği ve karar alma sürecine dahil edebileceğini ifade eder. İlim ehlinin davaya katılma ve istişârî mahiyette yaklaşımını ifade etme durumu, daha sonraki zamanlarda *şuhûdu'l-hâl* adıyla kurumsal bir kimlik kazanacaktır. Hükümde isabetsizliğe yol açacağından yürürken ya da koşarken; karar alma süreci üzerinde psikik etkiye sahip açlık, susuzluk, kızgınlık, yorgunluk ve uykusuzluk gibi durumlarda da kadının hüküm vermemesi gerektiğini dile getirmiştir.²¹

¹⁴ Bk. Abdülaziz Bayındır, “Âdâb”, *Diyanet İslam Ansiklopedisi (DİA)* (İstanbul: Diyanet Yay., 1998), I, 334.

¹⁵ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 770.

¹⁶ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 770-1.

¹⁷ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 771.

¹⁸ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 771.

¹⁹ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 771.

²⁰ Ayrıca bk. Fahrettin Atar, *İslam yargılama hukukunun esasları* (İstanbul: M.Ü. İlahiyat Fakültesi Vakfı, 2013), s. 33.

²¹ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 772.

2.5.2. Edebü işhâsi'l-hasm (Davalının teşhis ve celbi)

Suğdî, bu başlık altında ise davacının davasını sözlü ya da yazılı açarken davalının bir celpnâme ile mahkemeye getirilip getirilmeyeceğinden söz eder ve bu hususta birkaç farklı yaklaşım bulunduğunu belirtir. Şâfiî'ye nispet ettiği yaklaşıma göre davacı, herhangi bir beyyine (şahit) sunmasa da davalı mahkemeye getirilir. Aksi yöndeki görüşü ise Leys b. Sa'd (ö. 175/791) dile getirmiştir. Mâlik ve Şâfiî'ye nispet edilen bir başka yaklaşıma göre yakın yani seferî olacak kadar bir mesafede bulunuyorsa ancak o zaman davalı mahkemeye celp edilebilecektir. Ebû Hanîfe ve İmâmeyn'e göre ise davalıyı mahkemeye getirmekte meşakkat, külfet ve masraf söz konusu ise davalı tarafından iddia olunan şeyin davalıyı ilzam edip etmeyeceği bilinmeden davalıyı mahkemeye celp etmek bir tür ceza sayılır. Hatta bazen davalıyı mahkemeye getirmenin masrafı (yolluk ve yevmiye) davacının iddia ettiği hakkı da aşan bir miktar olabilmektedir. Bu durumda dava açma esnasında hâkim, davalının mahkemede hazır bulunmasını istemez.²² Gerek dava açma gerekse ilerleyen süreçte celse esnasında davalının bir celpname ile huzura getirilmesi ve davacı ile karşı karşıya gelmesini sağlamadaki espri, yargılamada aleniyeti sağlama ve iddia ve cevapta netleşmeyi temin etmedir.²³

2.5.3. Edebü istimâi'd-da'vâ (Davayı dinleme edebi)

Müellif, burada kadının davayı yönetme hal ve keyfiyetinden söz eder ve bunun için beş usul ortaya koyar. Buna göre kadı, tarafları mahkemeye geliş önceliği ve sırasına göre dinler. Önce erkeleri sonra kadınları; gerekli görürse kadınlar için ayrı bir gün de tahsis ederek dinler. Hatta bir mahzuru olmayacaksa önce uzaktan gelen yabancıları sonra şehirde oturanları dinler.

Kadı, davacı ve davalıya onları oturturken, konuştururken, onlarla muamelede bulunurken her açıdan eşit davranmalıdır. Tarafların delillerini çabucak serdetmeleri hususunda telkinde bulunmamalı, taraflardan birine korku ve tehdit salmamalıdır. Tarafların kelamını anlamıyorsa tercüman tahsis etmelidir. Taraflardan hangisinin davacı ve davalı olduğunu bilmelidir; çünkü bu ayrıma göre beyyine isteyecek ve yemin teklifinde (istihlâf) bulunacaktır. Zira beyyine, davacıya; yemin ise davalıya düşen bir ispat külfetidir.²⁴

2.5.4. Edebü istimâi'd-şehâde (Şahitleri dinleme edebi)

Müellif bu başlık altında İslam muhakeme hukukunda başlıca ispat vasıtalarından şahitlik konusunu ele almıştır ve şahitlik kurumunun nasıl işlemesi gerektiğine dönük birkaç alt başlık altında tavsiyelerde bulunmuştur. Buna göre kadı, şahide herhangi bir telkinde bulunmaz, onu kendi şahitliğini yapması için serbest bırakır. Kadının sorularıyla şahitleri sıkıştırması doğru olmaz, çünkü bu durum şahitlerin aklının karışmasına yol açabilir. Şu kadar var ki, kadı onların ifadelerinden kuşku duyuyorsa bu durumda onlar ayrı ayrı dinlemek suretiyle “bu olay, ne zaman nerede ve nasıl oldu şeklindeki sorularla onlara telkinde bulunabilir. Cevaplar arasında uzlaştırılamayacak kadar bir çelişki olursa onların şahitliği geçersiz olacaktır. Ayrıca kadı, yapılan şahitliği bir kâğıda yazmak, mühürlemek ve zarfa koymak suretiyle koruma altına aldırır. Kadı, bu işlemler için müslüman, güvenilir ve iffetli birini kâtip olarak istihdam edebilecektir.²⁵

2.5.5. Edebü't-ta'dîl (Güvenlik soruşturması)

Suğdî, burada şahitlerin tezkiyesi ve soruşturmasını ele alır. Müellife göre kadı, taraflar ve şahitlerin ortaya koyduğu ifadeleri inceler. Liyakat sahibi ve iffetli iki görevlisine (el-emîn) açık ya da gizli güvenlik soruşturması yapmadan şahitlerin tanıklığını kabul etmemelidir. Soruşturma neticesinde hasenatı seyyiatına galebe çalıyorsa o kimsenin şahitliği hüküm kurmada etkili olacaktır.

Davalı taraf, şahitler hakkında herhangi bir ta'nda bulunmazsa Ebû Hanîfe'ye göre güvenlik soruşturmasına lüzum yoktur. Ancak İmameyn'e göre her hâlükârda tezkiye yapılmalıdır. Had ve kısas davalarında davalı şahitlerin adaletine itiraz etmese bile soruşturma yapılmadan kadı, ittifakla bu tanıklığa dayanarak hüküm veremez.

Kadının tezkiye öncesi şahidin adını, nesebini, eşkalini ve ev adresini kaydetmeli ve görevliye (sâhibu'l-meşâil) bu bilgileri vermelidir. Bu durum başka isimlerle karışmasını önleyecektir. Ayrıca tezkiye memurlarının da tanınmaması gerekir, aksi halde insanlar davayı boşa çıkarmak için hile ve yalana başvurabilir.²⁶

2.5.6. Edebü'l-istihlâf

Muhakeme hukukunun başlıca ispat vasıtalarından ikincisi *yemindir*. İstihlâf, hâkimin davacı veya davalıdan yemin istemesi veya yemin ettirmesine denmektedir. Kadı, taraflardan yemin isterken herkesin kendi inancı ve kutsalları üzerine yemin etmesine izin verir. Söz gelimi, müslüman kendinden başka ilah olmayan Allah'a; Yahudi Tevrat'ı Musa'ya indiren Allah'a; Mecusi, ateşi yaratan kimseye; putperest, putları yaratan

²² Suğdî, *en-Nütef fi'l-fetâvâ*, s. 773.

²³ Atar, *İslam yargılama hukukunun esasları*, s. 142.

²⁴ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 772-3.

²⁵ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 775.

²⁶ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 775-6.

tanrısına yemin edebilecektir. Belirtilen şekilde davalının yemini ifa etmesi halinde kadı, davalıyı davacının iddiasından beri kılacaktır. Yemin etmekten kaçınması halinde ise yeniden yemin teklifi yapar. Yine kaçınması halinde davanın aleyhine sonuçlanacağını ilan eder ve teklifi 3. defa yineler, bu defa da reddederse davayı aleyhine sonuçlandırır. İstihlâf, hukuk davalarında böyle işleyecektir. Ancak öldürme veya vücut bütünlüğüne dönük müessir fiil davalarında ise durum biraz farklıdır. Bu hallerde 3. defa yeminden kaçınması halinde Ebû Yusuf ve imam Muhammed'e göre kısasa değil *erşe* (tazminat) hükmeder. Ebû Hanife'ye göre ise yaralama eylemlerinde yeminden kaçınan kimseye kadı, kısas uygular. Cinayet davalarında ise yemin edinceye ya da suçunu ikrar edinceye kadar hapseder. Züfer ise her iki halde de kısıstan yanadır.²⁷

Davacı iddiasını beyyine ile ispat edememiş kadı da davalıdan yemin etmesini istemiş ve davalı da yemin etmiş ve bundan sonra davacının haklılığını ortaya koyan bir beyyine zuhur etmiş ise bu durumda görülmüş davanın akıbeti önem arz etmektedir. Hanefî ve Şâfiî mezhebine göre *bozma* gündeme gelir. Buna göre hâkim, dava dosyasını yeniden yargılamaya tabi tutacak ve beyyinenin varlığı üzerinden yeniden görecektir ve davacının haklılığı yönünde karara bağlayacaktır. İbn Ebî Leyla'ya göre ise dava görüldüğünden yeni deliller gündeme alınmaz.²⁸

2.5.7. Edebü habsi'l-garîm

Bu başlık altında müellif, ikrar, şahitlik ve yeminden nükûl gibi yollarla bir kimsenin borçlu olduğu sabit olduğunda kadının bu borcun tediyesi için onu hapsedip edemeyeceğinden bahseder. Suğdî'ye göre kadı böyle birini hapsedebilir, velev ki bu borç, kişinin eşine, çocuklarına ve yakın akrabasına nafaka borcu olsun. Borçluyu hapsedebileceği gibi borçlunun şahsına ya da borcuna kefil olan kimseleri de borçlu teslim olana ya da borcu ifa edene dek hapsedebilecektir.²⁹

2.5.8. Edebü't-tekfîl

Müellif burada şahsa kefil olmayı (kefâle bi'l-beden) yani bir hakkın güvence altına alınması maksadıyla bir kimsenin (davalı) duruşmaya getirilmesi ve mahkemeye teslimini üstlenmesinden söz eder. Buna göre bir kimse, hakim huzurunda birisinden alacağı (mal veya hak) olduğunu dava ederek bu durumu kanıtlayacak beyyinesi (şahitler) olduğunu iddia etse ve davalının üç günlüğüne şahsına kefil göstermesini istese hakim bu talebe sessiz kalmaz ve davalıdan kefil ister. Davalı, kefil göster(e)meyeceğini iddia eder ve davacı da davalının kaybolması veya kaçmasından korkarsa müellife göre davacı beyyinesini hazır edinceye kadar davalıyı gözetim altında tutmak maksadıyla yanında alıkoyabilir. Davalı duruşma esnasında hazır bulunacağına dair kefil göstermeyi kabul ederse kefil ancak hakim bizzat kendine, elçisine veya eminine ya da davacının bizzat kendi veya eminine verebilir. Bu durumda kefil, davalıyı kime teslim edeceğini taahhüt ve iltizam etmişse ancak ona teslim etmesi halinde sorumluluktan kurtulacaktır.³⁰

Henüz iddia ispatlanmadan davalıdan kefil istenmesi aksi halde davacının yanında alıkonularak özgürlüğünün kısıtlanmasını öğrencisi Serahsî (ö. 483/1090 [?]), kıyasa aykırı bulur. Ancak örf ve adet nedeniyle istihsana başvurulduğunu ifade eder:

Kıyasa göre bu şekilde kefil alınamaz. Çünkü yalnız davanın açılmış olması (iddia) davalıya herhangi bir yükümlülük getirmez. İddianın doğruya olasılığı olduğu gibi, yalana olasılığı da vardır. Davalıyı, kefil göstermeye zorlamak, ona belli bir yükümlülük getirir. Ancak biz Resûlullah (sav) devrinden günümüze kadar var olan örf ve adet gereği bu konuda kıyasın gereğini terk ettik. Hakimler, davalının kefil göstermesini emretmekte, hiç kimse de bunu, ne inkar etmekte ne de yasaklamaktadır. Ayrıca böyle bir kefillikte davacının yararı vardır. Çünkü o, tanıklarını hazır ettiğinde davalı tarafın da hazır olması gerekir ki, tanıklar onun aleyhine tanıklık edebilsinler. Davalı bu durumu bildiği için kaçma veya gizlenme olasılığı vardır. Böyle yapınca da, davacı ona karşı hakkını ispat imkanı bulamaz. Kendisini mahkemede hazır etmek için kendisinden kefil alınmasının davacıya yararı olduğu gibi davalıya zararı da yoktur. Bu şekilde davalıdan kefil istenilmesi, ondan yemin istenmesine benzer. Bilindiği gibi davalı iddiayı inkar ettiğinde, davacının isteğiyle davalıya yemin ettirilir.³¹

2.5.9. Edebü'l-kazâ

Suğdî, burada İslam yargıla hukukunda yer alan ispat vasıtalarından derli toplu söz eder. Buna göre ispat vasıtaları yedi tanedir.³²

(I) Bunlardan ilki *ikrardır*.

²⁷ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 777.

²⁸ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 777-8.

²⁹ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 778.

³⁰ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 779.

³¹ Ebû Bekr Şemsüleimme Muhammed b Ahmed b Sehl Serahsî, *Mebsut*. (İstanbul : Gümüşev Yayınları, 2008), 23: 110.

³² Bk. Suğdî, *en-Nütef fi'l-fetâvâ*, s. 780-5.

Davalı, davacının kendi aleyhine iddia ettiği hususu ikrar ederse hâkim bu durumu dikkate alır ve davalı aleyhine davayı sonuçlandırır. Bazı bilginlere göre vekilin davalı aleyhine ikrarı da bağlayıcıdır.

(II) Hâkim, ikrardan başka 2 erkek veya bir erkek 2 kadın şehadetiyle de karar verebilir. Kisas ve hadler dışında bütün konularda kadının şahitliği gerekli şartları sağlaması hâlinde geçerlidir.

(III) Hâkim aynı zamanda davacının yemin teklifini reddeden davalının bu haliyle de onun aleyhine hüküm kurabilir ki bu durum *yeminden nükûl* olarak bilinir.

(IV) Bir diğer ispat vasıtası, *ilmu'l-kâdî* terkibiyle ifade edilen, kadının dava konusu olaya ilişkin bilgisi/tanıklığıdır. Müellife göre hâkim, had ve kisas dışındaki davalarda kendi bilgisiyle de karar verebilir. Bu bilgi/tanıklık ister hakimliğe tayinden önce isterse de tayinden sonra olsun fark etmez. Bu yaklaşım İmameyn'e aittir. Ebû Hanife'ye göre ise kadı kul hakları davasında kendi görev çevresi ve görev süresi içinde ilgili davaya ilişkin elde ettiği bir bilgi ve şahsî tanıklığa göre karar verebilecektir. Hatta başka bir ispat vasıtasına da gerek yoktur.

(V) Yeni atanan kadı, davaları görürken kendinden önceki kadının tutmuş olduğu adına *sicil/mahzar* denilen mahkeme kayıtlarını da dikkate almalıdır. Adil şahitlerle tespit edilmiş bu bilgileri yok sayarak hüküm vermesi ve mahkeme kayıtlarını yok etmesi caiz olmaz.

(VI) Bir başka ispat vasıtası da *hakem* kararlarıdır. Burada hakemden kastedilen, tarafların aralarında anlaşarak ihtilaf konusu hususu çözmek üzere uzlaştırmasına başvurdukları müslüman kadın ya da erkek kişidir. Günümüzde ombudsmanlık olarak bilinen bu kurumun adı İslam hukukunda tahkim müessesesidir. Burada hakemin vermiş olduğu kararın bağlayıcı olup olmadığı da önemli bir husustur. Suğdî, hakemin verdiği karar tamamen içtihadı açık bir alanda ise bu durumda kadı bunu isabetsiz bulursa hakemin kararını bozabilecektir. Ancak içtihadı kapalı bir konu ise kadının hakem kararını bozma yetkisi bulunmamaktadır.³³

(VII) Müellife göre 7. ispat vasıtası, hakimler arası yazışmadır (*kitâbu'l-kâdî ile'l-kâdî*). Günümüz yargılama hukukunda *istinabe* olarak bilinen bu uygulamaya göre başka ilde/memlekette ikamet eden davacı ya da davalının ifadesini oranın kadısı usulüne uygun olarak alır ve güvenli bir şekilde davanın açıldığı mahkemenin kadısına ulaştırırsa bu kayda göre de kadı hüküm verebilecektir.³⁴

³³ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 780-2.

³⁴ Suğdî, *en-Nütef fi'l-fetâvâ*, s. 782.

DEĞERLENDİRME

Suğdî esrini kaleme alırken Semerkandî'nin (ö. 373/983) *Hizânetü'l-fıkh* adlı eserinden etkilenmiş olabilir. Nitekim sadelik, soyut düşünce açıdan benzemekle beraber *en-Nütef*'de konular daha detaylı; başlıklar spesifik ve sistematik olarak kaleme alınmıştır. Farklı zamanlarda kaleme alınmış daha sonraki eserlerde müellife birçok defa atıf yapılmıştır. En fazla atıf (61 defa) Burhanüddin (Burhanü's-şeria) Mahmûd b. Ahmed'in (616/1219) *el-Muhitü'l-Burhanî fi'l-fıkhî'n-Nu'manî* adlı eserinde yer almaktadır. Suğdî, eserinde gerek kendi mezhebinden gerekse diğer mezheplerden gerekse tarihe mal olmuş günümüzde takipçisi bulunmayan bilginlerin düşüncelerine yer vermiştir. Bu nedenle gelenekten haberdar olduğunu ve ona sahip çıktığını söylemek mümkündür.

Suğdî, kadınlarda bulunması beklenen/gereken meziyetleri ve yargılama hukuku ve usulüne ilişkin düşüncelerini ilgili eserinin *edebü'l-kâdî* adlı bölümünde dile getirmiştir. Zaten *edeb* kelimesi hem bir alandaki usul ve esasları hem de o mesleğe ilişkin ahlakî umdeleri içermektedir. Suğdî'nin hakimlik mesleğine ilişkin bazen tavsiye bazen de şart olarak ifade ettiği bir çok hususun etik davranış ilkeleriyle ilgisi bulunduğunu söylemek mümkündür.

Kaza faaliyetinin icrasında ilim ehli ile istişare etmeyi tavsiye etmek suretiyle keyfilikten uzak kalarak katılımcılığı esas almıştır. Ayrıca hakim *hilm* sahibi ve samimi olması gerektiğini ifade ederek hakim gerek meslektaşlarına ve mahkeme çalışanlarına gerekse de sanık ve tanıklara nazik ve saygılı davranacağına ve gerekli ilgi ve alakayı göstereceğine dikkat çeker. Müellifin hakim *hüsn-i ibare*, ifade ve münazara gibi meziyetlere sahip olması gerektiği yönündeki şatı da yine nezaket ve letafet gibi değerler kapsamına dahildir.

Özel ziyafet ve davetlere katılmaması ve kapısını her kesime açması gerektiği şeklindeki tavsiyesi ise hakim tüm işlem ve eylemlerinde saydamlık, tarafsızlık, dürüstlük, hesap verebilirlik gibi etik davranış ilkeleriyle ilgilidir.

Hakimin hediye almaması, almışsa da hazineye kaydettirmesi, zalimi haddini aşarak konuşmaktan men etmesi, davalı veya davacıdan birine aşırı meyil göstermemesi, telkinde bulunmaması şeklindeki tavsiyesi ise tarafsızlık ve eşitlik ilkelerine zarar veren ve toplumda güvensizlik yaratan durumları ortadan kaldırma ve yargıya halkın güvenini artırmak amacına matuftur.

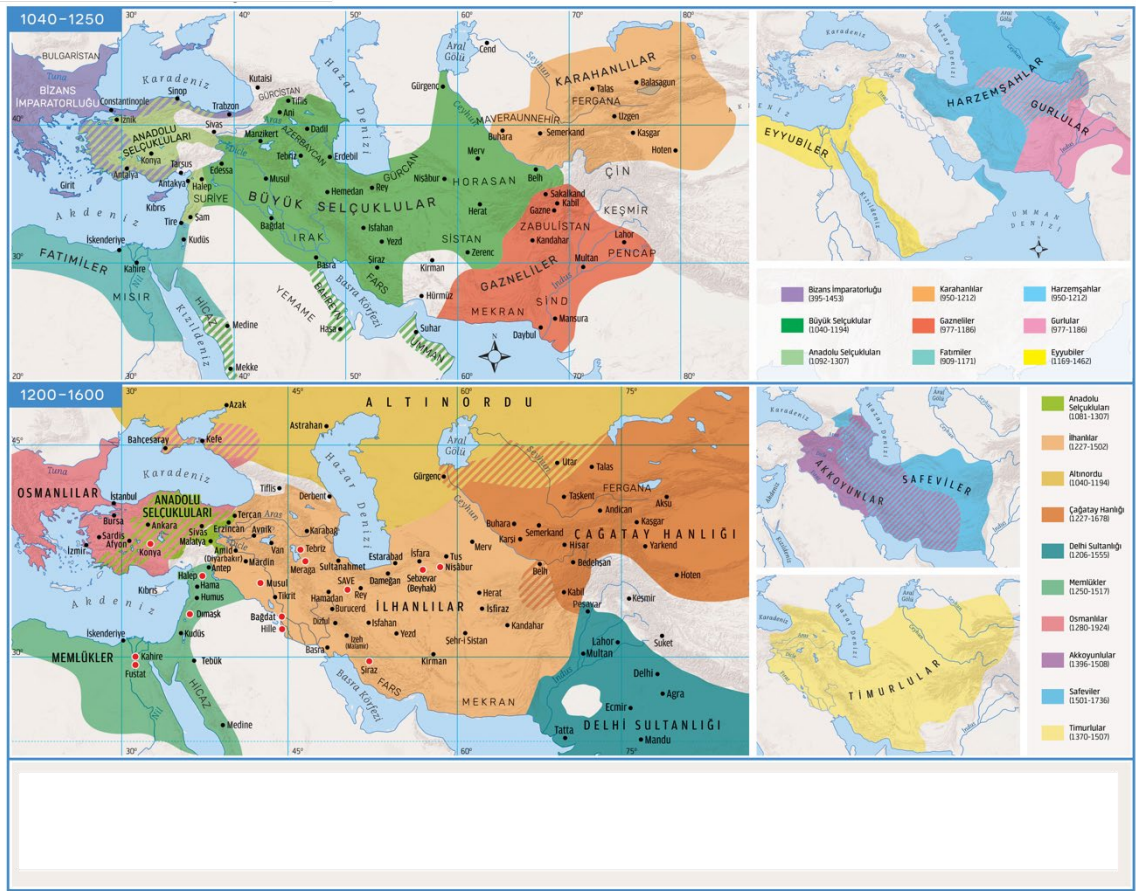
Davacının sözlü ya da yazılı dava açarken meşakkat, külfet ve masraf söz konusu ise davalının bir celpnâme ile mahkemeye getirilmeyebileceği ya da hakimler arası yazışma uygulaması (istinâbe) da kamu yararını gözetme, kamu malları ve kaynaklarının kullanımında israf ve savurganlıktan kaçınmak, bu kaynakları kullanırken etkin, verimli ve tutumlu davranmak ve halkın günlük yaşamını kolaylaştırmakla ilgilidir.

Özü ve sözünün bir olması, fuhşiyatı terk etmesi, iyi ahlaklı ve karakterli olması gibi hakimde bulunması gerektiğini ifade ettiği meziyetler de doğrudan dürüstlük ve adalet mesleğinin saygınlık ve güvenini korumakla irtibatlıdır.

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EK-1:



İSLAM DÜŞÜNCE ATLASI | HARİTA: EROL POLAT

ilem

TEŞEKKÜR

Bu çalışma, SBA-2018-10806 proje koduyla Çukurova Üniversitesi Bilimsel Araştırma Projeleri birimince desteklenmiştir. Akademik ve bilimsel çalışmalara destek ve katkısı nedeniyle teşekkür ederim.

EMPLOYABILITY SKILLS AS PERCEIVED BY EMPLOYERS AND UNIVERSITY FACULTY IN THE FIELDS OF HUMAN RESOURCES FOR ENTRY LEVEL GRADUATE JOBS IN EUROPE: A REPLICATION STUDY.

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ABSTRACT

The world of employment has changed dramatically, technology is impacting practices and experiences, and societies are becoming more global and multicultural. With the rise of globalization, employability is becoming one of the main goals for education systems. Today's employers require employees to have soft or non-technical skills in addition to technical skills (Robin, 2015; Joseph et al (2010), Clagett, 1997). The purpose of the study was to explore employability skills as perceived by employers and university faculty of human resource development (HRD) and management for entry level graduate jobs. As a result of this research, types of employability skills may be identified which are common among the faculty of HRD programs and employers of HRD graduates both in the U.S. and internationally. To evaluate the interrelationships between the variables of interest among employees and faculty members, both in the U.S. and internationally, one way analysis of variance (ANOVA) was utilized. The overall results of this study indicate that with the exception of communication skills and the use of technology, there is a significant relationship between 16 of the 18 variables investigated and the type of respondents.

Keywords: Employability Skills

E-PORTFOLIO IN ALTERNATIVE EVALUATION

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Abstract

Portfolio is defined as a personal development file in its simplest form. Nowadays, portfolio evaluation is a process in which the student reflects and analyzes his/her own practices and can evaluate with a critical approach as a result. Portfolios were prepared in the form of paper files on the paper, the development of technology and students easily access to technology, as a part of their daily lives with the portfolio has been moved to the electronic environment. Therefore, portfolios were created on the internet and named as e-portfolio. The aim of the study is to examine e-portfolio applications which are one of the alternative evaluation approaches. This study is a literature review based on a qualitative study. Document analysis method was used to investigate related publications and researches. With the advantage of being based on e-portfolio technology, it enables students to work more efficiently and effectively. In addition, it provides advantage to both the teacher and the student for easy accessibility and easy accessibility.

Key Words: E-portfolio

ETHICAL ISSUES IN EDUCATION AND THE ROLE OF TEACHERS IN ETHICS EDUCATION: FROM PAST TO PRESENT

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ABSTRACT

Ethics is a branch of philosophy which is related to human conducts. Our actions and experiences are the subject of ethics. Ethics gives answer the question “what should I do?”, so people can know how to live their life. Today, ethics has an important place in all areas of life. Ethics in education is also very important. The subject of ethics and education are human, there is a relation between ethics and education. Education is also related to both individual and society. Individual behavior is central to the education and ethical principles have an important influence on individual behavior. In this study, it will be discussed how we can teach ethics to students. This is an important problem, because virtue is not a theoretical knowledge; it is a practice, students gain through their experiences. And also it is important to discuss who has to teach ethics. It will be discussed the role of teacher in ethics education. In doing this, it will also be discussed ethics of education from philosophical perspective. Before discussing these issues, it is good to define what ethics and education.

ETHICS

The term ethics is derived from Greek term *Ethos* which means character and custom. It means moral philosophy. Ethics is related to our conducts in everyday life. Ethics is also related to questions what is good and bad? Ethics can be divided into two basic levels; theoretical ethics and practical- applied- ethics. Theoretical ethics is also divided into three categories; these are normative ethics, meta-ethics and descriptive ethics. Normative ethics is the study of what makes actions right and wrong. Meta ethics is about the theoretical meaning and reference of moral propositions. Descriptive ethics is about facts; it examines ethics from observations of actual choices made by *moral agents* in practice.

Applied ethics includes ethical theories. It is about the particular ethical issues in public life. Interest in applied ethics has increased during the last decades. It analyses moral problems in different social areas. Ethics in education can be discussed under the name of professional ethics. Professional ethics mirrors applied ethics. In this context, it can be claimed that the aim of ethics of education is to develop the teachers’ moral characters. The subjects of ethics of education are ethical problems in education life and ethical principles. The task of ethics of education is to say which actions are good in education life. In this context, ethics and education compliment one and other.

Ethics is relevant to anyone who ever asks the question “what should I do” Principles, decision making process and conduct are 3 recurring themes appear in definition of ethics.

ETHICAL THEORIES

All theories applied to ethics of education are normative, there are 3 normative ethical theories applied to ethics of education. These theories are utilitarianism, Kantian ethics of duty and Aristotelian virtue ethics.

Utilitarianism is most common theological ethical theory and it is also called consequentialist theory. According to utilitarianism, the moral worth an action depends on its consequence. If the consequence of an action is good, the action is morally good. The founder of utilitarianism is Jeremy Bentham. “An action is right from an ethical point of view if and only if the sum total of utilities produced by that act is greater than the sum total of utilities produced by any other act the agent could have performed in its place”(Velasquez, 2001, p. 8). The main phrase of Utilitarianism is that “the greatest good for the greatest number of people”. “From the consequentialist ethics, the educator can draw the importance of the consequences of one’s actions and the justification for a public education that serves all children to the best of their abilities”(Gluchmanova, 2015, p. 510).

Kant’s ethical theory is also called deontological ethics. According to this ethics, the consequence of an action does not define whether the action is morally good or bad. According to Kant’s ethical theory, the moral worth of an action depends on a person’s maxim (intention) or duty. “The action which is objectively practical according to this law and excludes inclination from its determining grounds is called duty”(Kant, 1956, p. 83). Kant believes that there are two kinds of actions: in accordance with duty and from duty. The former is not ethical, only actions occur from duty are ethical. Kant also distinguishes imperatives into two: hypothetical imperatives and categorical imperatives. Hypothetical imperatives are conditional and these are not ethical;

categorical imperatives are unconditional and these are ethical. According to Kantian ethics, if an action is done from categorical imperative, the action is ethical. Categorical imperative can be summed up by the phrase, “treat others as you would be treated”. “Deontological ethicists consider these principles to be universal and categorical, and in ethical conflicts, deontological ethicists argue over which rule or principle should be more prominent” (Gluchmanova, 2015, p.510).

Aristotelian ethics is called virtue ethics. The virtue of human being consists of moral and intellectual excellence. In other words, there are two kinds of virtues: intellectual and moral virtues. Intellectual virtue is the virtue of knowledge, and moral virtue is the virtue of action and feeling. For Aristotle, human virtue is *eudaimonia* (happiness). *Eudaimonia* involves the exercise of both practical reason and speculative reason. Practical reason exists for the sake of speculative reason as seen in our attitude toward business. Practical reason is useful, while speculative reason is valuable.

According to Aristotle, virtue (*arete*) is the quality that seems distinctively human is the use of reason. Virtue ethics asks this question: What kind of person should I be? In addition, virtue is a mean called *Golden Mean*. This mean is relative to us, it is not the same for everyone. It is the extremes that damage people. A person who eats too much or eats too little will not be healthy. Similarly for the soul, a person who acts in an extreme manner will not be virtuous. For example, courage is the mean between recklessness and cowardice. “Concerning the virtue ethics the most important set of virtues in the school are the ones that are being cultivated in the students”(Gluchmanova, 2015, p. 510).

ETHICS OF EDUCATION

In ancient Greece, education was seen as a function of the state and the aim of it is to serve the ends of state. Today, education also serves both the needs of state or society and citizens. According to Socrates, “education is a process which is based upon ethics”. For Socrates and Plato education means to examine of life and this is called *paideia*. *Paideia* is a practical education that includes teaching of values. It is a moral education. “Education builds character, gives knowledge and helps progressing of state. Education makes a man complete and it also plays an important role in developing society and state. Schools are basic frameworks of education.” (Gülcan, 2015, p.2624).

Ethics education can be occurred in family, school, university and business. In family, Children observe their parents’ and they learn ethical behavior. In school, ethics education is a character education. In university, students learn professional ethics. In business, people learn codes which guide to them in their professional lives. Virtue is not a theoretical knowledge; it is a practice, students gain through their experiences. Therefore, talking about ethics is not enough to behave ethically.

The ethics of education includes teachers, students, school administrators and parents. The relation between ethics and education can be established on three main topics: Moral education, aim of education and teaching professional ethics. Today, ethics of education refers to teaching professional ethics defines. This reveals the role of teacher in education.

In education process, humans interact with each other and these interaction causes some ethical problems or issues as follows:

- Cultural and individual diversity
- Discipline issues- punishment (cheating)
- Assessment of students- grading (Teachers can be made mistakes students’ papers)
- Plagiarism (For example; you are a teacher. You realized the fact that a large portion of your student’s paper was plagiarized. What should you do in this situation?)
- Inappropriate relationships with students.
- Using school equipment inappropriately are some examples of violations of ethics in education.

These ethical problems mainly arise in three areas: Conduct, Assessment and Planning. Conduct is an important aspect of ethical practices. Teachers should be role model of ethical conduct for their students. Teachers must be honest and they respect both ethical and legal rules. Assessment is also another important aspect of ethical practice. Teachers should be fair to evaluate their students. Planning is also important for teachers to be ethical. Teachers should make good planning to perform their works as a professional.

Teachers often face ethical dilemmas in their school. To analyze similar case studies may help teachers make the right decision when faced with similar situations. To solve ethical problems, in the following 7 steps may be helpful.

- 1-Identify problem. - what is the problem?
- 2- Identify individuals who are affected
- 3- Identify ethical principles in the problem- which principles are violated?)
- 4- Present solutions, options
- 5-Discussing consequences of the options
- 6- Choose the best option and
- 7- Act on the chosen option.

CONCLUSION

Teachers have responsibilities for their students, their colleagues, their school managers, parents and society. To perform these responsibilities, teacher must make decisions within a moral framework. These responsibilities outline ethical principles. Every student is different and shouldn't be evaluated on the same basis. Teachers should be aware of this issue. "Teachers at all levels of education should ensure the cognitive, intellectual and moral progress of their students and show them appropriate respect and appreciation"(Gluchmanova, 2015: 512). The absence of some virtues leads to unethical and illegal activities. In education life to prevent these kinds of activities, educators must accept ethical principles. Felicity Haynes claims that "Good to others, good to oneself, harm to others and harm to oneself are four of the considerations that moral individual must entertain (98-99)

Teachers help students learn the academic basics, but they also help students improve ethical behavior. Many ethical issues or problems in education are related to teachers' conducts, so teachers have an important role in educational life.

Teachers must demonstrate ethical behavior. They should be respectful, fair, sensitive, honest and kindly. These are also core moral values in education. From these core moral values, we can reach basic ethical principles. These principles are; Do no harm, Make things better, Respect others, Be fair, Be loving. These principles outline teachers' responsibilities and define their role in students' lives.

Gunzenhauser argues for three tenets of professionalism for educators: 1. As a professional, an educator is in a position to profess substantive beliefs about the meaning and value of education. 2. As a professional, an educator is in a position to exercise ethical and professional judgment. An educator is in a position to continually develop ethical and professional judgment throughout his career and in his various positions of responsibility. 3. As a professional, an educator is in a position to acknowledge and resist opportunities to enact normalization on herself, students, and colleagues. (Gluchmanova, 2015, p. 510).

Professional Ethical Codes for Educators which are developed by Republic of Turkey Ministry of National Education consist of six basic principles, these are:

- 1- Ethical conduct toward students
- 2-Ethical conduct toward performance
- 3-Ethical conduct toward colleagues
- 4-Ethical conduct toward parents
- 5-Ethical conduct toward school administration and society
- 6- School administrators' conduct toward teachers, students and parents.

People learn how to be a good person through education. The aim of ethics education is not to create individuals who obey rules without examined; individuals who examine rules and use their reasons to understand these rules. Person who knows definitions cannot be reached moral competence, only people who realized their responsibilities can be reached moral competence. It is good to conclude this study giving a quote from Aristotle, "Educating the mind without educating the heart is no education at all".

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EVALUATION OF TECHNICAL COURSES FOR ENGINEERING AND POST GRADE STUDENTS WITH A METALLURGICAL PROFILE

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ABSTRACT

Theoretical, Practicing and specialization on engineering courses are very important for students in university and post grade formation. Some courses in technological institutes are complicated to be taught and require to be treated with a different point of view; in addition engineering courses must be in continuous updating due to new technological developments, this is the case of Materials Science Courses (MSC). In post-grades, the students dedicate their efforts to validate theories or to prove any new material in order to improve the materials performance; thus they must apply specialized and standardized methods and equipment for characterization of new developed materials in order to measure appropriately some properties; this process is required for comparing results with other researchers; in the other hand, engineering students are treated as boys in formation reason why they must learn how to apply in industries standard methods and techniques. In consequence two different levels for specialization must be defined. The purpose of this work is to describe and evaluate the MSCs for both levels in order to identify weakness and give some suggestions to improve the teaching-learning process.

Keywords: Metallurgical Profile

EXAMINATION OF SECONDARY SCHOOL (5TH -8TH GRADES) PHYSICAL TRAINING AND SPORTS TEACHING PROGRAM ACCORDING TO TAXONOMIES

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ABSTRACT

The aim of this study is to examine the learning outcomes of physical training and sports teaching programs (5th - 8th grades) which have been revised in 2018 according to cognitive, affective and psychomotor taxonomies. Document analysis method had been used in the study. The document of this study is established from physical training and sports teaching programs (5th -8th grades) which have been revised in 2018. 61 (%50) of 122 learning outcomes which have been given in the teaching program are related with cognitive field, 29 (%23,77) of them are related with affective field and 32 (%26,23) of them are related with psychomotor field. Mostly cognitive field learning outcomes are existent in 5th and 6th grades, affective ones in 8th grades and psychomotor field exist in 7th grades. Whereas factual knowledge does not take place in all class levels in knowledge dimension of the program, it has been observed that the learning outcomes mostly have been in conceptual knowledge dimension and in the frame of cognitive process they have been concentrated on in application process. It has been determined that the learning outcomes related to affective field mostly concentrate on 8th grades and sub-level of giving value, the learning outcomes related to psychomotor field mostly concentrate on 5th, 6th, and 7th grades and grades and sub-level of transforming to a skill.

KEY WORDS: Secondary school physical training and sports teaching programs, cognitive, affective, learning outcome, psychomotor.

INTRODUCTION

Elements taking place in the educational system take an important place in the realization of education policies of the countries. One of the elements of these is educational programs' having a dynamic structure. Educational program is all activities of an educational institution related to realization of aims of national education and institutions which have been provided for children, young people and adults. Teaching program is defined as gaining knowledge and skills in the direction of educational program aims and realizing this in a planned method, it is also concentrated on skills and applications at schools and is established from knowledge categories. (Varış, 1988). Teaching programs taking place in the content of educational programs is a guide demonstrating what, why and how the subjects will take place in teaching –learning process in a course, in other words it is a project plan having this qualification (Özçelik, 1992). The countries are able to determine the knowledge, skill and abilities which they target for their citizens they should gain with the help of educational programs which have been prepared in the content of national educational systems and they try to realize these in the direction of some objectives determined previously with the help of these programs (Önal and Topçu, 2013). As teaching programs have been an instrument for guiding the course, time and techniques of the required skills which should be gained, they have an important place for qualified education (Bayburtlu, 2015). Because teaching programs demonstrating a product by reflecting the features of the age being lived are also instruments for educating human type having qualifications which this age requires in this society at the same time (Doğanay, 2005).

An educational program has four basic elements as (1) objectives, (2) content, (3) educational situations and (4) evaluation. Objectives state the features required for individuals at the end of learning-teaching process. Content is thought as complete subjects relevant to the objectives in the educational program. In other words, it is a list of subjects to be studied in reaching the objectives. Educational situations state which learning-teaching models, strategies, methods and techniques and instruments will be used to reach the objectives. Evaluation is to determine at what level the objectives have been reached (Demirel, 2015).

Objective in education is the required features such as decided knowledge, skill, interest, attitude, motivation (Sönmez, 2007). In other words, these are required features which should an adult have and they should be gained by education. According to Demirel(2007) these features can be knowledge, abilities, skills, attitudes, interests, habits and similar of these. Objectives are the most important element of educational program, the reason of this is educational program is the determiner of other elements (Arslan, 2018). Because the answer of question “why” includes “objective” element in all these occupations. As teaching has been an action which has been thought on deeply, it has a special importance (Anderson and Krathwohl, 2010). Objectives are being arranged at vertical and

horizontal dimension, the objectives at vertical dimension are determined as far, general and special objectives (Ertürk, 1998). Far objectives are defined as political objectives (Sönmez, 2011) in the light of educational philosophy of a country, special objectives as objectives of a course and units and subjects in this course (Özdemir, 2007). Special objectives are determined as separated to three fields as cognitive, affective and psychomotor in horizontal dimension (Demirel, 2015).

Classification of objectives as cognitive, affective and psychomotor and sequencing the objectives from basic to complex, easy to difficult, concrete to abstract as each other's condition has been accepted as taxonomy in literature (Sönmez, 2007). These taxonomies are still being used extensively in our age. The study of classification of objectives as gradually (taxonomy) started in USA in 1948, three taxonomies in three fields as cognitive, affective and psychomotor have been developed. In this content, Bloom and his colleagues (1956) developed the first taxonomy related to "cognitive field classification" and it had been translated in many languages in the world and known as Bloom Taxonomy in literature (Demirel, 2015). Taxonomies related to "affective field" which had been established by Bloom (1956) and revised by Krathwohl and his colleagues (1964) and "psychomotor field" by Simpson (1966) followed these. Although different taxonomies have been developed related to the classification of objectives gradually, the most accepted and used ones had been these taxonomies (Senemoğlu, 2010).

Taxonomy related to cognitive field classification of Bloom and his colleagues (1956) has been related with mental processes, it is established from 6 levels from basic to complex and concrete to abstract as knowledge, application, analysis, synthesis and evaluation, except evaluation other levels are separated into sub levels in each other. Every level in taxonomy is accepted as pre-condition of the next level and in order to gain the behavior in the next level the behaviors in previous levels should be gained (Ari, 2011). In the direction of the critics made this taxonomy in this process which is used with the name Bloom taxonomy, taxonomy had been revised and developed again in 2001 (Anderson and colle. 2001) and it is used recently revised Bloom taxonomy (Krathwohl, 2002).

Revised Bloom taxonomy has two dimensions as (1) knowledge and (2) cognitive process. Knowledge dimension is established from (A) factual knowledge, (B) Conceptual knowledge, (C) procedural knowledge and (D) metacognitive knowledge. Cognitive process dimension includes (1) remembering, (2) understanding, (3) application, (4) analysis, (5) evaluation and (6) creation. New Bloom taxonomy is established from six levels as the old one, but three levels (knowledge, understanding, analysis) has been named again, the place of upper two levels changed and the names of the levels have been transformed to action form. All original sub categories have been changed as verbal noun and named as cognitive processes (Bümen, 2006; Ari, 2013). In this content, important innovations have been made in taxonomy classification and demonstrating the levels more understandable and detailed has been provided (Yüksel, 2007).

Affective field taxonomy developed by Krathwohl and colleagues. (1964) is established from five levels as (1) perception (2) giving reaction, (3) giving value (4) organization and (5) making as individualism. This field includes attitudes, beliefs and orientations shaping and giving direction to human behaviors. Affective field is a field where the individual's interest, attitude, motivation, love and fright have been dominant (Demirel, 2015). Affective field learning outcomes taking place in educational programs demonstrate how the students feel at learning-teaching process and how their objective levels change in the context of feelings (Duman ve Yakar, 2017).

Psychomotor field taxonomy developed by Simpson (1966) is established from seven levels as (1) perception (2) foundation, (3) guided action (making with a guide, making at supervision of a guide), (4) being mechanic (5) realizing as a skill, (6) orientation (7) creation. Levels of psychomotor field are related with the capacities of the muscles requiring durability, power, elasticity, agility or not demonstrating a concrete skill (Senemoğlu, 2010). The individual demonstrate some skills by using some or all body parts, muscles of him as psychomotor. As cognitive and affective processes are the subject of psychomotor behavior, this field is one with another with cognitive and affective processes (Sönmez, 2011).

When the literature has been examined, it is seen that studies are existent in which taxonomic analyses have been made related to different teaching programs (Yolcu, 2019; Aktan, 2019; İlhan and Gülersoy, 2019; Büyükalan and Baysal, 2019; Çelik and colleagues., 2018; Aslan and Atik, 2018; Efe and Efe, 2018; Eke, 2018; Avşar and Mete, 2018; Ünsal and Korkmaz, 2017; Akarsu, 2017; Zorluoğlu and colleagues., 2016; Tahaoğlu, 2014; Zorluoğlu and colleagues, 2013; Karabacak, 2013). Most of these studies intensify on Bloom taxonomy. The studies in which physical training and sports course teaching program learning outcomes in the context of different taxonomies (Uğraş and Aral, 2018; Güllü and colleagues (2011a) have been examined are limited. In these studies, Uğraş and Aral (2018) examined physical training and sports course teaching program learning outcomes according to revised

Bloom taxonomy Güllü and colleagues examined (2011) physical training and sports course teaching program learning outcomes according to cognitive, affective and psychomotor field. Again studies of Güllü and colleagues in which they examined applied elementary physical training and sports course teaching program (1st-8th grades) starting from 2006-2007 semester is existent. In this study, it is aimed to examine secondary school physical training and sports course teaching program learning outcomes which started to be applied in 2018-2019 semester in the frame of different taxonomies(cognitive, affective and psychomotor).

METHOD

Document analysis method from qualitative research methods has been used in this study which examines secondary school (5th-8th grades) physical training and sports course teaching program learning outcomes in the frame of different taxonomies. Document analysis, which has been known as examination process according to the facts at the center of written material, record or documents, is used database of generally course books and teaching program in educational studies (Yıldırım and Şimşek, 2008). "Secondary school (5th-8th grades) physical training and sports course teaching program" which has been applied since 2018-2019 semester with Ministry of National Education's (MoNE) 19.01.2018 dated and 6 numbered board decision Board of Education has been used as a document in this research. (MoNE, 2018). Learning outcomes distribution related to learning and sub-learning fields relevant to the classroom level have been presented in Table 1.

Table 1. Distribution of learning outcomes of physical training and sports course teaching program relevant to the grades and fields

| Learning field-sub | Learning field | 5. Grade | 6. Grade | 7. Grade | 8. Grade | Total |
|----------------------------|---|----------|----------|----------|----------|-------|
| 1. Action Competence | 1.1. Action skills | 7 | 8 | 8 | 5 | 28 |
| | 1.2. Action concepts, principles end related life skills | 9 | 9 | 10 | 12 | 40 |
| | 1.3. Action strategy and tactics | 2 | 2 | 1 | 1 | 6 |
| 2. Active and healthy life | 2.1. Regular physical activity | 1 | 1 | 2 | 2 | 6 |
| | 2.2. Physical activity concepts, principles and related life skills | 7 | 6 | 5 | 6 | 24 |
| | 2.3. Cultural values | 5 | 5 | 4 | 4 | 18 |
| Total | | 31 | 31 | 30 | 30 | 122 |

122 learning outcomes presented in physical training and sports course teaching program(5th-8th grades) have been examined by using "Bloom Cognitive Taxonomy" revised by Anderson and his colleagues (2001), "Affective Field Taxonomy" developed by Krathwohl and his colleagues. (1964) and "Psychomotor Field Taxonomy" developed by Simpson (1966). Learning outcomes have been transferred to Excel program, and they have been coded in relevant taxonomic levels according to learning and sub learning places in teaching program and the meaning they included. Ideas of an expert on educational programs and teaching an academician and two physical training and sports course teachers have been benefited at coding level to increase the reliability of the research. In this content some changes have been made in coding and a consensus has been established. The data taken from the research has been transformed to tables and number of learning outcomes related to every taxonomic field and sub levels and their numbers were given with percentage values and numbers.

FINDINGS

Table 2. Distribution of learning outcomes of physical training and sports course teaching program relevant to cognitive, affective and psychomotor fields at classroom level

| Grade | Learning outcome number | Cognitive field | | Affective field | | Psychomotor field | |
|-----------------------|-------------------------|-----------------|-------|-----------------|-------|-------------------|-------|
| | | n | % | n | % | n | % |
| 5 th Grade | 31 | 16 | 51,61 | 6 | 19,35 | 9 | 29,03 |
| 6 th Grade | 31 | 16 | 51,61 | 6 | 19,35 | 9 | 29,03 |
| 7 th Grade | 30 | 14 | 46,67 | 7 | 23,33 | 9 | 30,00 |
| 8 th Grade | 30 | 15 | 50,00 | 10 | 33,33 | 5 | 16,67 |
| Total | 122 | 61 | 50,00 | 29 | 23,77 | 32 | 26,23 |

According to Table 2, 122 total learning outcomes have been given in physical training and sports course teaching program ; 61 (%50) of them have been related with cognitive, 29 (%23,77) of them have been related with affective and 32 (%26,23) of them have been related with psychomotor field. At classroom level, cognitive field learning outcomes have been %51,61 at 5th and 6th grades, %46,67 at 7th grades , %50,00 at 8th grades , affective field learning outcomes have been %19,35 at 5th and 6th grades , %23,33 at 7th grade %33,33 at 8th grade, psychomotor field learning outcomes have been %29,03 at 5th and 6th grades, %30 at 7th grades and %16,67 at 8th grades. Most

cognitive field learning outcomes have been in 5th and 6th grades, affective ones at 8th grade and psychomotor ones at 7th grade in the program.

Table 3. Distribution of learning outcomes of secondary school physical training and sports course teaching program relevant to cognitive field according to revised Bloom taxonomy

| Grade | Knowledge dimension | Cognitive Process Dimension | | | | | | Total | |
|-----------------------|-------------------------|-----------------------------|----------------|----------------|--------------|----------------|--------------|-------|--------|
| | | Remembering | Understanding | Application | Analyzing | Evaluation | Creation | n | % |
| 5 th grade | Factual knowledge | - | - | - | - | - | - | - | - |
| | Conceptual knowledge | 3 | 5 | 1 | - | - | - | 9 | 56,25 |
| | Procedural knowledge | - | 1 | 1 | - | - | - | 2 | 12,50 |
| | Metacognitive knowledge | - | 2 | - | - | 3 | - | 5 | 35,71 |
| | Total | 3 | 8 | 2 | - | 3 | - | 16 | 26,23 |
| 6 th grade | Factual knowledge | - | - | - | - | - | - | - | - |
| | Conceptual knowledge | 1 | 3 | 3 | - | - | - | 7 | 43,75 |
| | Procedural knowledge | - | - | 2 | - | 1 | 1 | 4 | 25,00 |
| | Metacognitive knowledge | 1 | 1 | - | - | 1 | 2 | 5 | 31,25 |
| | Total | 2 | 4 | 5 | - | 2 | 3 | 16 | 26,23 |
| 7 th grade | Factual knowledge | - | - | - | - | - | - | - | - |
| | Conceptual knowledge | 1 | - | 5 | - | - | - | 6 | 42,86 |
| | Procedural knowledge | - | - | 2 | - | 3 | - | 5 | 35,71 |
| | Metacognitive knowledge | - | - | 1 | - | - | 2 | 3 | 21,43 |
| | Total | 1 | - | 8 | - | 3 | 2 | 14 | 22,95 |
| 8 th grade | Factual knowledge | - | - | - | - | - | - | - | - |
| | Conceptual knowledge | 2 | 5 | 1 | - | - | 1 | 9 | 60,00 |
| | Procedural knowledge | 1 | - | 2 | 1 | - | - | 4 | 26,67 |
| | Metacognitive knowledge | - | - | - | - | 2 | - | 2 | 13,33 |
| | Total | 3 | 5 | 3 | 1 | 2 | 1 | 15 | 24,59 |
| General Total | | 9 (%14,75) | 17 (%27,87) | 18 (%29,51) | 1 (%1,64) | 10 (%16,39) | 6 (%9,84) | 61 | 100,00 |

When Table 3 is examined, it is observed that learning outcomes mostly intensify on conceptual knowledge dimension in knowledge dimension of physical training and sports course teaching program (5th grade: %56,25, 6th grade: %43,75, 7th grade: %42,86, 8th grade: %60). It is seen that the ratings at procedural knowledge dimension have been %12,50 at 5th grade, %25,00 6th grade, %35,71 7th grade, %26,67 8th grade, the ratings at metacognitive knowledge dimension have been %35,71 5th grade, %31,25 6th grade, %21,43 7th grade, %13,33 8th grade. Learning outcomes related to conceptual knowledge takes place mostly in 8th grade, least at 7th grade, learning outcomes related to procedural knowledge takes place mostly in 7th grade, least at 5th grade, learning outcomes

related to metacognitive knowledge takes place mostly in 5th grade, least at 8th grade. It has been observed that factual knowledge at all classroom levels in the program does not take place.

Again when Table 3 is examined, it is observed that learning outcomes mostly intensify on application (n:18; %29,51) in the frame of cognitive process in knowledge dimension of physical training and sports course teaching program according to revised Bloom taxonomy, understanding (n:17; %27,87), evaluation (n:10; %16,39), remembering (n:9; %14,75), creating (n:6; %9,84) and analyzing (n:1; 1,64) processes follow this. At classroom level, it has been determined that cognitive processes related to understanding in 5th grades (n:8) and 8th grades (n:5) have been concentrated on, cognitive processes related to application in 6th grade (n:5) and 7th grade (n:8) have been concentrated on. It is observed that all cognitive processes take place in 8th grade, in 5th grade analyzing and creating, in 6th grade analyzing take place and in 7th grade understanding and analyzing cognitive processes do not take place.

Table 4. Distribution of learning outcomes of secondary school physical training and sports course teaching program relevant to affective field sub-levels

| Grade | Affective field | | | | | Total |
|--------------|-----------------|-----------------|--------------|--------------|-------------------------|------------|
| | Perception | Giving reaction | Giving value | Organization | Making as individualism | |
| 5. Grade | 1 | 4 | 1 | - | - | 6 %20,69 |
| 6. Grade | - | 2 | 4 | - | - | 6 %20,69 |
| 7. Grade | - | 1 | 4 | 2 | - | 7 %24,14 |
| 8. Grade | - | - | 5 | 3 | 2 | 10 %34,48 |
| Total | 1 (%3,45) | 7 (%24,14) | 14 (%48,28) | 5 (%17,24) | 2 (%6,90) | 29 %100,00 |

According to Table 4, 29 of learning outcomes of secondary school physical training and sports course teaching program are related with affective field. 6 (%20,69) of affective field learning outcomes take place in 5th and 6th grade, 7(%24,14) in 7th grade and 10 (%34,48) in 8th grade. The most learning outcome in affective field is in 8th grade. When learning outcome numbers at sublevels of affective field have been examined, it is seen that the most learning outcome has been in giving value sub level (%48,28) then giving reaction (%24,14), organization(%17,24), making individualism (%6,90) and perception (%3,45) take place. It is observed that “organization” and “making individualism” takes place in 5th grade, “perception”, “organization” and “making individualism” takes place in 6th grade, “perception” and “making individualism” takes place in 7th grade, in 8th grade “perception” and “giving reaction” affective field sublevel learning outcomes do not take place.

Table 5. Distribution of learning outcomes of secondary school physical training and sports course teaching program relevant to psychomotor field sub-levels

| Grade | Psychomotor field | | | | | | | Total |
|-----------------------|-------------------|------------|---------------|----------------|-------------------|-------------|-----------|-----------|
| | Perception | Foundation | Guided action | Being mechanic | Making as a skill | Orientation | Creation | |
| 5 th Grade | - | - | 6 | 1 | 2 | - | - | 9 %28,13 |
| 6 th Grade | - | - | - | 7 | 2 | - | - | 9 %28,13 |
| 7 th Grade | - | - | - | - | 6 | 1 | 2 | 9 %28,13 |
| 8 th Grade | - | - | 1 | 1 | 1 | 1 | 1 | 5 %15,63 |
| Total | - | - | 7 (%21,88) | 9 (%28,13) | 11 (%34,38) | 2 (%6,25) | 3 (%9,38) | 32 %100,0 |

When Table 5 is examined, it is seen that 32 of learning outcomes of secondary school physical training and sports course teaching program are related with psychomotor field. %28,13 of psychomotor field learning outcomes take place in 5th grade, %28,13 in 6th grade and %28,13 in 7th grade, %15,63 in 8th grade. It has been determined that the most learning outcome in psychomotor field sub-levels has been in “making as a skill (%34,38)”, “being mechanic (%28,13)”, “guided action (%21,88)”, “creating(%9,38)” and orientation (%6,25)” psychomotor field sub-levels follow this. At all classroom levels of program, “perception” and “foundation” takes place in 5th grade, “orientation” and “creating” takes place in 6th grade, “guided action”, “orientation” and “creating” takes place in 7th grade, “guided action” and “being mechanic” learning outcomes sub levels have not been seen.

DISCUSSION AND RESULT

In the study in which learning outcomes of secondary school (5th-8th grades) physical training and sports course teaching program have been examined according to cognitive, affective and psychomotor field taxonomies, it has been seen that learning outcomes related to cognitive field have been the most. 122 total learning outcomes have been given in physical training and sports course teaching program; 61 of them have been related with cognitive, 29 of them have been related with affective and 32 of them have been related with psychomotor field. It has been determined that 33 learning outcomes in cognitive field, 66 in affective field, 15 in psychomotor field take place in secondary school physical training and sports course teaching program in the study in which Güllü and colleagues (2011b) examined physical training and sports course teaching program since 2006-2007 semester in the context of learning outcomes, activity samples and measurement-evaluation methods. At this point, when staging of secondary and elementary schools again, revising teaching programs according to the conditions of the day and dynamic process of the program have been taken into account, it is seen that there are important changes in the content of number of learning outcomes of the program.

Uğraş and Aral (2018) determined that 48 of total 122 learning outcome in the program have been cognitive, 37 psychomotor and 37 affective, most of the learning outcomes have been in cognitive field in their study in which they examined cognitive learning outcomes taking place in physical training and sports course teaching program according to the revised Bloom taxonomy in 2017. Mostly cognitive learning outcomes have been in teaching program in our study, the finding of the study corresponds in this direction, but number of learning outcomes determined in cognitive, affective and psychomotor fields do not correspond each other. In our study, "Secondary school physical training and sports course teaching program" being applied in 2018-2019 semester and accepted in 2018 have been examined, Uğraş and Aral (2018) examined "Secondary school physical training and sports course teaching program" which has been started to be applied since 2017-2018 semester. In this content, it is thought that there have been some differences because of combining some learning outcomes under more than field and some changes in program learning outcomes.

Learning outcomes in teaching program in cognitive field mostly have been in 5th and 6th grades, affective field in 8th grade and psychomotor field learning outcomes in 7th grade. Learning outcomes in "knowledge dimension" of the program has been intensified on "conceptual knowledge", it has been seen that "factual knowledge" did not take place. "Conceptual knowledge" learning outcomes mostly take place in 8th grade least in 7th grade, learning outcomes related to "procedural knowledge" mostly take place in 7th grade least in 5th grade, "metacognitive knowledge" learning outcomes mostly take place in 5th grade least in 8th grade. Again according to revised Bloom taxonomy, at "knowledge dimension" of secondary school physical training and sports course teaching program, it has been seen that most learning outcomes in the frame of "cognitive process" have been at "application" process, then comes "understanding", "evaluation", "creating", and "analyzing" processes. It has been observed that whereas all cognitive processes take place in 8th grade, "analyzing" and "creating" in 5th grade, "understanding" and "analyzing" cognitive processes do not take place in 7th grade.

When studies of Uğraş and Aral (2018) have been examined, it has been determined that learning outcomes of cognitive field have been mostly in 5th, 6th and 7th grades, least in 8th grade, learning outcomes at knowledge dimension mostly intensify on "procedure knowledge" at all classroom levels, "fact knowledge" takes place in a limited percentage. In the same study, it has been seen that most learning outcomes at "cognitive process" have been in "understanding" and then "application", "analysis", "evaluation", "formation" and "remembering". These findings partly support our study. Because of examined programs' being revised and becoming valid on different dates, some possible changes in program learning outcomes and being able to write some learning outcomes under more than one field, it is thought that there are some changes in the findings. In the research in Güllü and colleagues (2011a) evaluated the learning outcomes of physical training and sports course teaching program of upper secondary school (9th-12th grades) which has been started to be applied in 2010-2011 semester, it is demonstrated that the program intensify on affective field. When it is taken into account that learning outcomes of affective field have been mostly in 8th grade in our study, it is thought that a program on affective field should be requested in transition to upper secondary school.

Total 29 of teaching program learning outcomes are related with affective field. Most of the learning outcomes related to affective field are in 8th grade. When learning outcome numbers in sub levels of affective field have been examined, it has been seen that most learning outcome has been on "giving value", the least one has been on "giving reaction". It has been observed that "organization" and "making as individualism" take place in 5th grade, "perception", "organization" and "making as individualism" take place in 6th grade, "perception", and "making as individualism" take place in 7th grade, "giving reaction", and "perception" do not take place in 8th grade. In Uğraş and Aral's (2018) study it has been seen that number of learning outcomes of affective and psychomotor fields have been equal, cognitive field is the most. This finding taken in the frame of affective field learning

outcomes support our study finding in the frame of whole program. Güllü and colleagues (2011b) in which they examined they examined elementary and secondary education physical training and sports course teaching program being applied since 2006-2007 semester, they have determined that most objective behavior have been written at secondary school in affective field learning outcomes has been “giving value”, the least has been “perception” dimension. It is seen that numerical knowledge protects its place at these levels.

It has been seen that 32 learning outcomes take place in psychomotor field in teaching program, most of these learning outcomes have been in 5th, 6th and 7th grades, according to sub-levels of psychomotor field the most learning outcome has been on “making as a skill”, the least has been on “orientation”. At all classroom levels “perception” and “foundation” sub-levels have been seen, “orientation” and “creating” at 5th level, “making with a guide”, “orientation” and “creating” at 6th level, “making with a guide”, “being mechanic” at 7th level, other sub-levels have not been seen. Güllü and colleagues (2011b) in their study have determined that the most objective behavior in psychomotor field learning outcomes at secondary school has been “making as a skill” the least one has been “creating”, “making with a guide” and “orientation” did not take place as objective behaviors. When our study findings have been taken into account, similar results like numerical knowledge take place at sub-levels of psychomotor level.

Educational program is a dynamic process formed of objective, content, educational situations and evaluation. In the light of feedback as a result of application and evaluation of programs, some changes are being realized in the direction of nowadays. Changes have been completed in 2015-2016 semester in teaching programs starting from 2005 by MoNE in this content in our country. Since 2016-2017 semester, changes in teaching programs gained a different dimension, revision and change studies are still being made in a detailed way in the programs. In this study, secondary school teaching program learning outcomes which started in 2018-2019 semester by revising lastly in 2018 have been examined in the direction of expert ideas in the context of taxonomies and the data taken has been tried to be presented as quantitative. In addition to quantitative researches related to learning outcomes of the programs, qualitative researches can be made and their functionality can be discussed. Similar research results can be achieved and reached new results by examining with meta-analysis method.

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EXPLORING THAI IN-SERVICE SCIENCE TEACHERS UNDERSTANDING AND TEACHING PRACTICE IN STEM EDUCATION

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ABSTRACT

The ministry of education in Thailand recently launched the new science curriculum in 2017 and STEM Education became the main focus of the curriculum. The Institute for the Promotion of Teaching Science and Technology (IPST) encourages science teachers to integrate STEM education in their classrooms as a way to develop 21st century skills. Little research was done on teachers' understanding and their teaching practices in STEM education. The objective of this study was to explore teachers' understandings and teaching practices in STEM education. Qualitative research was employed as the research methodology. The participants were five secondary science teachers who have experience both in attending STEM education workshops and teaching STEM lessons in their classrooms. The research instruments were a questionnaire and in-depth interviews. The data were analyzed through content analysis and a triangulation technique was used to ensure the credibility of the result.

The data from the questionnaire revealed that four teachers understood the meaning of STEM education, but one teacher had incomplete understanding of it. The STEM activities that teachers implemented in their classrooms included project-based learning, problem-based learning, and laboratory. The learning resources for their STEM activities were books, computers, and natural materials. In order to successfully implement STEM education in their classroom, the teachers identified that they need budget support from the school to buy learning materials. The teachers believed that problem solving and independent thinking are important elements that should be developed through STEM lessons.

The data analysis from the interviews was used to show how the teachers implemented their STEM integration lessons in their classroom. The results from the interview showed that the teachers rarely designed their own STEM lessons and they usually taught STEM lessons according to STEM's handbook that they received from workshops such as from IPST, Teacher Professional Development Institute (TPDI) or universities. They usually started their STEM lesson with open-ended problem in real life context. Then they tried to encourage and support their students to find the solution to the problem. During solving the problem, they always arranged students to work in pairs or in small groups. At the end of the activity, they asked the students to make a poster or presentation about their solution in front of the classroom. The teachers stated that teaching STEM lessons always took a long period of time.

Keywords: *STEM education, in-service science teacher, understanding and teaching practice in STEM education*

INTRODUCTION

STEM Education is widely interested for fostering students who need to be equipped with 21st century skills (National Research Council, 2011, Stohlmann et al., 2012). The benefits of STEM education have recognized in many countries for quality learning and literacy developing, taking measures to support education (National Research Council, 2014). In 2013, STEM education was introduced in Thailand and STEM Academy was established by the Institute for the Promotion of teaching Science and Technology (IPST) (Chulavattanaol, M., 2013) and the roadmap for STEM Education was developed in the following year. (National STEM Education Center, 2015) In 2015, the IPST STEM online (iSTEM) was established for support STEM education activities. The government policy presented a new economic model titled Thailand 4.0 and policy expected to every Thais for an inclusive society where everyone needs to have personal and social skills to work collaboratively with others from many disciplines. (Government Spokesman Bureau, 2016) In stepping towards education in Thailand 4.0, the Ministry of Education laid out the guidelines for educational reform. Then, in 2017 Thailand revised standard and indicators in science the basic education core curriculum, the new science curriculum and STEM education became the main focus of the curriculum. The revised standard ordered to be used in the first semester 2018. (The Ministry of Education, 2017)

A revision of science learning standards and indicators in Thailand has a new focus on promoting the integration of STEM education in the classroom (Ministry of Education, 2017). Science teachers are confronted with the challenge of how to integrate STEM into their classrooms. Therefore, it is necessary for the teachers to have the potential to managed and teach STEM education in classroom. Teachers should be developed capabilities the

following are 1) Teachers are able to organize learning that integrates 21st century skills, learning tools and learning management strategies into classroom action. 2) Teachers are able to manage teaching by integrating the subjects within and between subjects. 3) Teachers should be managed learning that focuses on doing project-based learning and connecting learning to real life. 4) teachers should be organized learning that encouraged students to practice, thinking and developed skills that conform to basic skills in the 21st century. 5) Teachers could design learning activities that encourage students to share knowledge and work cooperatively. 6) Teachers can design measurements and assessment that support the 21st century skill development. 7) Teachers can use technology, medias as tools to help manage learning. And 7) Teachers could organize learning that encouraged individual person development, according to the potential of the learner. (Charnprasert, S., 2013) However, most teachers do not currently have the knowledge and/or equipment to integrate STEM in the classroom, finding the balance of developing problem-solving skills and teaching science content challenging (Dare, Ellis, & Roehrig, 2014; Wang et al., 2011). Then, the understanding and teaching practices are essential for teachers to integrate STEM education in the classroom.

STEM education is quite new there are many sides of different understanding of STEM education (Bybee, 2010, English, 2016, Prasertsan, 2015). And this different understanding also cause confusion and concern for teachers (Nadelson et al., 2013) while teachers play an important role in driving STEM education to success. Teachers need a fundamental understanding of what STEM encompasses before they can develop curricular materials that meet students' needs. The concept of STEM extends across content areas (e.g., science, math) by encouraging students to develop solutions that incorporate a variety of disciplines (Basham, Israel, & Maynard, 2010). Teachers need to have strong content knowledge and pedagogical expertise in order to teach STEM lessons effectively. (National Research Council, 2011) They require multidisciplinary knowledge across the STEM disciplines and a unique set of pedagogical practices that help design and implement a robust STEM integration curriculum. (Kelley and Knowles 2016) Teaching integrated mathematics and science provides a good basis for teaching integrated STEM education, it depends largely on teachers' understanding of the subject matter and the benefits of using an integrated STEM approach is that many of these practices lend themselves integrated STEM activities. (Pang & Good, 2000).

There is a lack of research on the understanding and teaching practice of Thai teachers about STEM education. In this amount, research of Ladachart, L. et.al. (2018) the informants included 22 teachers who registered to engage in a workshop. They individually completed questionnaires, which consisted of both open-ended and rating scale formats. The research showed that all teachers agreed with STEM education policy, but some of them lacked understanding in STEM education regarding its definition, goal, and approach to teaching and learning. And in research of Klinkajorn, P. et.al. (2018). They conducted a study of understanding of physics teachers regarding teaching and learning according to STEM education. And studying teaching practice of physics teachers, both lesson plans teaching methods and medias in teaching physics in classroom. it was found that the physics teachers did lecture-based in their classrooms and did not employ a student-centred strategy. They focused on solving problem and applying knowledge to daily life and physics teachers partially understood STEM education but they did not know how to apply it in their teaching styles. The result offered some suggestions that physics teachers should develop their knowledge about STEM education and there should be a good plan for physics teachers in developing and implementing STEM in classroom. Therefore, it is necessary to understand teachers' understandings, and practices of integrated STEM instruction.

RESEARCH PURPOSE AND RESEARCH QUESTIONS

The purpose of this study was to explore teachers' understanding and teaching practice of STEM education. The research questions that guided this study were as follows:

1. What are secondary science teachers' understanding of STEM education?
2. What are secondary science teachers' teaching practices of STEM education?

THE STUDY

Qualitative research was employed as the research methodology. The participants in this study were five in-services science teachers who are teaching in 7th to 9th grade in opportunity expansion school in Thailand. All of them had experience both in attending STEM education workshops and teaching STEM lessons in their classrooms. Two teachers had master of education in teaching science degree and bachelor degree in general science, and three teachers had bachelor degree in general science education background. All of The research instruments were an online questionnaire and in-depth interviews. The questionnaire consisted of ten open-ended question about general question consist of gender, grade or subjects of teaching, teaching experience, STEM integration experience before this study and education. The understanding and practice of STEM education. The interview questions were similar to the questions in the questionnaire. The online questionnaire in google form was sent to five in-services science teachers who voluntarily responded to the questions. The in-depth interviews

with five participants lasted about 30 minutes per person.

The data were analyzed through content analysis and a triangulation technique was used to ensure the credibility of the result. The analysis of responses from the open-ended online questions were elaborated through interviews with selected participants in order to probe and clarify their responses. Then, the data sources were compared against each other for that were supported across all three data sources.

FINDINGS

The results of the general information of teachers as shown in [Table 1]

Table 1: The general information of five in-services science teachers.

| Name | Grade/Subject of teaching | Teaching experience | STEM integration Experience before this study | Education |
|-----------|---------------------------|---------------------|---|---|
| Teacher A | 7-9 / Science | 20 years | 1 year | Master degree/ Teaching science Bachelor degree/ General science |
| Teacher B | 7-9 / Science | 5 years | 2 years | Master degree/ Teaching science Bachelor degree/ General science |
| Teacher C | 7-9 / Science | 4 years | 1 year | Bachelor degree/ General science |
| Teacher D | 7-9 / Science | 2 years | 1 year | Bachelor degree/ General science |
| Teacher E | 7-9 / Science | 2 years | 1 year | Bachelor degree/ General science |

The Meaning of STEM education

From the open-ended questions and in-depth interviews, it was found that the teachers in this study defined STEM education as an integrated STEM-disciplines course or a program to solve problems. The example of their ideas is as: *"STEM Education is guidelines for learners to learn and integrated knowledge of science, technology, engineering processes and mathematics. Linking and solving real-life problems."* (Teacher E) And *"STEM Education is an integrated teaching and learning activities that include science, technology, engineering and mathematics."* (Teacher A)

Even though the teachers stated that I have heard the word STEM education before, but one teacher has defined it superficially. This group of teachers has not specified the integration of 4 disciplines, namely science, technology, engineering and mathematics, but consider it a step-by-step learning management focus on problem solving. The example of their ideas is as: *'STEM Education is an integrated teaching in mathematics science and computing for problem solving.'* (Teacher B)

Teaching goals with STEM education.

From the open-ended questions and in-depth interviews, it was found that the in-service teachers indicated that the teaching goal of STEM education is a teaching method that allows students to learn and solve real-life problems. The example of their ideas is as: *"It is a sustainable learning that students can be thought of solving problem as real life."* (Teacher D) and *"Students be learned through various processes from real practice."* (Teacher A) And besides that, teachers think that STEM education will be able to enable students to practice thinking, integration and able to solve problems in real life The example of their ideas is as: *"Teaching STEM that make students have integrated thinking."* (Teacher B) And *"I want my students able to think, analyzed and solving problems and integrated knowledge with other subjects."* (Teacher E)

Teaching experiences in STEM education

From the open-ended questions and in-depth interviews, it was found that all of the teachers had teaching experience in STEM education. Teaching and learning of teachers in STEM education may be project-based learning. Problem-based learning and learning management through integration Teachers tend to focus on students to do or search for knowledge. The example of their ideas is as: *"Yes, I have. STEM is educational management in the form of supplementary support in experimental activities and can actually be used in everyday life, e.g.*

project-based learning or problem-based learning." (Teacher A) Or teachers start by creating questions in the form of a problem. Then, they activated students think and solving problems by creating work pieces The example of their ideas is as *"I have experience about STEM Education, I will help students about their practice in the thinking process and solving problems and create work pieces."*(Teacher D) And *"In my classroom, students are separated into groups. Each group is about 4-5 people and think about their own problems. Then, ask students to search for information about their problems and found solutions to solving problems."* (Teacher E) Each teacher may teach STEM education in different ways. Maybe from the experience gained. Most of the reasons were students development in terms of knowledge, thinking, application of knowledge. Linking knowledge and problem solving

Resources or Medias

The teachers require materials and resources for students to investigate solutions to real world problems through designing work pieces or project-based learning. The example of their ideas is as: *"Natural materials such as bamboo, Mulberry paper craftsmen, flowers, and Straw and Laboratory instruments."*(Teacher A) *"Natural materials, Computer, Books."*(Teacher D) *"Computers, Smart phone, Books."* (Teacher E) The teachers have chosen the same or different STEM education resources or medias. These depended on teaching situation, their own knowledge, ability in teaching and learning experience. Most of teacher have chosen the resources or medias that the school has.

The Needs

In part of the needs for support STEM teaching, the teachers requested to budget and learning material improve their abilities for teaching. The example of their ideas is as: *"I Need budget support from the school to buy learning materials."*(Teacher B) And *"I Need medias and budget."*(Teacher C) In addition, some teachers still need learning resources in order to have sufficient resources to teach. And still need professional development to ensure that I have understanding and can teach STEM effectively. The example of their ideas is as: *"I Need budget support from the school to buy learning materials and professional development."*(Teacher A)

DISCUSSION AND CONCLUSIONS

In this study have shown that the respondents gave different insight into what STEM education and how it was implemented in classroom. The data from the questionnaire revealed that four teachers understood the meaning of STEM education, but one teacher had incomplete understanding of it. According to Ladachart, L. et.al. (2018) the results show that some teachers do not understand the important characteristics of stem studies. The STEM activities that teachers implemented in their classrooms included project-based learning, problem-based learning, and laboratory. The results from the interview showed that the teachers rarely designed their own STEM lessons and they usually taught STEM lessons according to STEM's handbook that they received from workshops such as from IPST, Teacher Professional Development Institute (TPDI) or universities. In this section, it described in-service teachers' experiences putting their learning into practice during on their own STEM education learning experiences from earlier workshop in classroom. They usually started their STEM lesson with open-ended problem in real life context. Then, they tried to encourage and support their students to find the solution to the problem. During solving the problem, they always arranged students to work in pairs or in small groups. At the end of the activity, they asked the students to make a poster or presentation about their solution in front of the classroom. The learning resources for their STEM activities were books, computers, smart phone and natural materials. The teachers believed that problem solving and independent thinking are important elements that should be developed through STEM lessons. In order to successfully implemented STEM education in their classroom, the teachers identified that they need budget support from the school to buy learning materials and professional development. The results may come from the characteristics of the teacher when they receive the policy from the revised standard. Policies can cause anxiety. The requirement of budget media, resources, and professional development. It shown that teachers want to teach STEM education effectively. According to Khumwong et.al (2017) it was shown that, the most teachers are concerned about teaching and learning in accordance with STEM education. Most of the concerns are related to their knowledge and ability in teaching practice.

The instructional in STEM integration, connections between teacher understanding for integration and teachers' subsequent classroom teaching practices, and also ways in which teachers view STEM integration. Experience with teaching integrated curriculum built skill and comfort for creating future integrated lessons. Effective STEM education is vital for the future success of students. The preparation and support of teachers understanding and teaching practice of integrated STEM education is essential for achieving these goals.

IMPLICATIONS

In addition, the teachers' STEM integration understanding and classroom practices focused on certain qualities of STEM integration, such as problem solving, application, and engineering design. However, when teachers focus

on problem solving, application, and engineering design in their STEM integration lessons. If we want STEM integration to mean more than problem solving, project-based learning, application, and engineering design in classroom. There is no doubt that teachers will need a lot of support to help them with more ideas for implementing STEM integration in classroom.

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EXPLORING THE ROLE OF A TRAINING PROGRAM ABOUT THE USE OF ICT ON PERSONAL SENSE OF EFFICACY AND INTRINSIC MOTIVATION OF NEWLY RECRUITED TEACHERS AT THE UNIVERSITY

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ABSTRACT

The young teachers of the Algerian university, like all young people today, are very adept at using digitization. Involving them in training on the use of information and communication technology (ICT) in their work with students has become indispensable because, the ICT has an important role in teaching-learning activities. This study aimed to explore the impact of a training program about the use of ICTs on personal sense of efficacy and intrinsic motivation of newly recruited teachers at the Algerian university. For this purpose, 105 new teachers from Boumerdes University, were trained in a formation about the use of ICT. Data were collected using two instruments: personal sense of efficacy scale (PSES) and Intrinsic Motivation Scale (IMS) as pre and post-test. The finding revealed that this training has a greater effect on personal sense of efficacy of the new teachers. However, there were no statistically significant relationships between this training and teachers intrinsic motivation. The findings were presented and discussed for future studies and applications.

KEYWORDS: The Role Of A Training Program, The Use Of Ict

FACTORS ANALYSIS OF DIGITAL LEADERSHIP OF ADMINISTRATORS IN EDUCATIONAL OPPORTUNITY EXPANSION SCHOOLS

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Abstract

This research objective to investigate factors of digital leadership of administrators in educational opportunity expansion schools. The research is a quantitative research form document and related research confirm the components by the 5 experts. The research instrument was a five scale rating questionnaire with reliability 0.976. The sample size for this study included 300 school administrators and teachers from educational opportunity expansion schools who had been selected by using the stratified random sampling technique. Factor analysis of digital leadership in educational opportunity expansion schools was conducted by using Mplus for Windows. The results are as follows:

The results of confirmative factor analysis the digital leadership of administrators in educational opportunity expansion schools consisted of 4 principle components: 1) Digital communication 2) Building the Learning Style for digital Literacy 3) Professional development and 4) Creating digital culture revealed that the model significantly correlated with the empirical data. The consistency index value was chi-square= 41.528, $df=30$, P-Value = 0.0785, TLI = 0.986, CFI = 0.993, RMSEA = 0.036, and SRMR = 0.024.

Keywords: factors analysis, digital leadership, administrators, educational opportunity expansion schools

Introduction

Administration is an important tool for advancing education, for setting the course to respond to change, and for developing Human Resources, which can keep pace with the changes. Hence, administrators must possess knowledge and leadership skills that are current in order to deal with transitions and on-going changes (Dawruwan Thawinkarn, 2019). Additionally, Digital leadership is an important skill that indicates how well a leader is able to leverage technologies to achieve operational and educational outcomes. Digital leadership can include promoting and supporting integrated learning management in classrooms, as well as using technology to carry out a school's administrative and management duties. School administrators should encourage the use of digital knowledge and foster its exchange within their organizations with the goal of usefully facilitating and developing operational processes and learning management, which are appropriate to their current situations and changes (Sukanya Chaemchoy, 2018). Digital technology, including media and equipment, increases level of convenience in classrooms since it has been purposefully designed to facilitate and respond to different needs of learners. Hence, with digital technology, the learning process is more convenient and students have more opportunities to develop their skills and knowledge. The researcher is interested in the context of the educational opportunity expansion school, which can provide support from early childhood education to Grade 9 (Mattayom 3) and can assist in improving access to basic education for those underprivileged students, who live in remote areas where there is a lack of wireless Internet access.

In fact, outdated computers, which are unable to support any new programs, and old classroom equipment are commonly seen in schools in remote areas. Hence, the administrators of the educational opportunity expansion schools should consistently challenge themselves with self-improvement, should integrate technology to reach their vision and to manage learning, and should encourage cooperation among students and teachers in the areas of solving problems, creating, and developing knowledge, which is practical and responds to the needs and the contexts of the learners, teachers, the community, and to the needs of the related sections. Importantly, digital technology should be included in the Vision statement, the Mission statement, and in the objectives of an educational organization (Schrum & Levin, 2009). Moreover, within the organizations, the school administrators should serve as role-models for the teachers and staff members in the area of utilizing digital technologies.

Hence, it is important to investigate the factors affecting the administrators' levels of digital leadership in the educational opportunity expansion schools in order to provide more effective school management. The results of this study can provide practical guidelines for development of school administrators, teachers, and staff members in the application of digital technology in learner-centered educational management and in the

operation of an organization, which is appropriate in the digital age. Moreover, the results of this study can provide information, which may be useful for the improvement of the organization, particularly for the educational opportunity expansion schools.

Objective

To investigate the factors of digital leadership of the administrators in the educational opportunity expansion schools.

Concept Framework

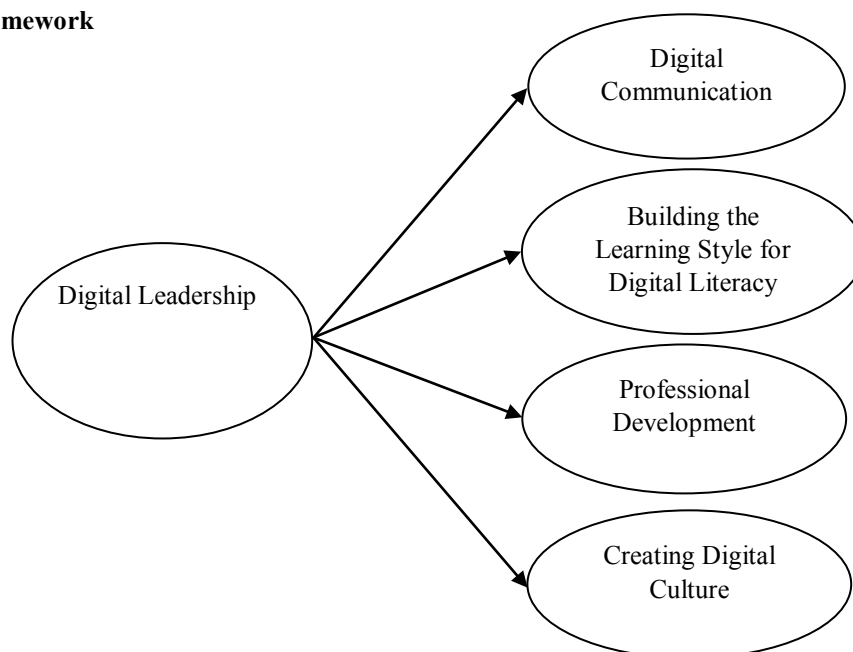


figure 1 Concept Framework

Research Methodology

The population of this study consisted of 3,952 administrators and teachers from 213 educational opportunity expansion schools and was conducted during the 2018 Academic Year. The function of parameter estimation in factor analysis (Hair, et al., 2010) was used to identify the sample size for this study, which was 300. After that, Multi-stage sampling was used to recruit the participants.

A questionnaire with a 5-point rating scale was used in this study. The validity of the instrument was found to be 0.976. For data analysis, the M-plus 7.0 program was used to identify the inferential statistics shown in Table 1.

Table 1 The variables in this study are presented.

| Digital Leadership factors | Sub-factors/indicators |
|---|---|
| 1. Digital Communication | 1.1 Communication planning 1.2 Creating an affiliate network 1.3 Communication of the image through the media |
| 2. Building the Learning Style for Digital Literacy | 2.1 Manage teaching by digital technology 2.2 Provide an environment that is conducive to learning 2.3 Measurement and evaluation with technology |
| 3. Professional Development | 3.1 Master in using digital technology 3.2 teamwork 3.3 Create opportunities for learning in digital technology |
| 4. Creating Digital Culture | 4.1 Digital vision creation 4.2 Collaboration using digital technology |

RESULTS

In order to identify the factors and indicators of the administrators' levels of digital leadership in the educational opportunity expansion schools, a synthesis of factors was used to examine the documents in this study and previous research studies, which were related. The results revealed that there were four principle components: 1) Digital Communication, which consisted of 3 sub-factors and 10 indicators; 2) Building the Learning Style for Digital Literacy, which consisted of 3 sub-factors and 10 indicators; 3) Professional Development, which consisted of 3 sub-factors and 10 indicators, and 4) Creating Digital Culture, which consisted of 2 sub-factors and 10 indicators. In short, the four principle components found in this study consisted of 11 sub-factors and 40 indicators. The factor loadings for all four principle components, the 11 sub-factors, and the 40 indicators were found to be > 0.70 , > 3.00 , and > 0.30 , respectively. This indicated that the development model for the digital leadership of the administrators in the educational opportunity expansion schools was consistent with the empirical data as shown in Table 2 and Table 3 below.

Table 2 The results of comparative fit index of the model for the indicators analysis of the digital leadership of the administrators in the educational opportunity expansion schools.

| Model fit indexes | standard | Analysis results | result |
|----------------------|-----------------------------|--|--------|
| χ^2 - Test | insignificant $P > 0.05$ | $\chi^2 = 41.528$ Df = 30 P-Value = 0.0785 | pass |
| χ^2 / Df | < 2.00 | 1.384 | pass |
| RMSEA | ≤ 0.05 | 0.036 | pass |
| SRMR | ≤ 0.08 | 0.024 | pass |
| CFI | ≥ 0.95 | 0.993 | pass |
| TLI | ≥ 0.95 | 0.986 | pass |

Table 3 The results of confirmatory factor analysis of the principle components of digital leadership of administrators in Educational opportunity expansion schools

| The principle components of digital leadership | Factor loading | | | (R^2) | Factor Scores (FS) |
|---|----------------|-------|--------|---------|--------------------|
| | β | S.E. | t | | |
| 1. Digital Communication | 0.908 | 0.025 | 36.368 | 0.825 | 0.019 |
| 2. Building the Learning Style for Digital Literacy | 0.997 | 0.029 | 34.979 | 0.994 | 0.017 |
| 3. Professional Development | 0.969 | 0.025 | 39.397 | 0.939 | 0.020 |
| 4. Creating Digital Culture | 0.977 | 0.025 | 38.914 | 0.954 | 0.022 |

From Table 3, the confirmatory factor analysis of the principle components of digital leadership, the results of the factor scores ranked from the highest to the lowest were as follows: 1) Building the Learning Style for Digital Literacy ($x_2 = 0.997$ and $R^2 = 0.994$), 2) Creating Digital Culture ($x_4 = 0.977$ and $R^2 = 0.954$), 3) Professional Development ($x_3 = 0.969$ and $R^2 = 0.939$), and 4) Digital Communication ($x_1 = 0.908$ and $R^2 = 0.825$).

The model for the factor analysis of the digital leadership of the administrators in the educational opportunity expansion schools is shown in figure 2 below.

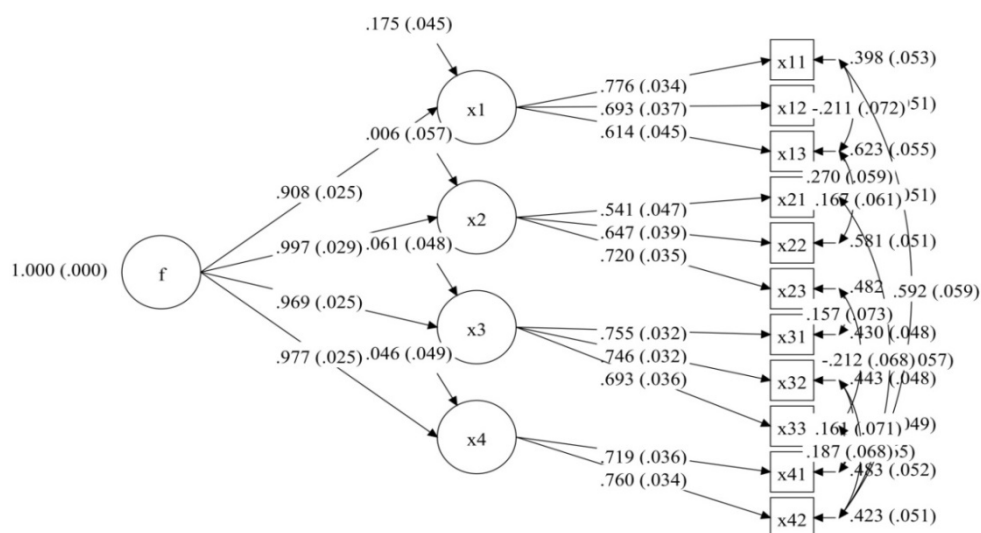


figure 2 The model for the factor analysis of the digital leadership of the administrators in the educational opportunity expansion schools

CONCLUSION AND DISCUSSION

In this study, previous studies and theory related to digital leadership from both national and international scholars were carefully reviewed in order to identify principle components, sub-factors, and indicators, as well as to provide definitions of the key terms that can be measured. Furthermore, in developing the research instrument, the researcher constructed the items on the questionnaire, which conformed to the definitions of the key terms. The items were examined by 5 experts in the field, and until all of the items had been deemed as valid, adjustments were made. Then, the sampling process was completed in accordance with the procedures of the research methodology. The results showed that there were 4 principle components of digital leadership for the administrators in the educational opportunity expansion schools as follows: 1) Digital Communication, which consisted of 3 sub-factors and 10 indicators; 2) Building the Learning Style for Digital Literacy, which consisted of 3 sub-factors and 10 indicators; 3) Professional Development, which consisted of 3 sub-factors and 10 indicators; and 4) Creating a Digital Culture, which consisted of 2 sub-factors and 10 indicators. The result of goodness of fit revealed that the measurement model for indicators for digital leadership of the administrators in the educational opportunity expansion schools was at an acceptable level. In conclusion, the measurement model for indicators of digital leadership for administrators in the educational opportunity expansion schools had conformed to the empirical data. The results were found to be similar to those of a study of Hong Kong Education City (2005), which investigated the technology leadership of principals and suggested that it consisted of the 8 following components: 1) technological integration; 2) planning and designing learning experience and environment; 3) teaching, learning, and curriculum; 4) evaluation and assessment; 5) productivity and professional practice; 6) social, legal, ethnic, and personnel issues; 7) policy implementation and budget allocation for technology; and 8) vision. This is also related to the framework put forth by Sheninger (2014), who introduced the 7 pillars of digital leadership in education as follows: 1) communication, 2) public relations, 3) branding, 4) student engagement and learning, 5) professional development, 6) re-envisioning learning spaces and environments, and 7) opportunities to seek digital resources and to make improvements, and the result of this research related to the study of Dawruwan Thawinkarn (2017) the exploratory factor analysis indicated that the technology leadership was composed of 6 factors : technological vision, technological support, promoting technology in teaching, administrative management technology, assessment and evaluation technology, and ethics technology.

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Suggestions

Suggestions for research implementation

The results from this study showed that building the learning style for digital literacy had achieved the highest factor loading. To foster digital leadership, not only should school administrators or related sections encourage the use of technology when designing learning process and developing creative learning innovation, but autonomous learning skills and comprehensive knowledge, which are grounded in the learners' experiences both inside and outside classroom setting, should also be promoted.

Suggestions for further research

The results from this study revealed that building digital learning style had achieved the highest factor loading. Hence, when conducting future research, attention should be paid to this factor in order to be better able to understand and apply it.

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FACTORS IN THE ABILITY OF (SELF) REFLECTION AS A TOOL TO COPE WITH THE DEMANDING PRACTICE OF SOCIAL WORK WITH VULNERABLE CHILDREN AND THEIR FAMILIES

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ABSTRACT

In today's social work, which can be characterised by reductionism, bureaucratisation, and the growing complexity of clients' life situations, the importance of reflection ability as a tool to deal with uncertainty, worries about making mistakes, and the ability to work with messy and complex client problems, is growing. The paper aims to determine, on the basis of a factor analysis of the GRAS and SRIS inventories, factors of (self) reflection of the ability of Czech social workers working with vulnerable children and their families, and also to map the (self) reflection ability of social workers working with vulnerable children in defined factors. The objective of the paper was met using a quantitative research strategy, where 145 inventory series were collected, which were subsequently analysed using an exploratory factor analysis and methods of descriptive statistics. The following factors with the lowest average score across both questionnaires and their combinations were identified: Understanding (and Empathy) in relation to others, Understanding to oneself, Meaningfulness and Self-awareness. Education of Czech social workers in reflection ability should focus on the above factors.

INTRODUCTION

In a postmodern society that can be characterised by uncertainty and fragmentation, and in a contemporary society that is heavily influenced by neo-liberal political ideology (Ruch, 2005), some key institutions such as family continue to fail. Assistance in the form of social work is thus becoming particularly important. In addition, the heterogeneity of families and society as a whole is increasing and the complexity of problems faced by social workers is also growing (Gardner, 2006). In response to the above, two characteristics prevail in today's social work: a) conceptualisations of the individual, which are reductionist and privileged rational understanding of human behaviour; b) bureaucratic responses to the uncertainty, complexity, risk, and anxiety that are inherent in social work practice (Ruch, 2005). Ferguson (2005) adds that a striking feature of contemporary child protection discourse is its rationality; the system errors are thus corrected by seeking further bureaucratic solutions, laws, procedures, and methodologies. The prevailing focus on performance constitutes an environment where everything needs to be done more and more efficiently in the terms of visibility and measurability of the results. Only a small amount of space is given to the process and associated feelings, to the space for reflection, to the in-depth relationship with the client, and work with a client driven by the client's needs. In this context, Kontt & Scragg (2016) talk about marginalization of the importance of building a relationship with the client and emphasising the importance of the social worker's technical competence. Forrester et al. (2008) point to the concept of professional danger, which is based on an assumption of great demands in terms of assessing the client's life situation and limiting the danger to a client that are placed on a social worker. A social worker must be oriented in highly complex situations and evaluate, for example, the need to remove the child from a family in a situation where he/she has no space for establishing a relationship with the client and reflecting his/her interventions; there is a risk that the child will remain in the potentially threatening situation.

As a result of the above social workers can feel the need to constantly justify what they are doing in response to uncertainty (Ferguson, Lavalette, Mooney, 2002). It has major implications on the ability to act according to the social workers' personal and professional values as well as the job satisfaction and levels of anxiety (Gardner, 2009). This results in strong feelings of helplessness, failure and frustration that social workers experience as a result of their actions (Sanaya, 2012). In the agenda of social and legal protection of children, the aforementioned is further accentuated by: a) working with the difficult life situation of, in many cases, traumatised children who may feel distrust toward adults and may have educational problems; b) the fact that child protection service workers are aware of their *"schizophrenic role"* in the assessment of child abuse or neglect, when they need to retain the trust of the client on the one hand and, on the other collect evidence for the potential need to *"remove a child from a family"*; c) the existence of a series of inconsistent methodological guidelines from various institutions and the absence of methodological guidelines on topics such as the situation of unwanted children; d) the ambiguous definition of concepts such as *"a vulnerable child"* or *"remediation of the family"* (Glumbíková, Vávrová, Nedělníková, 2018).

The above information requires (new) competences on the part of professionals in social work that are connected to the application of the social work practice, to its reflection. Therefore, this paper aims to determine the (self)

reflection ability of Czech social workers working with vulnerable children and their families based on factor analysis of internationally used inventories, and to map the (self) reflection ability of social workers working with vulnerable children in defined factors.

THEORETICAL FOUNDATION

Reid (2011) points out that there is a wide range of views of reflexivity.¹ This paper views reflexion ability according to Sanaya and Gardner (2012), who consider (critical) reflexion as a process by which one may identify the assumptions governing one's actions, question them, and develop alternative behaviours; or according to D'Cruz et al. (2004), who considers reflexivity as a form of destabilisation or questioning of what we consider to be knowledge and the everyday defence of knowledge. Reflectivity is thus a process of observing from outside social and cultural artefacts and forms of thinking that saturate the practice of social work as well as questioning and challenging processes that make sense to the world. Graham et al. (2015) also define reflexivity in these intentions, when they consider it one's own capacity of self-awareness and sense of self in helping relationships in the practice of social work.

Individual authors differ in their theories in terms of what components the critical reflectivity consists. Individual components require special skills/competencies on the part of the reflecting individual.

Finlay and Gough (2003) present five categories of reflectivity/reflexivity: 1/ reflectivity as introspection (exploring one's own experiences and meanings); 2/ reflectivity as intersubjective reflection (includes mutual meanings in established relationships); 3/ reflectivity as mutual collaboration (contains diverse perspectives and conflicting positions); 4/ reflectivity as a social critique (contains issues of power and inequalities); 5/ reflectivity as an ironic deconstruction (contains the deconstruction of language and deals with ambiguity or lack of clarity of meanings in the language). Rigg and Trethan (2008) describe that critical reflectivity consists of an analysis of beliefs and convictions (our ideas, values, cultural practices, social structures, etc.); from contextual awareness; from imaginative speculation (i.e., the ability to think about alternative ways of viewing a given phenomenon) and from reflective scepticism (i.e., questioning of universal truths through all three of the above activities). The Council on Social Work Education (2012) also notes that critical thinking among social workers requires a combination of several abilities: to be able to distinguish, evaluate, and integrate multiple knowledge resources, including research-based knowledge, to apply wisdom; to analyse models of evaluation, prevention, and intervention; and to demonstrate effective oral and written communication skills when working with individuals, families, groups, organisations, communities, and colleagues. Van Woerkon and Croon (2008) distinguish within the framework of critical reflectivity criteria the following: *critical option sharing, feedback request, challenging group-think, openness to errors, experimentation, and career awareness*. Koohele et al. (2011) distinguish between the following aspects of the reflective process: reviewing the experience (the ability to describe events/situations adequately, the ability to identify essential elements and to describe own thoughts and feelings), critical analysis (the ability to ask searching questions, the ability to answer searching questions and being aware of references in use), reflective outcome (the ability to draw conclusions, the ability to describe concrete learning goals and plans for future action). Also Payne (2005, p. 37) defines the principles/categories of critical practice as: identification of situations of openness and uncertainty as an opportunity for creative practice; finding opportunities to transform personal empowerment towards collective relationships and social change; sensitivity to language use; awareness of the power of those who decide on different agendas; examining the content and methods of decision-making and assessing of the client's life situation; exploring the ideology from which different services stem; perception of different perspectives in the client's life situation; contextualizing of findings through understanding the theoretical and value positions; development of an overview of processes and events available to everyone; as well as assuring that everyone involved understands the given perspective and context.

METHODOLOGY

The paper presents partial data from the 2018 research carried out as part of a student grant competition titled Critical Reflexivity of Social Workers Dealing with Vulnerable Children and Their Families. The research consisted of the sequential synergy of qualitative and quantitative research. The quantitative research aimed to map the (self) reflection ability of social workers working with vulnerable children and their families and to determine (on the basis of factor analysis) the factors of (self) reflection ability in the social workers. The data was collected using an online questionnaire survey. For the selection of respondents, we used a purposeful criterion sampling. The criteria for this selection were set as follows: a) Active implementation of field social work with vulnerable children and their families in a social activation service for families with children, b) Length of experience in social work with vulnerable children and their families at a minimum of 12 months, c) Membership in a particular organisation, d) Voluntary participation in research. Altogether 260 organisations throughout the

¹ In this paper, however, we will conceive the terms reflexivity and reflectivity in accordance with Fook (2016) and Fook and Gardner (2007) as interchangeable.

Czech Republic providing social activation services for families with children according to the Social Services Providers' Registry (2018) were asked to participate. In total we have received 145 series of completed inventories. The questionnaire survey was completely anonymous, and the respondents were informed about the research objectives and the further data handling process.

There are several tools used abroad for detecting reflection and self-reflection ability. They are: GRAS (Groningen Reflexion Ability Scale; Aukes, 2008), SRIS (Self Reflection and Insight Scale; Grant, 2002), OSCE (Objective Structured Clinical Examination; Harden, Gleeson, 1979), and Critical Incident Questionnaire (Gilstrap, Dupree, 2002). In our research, we have chosen to use only GRAS and SRIS, since OSCE and the Critical Incident Questionnaire require an assisted administration. Both questionnaires were translated using a method of double-blind translation, which consisted of three basic steps: a) translation from English into Czech, b) reverse translation from Czech to English with respect to possible meaningful shift of statements in inventories, c) piloting of a translated questionnaire with respect to comprehensibility of questions (n = 5 social workers working with vulnerable children and their families).

The GRAS inventory consists of 23 items² measured on five-point Lickert scales. Five items (G3, G4, G12, G17, G21) are differently worded or negated. The SRIS inventory consists of 20 items³ on five-point Lickert scales with scores ranging from 'totally disagree' to 'totally agree'. Eight items (S1, S2, S4, S8, S11, S13, S14, S17) are reversed. We used a simple instruction for administration of questionnaires: *"How do you learn and function in social work practice with vulnerable children and families?"*

Data was analysed using the methods of descriptive statistics, Sperman correlation coefficient at significance level 0.05, and exploration factor analysis. As part of the answer analysis in both administered questionnaires, we excluded the GRIS G1 and G14 questions, since there was no difference in respondents' answers.

As for the used research methodology it is necessary to reflect its limits, which are given by: a) random selection of the research sample; b) use of the unassisted completion of the questionnaire, where it is not possible to explain individual statements in the inventories to respondents; c) possible social desirability of respondents in relation to inventory issues; and d) focusing on mapping the state of reflection and self-reflection without further analysis of influences and causes (e.g., length of social workers' practice, age, family situation, methodological leadership, etc.) related to this ability.

THE RESEARCH RESULTS AND DATA INTERPRETATION

The research was attended by 145 respondents. The average overall score of respondents in GRAS was 49.4 (the highest score 69 and the lowest 39), with the standard deviation being 5.2. The average overall score of respondents in SRIS was 58.3 (the highest score 72 and the lowest score 31), with the standard deviation being 5.9.

Based on factor analysis, we determined the following factors in each questionnaire:

GRAS (Gronigen Reflection Ability Scale) Factors:

- Understanding the effects of emotions on behaviour (G2, G6, G20, G23)

² 1. I want to know why I do what I do; 2. I am aware of the emotions that influence my behaviour; 3. I do not like to have my standpoints discussed; 4. I do not welcome remarks about my personal functioning; 5. I take a closer look at my own habits of thinking; 6. I am able to view my own behaviour from a distance; 7. I test my own judgments against those of others; 8. Sometimes others say that I overestimate myself; 9. I find it important to know what certain rules and guidelines are based on; 10. I am able to understand people with a different cultural/religious background; 11. I am accountable for what I say; 12. I reject different ways of thinking; 13. I can see an experience from different standpoints; 14. I take responsibility for what I say; 15. I am open to discussion about my opinions; 16. I am aware of my own limitations; 17. I sometimes find myself having difficulty in illustrating an ethical standpoint; 18. I am aware of the cultural influences on my opinions; 19. I want to understand myself; 20. I am aware of the possible emotional impact of information on others; 21. I sometimes find myself having difficulty in thinking of alternative solutions; 22. I can empathize with someone else's situation; 23. I am aware of the emotions that influence my thinking.

³ 1. I don't often think about my thoughts; 2. I am not really interested in analyzing my behaviour; 3. I am usually aware of my thoughts; 4. I am often confused about the way that I really feel about things; 5. It is important for me to evaluate the things that I do; 6. I usually have a very clear idea about why I have behaved in a certain way; 7. I am very interested in examining what I think about; 8. I rarely spend time in self reflection; 9. I'm often aware that I am having a feeling, but I often don't quite know what it is; 10. I frequently examine my feelings; 11. My behaviour often puzzles me; 12. It is important to me to try to understand what my feelings mean; 13. I don't really think about why I behave in the way that I do; 14. Thinking about my thoughts make me more confused; 15. I have a definite need to understand the way my mind works; 16. I frequently take time to reflect on my thoughts; 17. Often I find it difficult to make sense of the way I feel about things; 18. It is important to me to be able to understand how my thoughts arise; 19. I often think about the way I feel about things; 20. I usually know why I feel the way I do.

- Understanding (and empathy) in relation to others (G10, G13, G22)
- Understanding oneself (G5, G7, G19)
- Openness (G3, G4, G8, G15)
- Critical thinking (G9, G11, G16, G18)
- Flexible thinking (G12, G17, G21)

SRIS (Self Reflection and Insight Scale) Factors

- Meaningfulness (S1, S2, S4, S8, S9, S11, S13, S14, S17)
- Self-understanding (S3, S12, S15, S16, S18, S19)
- Self-criticism (S7, S10, S5)
- Self-awareness (S6, S20)

Simultaneously, we also carried out factor analysis of both questionnaires. Some items (S16, S6, G21, G17, S5) were identified as separate factors in the analysis. For these factors we performed a subsequent analysis based on the previous factor analysis within individual questionnaires and assigned them to the identified factors.

Factors in GRAS and SRIS

- Self-reflection (G5, G7, G19, S1, S2, S8, S12, S15, S16, S18, S19)
- Self-understanding (G8, G12, S4, S9, S11, S13, S14, S17, S20, S6)
- Self-awareness (G2, G6, G20, G23, S3)
- Flexibility of thinking (G10, G13, G22, G21, G17)
- Critical thinking (G9, S7, S10, S5)
- Openness (G3, G4, G15)
- Meaningfulness (G11, G16, G18)

Table 1: GRAS Factors

| Factors | Average score (aver./items) | Standard deviation | Min. | Max. |
|--|--------------------------------|-----------------------|------|------|
| Understanding the effects of emotions on behaviour (G2, G6, G20, G23) | 6.1 (1.5) | 1.6 | 4 | 11 |
| Understanding (and empathy) in relation to others (G10, G13, G22) | 5 (1.7) | 1.5 | 3 | 12 |
| Understanding oneself (G5, G7, G19) | 5.3 (1.8) | 1.8 | 3 | 14 |
| Openness (G3, G4, G8, G15) | 12.5 (3.1) | 2.1 | 5 | 18 |
| Critical thinking (G9, G11, G16, G18) | 7.1 (1.8) | 1.7 | 4 | 12 |
| Flexible thinking (G12, G17, G21) | 11 (3.7) | 1.9 | 6 | 15 |

Within the determined factors, we proceeded to analyse the achieved scores. The average score for each GRAS factor, the standard deviation, and the minimum and maximum scores are shown in Table 1: GRAS Factors. The average score achieved was divided by the number of questions (items) for greater relevance of the data. From the above table it is apparent that the highest score was achieved by social workers in the Openness and Flexible thinking factors. The lowest score was achieved by social workers in the factors of Understanding (and empathy) in relation to others and Understanding the effects of emotions on behaviour. The average score for each SRIS factor, the standard deviation, and the minimum and maximum scores are shown in Table 2: SRIS Factors. The average score achieved was divided by the number of questions (items) for greater relevance of the data.

Table 2: SRIS Factors

| Factors | Average score (aver./items) | Standard deviation | Min. | Max. |
|---|--------------------------------|-----------------------|------|------|
| Meaningfulness (S1, S2, S4, S8, S9, S11, S13, S14, S17) | 35.4 (3.9) | 6 | 19 | 45 |
| Self-understanding (S3, S12, S15, S16, S18, S19) | 11.9 (2) | 3.6 | 6 | 24 |
| Self-criticism (S7, S10, S5) | 7.3 (2.4) | 2.1 | 3 | 12 |
| Self-awareness (S6, S20) | 3.7 (1.9) | 1.1 | 2 | 8 |

From the table above it is apparent that the highest score was achieved by social workers in the Meaningfulness factor. The lowest score was achieved by social workers in the factor of Self-awareness. The average score for each factor of GRAS and SRIS, the standard deviation, and the minimum and maximum scores are shown in Table 3: GRAS and SRIS Factors.

Table 3: GRAS and SRIS Factors

| Factors | Average score (aver./items) | Standard deviation | Min. | Max. |
|--|--------------------------------|-----------------------|------|------|
| Self-reflection (G5, G7, G19, S1, S2, S8, S12, S15, S16, S18, S19) | 27.8 (2.5) | 3.9 | 14 | 43 |
| Self-understanding (G8, G12, S4, S9, S11, S13, S14, S17, S20, S6) | 35.0 (3.5) | 4.6 | 24 | 46 |
| Self-awareness (G2, G6, G20, G23, S3) | 7.8 (1.6) | 2.1 | 5 | 14 |
| Flexibility of thinking (G10, G13, G22, G21, G17) | 11.6 (2.3) | 1.8 | 7 | 18 |
| Critical thinking (G9, S7, S10, S5) | 8.8 (2.2) | 2.4 | 4 | 15 |
| Openness (G3, G4, G15) | 8.7 (2.9) | 1.7 | 4 | 13 |
| Meaningfulness (G11, G16, G18) | 5.6 (1.9) | 1.5 | 3 | 10 |

From the table above it is apparent that the highest score was achieved by social workers in the factors of Openness and Self-understanding. The lowest score was achieved by social workers in the factors of Meaningfulness and Self-awareness.

DISCUSSION

Within the paper, we defined the reflection ability factors in Czech social workers working with vulnerable children and their families and mapped the reflection ability of social workers working with vulnerable children in defined factors. The GRAS questionnaires identified the following factors: Understanding the effects of emotions on people's behaviour (G2, G6, G20, G23); Understanding (and empathy) in relation to others (G10, G13, G22); Self-understanding (G5, G7, G19); Openness (G3, G4, G8, G15); Critical thinking (G9, G11, G16, G18), and Flexible thinking (G12, G17, G21). The average score in the questionnaire was 49 and the standard deviation was 5.2. Andresen et al. (2014) carried out the GRAS factor analysis with 361 medical students. Using factor analysis, the authors identified three main factors in the inventory – *self-reflection* (G1, G2, G5, G6, G7, G9, G13, G18, G19, G23), *empathetic reflection* (G8, G10, G12, G16, G20, G22), and *reflective communication* (G3, G4, G11, G14, G15, G17, G21). The average score in the questionnaire was 88 (standard deviation was 11.42). If we compare our research with Andresen et al. (2014), we can state that medical students reached a higher average score with a higher standard deviation in the GRAS questionnaire than Czech social workers working with vulnerable children and their families. The factors we determined can be related to the factors determined by Andresen et al. as follows (see Table 4: Relation of obtained factors and factors according to Andresen et al. (2014)).

Table 4: Relation of obtained factors and factors according to Andresen et al. (2014)

| Andresen et al. (2014) Factors | Factors from research |
|--|---|
| Self-reflection (G1, G2, G5, G6, G7, G9, G13, G18, G19, G23) | Understanding the effects of emotions on behaviour (G2, G6, G23) Understanding (and empathy) in relation to others (G13) Understanding oneself (G5, G7, G19) Critical thinking (G9, G18) |
| Empathic reflection (G8, G10, G12, G16, G20, G22) | Understanding the effects of emotions on behaviour (G20) Understanding (and empathy) in relation to others (G10, G22) Openness (G8) Critical thinking (G16) Flexible thinking (G12) |
| Reflective communication (G3, G4, G11, G14, G15, G17, G21) | Openness (G3, G4, G15) Critical thinking (G11) Flexible thinking (G17, G21) |

From the above it is apparent that the factors set by Andresen et al. (2014) differ from our research. In this context, we need to reflect on the following: a) there is a different national context of reflective ability in the Netherlands and in the Czech Republic; b) there are differences between professions of doctor and social worker (in terms of professional values, the view of expertise, the work description, the role of a social worker, prestige, etc.); c) there are differences in the research population (students v. workers with a minimum of one-year experience). However, the differences in the scores achieved can also be attributed to the fact that there is a greater emphasis on reflection ability in the Dutch education system of medical students than in the Czech education system of social workers.

In the SRIS questionnaire we identified four factors: Meaningfulness (S1, S2, S4, S8, S9, S11, S13, S14, S17); Self-understanding (S3, S12, S15, S16, S18, S19); Self-criticism (S7, S10, S5), and Self-awareness (S6, S20). In the original SRIS questionnaire, three factors/scales were identified: Engaging in self-reflection (S1, S8, S10, S13, S16, S19), Need for self-reflection (S2, S5, S7, S12, S15, S18), and Insight (S3, S4, S6, S9, S11, S14, S17, S20).

The factors set can be related to the original factors in the questionnaire as follows (see Table 5: Relation between the SRIS factors and the factors obtained from the research).

Table 5: Relation between the SRIS factors and the factors obtained from the research

| SRIS Factors | Factors from research |
|---|---|
| Engaging in self-reflection (S1, S8, S10, S13, S16, S19), | Meaningfulness (S1, S8, S13) Self-understanding (S16, S19) Self-criticism (S10) |
| Need for self-reflection (S2, S5, S7, S12, S15, S18) | Meaningfulness (S2) Self-understanding (S12, S15, S18) Self-criticism (S7, S5) |
| Insight (S3, S4, S6, S9, S11, S14, S17, S20). | Meaningfulness (S4, S9, S11, S14, S17) Self-understanding (S3) Self-awareness (S6, S20) |

It is apparent from the above table that the factors set out in our research differ from the factors determined by the authors of the questionnaire. Differences can again be explained by: a) differences in the national context of reflective ability; b) differences in the research population; c) specifics of the social worker's profession.

From the above comparison of the GRAS average scores in the research sample of Czech social workers working with vulnerable children and medical students in the Netherlands, the Czech social workers have achieved a significantly lower average score. Critical reflection is, in social work, associated with the following categories: embracing doubts, anxieties, uncertainties, avoiding errors in decision making and dealing with messy or complex problems (Fook, 2016); deeper understanding of individual reactions in social and organisational contexts (Sanaya, Gardner, 2012); reframing of the idea of power in social work and using empowering methods (Fook, Gardner, 2007); creating more inclusive practice (Jones, 2010); focus more on developing skills to integrate "the personal" and "the professional" in social work practice and creating better "connectedness" with colleagues, (Fook, 2016). In the context of the above, reflective practice should be a standard in curricula of educational programmes.

Increasing of self-awareness and (critical) reflexivity can be achieved in social workers by improving the process of social work education in the following areas: a) including experience learning into the curriculum of social work education, which is based on sharing and reflecting of experience with social work practices; b) using reflexive education in relation to the content of the educational material and practical course of studies, e.g. in a form of using reflexive diaries; c) improving practical education in social work, primarily by selecting quality students' mentors and improving the process of mentoring the students; d) introducing courses focused on the development of practical skills in social workers and social work supervision (Glumbíková, Vávrová, Nedělníková, 2018).

The factors with the lowest average score across both questionnaires and their combination were: Understanding (and empathy) in relation to others (GRAS), Understanding the effects of emotions on behaviour (GRAS), Meaningfulness (GRAS and SRIS), and Self-awareness (SRIS, GRAS and SRIS). Therefore, education of Czech social workers on reflection ability should focus on these areas. The overall purpose of strengthening the ability of critical reflection and self-reflection is to enable Czech social work students to become autonomous and critical thinkers who are able to reflect the role of social work in society and their own role as a social worker.

CONCLUSIONS

Based on factor analysis of internationally applied inventories (GRAS and SRIS), the paper determined the factors of (self) reflection ability in Czech social workers working with vulnerable children and their families and mapped the (self) reflection ability of social workers working with vulnerable children in the defined factors. The factors with the lowest average score across both questionnaires and their combination were: Understanding (and empathy) in relation to others, Self-understanding, Meaningfulness, and Self-awareness. These are the factors on which the education of Czech social workers in reflection ability should focus.

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FİLM MEKANLARINDA KADIN KARAKTERLERİN TEMSİLİ ÜZERİNE BİR ARAŞTIRMA: KARANLIK ÜSTÜNE ÖYKÜLER ÜÇLEMESİ

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ÖZET

Zeki Demirkubuz sineması, karşıt ve muhalif bir üretim süreci, doğrusal anlatıdan ve geleneklerden kopuş, kendi film yapım sürecinin farkında olma ve kapitalizme dayalı üretimin dışında yer alma gibi bağımsız sinemanın belirleyici ve ayırt edici özelliklerini benimsemektedir. Varoluşçu felsefenin uğraştığı özgürlük, acı, yabancılaşma, kötü niyet, sorumluluk, vicdan, düşünce ve eylem arasındaki çelişki gibi temel soru ve sorunlar aynı zamanda Demirkubuz'un da yönetmenliğinin temelini teşkil etmektedir. Yönetmen bu konularla ilgilenirken, karakterlerine yazdığı diyalogların yanında filmlerinde kurduğu mekanlar ile izleyiciye anlatının derinliğini hissettirmektedir. Yönetmenin kurduğu mekan içerisinde sunulan kadın karakterler ise suçlu ve kötü olduğu gibi aynı zamanda suçsuz ve iyi karakterler olarak da hayat bulmuşlardır. Demirkubuz sinemasının temelinde toplumsal değer ve kabullerden kopmuş bireylerin özlerini arama çabası bulunmaktadır. Bu çalışmada Zeki Demirkubuz'un yönettiği Karanlık Üstüne Öyküler üçlemesini oluşturan Yazgı (2001), İtiraf (2001) ve Bekleme Odası (2003) filmlerindeki kadın karakterlerin anlatıda temsil edildiği mekanlar incelenerek yönetmenin kadın karakterleri izleyiciye nasıl sunduğuna bakılacaktır. Çalışma kapsamında üçlemede yer alan kadın karakterlerin mekan içindeki konumu, feminist film eleştirisi temel alınarak anlatıbilim öğelerinden mekan ve öykü öğelerinin karakterlerle ilişkisi bağlamında incelenecek, mekanın anlatıya ve karakter temsiline etkisi tartışılacaktır.

Anahtar Kelimeler: Film mekanları

FROM TRADITIONAL TO NEW MEDIA “An Evaluation of 31st March Local Elections in Turkey as a Sample”

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ABSTRACT

Starting with the use of the internet as a means of interpersonal communication by means of communication, the formation of networks created social networks where shares could be made, interpreted, and reproduced by transforming into environments produced by private network providers found on the internet. In this paper, the news of the March 31 election results in traditional and new media were evaluated and the inferences about the election results were discussed. For analyze, the traditional media and the new media contents were compared at the first day of after election (1st of April), and the differences in the discourse changes were analyzed in both media types and evaluations and suggestions were presented on the new media which is the metamorphosis of traditional media.

INTRODUCTION

Today, the media is the most important social force that enables the exchange of information between people and events. In this sense, it is concluded that the most important task of the media in the society is informing because people are aware of the events that occur outside their own environment through the media.

“The news” emerged as a result of an effort to know and be aware of the “curiosity” which is one of the most important motives of human beings, within the media organizations in every stage of human life (Oktay, 1995: 160). New information on any subject, summary of the truth, the social fiction of reality, the report of any event and the transfer of events that took place in a certain place and time to the unknown has always been the focus of the media studies (Girgin, 1998: 13). Perhaps news has been the most common research topic in media studies.

The professionals of mass communication learn, teach and apply which subject, event, which facts, which face of the facts and which world view they should package (Erdoğan 1997: 245). These professionals do this mostly through news creation. “News is the output of the media. Where there is media there are news. Media and news, the institution and its product complement each other” (Kazancı t.y : 78). Media institutions are influenced by opinions and thoughts in creating the news, which leads to the subjective, unbalanced and biased (Hall 1981: 272-273) of the news (Said 1994: 81). In this case, it becomes somewhat difficult to talk about objective reporting. The absence of objectivity is not only about the choice of subject and the character of the presented; it is also about those who are not presented”(Erdoğan 1997: 279- 281). Because “objectivity is an ideological concept and media practices are ideological frameworks: they build media structure and truth” (Erdoğan 1997: 282).

By the globalization, technological developments, information and the mass media developed in this process now play an important role on political images and voting opinions. In other words, voters have ideas in all kinds of political processes by means of the images presented by the media to them instead of having direct information. This affects the voting opinion of individuals. Of course, it is not possible for every citizen to directly recognize and evaluate the governors. Therefore, the task of introducing the rulers to the society today is attributed to the media and is defined as the fourth power. (Damlapınar and Balcı, 2014: 52). McNair (2011: 43. Akt. Tyali, 2019: 2) argues that the media and those who work in such an influential industry are in fact political actors. Not only do these institutions play the role of transmitting messages of political parties to the public, but the media also sifts, interpret and transforms these messages through its various processes of new reporting. Agenda-setting theory provides convincing arguments on how the media can politically influence the public to concentrate on certain messages and directives. Shaw (1979. Akt. Tyali, 2019: 4) argues that researchers on agenda-setting insist that the media is very persuasive in its unique way. He notes that the media is influential in focusing our attention on specific events, issues and persons, and ultimately tries to determine the importance that we attach to public matters.

THE NEW VERSUS TRADITIONAL MEDIA

The basis of social networks is the reproduction of truth. Social networks, which are the virtual or second living spaces offered by the internet, have become virtual by the transfer of the existing life practices to the social

environment and at the same time it has changed from the quantity of real life to the quality of virtual life. This great development in the field of communication has initiated a significant transformation in the field of media. While the written, visual and audio tools known as the basic tools in mass communication are referred to within the definition of traditional media, the tools that have been made mobile with technology have started to be defined as new media.

In general, the term “mass”, “old” or “broadcast” is also referred to as traditional media. However, although the concept of journalism differs between radio, television and newspaper, in the literature, these media are evaluated within the traditional media. Traditional media refers to forms of mass media that focus on delivering news to the general public or a targeted group of the public. These include print publications (newspapers and magazines), broadcast news (television and radio) and, in recent years, the digital version of those media outlets, such as digital newspapers and blogs. The term “social media” is used a lot these days to describe a variety of different digital platforms. For the purpose of this piece, social media refers to social networking sites like Facebook, Twitter, Instagram, Pinterest, YouTube, LinkedIn, etc.

In general, new media and traditional media differs from each other. Differences between new media and traditional media are shaped around three basic qualities that characterize new media. The first of these is “Interaction”. This concept refers to the realization of the interaction in the new media, although there is no direct interaction between the receiver and the transmitter in the traditional media. For example, a receiver that wants to send a song request to a radio or TV channel that broadcasts music needs a third communication channel, such as mail, sms or telephone. On the other hand, a receiver that can listen to any music through a website that broadcasts music over the internet does not need another communication channel (Yurdigül and Zinderen, 2012: 83).

Over the last decade, the internet has become one of the most popular vehicles facilitating a variety of communication and information-sharing tasks worldwide. Its growing popularity as a new medium of communication has resulted in changes in use of traditional media. The differences between traditional media and social media include:

1. Where traditional media generally offers a wider audience pool, social media allows for more targeted distribution. Social media gives the opportunity to really target their messages, selecting everything from the demographics and geography of an audience to the time of day the post will go live.
2. Social media is immediate, while traditional can be delayed due to press times. Traditional media tends to have a longer timeline than social media. Social media posts are generally shorter, usually meaning they take less time to put together, and can be published immediately.
3. Traditional media pieces are more final, where social media is dynamic. For the most part, once a story is published on a traditional form of media, it's final. In social media people have the freedom to issue retractions, edit posts after they're pushed live or even delete messages entirely. And since social media happens immediately, there is absolutely no delay between the time a change is needed and when it reaches audiences.
4. Social media offers more control over the message than traditional media. Although you can't control how the public will respond once the message is out there, you do have the opportunity to control what is said in the first place.
5. Social media is a two-way conversation, and traditional is one-way. With social media, the public has the opportunity to voice their opinions.

STUDY

Research has been conducted to compare the usage, functions, and roles of new media with traditional media. Singer (2001. Akt. Dimmick et al., 2004: 19-33) investigated the print and online versions of six newspapers, comparing the amount of local and nonlocal news in different content areas. The findings suggest that online products have a much stronger local orientation than print products. Poindexter and McCombs (2001 Akt. Dimmick et al., 2004: 19-33) examined news media use in the new media environment from the perspective of the civic duty to keep informed. They found that the civic duty to keep informed had the same strong relationship to the use of cable news and national news on the Internet as to traditional sources of news. Other studies examined the perception of online news usage by consumers. Sundar (1999. Akt. Dimmick et al., 2004: 19-33) identified four criteria used by news receivers—credibility, liking, quality, and representativeness. The same author found stories with quotes were rated considerably higher in credibility and quality than identical stories without quotes, although quotes did prove to be related to the other two criteria: the liking for and the representativeness of online news.

The continued insistence on examining competition in the media landscape is a product of the preoccupation with selling the new and discarding the old on one hand (Duguid, 1996; Stephens, 1998. Akt. Mohan and Bergman,

2004: 41-60), and nostalgic lamenting over the loss of the old at the footsteps of the new on the other hand (Stephens, 1998. Akt. Mohan and Bergman, 2004: 41-60). Both liberationists that believe that new media will release humans from the shackles of traditional media and pessimists that succumb to the nostalgia for the past are driven by a tendency to create a monolithic media space occupied by a single medium. Media scholars and futurists in both camps suffer from a myopic vision of the medium as the driving force without taking into account the role of content, context, audience, or history.

The fact that new media can be produced more socially, faster content, direct communication, and can transmit messages to the selective target audience has enabled it to go beyond its limits more than traditional media does. However, the fact that content providers are again the traditional media companies in terms of reliability also shows the dependence of the new media. While the formation of uncontrollable, prohibited and uncensored content opened the debates on freedom of expression on the one hand, it became possible to come across events that would end the debates with the prohibitions introduced. When we look at the basic functions of the media, it is possible to see functions such as giving information, educating, entertaining and providing vision in both media categories.

The new media has become more attractive thanks to the speed of content production, the number of accesses, content and translation, and the ability to access them all over the world. As an example for this evaluation, the newspapers published in Turkey and the web pages of these newspapers were selected.

FINDINGS

As the literature stressed an important difference between new media and traditional media appears in the context of the creation and presentation of media content.

Finding 1: In the traditional media environment, threshold guards decide which media content can be transmitted to a wide audience. Today, the media, radio, television and newspapers, which are accepted as traditional media, determine the content of the media and the presentation of the content by the managers of that publication (Kara, 2005: 97–139). The new media redefines the source concept of media content. In the traditional media, commercial broadcasters tend to dominate the creation of media content. However, in the new media environment, most of the content is created by users. When the internet pages of the newspapers are examined, it is seen that the content of the message has not changed since the content providers are again their own administrations. This can be seen in the following newspaper examples:

Example 1.1.: Cumhuriyet Newspaper (Traditional media)



Headline: I know we won ... "One Man" warning!

Internet site of Cumhuriyet Newspaper (New Media)

<http://www.cumhuriyet.com.tr/arama/31%20mart%20yerel%20se%20c3%a7im?page=29>

Great rise in CHP: While the CHP's campaign on the economy found a response in the field, CHP increased the number of metropolitan cities from 6 to 10 according to uncertain results. The number of CHP's 8 municipalities was 10.

Example 1.2.: Yeni Şafak Newspaper (Traditional Media)



Headline: Breathtaking race in Istanbul... Cumhuriyet has won. This is the Turkey's victory

Internet site of Yeni Şafak Newspaper (New Media)

<https://www.yenisafak.com/arama/31%20mart%20yerel%20se%20c3%a7im?word=31%20mart%20yerel%20se%20c3%a7im&page=2>

The AK Party took 24 out of 39 districts in Istanbul. The AK Party received 24 of 39 districts in Istanbul and 14 of the CHP. Turkey's most crowded in its Istanbul AK Party, 39 of the first output taking the mayoralty district 24. According to unofficial results, the AK Party took the Çatalca from CHP.

Finding 2: Unlike traditional media, new media provides users with a variety of content on the same channel, including graphics, tables, printed documents, moving images and links to different Web sites or to different pages within the same site. Daily newspapers can only present the stories of the previous day to their readers. On the other hand, online newspapers using the means of the new media have the opportunity to transmit news to their readers with little delay or at the same time as the event develops (Widmann, 2002: 87–94). One important point of Internet journalism is the “last minute” section. While the news is expected to be published in the traditional media the next day for publication and meeting with the reader, the latest news in new media journalism meets the reader instantly. In this study, it is found that the results of local elections on newspapers' websites are constantly updated on provincial and district level and transmitted to readers. The reader can follow the voting rates instantly by clicking on the selected province or district.

Example 2.1.: Internet Site of Sözcü Newspaper (New Media) (graphics, instant news)



Example 2.2: Internet Site of Hürriyet Newspaper (New Media)



www.hurriyet.com.tr (1st April 2019)(Click and learn ...election results)

Finding 3: We found that the concept of “title” distinguishes traditional journalism from internet journalism. The headlines in newspapers are positioned according to the extent allowed by the newspaper design, which is renewed every day, while the headlines in internet journalism may be longer. Because there is no design that is renewed every day in internet newspapers. The “umbrella headlines”, which we frequently see in Internet newspapers, allow the news to be classified according to genre and circumstance and to be found more easily by the readers.

Example 3.1.: Karar Newspaper (Traditional Media) (Headings)



Heading: Head to head racing

Example 3.2.: Cumhuriyet Newspaper (New Media) (Headings)

Great rise in CHP

While the CHP's campaign on the economy found a response in the field, CHP increased the number of metropolitan cities from 6 to 10 according to uncertain results. The number of CHP's 8 municipalities was 10.

Only 2 women won in 81 provinces

According to unofficial preliminary results, only 2 women were nominated in 81 provinces.

Devlet Bahçeli: The alliance of the Republic has achieved its goals MHP President Devlet Bahçeli made statements after the results of the local elections were announced.

Finding 4: Internet journalism has a cheaper and non-censurable structure compared to traditional journalism. There is an interactive release that reads. The readers who have the opportunity to give instant feedback to the news can reach the author of the news by means of e-mail and commenting.

When the news sites of the newspapers were examined, it was observed that there was a comment and appreciation section under the news, and there were also social media account images in order to follow the news on social media. In addition, with the "share" option the reader can share the news in their social media accounts. Thus, the reader can reproduce the news by commenting on the newspaper's comment or with a different comment. In addition, newspapers provide readers with the opportunity to create a membership system and read the news they choose later.

CONCLUSIONS

In this study, transformation of traditional media to new media is discussed. Daily newspapers, which are the tools of traditional media, and their websites were selected for analysis. For analyzing the day after the local elections held in Turkey on March 31, 2019 (April 1, 2019) was assessed by examining the news made. The results are as follows:

Firstly; while the literature tells that the new media redefines the source concept of media content we found that the content of the message has not changed since the content providers are again their own administrations.

Secondly; unlike traditional media, new media provides users with a variety of content on the same channel, including graphics, tables, printed documents, moving images and links to different web sites or to different pages within the same site. In this study, it is found that the results of local elections on newspapers' websites are constantly updated on provincial and district level and transmitted to readers. The reader can follow the voting rates instantly by clicking on the selected province or district.

Thirdly; we found that the concept of "title" distinguishes. The headlines in newspapers are positioned according to the extent allowed by the newspaper design, which is renewed every day, while the headlines in internet sites are longer.

Finally; In new media the readers have the opportunity to give instant feedback to the news can reach the author of the news by means of e-mail and commenting. When the news sites of the newspapers were evaluated, it was observed that there was a comment and appreciation section under the news, and there were also social media account images in order to follow the news on social media. In addition, with the "share" option the reader can share the news in their social media accounts.

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GİRİŞİMCİLİK SEVİYESİNİ ETKİLEYEN KRİTER AĞIRLIKLARININ SWARA YÖNTEMİ İLE BELİRLENMESİ

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ÖZET

Günümüzde yaşanan ekonomik gelişmelerin bir sonucu olarak girişimciliğin önemi gün geçtikçe artmıştır. Bu sebeple küresel ve bölgesel kalkınmanın sağlanması için girişimcilere ihtiyaç duyulmaktadır. Girişimci, ekonomide bulunan boşluğu fark ederek, yaratıcı fikirlerini hayata geçiren ve bu boşluğu gideren birey anlamı taşımaktadır. Literatür incelendiğinde bireylerin girişimcilik ruhunu özgüven, bireysel risk alma davranışı, yeniliğe açıklık, kontrol odağı, kararlılık, sosyal olma, yaratıcılık, liderlik, araştırma ruhu, ticari ahlak ve takım ruhu olmak gibi özelliklerin girişimcilik seviyesi üzerinde etkili kriterleri olduğu görülmektedir. Yapılan çalışmada SWARA (Adım Adım Ağırlık Değerlendirme Oran Analizi) yöntemi kullanılarak söz konusu 11 faktörün her birinin ağırlıkları hesaplanmıştır. Daha sonra girişimcilik ruhunu etkileyen faktörlerin ölçülmesine yönelik anket hazırlanmıştır. Anket 69 kişi üzerinde, verdikleri cevapları değiştiremeyecekleri ve yalnızca bir kez çözebilecekleri şekilde uygulanmıştır. Anket çalışması sonucu elde edilen değerler ile SWARA yöntemiyle bulunan değerler karşılaştırılarak çalışmanın tutarlılığı çeşitli istatistiksel hata türleri ile hesaplanmıştır. Bu çalışmadaki amaç bireylere bir yaşam tarzı olan girişimcilik eğiliminin artırılabilen, sonradan kazanılabilen bir yaklaşım modeli olduğunun farkındalığını sağlamak, kişilerin girişimciliğe olan yatkınlıklarını hesaplayarak bir ölçüm modeli oluşturmaktır.

Anahtar Kelimeler: girişimcilik, girişimciliği etkileyen faktörler, SWARA yöntemi, girişimcilik seviyesi ölçüm modeli

ABSTRACT

As a result of the current economic developments, the importance of entrepreneurship has increased. For this reason, entrepreneurs are needed to ensure global and regional development. Entrepreneur means the individual who realizes the gap in the economy and realizes his / her creative ideas and eliminates this gap. When the literature is examined, it is seen that the characteristics such as self-confidence, individual risk taking behaviour, openness to innovation, locus of control, determination, sociality, creativity, leadership, research spirit, commercial ethics and team spirit are effective criteria on entrepreneurship level. In this study, the weights of each of these 11 factors were calculated by using SWARA method. Then, a questionnaire was prepared to measure the factors affecting the entrepreneurial spirit. The survey was conducted on 69 people so that they cannot change their answers and only resolve them once. The respondents were asked to give them the most appropriate answers to the questions and finally to evaluate themselves in terms of the spirit of entrepreneurship. The consistency of the study was calculated by various statistical error types by comparing the values obtained with the survey study and the values found with SWARA method. Errors between the entrepreneurial level of individuals measured by the SWARA method and the level of entrepreneurship obtained from the survey results were found by Mean Absolute Percent Error (MAPE), Mean Absolute Error (MAE) and Root Mean Square Error (RMSE) and the results were compared. When we measure the entrepreneurial tendency of people with the model we work; When statistical error analysis techniques were used in accordance with the responses of the individuals, it was observed that the study was consistent with 90% of the study. The aim of this study is to provide an awareness of the fact that entrepreneurship tendency, which is a lifestyle that can be increased, is an approach that can be gained later.

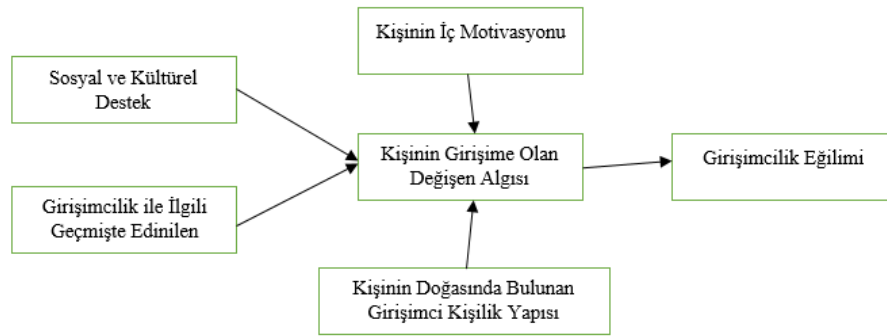
Keywords: entrepreneurship, factors affecting entrepreneurship, SWARA method, entrepreneurship level measurement model

1. GİRİŞ

Girişimcilik ekonomide büyük bir rol oynamaktadır. Toplumun refah seviyesinin yükselmesi ve bireylerin daha mutlu bir yaşam sağlaması açısından girişimcilik topluma kazandırılması gereken bir konudur. Girişimcilik özelliği kişide var olmasının haricinde geliştirilebilen bir yöndür. Bireyin bu özelliğini aile yapısı, aldığı eğitim, yaşadığı şehir, yaşı, çevresindeki insanlar kadar kişisel özellikleri de girişimcilik ruhunu etkilemektedir. Ancak kişiler potansiyelinin farkında olmadıklarından yeni bir işe atılma açısından çekimser davranmaktadırlar. Ülkemizde kişinin girişimcilik açısından cesaretlenmesi için yapılan çalışmalar yeterli değildir. Girişimcilik ruhunun bireye

kazandırılması için daha fazla çalışmalar yapılmalıdır. Günümüzde girişimcilğe yatkın kişilerin çalışmalarda bulunması ve bu kişilerin ayırt edilmesi oldukça zor bir hal almaktadır. Yaptığımız çalışma bu problemin çözülmesinde önemli bir rol oynamaktadır.

Girişimcilik; birey ve toplum için değer yaratan, ekonomik fırsatlara cevap veren veya ekonomik fırsatlar yaratan bireyler tarafından ortaya konulan, getirdiği yeniliklerle ekonomik sistemde değişikliklere neden olan bir süreçtir[1]. Girişimciliğin en temel faktörleri; cesaret, yetenek ve bilgi olarak sıralanmıştır. Girişimci yapacağı işi araştırır ve oluşabilecek bütün risk faktörlerini göze alır. Ancak girişimcilik açısından yapılan her tanımın eksik bir yanı vardır. Bunun sebebi ise her girişimcinin girişimcilik anlayışının farklı olması ve farklı yöntemler izlemesidir. Girişimci olanı geliştirmek veya yeni bir fikir yaratma çabasından dolayı bu ihtiyacın karşılanmasında gerekli unsurlardan biridir. Ayrıca bu gelişmeler şirketleri küçülmeye zorlamakta ve işsizlik oranının artmasına sebep olmaktadır. Bu durum ise gençlerin kendi işlerini kuracağı ve güvencelerini sağlayacağı girişimcilğe yönlendirmektedir [2]. Girişimci kişiliğe sahip birey, kendisini diğer bireylerden ayıran özelliklere sahiptir. Girişimcilğe başlayan bireyin belirli bir vizyona sahip olarak, tükenmeyecek bir girişimcilik tutkusuna ve kazanma isteğine sahip olduğu aşıkardır. Bu bireylerin kişilik özelliklerine baktığımızda yaratıcı bir düşünce yapısına sahip, aktif ve hızlı bir şekilde karar verebilen, analitik düşünme kabiliyeti mevcut kişiler olduğu görülmektedir. Girişimci insanlar, iş hayatının güçlüklerine göğüs gerebilecek güce sahiptirler ve risk almaktan çekinmeyeceklerdir [3]. Bireylerde girişimcilik eğilimi ise Şekil 1’de gösterildiği gibi oluşmaktadır [4].



Şekil 1. Bireylerde Girişimciliğin Oluşma Süreci

1.1. Girişimciliği Etkileyen Faktörler

Literatür incelendiğinde girişimciliği etkileyen birden çok faktörün olduğu görülmektedir. “Özgüven, Bireysel Risk Alma Davranışı, Yeniliğe Açıklık, Kontrol Odağı, Kararlılık, Sosyal Olma, Yaratıcılık, Liderlik, Araştırma Ruhı, Ticari Ahlak, Takım Ruhı” olmak üzere bu faktörleri on bir başlık altında incelenebilir.

Özgüven: Girişimci yapacağı işte hedeflerinin başarılı bir şekilde sonuçlanacağına dair kendine güvenir. Yeteneklerinin farkında olur ve kendisine saygı duyar. Özgüven faktörü, çalışmamızda işlediğimiz girişimcilğe etkileyen diğer on faktörü de içinde barındırmakta ve etkilemektedir.

Bireysel Risk Alma Davranışı: Girişimci kişilik özelliklerinden en önemlilerinden birisi bireysel risk alma davranışdır. Girişimci ekonomik, sosyal veya psikolojik olarak risk almaya yatkın olmalıdır. Girişimci; risk, beklenen getirinin maksimum olacağına inanç ve akılcı karar verme yoluyla girişimi gerçekleştirmeyi içerir [2].

Yeniliğe Açıklık: Girişimcilik eğilimi yüksek olan kişilerde yenilikçilik davranışının da yüksek olduğu görülmektedir. Girişimci, yenilik getiren veya değişime açık bir kişi olduğu için yenilikleri takip eder ve bu yenilikleri uygulamak için çaba gösterir. Ne kadar yenilikçi bir proje yaparsa rekabetten o kadar karlı çıkacağını bilen girişimci yatırımı için gerekli olan yeniliği uygulamak için mutlaka daha çok çaba sarf edecektir.

Kontrol Odağı: Kontrol odağına sahip kişiler etrafında gelişen olaylara müdahalede bulunmak ve olayların gelişmesinde etkili olmak isterler. Girişimciler yaptıkları grup çalışmasında dahi gelişen her türlü etkende kontrolü elinde tutup en uygun olan çözümü üretmeyi düşünürler [5].

Kararlılık: Kararlılık hem sosyal açıdan hem de iş hayatı açısından bir sosyal statü yaratmaktadır. Bu durum girişimcinin amacına ulaşmasında tutarlı davranışlar sergilemesini sağlar. Bireyin iş hayatında başarıyı yakalaması ve devamlılığı sağlaması kararlı olmasıyla mümkündür.

Sosyal Olma: Sosyal olma girişimcilik faaliyetleri açısından kolaylık sağlamaktadır. Hem yapılan işte eğer bir ortaklık kurulacaksa bunun güvenle sağlanmasını hem de işin tanıtımının kolay yapılmasını sağlar.

Yaratıcılık: Girişimci olanı geliştirmek veya yeni bir fikir yaratma çabasından olduğundan yaratıcılığı başarısında önemli bir faktördür. Bu faktör gireceği sektörde fark yaratarak veya değişimi sağlayarak ilgi çekmesini ve başarılı bir proje gerçekleştirmesini sağlamaktadır.

Liderlik: Girişimci insanlar, yaptıkları faaliyetleri liderlik kabiliyetleri yardımıyla rakiplerinden farklı bir konumda olmasını sağlamakta ve günümüzde ortaya çıkan değişimlere yanıt bulabilmektedir. Dönüştürücü liderlik

davranışları neticesinde çalışanların organizasyonlarına aidiyet duygularını artırır ve yapacağı işleri sahiplenerek gerçekleştirirler. Bu durum başarılı girişimciliği de beraberinde getirmektedir [6].

Araştırma Ruhu: Araştırma ruhuna sahip kişiler yapacağı işte sorumlulukların bilincinde olmak ve başarısızlığa uğramamak için işin gereklilikleri, kısıtları ve çıktıları hakkında bilgi edinirler. Bu araştırma ruhu olası her türlü probleme karşı önlem alınmasını kolaylaştırmakta ve problemlerin oluşmasını engellemektedir.

Ticari Ahlak: Girişimcilerin kar elde etmenin yanında toplumun refah seviyesini yükseltmesi, insan ihtiyaçlarını üst seviyede karşılayabilmesi ve kaynakları en verimli en etkin şekilde kullanması görevidir. Kar elde ederken bu yolda ahlaki değerleri göz önünde bulundurmali, para kazanmak için her yolu çıkar olarak görmemeli, etik davranışlar göstermelidir.

Takım Ruhu: Takımda birlik ve beraberliğin sağlanması, güven ortamının oluşması, yardımlaşma ve yetenekleri fayda amaçlı kullanabilme gibi birçok konu bir takımın başarısında önemli etkindir. Takım ruhu olan çalışmalarda yapılan yanlışlar ve karşılaşılan problemler takım arkadaşlarına aktarılacağından hızlı bir büyüme gözlenmekte, yenilik ve değişim süreçleri de daha kolay atlatılabilmektedir.

2. METODOLOJİ

Kişilerin girişimcilik eğilimini bulmak için ankette hazırlanan sorulara verilen cevaplar kriterler bazında değerlendirilmesi gerekiyordu. Her bir kriterin önem derecesi farklı olduğu için kriterlerin önem derecesini belirlemek adına başvurulmuş yöntem SWARA yöntemi olmuştur. SWARA yöntemi kullanılarak belirlenen kriterlerin ağırlıklarını tespit edilmiştir. Uygulama sonucu elde edilen sonuçları ise istatistik hata analiz testleri yardımıyla değerlendirilmiştir.

2.1. SWARA (Step-Wise Weight Assessment Ratio Analysis) Yöntemi

SWARA (Step-wise Weight Assessment Ratio Analysis-Kademeli Ağırlık Değerlendirme Oran Analizi), ÇKKV problemlerinde kriter ağırlıklarının belirlenebilmesi için kullanılan ve Keršuliene vd. (2010) tarafından geliştirilen bir yöntemdir. Literatürde uzman odaklı yöntem olarak bilinmektedir. Çünkü yöntemin temel özelliği, kriter ağırlıklarının belirlenmesi aşamasında kriterlerin önem oranlarına ilişkin uzman görüşlerini tahmin edebilme yeteneğidir. Ayrıca yöntem, uzmanlardan bilgi toplanması ve bunların bir araya getirilmesi bakımından önemlidir [7, 8]. Yöntem, doğrudan kriterler ve öncelikleri hakkında karar verebilmekte bu nedenle kriter ağırlıklarının önceden bilindiği durumlar için de uygun olmaktadır [9]. SWARA yönteminin uygulama aşamaları şöyledir:

Aşama 1: Kriterlerin Sıralanması

Kriterler en önemli kriterden az önemli kriterlere doğru karar vericiler tarafından sıralanır.

Aşama 2: Göreceli Önem Derecelerinin Belirlenmesi

En önemli kriter ilk sıraya yazılır. İkinci kriterden başlayarak her kriterin göreceli önem düzeyi belirlenir. Kriterlere j dersek j kriteri bir önceki (j – 1) kriter ile kıyaslanır. Bu değer de sj simgesi ile gösterilir. sj değeri “ortalama değerin karşılaştırmalı önemi” olarak adlandırılmıştır

Aşama 3: Katsayıların Belirlenmesi

Katsayı (kj) aşağıdaki eşitlikle belirlenir:

$$k_j = \begin{cases} 1 & j = 1 \\ s_j + 1 & j > 1 \end{cases} \quad (1)$$

Aşama 4: Önem Ağırlıklarının Tekrar Hesaplanması

Önem vektörü qj, aşağıda yer alan eşitlikle hesaplanır:

$$q_i = \begin{cases} 1 & j = 1 \\ \frac{x_{j-1}}{k_j} & j > 1 \end{cases} \quad (2)$$

Aşama 5: Kriter Ağırlıklarının Belirlenmesi

Kriterlere ait ağırlıkların (w_j) hesaplama işlemi ise, aşağıdaki eşitlikle sağlanır: w_j , j kriterinin göreceli önemini göstermektedir.

$$w_j = \frac{q_j}{\sum_{k=1}^n q_k} \quad (3)$$

2.2. İstatistiksel Analiz için Kullanılan Metotlar

Ortalama Mutlak Hata (OMH): N tane örneğin gerçek değer ile öngörülen değer arasındaki farkın mutlak değeri toplanır. Sonuçlar n tane örnek sayısına bölünür.

$$MAE = \frac{1}{n} \sum_{j=1}^n |e_j| \quad (4)$$

Ortalama Mutlak Yüzde Hatanın (OMYH): N tane örneğin gerçek değer ile öngörülen değer arasındaki farkın mutlak değeri toplanır. Bulunan değer n tane örneğin gerçek değerlerinin toplamına bölünür. Çıkan sonuç 100 ile çarpılır n tane örnek sayısına bölünür.

$$MAPE = \frac{100}{n} \sum_{j=1}^n \frac{|e_j|}{|A_j|} \quad (5)$$

Kök Ortalama Kare Hatanın (KOKH): N tane örneğin gerçek değer ile öngörülen değer arasındaki farkının karesinin toplamı alınır. Bulunan değer n tane örneğin sayısına bölünür ve karakökü alınır. RMSE, tahmin hatalarının standart sapmasıdır. Verilere en iyi uyan çizgi etrafında o verilerin ne kadar yoğun olduğunu söyler.

$$RMSE = \sqrt{\frac{1}{n} \sum_{j=1}^n e_j^2} \quad (6)$$

3. UYGULAMA

Girişimciliği Etkileyen Kriterler Tablo 1’de sunulmaktadır.

Tablo 1. Girişimciliği Etkileyen Kriterler

| Kriter No. | Kriter Adı |
|------------|------------------------------|
| C1 | Özgüven |
| C2 | Bireysel Risk Alma Davranışı |
| C3 | Yeniliğe Açıklık |
| C4 | Kontrol Odağı |
| C5 | Kararlılık |
| C6 | Sosyal Olma |
| C7 | Yaratıcılık |
| C8 | Liderlik |
| C9 | Araştırma Ruhu |
| C10 | Ticari Ahlak |
| C11 | Takım Ruhu |

Değerlendirme kriterlerinin önem düzeylerinin belirlenebilmesi için 5 karar verici belirlenmiştir. 5 karar verici ayrı ayrı her bir kriteri en önemliden az önemliye göre sıralanmış ve Tablo 2’de sunulmuştur.

Tablo 2. Karar Vericilerin Kriterlere Atadığı Önem Sırası

| | KV1 | KV2 | KV3 | KV4 | KV5 |
|-----|-----|-----|-----|-----|-----|
| C1 | 1 | 2 | 9 | 3 | 3 |
| C2 | 4 | 9 | 2 | 10 | 4 |
| C3 | 8 | 1 | 10 | 7 | 9 |
| C4 | 6 | 11 | 3 | 6 | 11 |
| C5 | 3 | 7 | 6 | 5 | 7 |
| C6 | 10 | 10 | 1 | 11 | 6 |
| C7 | 7 | 3 | 8 | 4 | 10 |
| C8 | 2 | 5 | 7 | 2 | 1 |
| C9 | 5 | 4 | 4 | 1 | 5 |
| C10 | 11 | 8 | 11 | 8 | 2 |
| C11 | 9 | 6 | 5 | 9 | 8 |

Kriterler her karar verici tarafından en önemli olanı ilk sırada olacak şekilde, ikinci kriterden itibaren her kriter için göreceli önem düzeyleri (sj) sıralanmış ve ikinci kriterden itibaren her bir kriter için göreceli önem düzeyleri (sj) belirlenmiş ve Tablo 3'te sunulmuştur. Kriter ağırlıklandırma işlemleri ise Tablo 4'te belirtilmiştir.

Tablo 3. Karar Vericilerin Sıralamasına Göre Önem Dereceleri

| Önem Sırası | KV1 | | KV2 | | KV3 | | KV4 | | KV5 | |
|-------------|------|------|------|------|------|------|------|------|------|------|
| | Sıra | sj | Sıra | sj | Sıra | sj | Sıra | sj | Sıra | sj |
| 1 | C1 | - | C3 | - | C6 | - | C9 | - | C8 | - |
| 2 | C8 | 0,20 | C1 | 0,70 | C2 | 0,35 | C8 | 0,70 | C10 | 0,10 |
| 3 | C5 | 0,25 | C7 | 0,20 | C4 | 0,55 | C1 | 0,45 | C1 | 0,65 |
| 4 | C2 | 0,60 | C9 | 0,55 | C9 | 0,50 | C7 | 0,50 | C2 | 0,30 |
| 5 | C9 | 0,65 | C8 | 0,75 | C11 | 0,40 | C5 | 0,25 | C9 | 0,50 |
| 6 | C4 | 0,35 | C11 | 0,45 | C5 | 0,65 | C4 | 0,55 | C6 | 0,20 |
| 7 | C7 | 0,40 | C5 | 0,60 | C8 | 0,25 | C3 | 0,10 | C5 | 0,60 |
| 8 | C3 | 0,10 | C10 | 0,50 | C7 | 0,35 | C10 | 0,15 | C11 | 0,40 |
| 9 | C11 | 0,55 | C2 | 0,30 | C1 | 0,70 | C11 | 0,35 | C3 | 0,15 |
| 10 | C6 | 0,15 | C6 | 0,15 | C3 | 0,20 | C2 | 0,20 | C7 | 0,55 |
| 11 | C10 | 0,05 | C4 | 0,25 | C10 | 0,45 | C6 | 0,30 | C4 | 0,45 |

Tablo 4. Kriterlerin Ağırlıklandırılması

| Karar Verici 1 | | | | | | Karar Verici 2 | | | | | Karar Verici 3 | | | | | Karar Verici 4 | | | | | Karar Verici 5 | | | | |
|----------------|------|-----|-----|-----|------|----------------|-----|-----|-----|------|----------------|-----|-----|-----|------|----------------|-----|-----|-----|------|----------------|-----|-----|-----|------|
| Sıra | Krit | SJ | KJ | qj | W | Krit | SJ | KJ | qj | W | Krit | SJ | KJ | qj | W | Krit | SJ | KJ | qj | W | Krit | SJ | KJ | qj | W |
| 1 | C1 | | 1 | 1 | 0,26 | C3 | | 1 | 1 | 0,34 | C6 | | 1 | 1 | 0,31 | C9 | | 1 | 1 | 0,33 | C8 | | 1 | 1 | 0,26 |
| 2 | C8 | 0,2 | 1,2 | 0,8 | 0,23 | C1 | 0,7 | 1,7 | 0,5 | 0,29 | C2 | 0,3 | 1,3 | 0,7 | 0,25 | C8 | 0,7 | 1,7 | 0,5 | 0,29 | C10 | 0,1 | 1,1 | 0,9 | 0,24 |
| 3 | C5 | 0,2 | 1,2 | 0,6 | 0,15 | C7 | 0,2 | 1,2 | 0,4 | 0,17 | C4 | 0,5 | 1,5 | 0,4 | 0,15 | C1 | 0,4 | 1,4 | 0,4 | 0,13 | C1 | 0,6 | 1,6 | 0,5 | 0,14 |
| 4 | C2 | 0,6 | 1,6 | 0,4 | 0,11 | C9 | 0,5 | 1,5 | 0,3 | 0,12 | C9 | 0,5 | 1,5 | 0,3 | 0,12 | C7 | 0,5 | 1,5 | 0,2 | 0,07 | C2 | 0,3 | 1,3 | 0,4 | 0,12 |
| 5 | C9 | 0,6 | 1,6 | 0,2 | 0,05 | C8 | 0,7 | 1,7 | 0,1 | 0,06 | C11 | 0,4 | 1,4 | 0,2 | 0,03 | C5 | 0,2 | 1,2 | 0,2 | 0,05 | C9 | 0,5 | 1,5 | 0,2 | 0,08 |
| 6 | C4 | 0,3 | 1,3 | 0,1 | 0,05 | C11 | 0,4 | 1,4 | 0,1 | 0,04 | C5 | 0,6 | 1,6 | 0,1 | 0,05 | C4 | 0,5 | 1,5 | 0,1 | 0,05 | C6 | 0,2 | 1,2 | 0,2 | 0,03 |
| 7 | C7 | 0,4 | 1,4 | 0,1 | 0,04 | C5 | 0,6 | 1,6 | 0,0 | 0,00 | C8 | 0,2 | 1,2 | 0,1 | 0,03 | C3 | 0,1 | 1,1 | 0,1 | 0,03 | C5 | 0,6 | 1,6 | 0,1 | 0,04 |
| 8 | C3 | 0,1 | 1,1 | 0,1 | 0,03 | C10 | 0,5 | 1,5 | 0,0 | 0,00 | C7 | 0,3 | 1,3 | 0,0 | 0,00 | C10 | 0,1 | 1,1 | 0,1 | 0,00 | C11 | 0,4 | 1,4 | 0,0 | 0,00 |
| 9 | C11 | 0,5 | 1,5 | 0,0 | 0,00 | C2 | 0,3 | 1,3 | 0,0 | 0,00 | C1 | 0,7 | 1,7 | 0,0 | 0,00 | C11 | 0,3 | 1,3 | 0,0 | 0,00 | C3 | 0,1 | 1,1 | 0,0 | 0,00 |
| 10 | C6 | 0,1 | 1,1 | 0,0 | 0,00 | C6 | 0,1 | 1,1 | 0,0 | 0,00 | C3 | 0,2 | 1,2 | 0,0 | 0,00 | C2 | 0,2 | 1,2 | 0,0 | 0,00 | C7 | 0,5 | 1,5 | 0,0 | 0,00 |
| 11 | C10 | 0,0 | 1,0 | 0,0 | 0,00 | C4 | 0,2 | 1,2 | 0,0 | 0,00 | C10 | 0,4 | 1,4 | 0,0 | 0,00 | C6 | 0,3 | 1,3 | 0,0 | 0,00 | C4 | 0,4 | 1,4 | 0,0 | 0,00 |

Öncelikle, sj'ler kullanılarak, katsayı (kj) değerlerine ulaşılmıştır. Ardından her bir kriter için önem vektör (qj) değerleri hesaplanmıştır. Son olarak, kriterlere ait ağırlıklar (wj) hesaplanmıştır. Her bir kriter için hesaplanan qj ve wj değerleri gösterilmiştir.

Tablo 5. Karar Vericilerin Hesaplanan Kriter Ağırlıkları

| KRİTERLER | KV1 | KV2 | KV3 | KV4 | KV5 |
|-----------|--------|--------|--------|--------|--------|
| C1 | 0,261 | 0,2027 | 0,0156 | 0,1336 | 0,144 |
| C2 | 0,107 | 0,0137 | 0,2305 | 0,0228 | 0,11 |
| C3 | 0,0339 | 0,3436 | 0,0125 | 0,0424 | 0,0236 |
| C4 | 0,0496 | 0,0069 | 0,1495 | 0,0456 | 0,0105 |
| C5 | 0,1723 | 0,0241 | 0,0436 | 0,0717 | 0,0367 |
| C6 | 0,0183 | 0,0103 | 0,3115 | 0,0163 | 0,0602 |
| C7 | 0,0366 | 0,1684 | 0,0249 | 0,088 | 0,0157 |
| C8 | 0,2167 | 0,0619 | 0,0343 | 0,1922 | 0,2618 |
| C9 | 0,0653 | 0,11 | 0,0997 | 0,3257 | 0,0733 |
| C10 | 0,0183 | 0,0172 | 0,0062 | 0,0358 | 0,2382 |
| C11 | 0,0209 | 0,0412 | 0,0717 | 0,0261 | 0,0262 |

Her bir karar vericiye ait kriter ağırlıklarının ortalamasının alınması sonucu elde edilen kriter ağırlıkları Tablo 6’da sunulmaktadır.

Tablo 6. Nihai Kriter Ağırlıkları

| Kriterler | | Nihai Kriter Ağırlığı |
|-----------|------------------------------|-----------------------|
| C1 | Özgüven | 0,1514 |
| C2 | Bireysel Risk Alma Davranışı | 0,0968 |
| C3 | Yeniliğe Açıklık | 0,0912 |
| C4 | Kontrol Odağı | 0,0524 |
| C5 | Kararlılık | 0,0697 |
| C6 | Sosyal Olma | 0,0833 |
| C7 | Yaratıcılık | 0,0667 |
| C8 | Liderlik | 0,1534 |
| C9 | Araştırma Ruhu | 0,1348 |
| C10 | Ticari Ahlak | 0,0631 |
| C11 | Takım Ruhu | 0,0372 |

Nihai kriter ağırlıklarına, karar vericilerin değerlendirmelerinin ortalamaları alınarak ulaşılmıştır. En önemli kriterin liderlik kriteri olduğu belirlenmiştir. Kişilerin verdiği cevaplar kriter ağırlıklarına göre değerlendirildiğinde bulunan sonuçlar Tablo 7’de gösterilmiştir. Değerlendirme sonuçları bireylerin 100 üzerinden girişimcilik eğilimini vermektedir.

Tablo 7. Kişilerin Verdiği Cevaplar ve Değerlendirme Sonuçları

| | | Kriterler | Yanıtlara Göre Aldıkları Puanlar | | | | | | | | | |
|------------|----|--|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| | | | Birey 1 | Birey 2 | Birey 3 | Birey 4 | Birey 5 | Birey 6 | Birey 7 | Birey 8 | Birey 9 | Birey 10 |
| Ağırlıklar | 25 | Özgüven | 14 | 19 | 19 | 17 | 16 | 12 | 16 | 20 | 17 | 12 |
| | 20 | B. Risk Alma | 13 | 10 | 13 | 12 | 10 | 14 | 11 | 10 | 7 | 12 |
| | 25 | Yeniliğe Açıklık | 11 | 17 | 15 | 17 | 9 | 14 | 13 | 12 | 12 | 13 |
| | 20 | Kontrol Odağı | 11 | 10 | 14 | 14 | 13 | 14 | 13 | 11 | 12 | 14 |
| | 25 | Kararlılık | 18 | 17 | 13 | 15 | 13 | 16 | 16 | 12 | 14 | 15 |
| | 25 | Sosyal Olma | 16 | 14 | 14 | 15 | 12 | 20 | 18 | 20 | 15 | 17 |
| | 25 | Yaratıcılık | 19 | 18 | 16 | 12 | 18 | 21 | 18 | 19 | 16 | 16 |
| | 25 | Liderlik | 20 | 17 | 13 | 17 | 15 | 18 | 17 | 19 | 13 | 14 |
| | 25 | Araştırma Ruhu | 9 | 22 | 15 | 21 | 24 | 18 | 23 | 19 | 14 | 17 |
| | 25 | Ticari Ahlak | 10 | 19 | 20 | 17 | 20 | 17 | 17 | 17 | 18 | 17 |
| | 25 | Takım Ruhu | 19 | 20 | 18 | 16 | 18 | 18 | 21 | 18 | 18 | 18 |
| | | Bireylerin Anketin Sonunda Kendilerine Verdiği Girişimcilik Puanı | 55 | 70 | 60 | 65 | 70 | 65 | 70 | 85 | 40 | 65 |
| | | Geliştirilen Model Sonucu Elde Edilen | 60 | 69 | 63 | 67 | 64 | 67 | 69 | 68 | 57 | 60 |

4. İSTATİSTİKSEL ANALİZ

Yapılan çalışmanın 10 kişinin cevaplarından oluşan örneği Tablo 8’de verilmiştir. Tabloda kişilerin kendilerine verdikleri puanlar, anket sonucu ortalama puanlar ve geliştirilen model sonucu hesaplanan girişimcilik puanları verilmiştir.

Tablo 8. Kişilerin Girişimcilik Puanları

| Birey No. | Bireylerin Kendilerine Verdikleri Girişimcilik Puanı | Anket Sonucu Hesaplanan Girişimcilik Puanı | Geliştirilen Model Sonucu Hesaplanan Girişimcilik Puanı |
|-----------|--|--|---|
| Birey 1 | 70 | 68,37 | 69,44 |
| Birey 2 | 60 | 64,27 | 63,29 |
| Birey 3 | 65 | 68,73 | 67,27 |
| Birey 4 | 40 | 58,45 | 57,12 |
| Birey 5 | 80 | 73,27 | 74,21 |
| Birey 6 | 70 | 73,55 | 72,63 |
| Birey 7 | 70 | 65,91 | 67,11 |
| Birey 8 | 80 | 67 | 68,11 |
| Birey 9 | 70 | 72,82 | 70,99 |
| Birey 10 | 50 | 62 | 61,59 |

Çalışmada geliştirilen modelin istatistiksel açıdan analizi yapıldığında aşağıdaki sonuçlar elde edilmiştir. Geliştirilen modelin ve anket sonuçlarının OMYH, OMH ve KOKH değerleri hesaplanmış ve geliştirilen modelin bireylerin kendilerine verdikleri puanlar göz önünde bulundurulduğunda daha gerçekçi sonuçlar verdiği gözlemlenmiştir. Sonuçlar Tablo 9’da verilmiştir.

Tablo 9. İstatistiksel Analiz Sonuçları

| | OMYH | OMH | KOKH |
|---------------------------|--------|-------|-------|
| Geliştirilen Model | 10,716 | 5,902 | 7,968 |
| Anket Sonuçları | 12,492 | 7,027 | 8,780 |

5. SONUÇLAR ve TARTIŞMA

Girişimcilik eğilimini belirleyen özelliklerin bireyde ne kadar bulunduğunu belirlemek adına anket çalışması hazırlanmıştır. Her sorunun altında farklı özellikleri ortaya çıkaran bir çalışma uygulanmıştır. Anket 69 kişi üzerinde, verdikleri cevapları değiştiremeyecekleri ve yalnızca bir kez çözebilecekleri şekilde uygulanmıştır. Anketin sonunda kişilere kendilerinin girişimcilik ruhunun 100 üzerinden değerlendirmeleri istendi. Yapılan çalışma sonucunda istatistikî metotlara göre %90 oranında doğru sonuç elde edildiği hesaplanmıştır. Bu uygulama ile kişilerin girişimciliğe olan yatkınlıkları hesaplandığından girişimlerin doğru kişiler tarafından yapılması sağlanmıştır. Örneğin; KOSGEB girişimcilik desteği verirken yaptığımız uygulamayı kullanarak bir ölçüt oluşturabilir. Bu ölçüt girişimciliğin gelişmesinde ve doğru girişimler yapılmasında önemli bir etki sağlar.

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GÖBEKLİTEPE VE DİNLER TARİHİNDEKİ YERİ

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ÖZET

Arkeolojik keşifler insanlık tarihinin karanlıkta kalan kısımlarını aydınlatması açısından son derece önemli belgelerdir. Esasında ortaya çıkarılan kalıntı ya da objeler bulundukları toprakların kimliklerini yansıttığı gibi tüm dünyayı da yakından ilgilendirmektedir. Bu bağlamda yakın dönemlerde Göbeklitepe’de ortaya çıkartılan tarihi belgeler insanlığın bilinen tarihten daha önceki dönemlere dayandığını göstermektedir. Diğer taraftan arkaik insan topluluklarının dini düşünce ve yaşam biçimlerine ışık tutması yönünden ilginç bulgular sergilemektedir.

Anahtar Kelimeler: Göbeklitepe, Din, Kutsal.

GİRİŞ

Türkiye’nin kültürel mirası yönünden en büyük keşiflerinden biri de hiç şüphesiz Şanlıurfa yakınlarındaki Göbeklitepe antik buluntusudur. Bu durum sadece Türkiye değil dünya kültürel mirası açısından da çok önemli bir yere sahiptir. Zira ortaya çıkarılan keşif insanlık tarihinin şimdiye kadar bilineninden çok daha öncesine kadar gittiğini göstermektedir. Her şey 1995 yılındaki arkeolojik kazılar neticesinde ortaya çıkarılmıştır. Bu kazılar Anadolu üzerindeki neolitik döneme ait bir kült merkezinin dünyadaki benzerlerinden çok daha eski dönemlere ait olduğunu ortaya çıkarmıştır. Göbeklitepe mevkiindeki bu kült merkezi insan-din ilişkisini de etkileyen ve Mircea Eliade’nin deyimiyle dindar insan (homoreliques) tipolojisini göstermesi açısından da kayda değerdir.

Göbeklitepe, Anadolu’da inşa edilmiş ilk tapınak olma özelliği göstermektedir. Bu durum sadece Anadolu olmamakla birlikte bilinen tarih içerisinde de ilk tapınak olmayı da yansıtmaktadır. Böylelikle insanlığın ilk dönemlerden itibaren zengin bir dini inanca sahip olduğunun ve ilk insan prototiplerinin düşüncelerine ışık tutmaktadır. Dolayısıyla Sümerlerden çok uzun bir süre önce dini düşüncenin ortaya çıkması açısından da kayda değerdir. Bu durum göbeklitepenin keşfiyle görülen bir takım dini ritüellerin sonraki dönemlerde sümerlerde dahi yansımaları ortaya koymaktadır.

Göbeklitepe’de yapılan arkeolojik kazılardan elde edilen bilgiye göre Neolitik döneme ait olan üç farklı tabakadan meydana gelen bir alandan müteşekkildir. Bu katmanlar doldurma taşlar ve topraktan ibarettir. Taşlar, dikili ve çemberimsi yapılar şeklindedir. Yapılan kazılarda çeşitli hayvan kemikleri ve onlara ait kalıntılar bulunmasına rağmen insana ait hiçbir kemiğe rastlanmamıştır. Bu durum göbeklitepenin anıt mezar olarak kullanılmadığını göstermektedir (*Göler, s. 36-37*).

Anadolu’nun ilk tapınağı olarak kabul gören göbeklitepe kendine ait bazı özellikleri yansıtmaktadır. Göbeklitepe yerleşim alanı dışında hâkim bir tepeye inşa edilmiştir. Yapılan arkeolojik kazılar sonucunda burasının insanlar için bir yerleşim yeri dışında tamamen ritüel amaçlı avcı ve toplayıcı toplumların özelliklerini yansıtan bir şekilde dini amaçlı kurulmuş olmasıdır (*Göler, s. 38*). Burada dikkat çekici husus inşa edilen tapınağın tepe ya da dağ zirvesi gibi noktalarda olmasıdır. Zira dağlar ve yüksek tepelik yerler kutsalın açığa çıktığı ve aynı zamanda Tanrıya en yakın makam olarak addedilmektedir. Dağlar, kozmik anlamda evrenin ya da dünyanın merkezi, vahiy ve vizyona ulaşma yeri ve tanrısal bir mekândır. Dağ algısında da merkez simgeciğinin kullanıldığı çok sık bir biçimde görülür. Kutsal dağ zirvesinin oluşturduğu merkez dünyanın göbeğini, yaratılışın başladığı yeri de ifade eder. Kozmik dağlar, tapınakların inşasında da model alınır ve inşa edilen tapınak kozmik dağı simgeler. (*Yıldırım, s. 134*). Diğer taraftan bu zirvelerin birer (axis mundi) dünyanın merkezi biçiminde kabul edilmesiyle merkez simgeciğinin oluşması açısından da önemlidir. Göbeklitepenin yüksek yere kurulması onun Tanrı ya da başka kutsal kabul edilen unsurlar için bir tapınak olabileceğini gösteren kanıtlar olarak görülebilmektedir.

Göbeklitepe merkezinde dikili taşların bulunduğu dairesel yapılardan oluşmaktadır. Buradaki tapınaklar sonsuzluğu, evreni ve bütünlüğü simgelediğine inanılan daire formunda inşa edilmiş ve çok sayıda daire sembollerinden meydana gelmiştir. (*Göler, s. 42*). Bununla birlikte dairesel yapının ortasında yüzleri belirtilmemiş insan biçimindeki dikili taşlar, tanrıları, ataları ve ruhları sembolize ettiğine inanılmaktadır.

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² Çukurova Üniversitesi İlahiyat Fakültesi Din Psikolojisi Anabilim Dalı Öğretim Üyesi.

(*Göler*, s. 45). Bu dikili taşların üzerinde kabartma tekniğiyle işlenmiş hayvan figürleri ve soyut semboller bulunmaktadır. “T” tipi dikili taşların üzerinde kuş, yılan, tilki, yaban domuzu, boğa, koç, keçi, örümcek gibi çeşitli hayvanların figürleri bulunmaktadır (*Göler*, s. 54). Hayvanların bu denli taş kabartmalarda kullanılması en basit şekildeyle totemizmi yansıtmaktadır.

Tapınaklarda taşın ön plana çıkması tabiat hiyerofanilerinden olan taş unsurunu ortaya koymaktadır. Taş, tabiatla sarsılmazlığın ve gücün bir ifadesi biçiminde düşünülmektedir. İnsanlar taşta sadece görünümünden değil onda kutsal bir gücün bulunmasından dolayı saygı göstermektedir. Taşın kutsallık kazanması onda kutsalın keşfiyle, ifşasıyla ve tezahürüyle mümkün olabilmektedir. Taş, dini bir fenomen olarak insanlara güç veren, bereket sembolü, tedavi amaçlı kullanılan nesne, Tanrının öfkesi, insanları cezalandırma biçimi şeklinde temsil edilir. Taşın ya da kaya parçasının kutsal oluşu kendi varlığından değil, apayrı bir şeye ya da bir olaya bağlanmıştır. Taşa saygı, tabiatdaki somut haline değil, ondan canlanan ruha ve onu kutsayan simgeye yöneliktir. Taş ya da kaya temsil ettikleri ruhsal güç sayesinde kutsal atfedilir. Kutsalın tezahür ettiği taşlar farklı istek ve beklentiler yönünden insanlar için dinsel ayinlerin merkezidir (*Yıldırım*, s. 129). İnsanları sağlamlıklarıyla, ihtişamıyla etkileyen bazı taşlar ve kayalar tarafından temsil edilen temel kutsal ifşalar, belli bir tapınmanın nesnesi olan her tür taş, her zaman insanı aşan şeyleri ifade etmiştir (*Eliade*, s. 234).

Göbeklitepe'de dikili taşlar üzerinde taş halkalar görülmüştür. Bunlar araştırmacılar tarafından ruh deliği olarak tanımlanmış, ruhların bu delikten geçerek farklı bir boyuta ulaştığı dolayısıyla da ölümler dünyasına geçiş kapısı olduğu düşünülmüştür (*Göler*, s.64). Tapınaklar merkezlerinin birer merkez simgecilüğünün başlangıç noktası olarak arkaik geleneklerde kabul edilmiştir. Ayrıca dinsel merkezler yeryüzünün ana merkezi olarak da ifade edilmiştir. Bu bağlamda göbeklitepeninin de bir dini merkez oluşturması yönüyle dönemin insanları açısından dünyanın merkezi olarak görülmesi son derece doğaldır. Yine burası kutsalın merkezinde bulunduğu bir axis mundi yani dünyanın merkezidir.

Göbeklitepe kazılarında dikili taşlar üzerinde rastlanan unsurlardan biri de geometrik şekiller ve gök cisimlerini andıran soyut sembollerdir. Semboller, bilincin kavrayamadığı ya da kavramak istemediği şifreler olarak görülmektedir. Semboller insanın tarih ötesi dünya açılımını ve bunun yanında aşkın olanla temasını sağlar. İnsan, anlık tecrübeyle kendisinin anlayamadığı bir boyutun ifşasını semboller aracılığı ile çözer. Bir sembolün dini olup olmadığı, onun fonksiyonuna ve kullanımına bağlıdır. Bu çerçevede bir sembol, görünüm olarak nihai bir mesaj verebiliyorsa buna dini anlamlar yüklenebileceği gibi, onun kutsalla karşılaşmasındaki manevi zevk durumuyla da ilişkili olduğu söylenir. Semboller aynı zamanda arkaik insan için kutsal ile eş anlama gelmekte ve kutsalı ifade eden bir obje olmaktadır. Semboller ve sembolik ifadeleri gizli ama hissedilir biçimde fiili olan bir şeye ilişkin kapalı bir anlam olarak görmek gerekir (*Yıldırım*, s. 114-115).

Dikili taşlar üzerinde öne çıkan semboller ay ve güneş olarak yorumlanan gök cisimleri ve bazı daire şeklindeki kabartma figürlerdir. (*Göler*, s. 59). Buradan anlaşılacağı üzere gök cisimlerinin özellikle güneş ve ayın insanlık geleneğinde tapınma objeleri olarak gördüğü gerçeğidir. Gök, insanın ve yaşam gücünün temsil edemediği bambaşka bir şeyi mükemmel bir biçimde temsil eder ve onun aşkınlığının simgesi sonsuzluğundan kaynaklanır. Gök doğal olarak varlığıyla aşkınlığı, gücü ve değişmezliği simgelemekte ve bundan dolayı da yüce, sonsuz, güçlü ve dokunulmazdır. Bu özelliği ile insanlar gökten korkmuş ve ona yönelik dini inanışlar geliştirmiştir. Bu çerçevede gök, arkaik insan için çok anlamlı, sonsuz ve aşkındır. Gök en yükseği temsil ettiğinden tanrılara özgü bir nitelik taşımakta, insanın ulaşamadığı yıldızlı gök, tanrılara ait sonsuzluk ve gerçekliğe sahiptir. Buralara ulaşmanın yolu ancak sembolik bir biçimde yükselme ayiniyle mümkündür (*Eliade*, s. 39). Güneş çeşitli toplumların mitolojilerinde de tanrısal bir figürü simgeler. Bazı zamanlarda sadece tanrının güneş kursu şeklindeki figürüne saygı gösterilmekteydi. Güneşe yapılan tazimlerin ortak paydası, güneşin yüzünün bütün yaratılan varlıkları doldurduğu, rahmetine karşı şükranın göstergesi, her şeyi bilen ilahi kanun koyucusunun her şeyin sahibi olduğu anlayışıdır. Göbeklitepe'deki dikili taşlar üzerinde güneş ortasında bir oyuk biçiminde tasvir edilmiştir (*Göler*, s. 59). Ay diğer gök cisimlerindeki kültler gibi insanların kutsallık atfettiği nesnelerdendir. Bu nedenle arkaik dönemlerden itibaren dünyanın her bölgesinde yaygın olarak görülmektedir. Ay genellikle kutsallar adası biçiminde algılanmakta başta Sümer ve Babil kültürlerinde olmak üzere semavi dinlerin gök cisimleri tasavvurlarında da önem verilen bir kült durumundadır (*Yıldırım*, s. 148). Yine göbeklitepe'deki ay tasvirlerinde ay, hilal biçiminde figürize edilmiştir (*Göler*, s. 59).

Arkeolojik kazılar sırasında taştan yapılmış bazı araç ve gereçlerin bulunması dikkat çekmiştir. Bunlardan ön plana çıkması kireç taşlarının yontulmasıyla yapılan çeşitli ihtiyaçlarda kullanılan kaplardır. Bunlar üzerinde yapılan araştırmaların sonucunda bu kapların insanların ihtiyaçları için kullandıkları malzemeleri koymak, saklamak için hazırladıkları anlaşılmıştır. Bu eşyaların yanlarında farklı hayvan kemiklerinin bulunması ve bitkisel atıkların da kaplarla birlikte yer alması buranın bir festival merkezi olmasını da akla getirmiştir (*Göler*,

s. 66.). Nitekim dini merkezlerin ve tapınakların bir diğer önemli özelliği de festival törenlerinin merkezi olmasıdır. İnsanlar bu merkezlerde toplanarak dini ritüeller ve diğer ihtiyaçlarını gidermişlerdir. Bütün bunların neticesinde dini bir ayin kültürü zamanla gelişme göstermiştir.

Soyut sembollerin göbeklitepede kullanılmış olması o dönemin insanının düşünce düzeyini açıkça göstermektedir. Bu soyut nesneler, tanrıların sembolü, tanrıların kutsal hayvanı, öteki dünyanın tasviri veya anlatılmaya çalışılan bir öykü olduğu düşünülebilmektedir. Bu bağlamda bütün bu malzemeler dönemin insanların bilinç düzeyine ve dini düşünce yapısına işaret etmektedir. Yazının henüz keşfedilmediği bir dönemde insanlığın zihin dünyasındaki dini düşünce yapısını yansıtmaya da katkıda değer bir bulgu olsa gerektir.

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GUESSING THE MEANING FROM CONTEXT CLUES TO UNDERSTAND ENGLISH VOCABULARY OF MATHAYOM SUKSA 6 STUDENTS IN THE DEMONSTRATION SCHOOL OF KHON KAEN UNIVERSITY

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ABSTRACT

The purpose of this research was to construct and test the students' efficiency of vocabulary learning guessing the meaning from context clue exercises for Mathayom Suksa 6 students to compare students' English Vocabulary learning proficiency before and after using the exercises constructed and to study students' opinions toward the exercises.

The sample consisted of one randomly selected class of 29 Mathayom Suksa 6 students of Demonstration School Khon Kaen University randomized by during the second semester academic year 2017

The instruments used for gathering data were:

- 1) The vocabulary learning strategies guessing the meaning from context exercises constructed by the researcher; 2) A vocabulary learning proficiency test used as a pretest and posttest; and 3) A questionnaire on opinions toward the vocabulary learning exercises.

The research designs to use as follow: One group Pretest, Posttest Design method, and analyzed by percentage and means.

The results of the study were;

1. The average score of the Pretest and the Posttest were 39.69 and 53.59 respectively. The result of t-test indicated statically $t = 8.21$
2. The student's vocabulary learning proficiency on understanding the meaning from Context Clues to understand English vocabulary at the 0.01 level
3. The students' opinions toward guessing the meaning from Context Clues exercises were very positive

Key words: Guessing the meaning understand

INTRODUCTION

Guessing the meanings of words from context is the most important strategy for dealing with how frequency vocabulary in written texts. There are many low frequency words and their occurrence is largely unpredictable so it is not possible to learn them in advance. Thus dealing with them as they occur is the only feasible way of handling them. Because of their narrow range and the low probability of meeting them again soon, they do not deserve much effort in learning them. It is better to use context clues to infer their meaning than to spend time on learning the words themselves.

Several writers have described strategies for guessing words from context (Seibert, 1945 ; Honeyfield, 1977 ; Clark and Nation, 1980). This piece of research is an attempt to discover some of the factors that make guessing difficult and to see the potential of the guessing strategy.

Guessing word meaning and contextual clues.

Contextual inference or contextual guessing is defined as an important strategy in the absence of dictionaries or human assistance and it "entails guessing the meaning of target word based on interpretation of its immediate context with or without reference to knowledge of the world" (Haastrup, 1989 in Parel, 2004, P.848)

There are two main factors affecting guessing ability: reader-related variables and text-related variables. Reader-related variables are vocabulary size, knowledge of grammar, language proficiency, attention to details, cognitive and mental effort, and reader characteristics. As for text-related variables, they are word characteristics, text characteristics, the presence of contextual clues and topic familiarity (Kaivanpanah & Alavi, 2008)

Research has indicated that during the process of determining the meaning of unknown words, language learners attempt to use contextual clues. In a study by Kanatlar (1995), it was observed that the prediction of word meaning by means of context clues was the most popular strategy. The total use of this strategy was 260, while the total use of translation was 195, the total use of parts of speech and word analysis was 18 and 15 respectively. Fraser (1999) carried out a study on lexical processing strategy use by using retrospective think-aloud interview. The study showed that the participants tended to use sense creation (use of linguistic and situational) situational context to infer) 65% of the time while inferring unknown word meaning. Soria (2001) conducted a study that aimed to examine language learners' use of different types of sources (9 interlingual, intralingual and contextual sources) and compare them across different proficiency levels. Word morphology was the major knowledge source used by the language learners. Also, the learners were able to apply contextual clues in inferring word

meaning. However, the high level learners were more successful than the low level learners in utilization of the immediate co-text and the wider co-text. The results of these studies may be considered as an indication of the fact that language learners tend to make use of contextual clues so as to make correct word meaning inference.

The amount and quality of contextual can determine the success of guessing. Mondria and Wit-de-Boer (1991) adopted the terms contextual richness and context pregnancy from Van Parreren (1967 cited in ibid). They defined a rich context or a pregnant context as a context which provides sufficient clues enabling readers to infer the meaning of unknown words easily and correctly. The study by Kelly (1990 in Laufer, 1997) can be considered as the study about the nature of contextual clues.

Kelly collected a sample of unknown words from two Italian books randomly and made an effort to figure out the meanings of the words from context. As a result of his lack of success, he believed that “unless the context is constrained, which is relatively rare occurrence, or unless there is a relationship with a known word identifiable on the basis of form and supported by context, there is little chance of guessing the correct meaning” (Kelly, 1990 in Laufer 1997, P. 27) In this regard, it is possible to say that clues are not available in some contexts.

Context may provide different kinds of clues to make guessing process easier for readers. For instance, context may supply partial clues that enable language learners to arrive at a general meaning. An example for a partial clue was given by Clarke and Nation (1980 in Laufer, 1977, P. 29): “Typhoon Vera Killed or injured 28 people and crippled the seaport city of Kelling.” The reader can understand crippled as “damaged” or “destroyed” due to the fact that a typhoon can have mostly negative effects on a place. It is understood from this example that in some searches have suggested that language learners are more sensitive to local contextual clues than global contextual clues. In a study by Haynes and Baker (1993 in Mokhtar & Rawian, 2012), L2 learners of different groups were all capable of utilizing local contextual clue effectively.

However, a high percentage of the participants in the study has difficulty using global contextual clues far away from the target word. Huckin and Bloch (1993 in Huckin & Coady, 199 p. 187) also found that the subjects in their study preferred local contextual clues rather than global contextual clues. The importance of immediate contextual clues was confirmed in the above mentioned studies.

A great majority of studies in literature have demonstrated the value of guessing strategy. The purpose of this study is to determine whether guessing the meaning from context clue have any impact on Learners Mathayom Suksa 6 students.

CONTEXT CLUES

Context clues are clues that the author gives intentionally or incidentally in the text to help the learners understand a difficult or an unfamiliar word. Most importantly, learners not only understand the meaning of the words but they also understand the contextual use of the words.

Context clues provide information about how a word fits in a sentence and with the ideas discussed in it. In other word, figuring out what a word means by looking at the words or phrases nearby (Hartman & Blass 2007). For example, The fireman ascended the tree and brought the little girl's kitten back down to her, “If the reader knows that trees are tall and that kittens like to climb high to feel safe, then the reader can guess that” ascended means to climb”

Contextualization helps learners to understand and effectively use the target language. Many shades of meaning of words used in a particular context can better be mastered if context clue is provided. This way of testing administered to the tertiary level second language learners seems effective as the vocabulary learning becomes a practicality. SLL have created a dislike towards the target language because of the numerous words they have to learn before they could speak or write the target language. Context Clue test enables the SLL to learn many words from the context.

In course of reading a text, if learners fail to interpret words correctly, they might end up in misunderstanding the text. Even dictionary meaning of certain words used in reading texts may differ from the contextual meaning of the words. In such situations, context clues help the students in making a logical guess of the meaning of the unknown words. Context clues are useful in a number of ways. Readers use context clues to:

- Help them confirm the pronunciation of a word they are trying to decode.
- Resolve ambiguity and arrive at correct pronunciation of multiple meaning words.
- Determine a possible meaning of an unknown word.
- Accelerates their reading rate.

When teaching students how to use context clues, teacher must be very explicit in his/her description and modeling the application of this as a strategy while reading texts. The teacher needs to guide and encourage students as they try to use the strategy, slowly increasing the complexity of the text (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006).

TYPES OF CONTEXT CLUES

1. **Definition or** - the meaning of the vocabulary word is in the sentence itself, usually following the vocabulary word e.g., Martha is a **curator**, a person who is responsible for looking after a museum's collection.
 - Celestial bodies, such as the sun, moon, and stars, are governed by predictable laws.
2. **Synonym or Restatement** - the sentence uses a similar word to help explain the meaning for the vocabulary word. E.g., **Carnivores**, that is, meat eaters, are the top of the food chain.
 - My best friend **squandered** all his money; his drinking and gambling wasted all his earnings.
3. **Antonym or Contrast** - The sentence uses a word with an opposite definition to give the meaning of the vocabulary word. E.g., While Luis is hardworking his **indolent** brother spends most of the time watching TV or sitting around with friends
 - The gentleman was **portly**, but his wife was thin.
4. **Example/Explanation** - This type of context clues uses examples to help the reader infer the meaning of the vocabulary word. E.g., the archeologist found different **amulets**, such as a rabbit's foot and bags of herb.
 - Paula was suspended from school because of several **infractions** of the rules, including smoking in the bathroom and dressing improperly.
5. **Cause and Effect** - The meaning for an unknown word depends on the cause/effect relationship with other words in the text.
 - E.g., since no one came to the first meeting, attendance for the second one is **mandatory** for all staff.
 - Because the **conflagration** was aided by wind, it was so destructive that every building in the area was completely burned to the ground.
6. **Comparison.** In comparison clues, the unfamiliar word is shown to be the same as or like another word.
 - E.g., The stench of the old shoes was like the smell of garbage.
 - My brother is **enthralled** by birds similar to the way that I am fascinated by insects.

METHODOLOGY

The purpose of this study was to construct and test the students' efficiency of vocabulary learning guessing the meaning from context clues exercises as a strategy to help students to improve their vocabulary.

Participants

The participants for the study were 29 students from Mathayom Suksa 6 students in The Demonstration School Khon Kaen University.

3.1 Materials

To accomplish the objective of the study, (the instruments used for gathering data were :)

There were 3 instruments namely: 1) The vocabulary learning strategies guessing the meaning from context clues exercises constructed by the researcher; 2) a vocabulary learning proficiency test used as a pretest and posttest ; and 3) a questionnaire on opinions toward the vocabulary learning exercises.

The subjects were required to guess the meanings of the target words written in bold and underlined in single sentence contexts and the target words were presented in single contexts in which all the words apart from the target words were familiar to the subjects.

The structure of the sentences was simple. Some sentences included coordinating conjunction such as "and, so" and "because" which is a subordinating conjunction. The subjects were familiar with these conjunctions and it was thought that they would not cause any difficulty for them to comprehend the sentences.

Procedure

The researcher conducts pre-experiment study in this research. The pre-experimental design in this research applies the one-group pre-test post-test. In one-group pre-test post-test design there is no control group and the students are given some experimental instructions or treatments for a period of time. At the beginning of period of time the students have pre-test and at the end of the period of time the students have post-test.

IMPLEMENTATIONS OF RESEARCH

Pre-test : pre-test given before teaching was help. The purpose of pre-test is to know the students pre condition about their vocabulary. The pre-test was given on the Mathayom Suksa 6 students in The Demonstration School of Khon Kaen University as sample. In the pre-test students were asked to answer the questions that consist of multiple choices. The time was 60 minutes and the result of the pre-test was analyzed.

Treatment: the treatment was held in two times. The treatment is teaching vocabulary through guessing from context. The context consists of some clues that help the students to find the meaning of the word that they

are not familiar with. In teaching and learning process, the students involved activity, where the teacher have facilitating and monitoring **during** the process. For the first, the teacher told the material and explained about what is guessing and how to guess through some clues and the students learn how to improve their vocabulary. After that, the students encouraged to answer the test was given by teacher.

Post-test : after having the treatments, the students of class Mathayom Suksa 6 students in The Demonstration School of Khon Kaen University was given the post-test. The post-test given to the student is to see the achievement of the student's vocabulary list after having the treatment by guessing the meaning from context clues to understand English Vocabulary. In post-test the students asked to answer the same questions with pre-test.

FINDINGS

In analysis the percentage of responses in each category was computed by taking the ratio of the students' score in the pre-test and in the post-test. Table 1. Shows the results students' performance on the pre-test and the post-test shows that

Table 1: The results' students' performance on the pre-test, the post-test

| No. | 60 questions | Pre-test | Percentage | Post-test | Percentage |
|---------|--------------|----------|------------|-----------|------------|
| 1. | 60 | 48 | 80.00 | 58 | 96.67 |
| 2. | 60 | 49 | 81.67 | 55 | 91.67 |
| 3. | 60 | 44 | 73.33 | 55 | 91.67 |
| 4. | 60 | 52 | 86.67 | 53 | 88.33 |
| 5. | 60 | 30 | 50.00 | 52 | 86.67 |
| 6. | 60 | 35 | 58.33 | 55 | 91.67 |
| 7. | 60 | 49 | 81.67 | 51 | 85.00 |
| 8. | 60 | 52 | 86.67 | 55 | 91.67 |
| 9. | 60 | 36 | 60.00 | 54 | 90.00 |
| 10. | 60 | 49 | 81.67 | 52 | 86.67 |
| 11. | 60 | 33 | 55.00 | 54 | 90.00 |
| 12. | 60 | 31 | 51.67 | 54 | 90.00 |
| 13. | 60 | 34 | 56.67 | 51 | 85.00 |
| 14. | 60 | 42 | 70.00 | 55 | 91.67 |
| 15. | 60 | 39 | 65.00 | 54 | 90.00 |
| 16. | 60 | 43 | 71.67 | 52 | 86.67 |
| 17. | 60 | 45 | 75.00 | 54 | 90.00 |
| 18. | 60 | 31 | 51.67 | 54 | 90.00 |
| 19. | 60 | 27 | 45.00 | 51 | 85.00 |
| 20. | 60 | 24 | 40.00 | 55 | 91.67 |
| 21. | 60 | 32 | 53.33 | 54 | 90.00 |
| 22. | 60 | 23 | 38.33 | 52 | 86.67 |
| 23. | 60 | 53 | 88.33 | 54 | 90.00 |
| 24. | 60 | 47 | 78.33 | 54 | 90.00 |
| 25. | 60 | 48 | 80.00 | 51 | 85.00 |
| 26. | 60 | 49 | 81.67 | 55 | 91.67 |
| 27. | 60 | 44 | 73.33 | 54 | 90.00 |
| 28. | 60 | 36 | 60.00 | 52 | 86.67 |
| 29. | 60 | 26 | 43.33 | 54 | 90.00 |
| Average | | 39.69 | 66.15 | 53.59 | 89.31 |

According to table 1. The results of students' score of the pre-test and the post-test were found that, the average of the pre-test 39.69 and the percentage was 66.15%

On the other hand, the respondents of the average of the post-test were found that 53.59 and the percentage was 89.31%.

Table 2. The results of the increasing in the students' score on the pre-test, the post-test.

| No. | Pre-test | Post-test | Increased Score | Percentage |
|---------------|----------|-----------|-----------------|------------|
| 1. | 48 | 58 | 10 | 18.9 |
| 2. | 49 | 55 | 6 | 11.34 |
| 3. | 44 | 55 | 11 | 20.79 |
| 4. | 52 | 53 | 1 | 1.89 |
| 5. | 30 | 52 | 22 | 41.58 |
| 6. | 35 | 55 | 20 | 37.8 |
| 7. | 49 | 51 | 2 | 3.78 |
| 8. | 52 | 55 | 3 | 5.67 |
| 9. | 36 | 54 | 18 | 34.02 |
| 10. | 49 | 52 | 3 | 5.67 |
| 11. | 33 | 54 | 21 | 39.69 |
| 12. | 31 | 54 | 23 | 43.47 |
| 13. | 34 | 51 | 17 | 32.13 |
| 14. | 42 | 55 | 13 | 30.95 |
| 15. | 39 | 54 | 15 | 38.46 |
| 16. | 43 | 52 | 9 | 20.93 |
| 17. | 45 | 54 | 9 | 20.93 |
| 18. | 31 | 54 | 23 | 43.47 |
| 19. | 27 | 51 | 24 | 45.36 |
| 20. | 24 | 55 | 31 | 58.59 |
| 21. | 32 | 54 | 22 | 41.58 |
| 22. | 23 | 52 | 29 | 54.81 |
| 23. | 53 | 54 | 1 | 1.89 |
| 24. | 47 | 54 | 7 | 13.23 |
| 25. | 48 | 51 | 3 | 5.67 |
| 26. | 49 | 55 | 6 | 11.34 |
| 27. | 44 | 54 | 10 | 18.9 |
| 28. | 36 | 52 | 16 | 30.24 |
| 29. | 28 | 54 | 26 | 49.14 |
| Average score | 39.69 | 53.59 | 14.21 | 35.01 |

In Table 2 displays that the result of increasing in the students' score of the post-test indicated that the result of the post-test was high 53.59. It increased to 14.21. The percentage reached 35.01%

Table 3. Descriptive Statistics of Pre-test Post-test Result

| | N | MD | S.D | Df | T | Sig |
|-----------|----|-------|------|----|------|------|
| Pre-test | 29 | 39.69 | 9.27 | | | |
| | | | | 28 | 8.21 | 0.00 |
| Post-test | 29 | 53.59 | 1.64 | | | |

Significant at 0.01

In table 3. Reveals that the result of the pre-test and the post-test were found that the mean score of the pre-test 39.69 (MD = 39.69) and Standard deviation (SD = 9.27)

On the other hand, the respondents for the post-test was found that the mean score of the post-test 53.59 and standard deviation 1.64

The result of t-test indicated statistically that ($t = 8.21$) and the Degree of freedom was 28. In this case, there was a significant difference was at 0.01

RESEARCH FINDINGS AND DISCUSSIONS

Table 4 : The results of the increasing in the students' score on the pre – test, the post – test.

| No. | Pre – test | Post – test | Increased Score | Percentages of Progress Score |
|---------------|------------|-------------|-----------------|-------------------------------|
| 1 | 48 | 58 | 10 | 16.67 |
| 2 | 49 | 55 | 6 | 10.00 |
| 3 | 44 | 55 | 11 | 18.33 |
| 4 | 52 | 53 | 1 | 1.67 |
| 5 | 30 | 52 | 22 | 36.67 |
| 6 | 35 | 55 | 20 | 33.33 |
| 7 | 49 | 51 | 2 | 3.34 |
| 8 | 52 | 55 | 3 | 5.00 |
| 9 | 36 | 54 | 18 | 30.00 |
| 10 | 49 | 52 | 3 | 5.00 |
| 11 | 33 | 54 | 21 | 35.00 |
| 12 | 31 | 54 | 23 | 38.33 |
| 13 | 34 | 51 | 17 | 28.33 |
| 14 | 42 | 55 | 13 | 21.67 |
| 15 | 39 | 54 | 15 | 25.00 |
| 16 | 43 | 52 | 9 | 15.00 |
| 17 | 45 | 54 | 9 | 15.00 |
| 18 | 31 | 54 | 23 | 38.33 |
| 19 | 27 | 51 | 24 | 40.00 |
| 20 | 24 | 55 | 31 | 51.67 |
| 21 | 32 | 54 | 22 | 36.67 |
| No. | Pre – test | Post – test | Increased Score | Percentages of Progress Score |
| 22 | 23 | 52 | 29 | 48.33 |
| 23 | 53 | 54 | 1 | 1.67 |
| 24 | 47 | 54 | 7 | 11.67 |
| 25 | 48 | 51 | 3 | 5.00 |
| 26 | 49 | 55 | 6 | 10.00 |
| 27 | 44 | 54 | 10 | 16.67 |
| 28 | 36 | 52 | 16 | 26.67 |
| 29 | 26 | 54 | 28 | 46.67 |
| Average score | 39.69 | 53.59 | 13.90 | 23.16 |

In Table 4 displays that the result of increasing in the students' score of the post – test indicated that the result of the post – test was high 53.59. It increased to 13.90. The percentages of progress score reached 23.16%.

DISCUSSIONS

This study attempts to examine guessing the meaning from context clues to understand English Vocabulary. (Roots, prefixes, suffixes Compound words, definitions, restatement, comparisons, contrast, examples and synonyms.) On learns' guessing of the meaning of unknown vocabulary. The findings of the study reveals that first, different types of contextual clues are significantly effective in better comprehension and understanding of unknown vocabulary in the post-test. Moreover the learners were able to guess the meaning of unknown vocabulary better if contextual clues were alternatively roots compound words, suffixes and synonyms.

Also the findings of the study reveals that the average score of the pretest and the post-test were 39.69 and 53.59 respectively.

The result of t-test indicated statically $t = 8.21$ and the student's vocabulary learning proficiency on standing the meaning of English vocabulary from context clues at the 0.01 level and the last the students' opinions toward guessing the meaning from context clues exercises were very positive.

CONCLUSIONS AND SUGGESTIONS

Referring to the research findings and analysis of the students test results. The researcher draws the conclusion as follows: (1)

The average score of the pre-test and the post-test

2) Increasing in the students' score by guessing the meaning from context clues to understand English Vocabulary. It is shown by the students' score in the post-test is better than in the pre-test. Is 13.90. The percentage reached 35.01%; (3) It could also be concluded that the students were interested in guessing the meaning from context clues to understand English Vocabulary. The students' opinions toward guessing the meaning from context clues exercises were very positive. The students also can indicate from the clue that inside the instruction. This is enjoyment of teaching was represented by students enthusiasm in following the lesson from the beginning to the end.

Suggestions

In this paper, the researcher would like to offer some suggestions as below:

For the Teachers

1. English teachers should be creative to choose an appropriate technique in teaching that is interesting for the students. For example Guessing from Context as one of Technique to teach vocabulary since Guessing technique provides clues that student's need to help them to get the meaning and to understand about what they read.

2. The teacher has involved student's activities as communicative and gives some guidance and directions to the students that had difficulties from guessing vocabulary to find the meaning of unfamiliar word.

3. The teacher should consider all the teaching stages to have a better result in every meeting. So the process in applying the strategy cannot be redundant. The redundant activities will make the students feel boring.

For the students

1. Students should be given enough chance to develop their vocabulary skill by guessing the meaning from context clues to understand English Vocabulary.

2. Students should be always encouraged to utilize the clues implied in the texts so as to develop their general language proficiency and to improve their vocabulary and reading comprehension skills in particular.

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GÜDÜ VE MUHTEVA BAKIMINDAN DİN İSTİSMARI

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GİRİŞ

Bu araştırmanın konusu güdü ve muhteva açısından din istismarıdır. Amacı ise din istismarını harekete geçiren psikolojik ve sosyo-psikolojik güdülerini tespit ederek din istismarcılığının belli başlı tiplerini ortaya koymaya çalışmaktır.

Genelde din ve değerlerin, özelde din duygusunun istismarı hakkında konuşmak hem kolay hem de zordur. Çünkü bir açıdan istismar olarak algılanan davranışlar bir başka açıdan bu kategoride görülmeyebilir. Dahası konuşma ve eleştirinin şehvetiyle hemen her şeyi istismar olarak değerlendirmek mümkün olduğu gibi, suskunluk ve titizlikle “hayır, burada istismar yok” da diyebiliriz. Tam da bu noktada sormak gerekir: İnanç ve din istismarı ne demektir? Bunlar nasıl ve hangi formlarda ortaya çıkar? Dinî konularda istismar eden ve istismar edileni güdüleyen temel faktörler nelerdir? İstismarcı, istismar ettiği kişileri yani kurbanlarını nasıl etkilemektedir? Bu sorulara cevap bulabilmek için insanın en mahrem alanı olan duygu konusuna temas etmek gerekir. Bu da bizi doğal olarak dinî duygunun ne olduğu meselesine götürmektedir.

KURAMSAL ÇERÇEVE

Her din beraberinde getirdiği inanç, ibadet ve ahlak esaslarıyla kendine özgü bir değerler sistemi kurar. Bu değerler sistemini kabul etmek belli bir dünya görüşünü benimsemek ve ona göre davranmak demektir. Bu arada ısrarla vurgulamak gerekir ki iman etmek dinin temel prensiplerini sadece kabul ve ikrardan ibaret değildir. Çünkü iman etmek, özünde Allah’a duygusal ve zihinsel olarak bağlanmak, dahası bu bağlılığı kalbin ve gönlün en mahrem yerlerinde yaşayabilmektir. “... *iman henüz gönüllerinize tam olarak yerleşmedi*” (Hucurat 49/14) ve “... *Allah’ın adı anıldığı zaman kalpleri ürperir*” (Enfâl, 8/2; Hac, 22/35) mealindeki ayetlerde din duygusunun imanın merkezinde yer aldığını görmekteyiz. Buradan hareketle dindarlığı samimiyetle bağlanan dinî inançların davranışlara yansımaları olarak değerlendirmek mümkündür.

Bireyin bir dine inanması, bağlanması ve dindarlığı birbiriyle karşılıklı etkileşim içinde içsel (psişik) ve dışsal (çevresel) faktörlerden beslenerek tezahür eder. İçsel nedenler “içten içe”, dışsal nedenler “dıştan içe” doğru şekillenir. Her halükarda inanç ve dindarlık insanın iç dünyasında ortaya çıkar. İç dünya ise duygu ve tecrübenin hissedildiği ve yaşandığı bir alandır. Korku, kaygı, suçluluk, pişmanlık, umut, sevgi, acıma ve merhamet gibi olumlu ya da olumsuz tüm duygular dinî bir renge ve muhtevaya bürünebilir. Dahası dindarlığı harekete geçiren temel psikolojik süreçlerin başında acizlik, çaresizlik ve fanilik duygularının olduğu sıklıkla vurgulanmaktadır. Bu bağlamda ölüm ve ölümden sonraki yaşama yönelik korku ve ümit duygularının inanan insanın hem dinî hayatını hem de günlük yaşantısını etkilediğini söylemek durumundayız. Hassaten cezalandırılma korkusu, affedilme umudu ve cennete ulaşma arzusu dindar insanların ruh dünyalarını kuşatıcı bir özelliğe sahiptir. Sadece uhrevî bakımdan değil dünyevî olarak Allah’ın ceza ve mükâfat vereceği inanç ve beklentisi de insanları ruhen etkileyen bir gerçekliktir. Özellikle dünya ve ahirette Allah’ın sevgisini kaybetme ve azapla korkutma söylemi, dinî duyguyu harekete geçiren bir unsur olarak karşımıza çıkmaktadır.

YÖNTEM

Nitel bir desene bağlı olan bu çalışma da veriler literatür taraması ve araştırmacının gözlemleri ile elde edilmiş, anlayıcı geleneğe bağlı olarak içerik analizi ile çözümlenmiştir.

GÖZLEMLER VE YORUM

Tarihte olduğu gibi günümüzde de inanç ve din maalesef en çok istismar edilen konuların başında gelmektedir. İnsanın en ulvi duyguları içinde yer alan din duygusunun en azından sekiz şekilde istismar edildiğini söylemek durumundayız. Bunları en basitinden en karmaşığına doğru şöylece sıralayabiliriz:

1) Dilenci (Acındırma) İstismarı: Toplumda dilenci olarak tanımlanan kişiler “Allah kaza bela vermesin.”, “Allah sevdiğine başışlasın.”, “Allah ne muradınız varsa versin.”, “Allah çoluğunun çocuğunun yüzüne baksın.”, “Allah’ım seni darda koymasın.” gibi etkileyici dua cümleleriyle inanan insanların dinî duygularını harekete geçirerek maddî yardım talebinde bulunurlar. Anlaşılabacağı üzere burada da din duygusunun istismar edilmesi söz konusudur. Ancak bu istismar şekli dinî duygu istismarının en az zararlı, hatta en kibar formu olarak değerlendirilebilir.

2) Gereksiz Yemin İstismarı: Ticaret erbabı başta olmak üzere hemen hemen her meslek grubunda ve ikili ilişkilerde “vallahı”, “billahi”, “Allah şahit” vb. ifadelerle, yani Allah’ın adını anarak yalan söylemek bu kapsamdadır. Yalan yere yemin edenler dinî kavramları ve din duygusunu kullanarak muhataplarını etkilemeye,

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ikili ilişkilerinde kârlı çıkmaya gayret ederler. Yalan yere yemin istismarı o kadar sıradanlaşmıştır ki gündelik hayatın hemen her yerinde sıklıkla rastlanan bir olgudur.

3) Sahte Hoca İstismarı: Toplumda “cinci”, “büyücü”, “muskacı” vb. isimlerle anılan şahısların istismarı bu kapsamdadır. Bahsi geçen şahıslar hasta olan, darda kalan, maddî ve manevî sıkıntı içinde kıvranan insanları cin tasallutundan, sihir ve büyüden, nazar ve kem gözden koruyacakları hatta iş, eş ve çocuk sahibi olmalarını kolaylaştıracakları iddiasındadırlar. Halk arasında göreceli olarak şöret bulan bu şahısların metafizik âlemle temas kurabildikleri sıklıkla söylenmekte, derdine deva arayanlar da yaşadıkları çaresizlikle baş edebilmek için onların kapısını çalmaktadır. Mütedeyyin, inançlı ve maneviyatçı kişiler, bilhassa kadınlar sahte hocalarla temas kurmakta, neticede maddî, manevî ve cinsel istismara maruz kalabilmektedir. Eğer cinsel istismar yoksa diğer istismarlar basın yayın ve sosyal medyada ifşa olunmadığı için mağdurların dinî ve manevî duyguları istismar edilmeye devam etmektedir. Hatta çoğu kere sahte hocalar tarafından yapılan cinsel istismarlar bile çok farklı nedenlerle örtülmektedir. Bunun anlamı şudur: Gizlenen her istismar yeni istismarları davet eder.

4) Dinin Metalaştırılması İstismarı: Aşk, sevgi ve merhamet dâhil her şeyin pazara çıkarıldığı postmodern dünyada din ve dinî duygular da metalaşmaktadır. Hassaten oldukça karmaşık kelimî ve fikhî problemlerin ya da gündeme getirilmeyecek kadar basit dinî meselelerin TV’lerde ya da sosyal medyada ulu orta tartışılması, hem dindarların hem de dindar olmasa bile inançlı kişilerin zihinsel ve duygusal şaşkınlık yaşamasına, dinî konulardan ciddi şüphe duymasına neden olmaktadır. Yapılan tartışmalar reyting aldıkça program yapımcıları kârlı çıkmakta, ancak izleyicilerin dinî duyguları ya saflığını kaybetmekte ya da taklidî dindarlığa sıkıca sarılmak suretiyle dogmatizmin kısılcasına düşmektedir.

5) Siyasal Nüfuz İstismarı: Genellikle politikacıların, yöneticilerin ve bürokratların dindar olmadığı halde makam, mevki ve siyasî rant için dinî söylem ve eylem içinde olmasıdır. Bu bağlamda siyasal nüfuz istismarının birbiriyle ilişkili üç farklı biçimde tezahür ettiğini görmekteyiz: Birincisi, seçim dönemlerinde mütedeyyin halkın oyunu alabilmek için inançlı ve dindar bir görüntü çizmektir. İkincisi, kişinin ahiretini kurtarıp kurtarmamasının oy verme ya da vermeme davranışına bağlı olduğunu söylemektir. Üçüncüsü ise makam ve mevki elde edebilmek için dindar bir görüntü vermektir. Siyasal nüfuz istismarının her üç şeklinde de “vebaldir”, “günahdır”, “uhrevî cezası vardır”, “Allah ahirette bunun hesabını sorar” vb. ifadelerle dindar insanların dini duyguları istismar edilmektedir.

6) Dinî Grup Lideri İstismarı: İnsanlar çok farklı nedenlerle dinî gruplara katılmaya eğilimlidir. Özellikle masum insanların “dini daha iyi yaşamak, günahlardan korunmak, imanlarını ve ahiretlerini kurtarmak” arzusuyla dinî gruplara (cemaat ve tarikat) mensup oldukları yapılan çalışmalarda tespit edilen bir husustur. Hoca, şeyh, lider vb. isimlerle adlandırılan kişiler vaaz ve sohbetlerinde bazen ahiret, hesap ve cehennem bazen de ideal Müslüman ve ideal toplum temalarını ön plana çıkartarak mensuplarının ruh dünyalarında derin izler bırakmaya gayret ederler. Belli bir dinî grup, yapı ya da cemaat etrafında örgütlenen kişiler de bunlara gönülden bağlanırlar. Esasen bu bağlılığın onları ahirette kurtaracağı teması dinî grup içinde sıklıkla işlenir. Böylece dinî grup lideri ve onun etrafındaki birinci halka ekonomik, sosyal ve siyasî güç devşirmeye başlar. Farklı gaye ve yapılarda ortaya çıksalar da FETÖ ve DAİŞ terör örgütleri Allah adına insanları sömürmüştür. Teröre bulaşmamış olan pek çok dinî oluşumda da yine din duygusunun istismar edildiğini görmekteyiz. Dinî grubun lideri, şeyhi ya da otoritesinin işaretiyle oy verme ya da oy vermeme davranışı da bu kapsamdadır.

7) Mehdiilik İstismarı: Genellikle dinî grup liderlerinin ya bizzat kendileri ya da çevreleri tarafından mehdi olarak ilan edilmesi söz konusu olabilmektedir. Bu bağlamda ahir zamanda mehдинin yolundan gidenlerin kurtuluşa erecekleri, gitmeyenlerin ise hüsrana uğrayacakları fikrinin çok çeşitli kanallarla işlendiği görülmektedir. İnanan insanların dinî duygularının en çok mehdi istismarında yaşandığını söylemek mümkündür. Tarihsel süreçten günümüze toplumsal kargaşa, iç savaş, bölünme ve emperyalistlere hizmet gibi çok çeşitli olumsuzlukları beraberinde getiren mehdi inancı umut, değişim, kurtuluş ve huzur arayan masum insanların din duygularının istismarı üstüne kuruludur.

8) Din İstismarının İstismarı: Bunu toplumda farklı şekillerde tezahür eden din istismarlarını gündeme getirmek suretiyle ekonomik, politik ve sosyal açıdan kârlı çıkmaya çalışarak şeklinde tanımlamak mümkündür. Burada özellikle: “Dikkat edin! Sizi Allah ile aldatıyorlar.” diyerek inanan insanları yeni bir aldatmanın içine çekerek güç ve prestij devşirmeye çalışmak söz konusudur. Son derece karmaşık bir yapı ve muhteva arz eden bu istismar şeklinin gerek tespiti gerekse bununla mücadele son derece zordur.

TARTIŞMA

Dinî inancında, yaşantısında ve davranışlarında samimi olan bir kişi gündelik hayatın akışı içindeki dinî söylem ve eylemlerinde din istismarı yapmış olur mu? Soeuu tartışma için uygun bir zemin oluşturabilir. Kanaatimizce bu soruya cevap verebilmek için “niyet” ve “arzu” kavramlarına müracaat etmek gerekir. Daha açık bir ifadeyle zaten dindar olan bir kişinin dinî yaşantısının kamusal alanda görünür olması doğal mıdır, yoksa yapay mıdır? O kişinin böyle davranmasındaki niyet ve arzusu nedir? Bu soru, bireyi harekete geçiren güdülerin iç kaynaklı mı, yoksa dış kaynaklı mı olduğu meselesiyle doğrudan alakalıdır. Şayet kişi saf ve temiz bir şekilde sadece Allah rızası için dinini yaşıyorsa, onun bu yaşantısı sosyal dünyada fark edilse bile herhangi bir istismardan bahsedilemez. Ancak sosyal, politik ve ekonomik anlamda maddî ve manevî bir beklenti içindeyse yani arzu ve niyeti sırf dinî değilse

inanen insanların dinî duygularının istismarı denilen durumla karşılaşmaktayız. Bu durum en başta belirttiğimiz noktaya uzanır. Neyin istismar olduğu ya da olmadığı meselesini ayırt etmek sanıldığı kadar kolay değildir.

SONUÇ VE ÖNERİLER

Bahsedilen sekiz farklı istismar tipi göstermektedir ki insanlar bazen acziyet, bazen merhamet, bazen umut, ancak çoğunlukla korku duyguları harekete geçirilerek öncelikle duygusal daha sonra düşünsel bakımdan ikna edilmekte, böylece psikolojik açıdan kontrol edilmeye hazır hale getirilmektedir. Bu süreçte dini duygu ve düşüncelerden birisi ya da bir kaç birliktede devreye girebilmektedir. İleri düzey istismarlarda özellikle günahkârlık, şeytanın hileleri, Allah'ın gazabı ve cehennem temaları ile dinî korkular uyandırılmakta, daha sonra kurtuluş için sunulan reçeteler devreye sokulmaktadır. Son tahlilde din istismarcısının kendine, grubuna ve ideolojisine fayda sağlamak için bilerek ve isteyerek inanen insanların dini duygularını etkileyip yönlendirdiğini görmekteyiz.

Dinî duyguların istismarını bütünüyle yok etmek mümkün değildir. Ancak istismarı en aza indirmek için sağlam ve sahih bir din eğitimiyle birlikte toplumsal bilincin geliştirilmesi gerekir. Bu konuda DİB, YÖK ve MEB başta olmak üzere tüm kamu kurum ve kuruluşlarının, ayrıca STK'ların kesintisiz süregiden çalışmalarına ihtiyaç vardır. Bu çalışmalarda dinin insan ve toplum için anlamı ve işlevi ön plana çıkarılmalı, dahası tek tek her bireyin psikolojik açıdan güçlendirilmesi hedeflenmelidir. Bu konuda akademik ve popüler yayınlar teşvik edilmeli, eğitim programları geliştirilmeli, eğer mümkünse Diyanet İşleri Başkanlığı bünyesinde "Din İstismarıyla Mücadele Masası" kurulmalıdır.

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GÜNÜMÜZ TÜRKİYE’SİNDE GENÇ YETİŞKİNLERİN ÇOCUK SAHİBİ OLMA MOTİVASYONLARININ İNCELENMESİ

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ÖZET

Günümüz Türkiye’sinde 2018 verilerine göre ülke nüfusunun yalnızca %7.7’si kırsalda yaşarken, %92.3’ü kentlerde yaşamaktadır. Bu veriler ülke nüfusunun neredeyse tamamının kentsel alanda yaşadığını göstermektedir. Kentlere göçün artması ve kuşaklararası eğitim düzeyinin yükselmesi, çocuğa atfedilen değerin maddi/ekonomik/yararcı değerden psikolojik değere dönüşmesini sağlamıştır. Başka bir ifadeyle, toplumdaki modern ekonomik gelişmişlik, toplumda nitelikli ve iyi eğitilmiş çocuk yetiştirmenin önemini artırarak yaşam boyu süren sorumlu ebeveynlik anlayışının getirmiştir. Bunun sonucu olarak kuşaklararası varlık akış yönü çocuktan aileye iken, aileden çocuğa dönmeye başlamıştır. Her kültürde çocuk önemli bir değerdir. Bireylerin sahip olmak istediği çocuk sayısı ve zamanlamasına ilişkin kararlarında, çocuk sahibi olma motivasyon kaynakları önemlidir. Çocuk sahibi olmak psikolojik tatmin sağladığı kadar sosyal ve ekonomik maliyetleri de beraberinde getiren bir olgudur. Bu nedenle çocuk sahibi olma kararı, genellikle maliyet ve faydaların ağırlığının bir sonucu olarak kabul edilir. Çocuk sahibi olmanın motivasyon kaynakları sosyal (bireyin yetişkin statüsünü aktarması, grup normlarına uyması ve daha büyük topluluğa bir bağlantı kurması vb) olabildiği gibi duygusal veya psikolojik (bireyin yeterlilik duygularını geliştirme, soy devamı vb) ve ekonomik de (yaşlılıkta ebeveynlerin bakımı üstlenme, ailenin refahına katkıda bulunma vb) olabilir. Bu çalışmada geleceğin ebeveynleri olacak günümüz gençlerinin çocuk sahibi olma motivasyon kaynakları incelenmiştir. Çalışmaya 17-30 yaş arası 1200 genç yetişkin dâhil edilmiştir. Çalışma verilerinin toplanmasında çocuk sahibi olma motivasyon ölçeği kullanılmıştır. Çalışma sonunda, kadınların çocuk sahibi olmada olumlu motivasyon kaynaklarının daha çok duygusal, erkeklerin olumlu motivasyon kaynaklarının ise sosyo-ekonomik olduğu belirlenmiştir. Çalışmadan elde edilendiger sonuçlar sunum sırasında aktarılacaktır.

Anahtar kelimeler: Motivasyon

ABSTRACT:

In today’s Turkey, only 7,7% of the population lives in rural areas, whereas 92,3% lives in urban areas. This fact indicates that a vast majority of the population lives in urban areas. Together with the increase in rural-urban migration and the education level of the generations, the value attributed to the child became more psychological than utilitarian/economical. In other words, while the society develops in a modern economical way, the importance of raising a well-educated, qualified child is increasing, which developed the understanding of life-long parenthood. As a result, intergenerational entity flow changes its direction from child to family to family to a child. The child being an essential value in every culture, the source of motivation is crucial while deciding when and how many children one wants to have. As childbearing psychologically satisfies individuals, it comes with its social and economic costs. Thus, the decision stems from the direction of imbalance in the rewards and costs of childbearing.

The sources of childbearing motivation can be social, emotional, psychological or economical. In this research, the childbearing motivation of Young adults is examined. A random sample was drawn of Turkish men and women with age varying in between 17-30. 1200 young adults were included. Childbearing motivation scale is used to obtain the data. It is found that the women have emotional positive motivation sources, whereas the source of positive motivation of men is socioeconomical. Rest of the findings will be discussed during the presentation

Key words: Motivation

HAKASLARIN DİNİ İNANIŞLARINA GENEL BİR BAKIŞ

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Giriş

Sibiryanın güney bölgesinde yer alan Hakaslar bulunmuş oldukları bölgeden dolayı "Minusinkis Tatarları" ve "Abakan Tatarları" olarak da adlandırılır (*Caferoğlu, s. 522*). Yine aynı bölgedeki halklardan Sagay ve Kaç'lar bugünkü Hakasların asıl kökenlerini teşkil ederler. Hakasların bulunduğu topraklar, tarih boyunca Yenisey Kırğızları, Moğollar, çeşitli Türk boyları ve son olarak da Ruslar tarafından iskan edilmiştir. Hakaslar, 1209 yılında Moğolların yönetimine girmiş, daha sonraki yıllarda Rusların hakimiyeti altında kalarak günümüze kadar gelmiştir. Rusların bu toprakları işgali sonucu Hakaslar arasında Hristiyanlık hızla yayılmaya başlamış ve geleneksel dini inanışları kaybolmaya yüz tutmuştur. Nihayetinde Hakas bölgesi 1930 yılında özerk vilayet statüsü kazanmış ve 1991 yılında Özerk Cumhuriyet şeklini almıştır (*Yıldırım, s. 82*).

Hakasların milli dilleri artık yok olma tehlikesiyle karşı karşıya kalan Türk dillerinin kuzey grubundan olan Hakasça'dır. Günümüz Hakaslarının bir bölümü, Rusların etkisi ile Hristiyanlaşmıştır. Halkın az bir kısmı ise şamanistik unsurların yer aldığı geleneksel inanışlara sahiptir (*Güngör, s. 22*). Bu bağlamda şaman kültürünü devam ettirenler arasında "Eski Türk İnanç" izlerini de görmek mümkündür. Eski Türk inançlarına ait motifler, milli günlerde kendini göstermekte ve genellikle ihtiyar kuşak tarafından sürdürülmektedir (*Yıldırım, s. 83*).

HAKASLARDA İNANÇ VE İBADETLER

1. Tanrı ve Diğer İnançlar

Hakasların Tanrı anlayışlarında polieist bir yapı kendini göstermektedir. Ayrıca büyük Tanrıların yanında yardımcı iyeleri de barındırmaktadır. Bu tanrılar genellikle milli bir karakter arz etmesine rağmen, bazı Tanrıların isimleri "Huday", "Çingizhan" gibi yabancı tesirlerin açıkça görüldüğü isimlerle anılır. Her ne kadar Tanrı isimlerinde dış etki kendini hissettirse de Hakaslar tanrılarına "Çayan" adını vermektedir. Hakasların kendilerine ait milli tanrılarının olmasının yanında komşu Altay kavimleri ile benzer tanrıları da mevcuttur. Onlar, kötü ruhların tanrısı olan Erlik'e diğer Altay boylarında olduğu gibi aynı şekilde inanmaktadır (*Yıldırım, s. 83-84*).

Hakasların inanç anlayışında kozmogoniye ait olanlar da dikkat çekmektedir. Buna göre kozmogonilerinde üç dünya vardır. Bunlar, yaratıcı tanrıların yaşadığı üst dünya, insanların bulunduğu orta dünya ve kötü ruhların mekanı olan alt dünyadır. Üst dünya gökyüzünde olup, dokuz tane yaratıcı tanrının yaşadığı yerdir. Bunlar içerisinde en büyüğü "Çalbıras Çayan"dır. Aynı şekilde bu büyük tanrıdan başka yıldırım tanrısı, "Kügürt-Çayan", ışık tanrısı "Çaltırar-Çayan", bereketin tanrısı ve çocukların koruyucusu "Imay-Eçeyi" burada yaşar (*Yıldırım, s. 84*).

Orta dünyada insanlar etraflarındaki perilerle birlikte bulunur. Orta dünya içerisinde iyi ve kötü tanrılar arasında mücadele söz konusudur. Şamanlar bu anda devreye girmekte ve insanlarla tanrılar arasında arabuluculuk rolünü oynamaktadır. Bunların yanında yardımcı iye olarak görülen yer-su iyeleri de orta dünyadadır. Bunlardan dağların efendisi "Hubay", Suların efendisi "Sugday-Han", rüzgarın efendisi "Çılday-Han", ateşin efendisi "Ot inezi" yer alır (*Yıldırım, s. 84*).

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Alt dünyada başlarında "Yerlikhan" veya "Çines Han" adında yedi tanrı bulunur. Buradaki tanrılar sürüngenleri, böcekleri, geçilmez dağları, hastalıkları ve şamanları yaratmışlardır. Bu tanrıların temel görevleri insanları rahatsız etmektir. Üst ile Alt ve iyi ile kötü arasında hiç bitmeyen sonsuz bir mücadele sürdüğünden dolayı insanlar bunların etkisinde kalmaktadır. Hakasların inancına göre insanlar bu iki alem ve bu iki taraf arasında bir tercih yapmak zorundadır. Ayrıca Umay inancı, günümüz Hakaslar da mevcut olup, eski Türk inancına paralellik göstermektedir. Bununla birlikte bütün Altay ve Sibirya topluluklarındaki Umay İnancı, Orhun Abidelerinde ifade edildiği şekliyle devam etmektedir (*Yıldırım, s. 85*).

2. Tabiat Kültü:

Hakasların tabiat kültürlerinin temelinde eski Türk inançlarının ve geleneklerinin izleri yer almaktadır. Hakaslara göre tabiattaki her şey bir ruh taşımaktadır. Dağlar, taşlar, ırmaklar, göller ve ağaçların ruhları bulunmaktadır. Bu bağlamda Hakas kutsal dağları, Abakan ırmağının kaynaklarında bulunan Sogol, Palmir, Akkaya, Karatag, Çaptıgan, Ülgen ve Karahan dağlarıdır (*İnan, s. 64*). Bütün bu dağların efendisi ise "Hubay Han"dır. Onlara göre bu kutsal dağların hepsinin ruhları vardır, yılın belirli dönemlerinde eski Türklerde olduğu gibi bu dağlara kurban adanmakta ve saç törenleri düzenlenmektedir. Hakaslar, orman hayvanlarını dağların sahipleri olan ruhların malı olarak kabul ederler. Dağ ruhları müzik dinlemeyi çok severler, bu yüzden onlar dağ ruhları için müzik çalarlar ve bol av ile ödüllendirilirler. Hakaslara göre dağ ruhlarının verdikleri avlar, çok zor ve erkek gücü gereken bir iştir. Bu konu ile ilgili bir Hakas atasözü şöyledir: 'Kadının gücünü çocuklar, erkeğin gücünü ise ormanlar alır.' Bu ifadelerden de anlaşılacağı üzere av, Hakasların inancına göre kutsal bir ibadettir (*Yıldırım, s. 85*).

Hakasların tabiat hakkındaki inançları, onların tarımsal faaliyetlerini de etkilemektedir. Hakaslar, ekim döneminde tarladaki çalışmalarının ilk gününde yüzlerini yıkamazlar, onlar yüzlerinin yıkandığı takdirde saadetin gittiğine inanırlar. Karı-Koca'nın birlikte uyuması bu dönemde yasaktır. Çünkü tarlanın çok otlu olmasından korkulur (*İnan, s. 64*). Diğer taraftan Hakaslar, ağaçlar arasında kayın ağacını kutsal sayarlar. Dağ ruhlarına adanan kurbanları kayın ağaçlarının altında yaparlar. Hakas şamanları dini törenlerinde yanlarında daima kayın ağacı bulundurur (*Yıldırım, s. 86*).

3. Âyin ve Törenler:

3. a. Kurban

Hakaslar yılın belirli günlerinde veya olağanüstü olaylarda Tanrılar ve ruhlar adına kurban keserler. Kurban edilen hayvanlar başta at olmak üzere koyun, keçi ve sığırdır. Hakasların dağ ruhlarına adadıkları kurban üç yaşını doldurmuş beyaz bir koçtur. Bu ayine kadınlar katılmaz, kısarak getirilmez. Kurban törenine gelen herkes, kendi evinde hazırladığı rakısını getirir. Dağ ruhlarına sunulacak olan kurbanlar hazırlandıktan sonra şaman törene başlar (*İnan, s. 53*).

Hakaslar kurban edilecek hayvanları bıçakla kesmezler. Kurbanlar, karınları yarılarak ve yürekleri çıkarılarak öldürülür. Hakasların bu şekilde kurban kesme adetlerinin, Moğollar ve Türk olmayan diğer Sibirya kavimlerinden etkilendiklerini söylemek mümkündür. Bununla birlikte kurbanın kemiklerinin kırılmamasına dikkat edilir; eğer hayvanın kemikleri kırılmışsa sahibinin saadetten mahrum kaldığına inanılır. Ayrıca, kurban edilen hayvanın kuyruk sokumu kesilip alınmalı, aksi takdirde mutluluk evden kaçır. Hakaslarda kurban edilen hayvana ait bir başka inanç da leğen kemiklerinin kadınlara verilmemesidir. Bunun sebebi ise kadınların doğum yaptığı sırada zorluk çekmesine olan inançtır (*Yıldırım, s. 86*).

3. b. Bahar Bayramı (Tun Bayramı):

Hakaslar baharda tabiatın canlanması ile birlikte şenliklere başlar, halk törenleri yaparlar. Hakasların geleneksel olarak Haziran ayında yapmış oldukları bu bahar bayramına "Tun Bayramı" denmektedir. Bu bayram, Hakasların geleneksel kültürleri içerisinde yer almış olan "sığır" ile ilgilidir. Bu nedenle bu tören, halk arasında "İlk sütün bayramı" olarak da nitelendirilmektedir. Hakasların milli bir bayramı olan ilk sütün veya Tun bayramı, yaz başında, hayvanların dağlara çıkarılmasından önce, her türlü bitkinin yeşillendiği ve çiçek açtığı bir zamanda yapılmaktadır. Hakas halkı bayram günü milli yemeklerini, içeceklerini, hazırlar, birbirlerine sunarlar, halk oyunlarını sergilerler ve çeşitli sportif etkinliklerde bulunur. Ateş ve Toprak Tanrılarına saç törenleri yapılır. Hakaslarda görülen bu bayram, Yakutların ıssiah bayramının, Tuvalıların oba kültürünün, Eski Türklerle birlikte diğer Orta Asya halklarının nevrus şenliklerinin aynı menşee dayandığını göstermektedir. Bu bayramların hepsinde ortak nesne baharın gelişini kutlamaktır. Baharla beraber insanların iç dünyası da hareketlenmekte, onları birtakım dini menşeli törenlerin yapılmasına yöneltmektedir (*Yıldırım, s. 87*).

3. c. Doğum ve Ad Koyma

Hakasların geleneksel kültürleri, çok çocuklu olmayı teşvik eder mahiyettedir. Onlar arasında dokuz erkek çocuğu doğuran ve yetiştiren kadınlar, şaman tarafından kutsanır. Çocuk doğmadan önce kadınlar belirli kurallara uymak zorundadır. Hakaslı bir kadın hamilelik sırasında eğer bir köpeği tekmelemişse, doğan çocuğunun sırtı lekeli olur. Doğan çocuk erkek ise göbeği bıçakla, kız ise makasla kesilir. Hakaslara göre çocukların göbek bağları taş ile kesilirse, çocuk taş kalpli ve insafsız bir insan olur (*Yıldırım, s. 87*).

Hakas Türklerinde doğum ile ilgili çok sayıda inanç bulunmaktadır. Çocuk ay yenisi döneminde doğarsa mutlu, ay eskisinde doğarsa mutsuz olacaktır. Eğer çocuk dolunay zamanında doğarsa ilerideki hayatı uzun, iki ay arasında doğarsa başarılı olacaktır. Hakaslar, çocuk doğduktan üç gün sonra meşimenin düşmesinden dolayı "kentoyu" adlı bir tören düzenler (*Yıldırım, s. 87*). Hakasların kendi kültürlerine uygun ad verme törenleri vardır. Onlar çocuğun ad verme törenine "pala toyu" demektedirler (*Yıldırım, s. 88*).

3. d. Ölüm

Hakas ölümlerini yüksek yerlerde toprağa vermektedir. Bunun sebebi tarım alanlarından ve sürülmeye müsait topraklardan ölümleri uzak tutmaktır. Hakaslar arasında bir kimse öldüğü zaman, defin işlemleri için mezarlar fazla derin olmamak şartıyla erkenden kazılmaktadır. Ölünün akrabaları bu işlere katılmamakta, cenaze merasimi ile ilgilenmek diğer insanlar için büyük bir şeref sayılmaktadır. Hakas mezarları genelde doğudan batıya doğru bakmaktadır. Bununla birlikte ölünün başı Hristiyan ise doğuya, şamani veya geleneksel dini inanca sahip ise batıya doğru konulmaktadır. Ölüler, elbiseleri, yemekleri, rakısı, atının eğer takımıyla beraber gömülmektedir. Hakasların cenaze defin adetleri de diğer inançlarında olduğu gibi Altay Türk toplulukları ile benzerlik göstermektedir (*Yıldırım, s. 88*).

Hakasların inançlarına göre ölen bir kimse evin kapısından ve ayakları önde olarak çıkarılmakta, ölünün arkasından "Huray, Huray" diye duâda bulunmaktadır. Cenaze törenlerine genelde erkekler katılmaktadır. Ölen kimsenin ardından üçüncü, yedinci, yirminci, kırkıncı ve yüzüncü günlerde tören yapılır. Bugünlerin ayarlanmasında Hakasların flâman kuşu ile ilgili efsaneleri rol oynamaktadır. Hakas efsanelerine göre flâman kuşu ölüm yerine bugünlerde gelir (*Yıldırım, s. 89*).

Hakas Türklerinin cenaze törenlerinde bir de defin merasiminden sonra ölü ruhu olan "kara ruhu" evden çıkarılması töreni bulunur. Onlara göre bu yapılmadığı takdirde "kara ruh" yaşayan insanlara felaketler getirir. Bu tören şöyle yapılır; "*Şaman karanlıkta kara ruhu aramaya başlar. Bu sırada törene katılanlar söndürülmüş ateş*

etrafında sessizce dururlar, aksi takdirde kara ruhu onlara girebilir. Şaman aniden, acıklı bir şekilde inlemeye başlayan ruhu temsili olarak tutar. Şamanın ölenin sesini ustaca taklit etmesi herkesi etkiler. Bu sırada herkes ağlamaya başlar. Şaman kara ruhu tef'e sürüp çadır kapısında duran siyah ata bindirip Hakas topraklarından uzaklaştırır” (Yıldırım, s. 89).

Hakas şamanlarının cenaze töreni ise normal insanlarınkinden farklılık gösterir. Şamanların cenazesi evde bir gün bekletilir, şaman akrabaları ve komşuları yemekler, rakılar hazırlar. Bütün gün yeme ve içme ile geçirilerek, şamanın ölüsü bir tahta üzerine konulur. Daha sonra bu tahta, kapının önünde yakılır. Şaman ölüsü, ipek veya iyi kumaştan bir kefene sarılır, en iyi elbiseler giydirilir, gözleri doğuya bakacak şekilde mezara yerleştirilir. Şamanın ayağının ucuna rakı, peynir, et, tereyağı gibi yiyeceklerle birlikte atının eyeri de konulur. Şaman ölüsü gömüldükten sonra, orada hazır bulunanlar mezarın yanında bir ziyafet düzenler. Bu yemek ziyafeti yirminci ve kırkıncı günlerde de tekrarlanır. Şamanın atı kesilerek, eti yendikten sonra kafası bir sırığa geçirilerek mezarın önüne dikilir. Baydara denilen bu adet, diğer Altay Türk toplumlarında da aynı şekilde uygulanmaktadır (Yıldırım, s. 89).

Hakaslarda rastlanan yedinci, kırkıncı gibi cenaze merasimleri, eski Türk kavimlerinde olduğu gibi, günümüz Anadolu Türklerinde de İslami kisve altında varlığını sürdürmektedir. Türk tarihinin bütünlüğü içerisinde geleneksel olarak devam eden bu inançlar bugünkü Türk dünyasının kültür birliğinin olduğunun bir göstergesidir (Yıldırım, s. 90).

SONUÇ

Güney Sibiryâ topluluklarından Hakaslar özellikle kırsal bölgelerde eski şamanistik unsurları yansıtan bir dini inancı sürdürmektedir. Bütün bunların yanında Hakaslar nezdinde Rus Ortodokslarının misyon faaliyetleri, teknolojik gelişmeler ve şehir hayatı artık geleneklerden uzak bir dinsel hayatı tercihe zorlamaktadır. Yine de kırsal bölgelerde de olsa eski geleneksel dini hayat varlığını devam ettirmektedir.

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HALKLA İLİŞKİLER ÖĞRENCİLERİNİN MEDYA OKURYAZARLIK DÜZEYİNİN ÖLÇÜLMESİNE YÖNELİK BİR ÇALIŞMA: BİLECİK ŞEYH EDEBALI ÜNİVERSİTESİ GÖLPAZARI MESLEK YÜKSEKOKULU ÖRNEĞİ

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ÖZET

Medya okuryazarlığı kavramı; yazılı ve yazılı olmayan, biçimlerdeki (televizyon, video, sinema, reklamlar, internet vs.) iletilere ulaşma, bunları çözümleme, değerlendirme ve aktarma becerisi edinebilmek şeklinde tanımlanmaktadır. Medya okuryazarlığı, bireylerin medyayı bilinçli okumasına, sosyal hayata daha sorgulayıcı bir şekilde dahil olmasına katkı sağlamaktadır. Bu sebeple bu çalışmanın konusunu: Halkla İlişkiler Öğrencilerinin Medya Okuryazarlık Düzeyinin Ölçülmesine Yönelik Bir Çalışma: Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu Örneği oluşturmaktadır.

Çalışmanın amacı, halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin ölçülmesi ve bu öğrencilerin medya okuryazarlık düzeyinin, demografik özelliklerine ve medya araçlarıyla olan ilişkilerine bağlı olarak anlamlı bir farklılık gösterip göstermediğini analiz etmektir. Medya ve medya ile ilişkiler, halkla ilişkiler mesleği bakımından önemi yadsınamaz bir gerekliliktir. Dolayısıyla, halkla ilişkiler uzman adayı olan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyi ayrıca önem teşkil etmektedir. Bu sebeple çalışma, sadece halkla ilişkiler öğrencileri üzerinde gerçekleştirilmiştir. Çalışma teorik ve ampirik olmak üzere iki kısımdan oluşmaktadır. Teorik kısımda medya okuryazarlığı kavramı, medya okuryazarlığının amacı ve halkla ilişkiler mesleği bakımından önemi ile ilgili kavramsal bir çerçeve oluşturulmuştur. Ampirik kısımda ise, halkla ilişkiler öğrencileri üzerinde gerçekleştirilen anket yöntemi ile nicel bir çalışma yapılmıştır.

Çalışma sonucunda, Gölpazarı Meslek Yüksekokulu Halkla İlişkiler Bölümü öğrencilerinin medya okuryazarlık düzeyi yüksek olarak bulunmuştur. Öğrencilerin medya okuryazarlık düzeyi ortalaması ile cinsiyet, ailenin eğitim durumu, aylık internet kotası, günlük ortalama TV izleme süresi değişkenleri arasında anlamlı bir farklılık bulunmazken; yaşanan yer ve aile gelir düzeyi arasında anlamlı bir farklılık bulunmuştur.

Anahtar Kelimeler: Halkla ilişkiler, medya, medya okuryazarlığı.

GİRİŞ

Çalışma konumuz ile ilgili iletişim literatürü incelendiğinde medya okuryazarlığı kavramı ile ilgili pek çok tanımlama yapıldığı görülmektedir. Bu tanımlamalara yer vermeden önce medya ve okuryazarlık kavramlarına ayrı ayrı yer vermek konunun daha iyi anlaşılması bakımından faydalı olacaktır.

Medya, genel anlamı ile tüm iletişim ortam ve araçlarını kapsayan bir kavramdır. Okuryazarlık kavramı ise en temel anlamı ile kişilerin yazılı iletileri okuması ve yazmasına ilişkin bir kavramdır. Fakat yeni iletişim teknolojilerindeki gelişmelerle birlikte alternatif iletişim araçlarının ortaya çıkması ve iletilerin farklı medya platformlarından iletilmesi kişilerin çoklu okuryazarlık yeteneğine sahip olmalarını gerektirmektedir (Sezer ve Sert, 2013, s. 64).

Medya okuryazarlığı, bireylerin medyanın aktardığı bütün verilerin hazırlanış süreçlerini, amaçlarını bilerek eleştirel bir bakış açısıyla medyayı okuması, kendi çevresinden edindiği bilgileri alternatif bir platformda aktarabilmesi, şayet olanak var ise yayınlaması becerilerine sahip olmasıdır (Bilici, 2014, s. 29).

RTÜK, medya okuryazarlığı kavramını yazılı ve yazılı olmayan, farklı türdeki (televizyon, video, sinema, reklamlar, internet vs.) iletilere ulaşma, bunları çözümleme, değerlendirme ve iletme yeteneği kazanabilmek şeklinde tanımlamaktadır.

Başka bir tanımlamaya göre medya okuryazarlığı, medya tarafından aktarılan içerikleri çok yönlü bir şekilde sorgulama, inceleme, yorumlama ve değerlendirme için ihtiyaç duyulan bilgi ve yetenekler olarak tanımlanabilir (Deveci ve Çengelci, 2008, s. 26).

Medya okuryazarlığı konusu ve bunun ile ilgili tartışmalar çok eski bir zamana dayanmamaktadır. 2000'li yıllardan itibaren Türkiye'de gündeme gelen medya okuryazarlığı genellikle; medya okuryazarlığının eğitim müfredatında ders olarak eklenmesi, amaçları, hedefleri ve ders içeriği üzerine odaklanılmıştır. Konuyla ilgili çeşitli araştırmalar yapılmasına rağmen konu güncelliğini hala sürdürmektedir (Karaboğa, 2017, s. 387).

Batı Avrupa'da 1980'lerden itibaren bir araştırma alanı olarak önem verilen medya okuryazarlığı, 1990'ların başından itibaren eğitim bilimciler, medya ve iletişim eğitimcileri tarafından tartışılan ve çalışılan konular arasında yer almıştır. Bu çalışmalar ile birlikte pedagojik teorisi, ilkeleri ve uygulama şekilleri ortaya konulmuştur. Bu bilimsel çalışmaların ardından medya okuryazarlığı, ilk, orta ve yükseköğrenim müfredatlarına ders olarak eklenmiştir (Sarı, 2015, s. 34-35).

Batı Avrupa'daki 30 yıllık gelişime karşılık medya okuryazarlığının Türkiye'deki gelişimine bakıldığında, ilk olarak 2003 yılındaki İletişim Şurasında konuşulan medya okuryazarlığı, 2004'te Eylem Planı düzeyinde çalışan Medya ve Şiddet Çalışma Grubunun sonuç raporunda Radyo Televizyon Üst Kurulu (RTÜK) tavsiyesi üzerine gündeme taşınmıştır. Bu çalışmaların ardından RTÜK ve Milli Eğitim Bakanlığı'nın (MEB) koordinasyonlu çalışması ile 2006–2007 eğitim- öğretim yılında Ankara, İstanbul, İzmir, Adana ve Erzurum olmak üzere beş pilot ilde okutulmaya başlanan medya okuryazarlığı dersi, 2007–2008 öğretim yılında ilköğretim II. kademedeki seçmeli ders olarak müfredata eklenerek okutulmaya başlanmıştır (Kurt ve Kürüm, 2010, s. 24).

2012 yılında MEB, RTÜK ve Aile ve Sosyal Politikalar Bakanlığı işbirliği ile Medya Okuryazarlığı Çalıştayı organize edilmiştir. Bu organizasyon sonucunda alınan karara göre medya okuryazarlığı eğitimi, okul öncesinden itibaren tüm eğitim kademelerinde diğer derslerle ilişkilendirilerek verilmesi gerektiği kararına varılmıştır (RTÜK, 2012).

Yukarıda değindiğimiz gibi ülkemizde medya okur yazarlığı dersinin devlet tarafından desteklenerek eğitim müfredatına dahil edilmesi kamu yararı adına son derece önemli bir girişimdir. Çünkü geleceğin nesilleri olan çocukların, gençlerin kendi geleceği noktasında doğru karar vermeleri, söz hakkı onlara geldiği zaman doğru adımlar atabilmeleri için ülke gündemini, sorunlarını bilen, medyayı iyi okuyan bireylerin yetişebilmesi açısından medya okuryazarlığı bir sosyal sorumluluk çalışması olarak değerlendirilebilir.

Türkiye'de son yıllarda sıkça gündeme gelen medya okuryazarlığı, medya, medya ile ilişkiler, medyanın bireysel ve toplumsal etkileri vb. birçok konu özellikle iletişim disiplinde iletişim bilimciler tarafından tartışılan konular arasında yer almaktadır.

Çünkü medya sistemlerinin karmaşılaşması ile birlikte, İngilizce media literacy teriminden Türkçeye çevrilen ve özünde medya tarafından aktarılan bilgilerin doğru değerlendirilmesini amaç edinen medya okuryazarlığı konusu zorunlu bir gereklilik haline gelmiştir (Sezer ve Sert, 2013, s. 64).

Özellikle yeni iletişim teknolojilerinin gelişmesiyle ortaya çıkan yeni medya platformları bireylerin medyanın etkisi altında kalma durumunu arttırmıştır. Dolayısıyla medyanın bu geniş alana yayılmış olan etkisini kontrol edebilmek ve medyanın zararlı etkilerinden başta çocuklar ve gençler olmak üzere toplumunun tüm bireylerini bilinçli hale getirebilmek adına medya okuryazarlığı kavramı önem kazanmıştır.

RTÜK (2007)'e göre çocuklar, medya karşısında hassas ve etkiye daha açık olan bir gruptur. Dolayısıyla medya okuryazarlığı dersinde çocuklara; ekranda izlediklerini, gerçeklik ve kurgu açısından ayırt etme yeteneğini de edinebilecekleri bir medya okuryazarlığı dersi verilmelidir. Bu bağlamda, medyanın olayları ve olguları nasıl ve hangi sebeplerden dolayı belli yönleriyle yansıttığı çocuklara izah edilmelidir. Ayrıca bireyler, ilköğretim çağından itibaren medyaya çok yönlü, sorgulayıcı ve eleştirel bir bakış açısı ile bakabilen, bilinçli alıcılar olarak eğitilmelidir.

Jols ve Thoman (2008, s.37-41) ise medya okuryazarlığı için anahtar sorular geliştirme yönteminin faydalı olacağını belirtmektedir. Anahtar sorular genel hatları ile şöyledir:

Bu iletiyi kim oluşturdu? Bu iletide dikkatimi çekebilmek için ne tür yöntemler uygulandı? Bu iletiyi diğer insanlar benim algıladığımdan farklı olarak ne şekilde anlamış olabilirler? Bu iletide ne tür yaşam tarzlarına, değerlere ve fikirlere yer verilmiş ve hangileri görmezden gelinmiştir? Bu ileti hangi sebeple aktarılmıştır?

İfade edilen bu anahtar sorular, öğrencilerin hayatlarını global medya kültüründe bir yurttaş olarak devam ettirebilmeleri için ihtiyaçları olacak bu yönde etkin anlam olarak işlev görecektir. Bu sorular, 21. yüzyıl eğitimine katkı sağlayacak geleceğin vatandaşlarını sosyal tartışmaları anlamaya, paylaşmaya ve katılmaya hazırlayacaktır (Jols ve Thoman, 2008, s. 35).

Çünkü medyanın aktardığı iletiler bireyleri sadece bilgilendirmemektedir. Aynı zamanda bireylerin yaşam tarzını, değerlerini, inançlarını, hayata bakışını etkilemekte ve yeniden biçimlendirmektedir. Bu yüzden medya ve okuryazarlık kavramları bütünleştirilmiştir (Önal, 2007, s. 337).

Örneğin medya başta çocuklar ve gençler olmak üzere toplumun bilgiye, eğlenceye, marka ve moda anlayışına, insana ve kişilerarası iletişimine, cinselliğe, evliliğe, yeme içme alışkanlıklarına varıncaya dek birçok yönden hayata bakış açısını istediği önde değiştirebilmektedir (Bilici, 2014, s. 2).

Bu nedenle MEB ve RTÜK (2007) tarafından da ifade edildiği üzere; yazılı, görsel, işitsel ve medya organları karşısında savunmasız bir hedef kitle konumunda olan çocukların ve gençlerin ilköğretim eğitiminden itibaren medya tarafından gönderilen bilgi bombardımanına karşı bilinçlendirilmeleri gerekmektedir.

Çünkü bireylere medya bilinci aşılamanın en uygulanabilir yöntemi medya okuryazarlığı eğitimi vermektir. Yurttaşların, birey, toplum ve ülke menfaatlerinin gözetilmesi bilincinde yetiştirilmeleri; halkın ve ülkenin ekonomik, sosyal ve kültürel gelişimi için son derece önemlidir (Bilici, 2014, s. 2).

Bu doğrultuda seçmeli ders olarak müfredata eklenen medya okuryazarlığı dersinin temeldeki amacı, özellikle çocukların ve toplumun diğer bireylerinin medyanın yapısını, işleyişini anlamaları, fantezi ve gerçek arasındaki ayrımı yapabilme bilincinin geliştirilmesi, kitle iletişim araçlarında verilen içerikleri daha eleştirel ve sorgulayıcı bir bilinç ve farkındalıkla değerlendirebilmeleridir.

Bu bilinç ve farkındalığı ölçebilmek adına çalışmada halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin ölçülmesi amaçlanmıştır. Çünkü halkla ilişkiler mesleğinde medya ve medya ile ilişkiler vazgeçilmez bir ilişki içerisinde. Halkla ilişkiler uzmanı, proje ve faaliyetlerini hedef kitlelerine aktarabilmek için bir mecra olarak kitle iletişim araçlarını seçmek zorundadırlar.

Öte yandan medya ise haber ihtiyacını karşılayabilmek için halkla ilişkiler uzmanından gelen materyalleri yayınlamaktadır. Dolayısıyla halkla ilişkiler mesleği ve medya sektörü arasında karşılıklı ve vazgeçilmez bir çıkar ilişkisi vardır. Bu sebeple halkla ilişkiler uzmanı adayları olan halkla ilişkiler öğrencisinin medyanın yapısını, işleyişini, olumlu ve olumsuz bütün etkilerini bilmesi ve medyaya yönelik güçlü bir bilincinin gelişmesi medyayı doğru kullanabilmesi adına son derece önemlidir.

Bu sebepten halkla ilişkiler öğrencilerinin medya okuryazarlık bilinci ayrıca önem teşkil etmektedir. Dolayısıyla bu çalışmanın konusunu halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin ölçülmesine yönelik bir çalışma: Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksekokulu örneği oluşturmaktadır.

Çalışmamız halkla ilişkiler öğrencileri üzerinde uygulanacağı için halkla ilişkiler kavramına değinecek olursak halkla ilişkiler; halkın ilgi ve sempatisini kazanmak, onu harekete geçirmek ve istenilen yola yöneltmektir (Tortop, 1998, s. 4).

Halkla ilişkiler medyada kuruluş hakkında olumlu yazılar yayınlanmasını sağlamaktır. Kuruluş ile halk arasındaki iletişimin sağlanması sürecidir (Barry, 2003, s. 16).

Bu tanımlardan da anlaşıldığı gibi halkla ilişkiler ve medya arasındaki ilişki vazgeçilmez bir ilişkidir. Dolayısıyla halkla ilişkiler öğrencilerinin medya okuryazarlığı bilincinin geliştirilmesi halkla ilişkiler mesleğinin icrası noktasında son derece önemlidir.

AMAÇ

İletişim ile ilgili literatür analiz edildiğinde medyanın etkileri ile ilgili çeşitli çalışmalar yapıldığı görülmektedir. Ancak medya okuryazarlığı adı altında yapılan çalışmaların yetersiz olduğu gözlemlenmiştir. Oysa ki iletişim teknolojilerinin gelişmesi ile birlikte medya daha güçlü hale gelmiştir. Geleneksel medya araçları ile (televizyon, radyo, gazete, dergi) birlikte yeni medya platformları olarak adlandırdığımız (facebook, instagram, twitter, blog, youtube) sosyal medya platformları da her geçen gün güçlenerek artış göstermektedir.

Buna bağlı olarak medyanın etki alanı da genişleyerek artmaktadır. İşte tam da bu noktada bu kadar çok sayıda kitle iletişim aracı ve bu araçların yaydığı mesaj bombardımanını doğru okuyabilmek, doğruyu ve çarpıtılmış bilgiyi ayırt edebilmek, yararlı bilgileri almak, zararlı olanlardan arınmak, bu kadar büyük bir güç olan medya karşısında kendi algımızı ve fikirlerimizi doğru oluşturabilmek adına medya okuryazarlığı ile ilgili çalışmalar literatürde daha fazla yer almalıdır. Çünkü niceliksel olarak artan bilgi beraberinde niteliksiz bilgiyi de ne yazık ki arttırmıştır. Özellikle sosyal medya platformlarında kontrolsüz bir şekilde artan ve yayılan bilgi bireyleri özellikle gençleri ve çocukları daha bilinçli hale getirme zorunluluğu doğurmuştur.

Dolayısıyla hem devletin hem de akademik camianın desteklediği medya okuryazarlığına yönelik çalışmaların amaçlanması, özellikle medya okuryazarlığının bir ders olarak milli eğitim müfredatına eklenmesi bir sosyal sorumluluk projesi olarak adlandırılabilir.

Öte yandan bu projelerin hayata geçirilmesi, farkındalık ve bilinç oluşturulabilmesi bakımından medya okuryazarlığına yönelik yapılan akademik çalışmalar faydalı olacaktır. Bu doğrultuda literatüre özellikle halkla ilişkiler açısından medya okuryazarlığı konusunda katkıda bulunmak amaçlanmıştır.

Çalışmanın temelde iki amacı vardır. Birinci temel amacı; halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin tespit edilmesidir. İkinci temel amacı ise, öğrencilerin medya okuryazarlık düzeyi, demografik özellikleri (cinsiyet, yaşadığı bölge, ailenin gelir durumu, ailenin eğitim durumu) ve medya araçlarıyla (aylık internet kotası ve günlük ortalama televizyon seyretme süresi) olan ilişkilerine bağlı olarak anlamlı bir farklılık gösterip göstermediğini tespit etmektir.

Çalışmanın temel amaçlarından biri olan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin tespit edilmesi önemlidir. Çünkü potansiyel bir halkla ilişkiler personeli olan halkla ilişkiler öğrencilerinin mesleğini icra ederken medyayı doğru kullanabilmesi son derece önemlidir. Halkla ilişkiler mesleğinde kurumun kitlelere ulaşabilmesi, kendini ifade etmesi, tanıtması, işletme faaliyetlerinin kamuoyuna sunulması, kamuoyunun itibar, sempati ve güveninin kazanılması ve daha birçok noktada medya başat bir konumda yer almaktadır. Halkla ilişkiler personeli adeta bir muhabir gibi çalışabilmektedir. Bu sebeplerden dolayı çalışma sadece halkla ilişkiler öğrencilerine yönelik olarak gerçekleştirilmiştir.

Dolayısıyla halkla ilişkiler personeli bazen bir kaynak (mesajı oluşturan, iletişimi başlatan) bazen de bir alıcı (mesajı alan, çözümleyen) konumunda yer almaktadır. Halkla ilişkiler personeli mesleğinin uygulanması sürecinde daima medya endüstrisi ile iç içe ve aktif bir etkileşim halindedir.

İfade edilen tüm bu nedenlerden dolayı halkla ilişkiler öğrencilerinin/personelinin medya okuryazarlık düzeyinin diğer bireylerden daha yüksek olması gerekmektedir. Dolayısıyla, bu çalışma ile halkla ilişkiler öğrencilerinin medya mesajlarını daha eleştirel, sorgulayıcı ve bilinçli bir birey olarak değerlendirmesi, çalışmanın öğrencilerde medya okuryazarlığına yönelik bir farkındalık oluşturması çalışmanın amaçları arasındadır. Bu bağlamda iletişim literatüründe yeni bir kavram sayılabilecek olan medya okuryazarlığı

kavramını tanımlamak, medya okuryazarlığının amacı, önemi, faydası ve tarihsel sürecinden bahsedilmesi amaçlanmıştır.

Çalışmada ayrıca; medya okuryazarı olan bir birey neleri bilmeli ve farkında olmalıdır, medya okuryazarlığı neden önemlidir sorularına cevap bulmak amaçlanmıştır. Ayrıca medyanın kamu yararı anlayışı olmaksızın farklı olanlara yönelik nefret duygularının güçlenmesine neden olmasından dolayı çağdaş bir medya okuryazarı, ifade edilen nefret söylemine yönelik bir hassasiyet kazanmalıdır. Nefret söylemi barındıran medya mesajlarına yönelik eleştirel bir izleyici ya da okur bilinci ile hareket etmelidir (Sarı, 2015, s.35). Dolayısıyla sadece alıcı konumunda olan hedef kitlelerin bilinçli olması medyanın doğru ve faydalı kullanılması bakımından yeterli değildir. Dolayısıyla kaynak konumunda olan hedef kitlelere gönderilmek üzere mesajı oluşturan vericilerin de medyayı kullanma konusunda duyarlı olmaları gerekmektedir.

Bu bağlamda UNESCO'nun 1982 Grunwald (Almanya) Bildirgesi'nde karar verici aktörlere özet olarak dört madde ile çağrı yapılmıştır:

1. Bireylerin sorgulayıcı ve eleştirel bakımdan gelişimine destekleyecek enformasyon ve becerilerin kazandırılması amacıyla okul öncesinden, lisans eğitim düzeylerine kadar medya eğitim programları başlatmak. Bu programlar, medya ürünleri analizi, yaratıcı ifade araçları, medya kanallarının aktif olarak kullanımını içermelidir.
2. Öğreticilere yönelik medyaya dair eğitim programları düzenlemek.
3. Medya eğitiminin geliştirilmesi için sosyal bilim alanlarında araştırmaları özendirmek.
4. UNESCO tarafından belirlenen medya eğitiminde uluslararası işbirliğini amaçlayan faaliyetleri desteklemek ve güçlendirmek (UNESCO, 1982).

Son olarak çalışmada elde edilen sonuçlar değerlendirilerek, literatüre katkıda bulunmak amacıyla medya okuryazarlığı konusunda çalışma yapacak olanlara yönelik bir takım öneriler geliştirilmesi de çalışmanın amaçları arasında yer almaktadır.

ÖNEM

Son dönemlerde dünyada pek çok ülkede medyaya yönelik bilimsel araştırmalar artarak devam etmektedir. Medya okuryazarlığına verilen önem ülkeden ülkeye farklılık arz etmektedir. İngiltere, Avustralya, Kanada ve Amerika gibi ülkeler tehlikenin farkına vararak medya okuryazarlığı alanında ilk çalışmaları yapan ülkelerdir.

Şüphesiz bu çalışmaların artarak devam etmesindeki en büyük etken yeni medya platformlarının artması ile birlikte medyanın etki alanının genişlemesidir. Bununla birlikte medyadaki reyting, tiraj, daha fazla kar güdüsü medyanın ticarileşmesine sebep olarak medyanın en temel işlevi olan kamuyu doğru bilgilendirme işlevini ne yazık ki ikinci plana atmasına sebep olmuştur.

Bu durum beraberinde birçok olumsuz etki meydana getirmiştir. Bu bağlamda bu duruma dikkat çekmek, kamuda medyanın olumsuz etkilerine yönelik bir bilinç ve farkındalık oluşturmak amacı ile medya ve/veya medya okuryazarlığına yönelik bilimsel çalışmalar yapılmaktadır. Yapılan bu çalışmalarda özellikle medyanın ekonomik, siyasi, kültürel ve sosyal yönlerine ilişkin eleştiriler tespit edilmektedir.

Bu tespitler ile ilgili genel olarak magazinleşme, toplumsal iletişim, reklamlar, tüketim, şiddet, enformasyon, cinsiyetçilik, vb. konulara yönelik eleştiriler ele alınmıştır. Bu sorunların ve tespitlerin bilinçli, düzenli ve kapsamlı bir şekilde ele alınabilmesi bunlara yönelik bir bilinç, farkındalık geliştirilmesi ve çözüm üretilebilmesi bakımından medya okuryazarlığına yönelik çalışmalar son derece önemlidir.

Medya okuryazarlığı eğitimi ve bu konuda yapılan bütün çalışmalar bireyleri medya mesajlarına yönelik bilgilendirme ve bireylerin doğru okuması ve yazmasını hedefleyen bir süreci içermektedir. Medya okuryazarlığının temelinde geleneksel ve yeni medyaya yönelik sözel, yazılı, görsel vb. medya iletilerinin analiz edilmesi ve bu iletileri bilinçli kullanabilme becerisini kazandırma hedefi bulunmaktadır. Medya okuryazarlığı eğitimi başta öğrenciler, ebeveynler ve eğitimciler olmak üzere sosyal alandaki geniş bir kesimi kapsayan bir programı içermektedir.

Aynı zamanda medya okuryazarlığı eğitimi teknoloji, bilgi, görsel, eleştirel ve network okuryazarlığını içermelidir. Çünkü bireylerarası iletişim üzerinden yapılacak dijital medya okuryazarlığı eğitimi gençlerin dijital dünyadaki deneyimlerini değerlendirmelerini ve üretecekleri içeriklere eleştirel bir şekilde yaklaşmalarını sağlayacaktır.

Bu denli kapsamlı ve çok boyutlu bir medya okuryazarlığı bilincinin geliştirilmesi eleştirel düşüncüyü geliştirerek medyayı kullanım süreçlerinin daha bilinçli olmasına katkıda bulunacaktır. Bu durum aynı zamanda gelecekteki dijital medya kültürünün de olumlu bir şekilde gelişmesine de katkı sunacaktır.

Kapsamlı ve yararlı bir medya okuryazarlığı bilincinin bütün ülkelerde ve toplumlarda geliştirilmesi medyaya, hayata ve dünyaya ilişkin eğitilmiş nesiller geliştirilmesi bakımından son derece önemlidir. Özellikle Türkiye gibi okuma oranının düşük, akıllı telefon kullanımının ve internet erişiminin yüksek olduğu ülkelerde medya okuryazarlığına yönelik çalışmalara daha fazla yer verilmelidir.

Türkiye’de TÜİK, 2015 yılı hane halkı bilişim teknolojileri kullanım araştırmasında halkın % 98’inin cep telefonu veya akıllı telefon kullandığını, internet erişim olanağına sahip hanelerin oranının ise, % 69,5 olduğunu ifade etmiştir (TÜİK, 2015).

Bu tablo günümüzde internetin ve cep telefonu gibi teknolojilerin toplum tarafından oldukça yoğun bir şekilde kullanıldığını göstermektedir. Bu tabloyu teyit eder nitelikte RTÜK, 2014 yılında yayınladığı radyo ve televizyon yayıncılığı sektör raporunda Türkiye’nin televizyon izleme oranı açısından dünyada 2. sırada yer aldığı ifade edilmiştir.

Bu raporda Türkiye’nin dünyada okuma oranının düşük olduğu ancak her yaştan çocuğun günde 4-5 saat televizyon izlediği bir ülke olarak dikkat çekmektedir. Aynı zamanda raporda şunlar da ifade edilmektedir: Yılın 900 saatini okulda geçiren buna karşın yaklaşık 1200 saat televizyon ekranı karşısında zaman harcayan çocukların medyadan alacakları olumlu ve olumsuz etkileşimler muhakkak olacaktır. Günün her saatinde, istedikleri programları kontrolsüz bir şekilde seyreden çocuklar, televizyon ve internet ortamında sunulan olumsuz içeriklere kaçınılmaz bir şekilde maruz kalmaktadırlar. Bu bağlamda özellikle çocuklar karşılaştıkları şiddet, cinsellik, ayrımcılık ve aşağılayıcı medya söylemleri çocukların biyo-psiko-sosyal gelişimlerini olumsuz şekilde etkilemektedir (RTÜK, 2014, s. 64).

Tüm bu sebeplerden dolayı bu çalışmada genel olarak medya okuryazarlığının birey, ebeveyn ve öğrencilerin (çocuklar ve gençler) medya içeriklerine yönelik gelişim, bilinç, duyarlılık ve farkındalığının önemi ifade edilmiştir.

Spesifik olarak çalışma şu açılardan önem arz etmektedir: Çalışmada, halkla ilişkiler ve medya arasındaki karşılıklı ve vazgeçilmez olan menfaat ilişkisi ifade edilmiş bu bağlamda halkla ilişkiler personelinin medyayı doğru kullanabilmesi için, öncelikle medyayı doğru okuyabilmesi ve yazabilmesi gerekliliğinden dolayı halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin önemli olduğu ayrıca vurgulanmıştır. Bu sebeple araştırmanın, sadece halkla ilişkiler öğrencileri üzerinde gerçekleştirilmesi önemlidir.

Halkla ilişkiler öğrencilerinin mevcut medya okuryazarlık düzeyinin ölçülerek sonuca göre iyileştirmeler yapılacak olması ve medya okuryazarlığı konusunda bir farkındalığın oluşturulması da çalışmanın önemli bir yönüdür.

Medya okuryazarlığı konusunun halkla ilişkiler öğrencileri bakımından ele alınması ile ilgili çalışmaların literatürde yetersiz olması ve bu çalışmanın bu anlamda literatüre katkıda bulunacak olması çalışmanın önemli bir boyutudur.

Çalışmada, halkla ilişkiler ve medya okuryazarlığı konusunda çalışacak olanlara yönelik katkı sunabilecek birtakım önerilerin geliştirilmesi çalışmanın önemli hususları arasında yer almaktadır.

KURAMSAL TEMELLER

Yapılan bilimsel çalışmaların bilimsel güvenirliğini arttırmak, çalışmayı daha anlamlı ve nitelikli hale getirmek amacıyla çalışmayı ilgili bir kurama dayandırmak son derece önemlidir. Dolayısıyla bu amaca hizmet etmek adına bu çalışma, araştırma konusu ile doğrudan ilgili olan Gerbner’in kültürel göstergeler ve ekme-yetiştirme kuramına dayandırılmıştır.

Ekme kuramı ile ilgili literatür okunduğunda genel olarak ekme kuramı şöyle özetlenebilir: George Gerbner tarafından geliştirilen ekme kuramı ve kültürel göstergeler incelemesi iletişim kuram ve incelemeler alanında 1960’lardan günümüze kadar son derece önemli bir yer teşkil etmektedir.

Ekme kelimesinin kavramsal olarak karşılığı belli bir şeyi örneğin; fikir, ideoloji, psikoloji, politika ve kültürü önceden belirlenmiş olan belli bir yere yani seyircinin bilincine yerleştirerek beslemek adına yapılan faaliyetler manasında kullanılmaktadır.

Televizyonda yaratılan dünyayı ve bu dünyadaki şiddetin oranını ölçmeyi hedefleyen Gerbner, televizyon izlemenin izleyicilerin gündelik hayattaki fikirlerini etkileyip etkilemediğini zira bir etkilenme durumu söz konusu ise televizyonun bu etkiyi nasıl gerçekleştirdiğine yönelik bir araştırma yapmıştır. Burada belirtilmesi gereken önemli bir nokta bu araştırmaların yoğun televizyon seyredenler üzerinde gerçekleştirilmiş olmasıdır.

Gerbner’in ekme kuramı ile medya okuryazarlığı konulu çalışmamızın esası televizyonun ve diğer medya organlarının bireyleri etkilediğine ilişkindir. Medya okuryazarlığı ile ilgili literatür incelemesi neticesinde ekme kuramında olduğu gibi özellikle televizyon ve diğer kitle iletişim araçlarının başta çocuklar ve gençler olmak üzere bireylerin üzerinde çeşitli etkileri olduğu bu konuda yapılan araştırmalara dayandırılarak belirtilmiştir. Dolayısıyla çalışmamızda özellikle televizyonun medya okuryazarlığa etkisi ölçülmüştür. Bu bağlamda çalışma Gerbner’in ekme kuramıyla ilişkilidir.

Kuram, Amerikan iletişim disiplininde hakim olan etki problemi çerçevesinde geliştirilmiştir. Etki geleneğini ekme tezi bakımından devam ettiren bu yaklaşım, içerik analiziyle televizyonda hakim olan imajlar olarak seçilen televizyon dünyasının kültürel göstergeler değişkenlerini belirler ve bu imajların seyircilere etkisini alan araştırması (survey) yöntemi ile analiz etmektedir. Analizde elde edilen televizyon izleme oranı ile imajlar arasındaki istatistiksel ilişkiyi anlamlandırmaktadır. Analiz yalnızca izleme oranına yönelik değildir,

sosyo-demografik deęiřkenler de iliřki analizine dahil edilmektedir (Dominick, 1990'dan aktaran; Erdoğan, 1998, s. 2).

İzleyici deęiřkenleri genellikle izleme oranı; kültürel göstergeler ise günlük hayatı ve televizyon dünyasını yansıtırma grupları içerisinde toplanmıştır. Çok televizyon seyredenlerle az seyredenler kıyaslandığında, çok seyredenlerin televizyon dünyasını yansıtan televizyon yanıtı ekme etkisi kanıtı şeklinde deęerlendirilmiştir. Bu araştırma ve analizlerin esas sonucu şöyledir: televizyonun uzun vadeli etkileri vardır; bu etkiler azdır, dolaylıdır; ancak artan bir şekilde birikmektedir (Erdoğan, 1998, s. 2-3).

Aynı zamanda ekme kuramcılarının çoęunluęına göre de televizyonun etkisi uzun vadelidir. Bu etki az, dolaylı; fakat zamanla büyüyerek gerekleşmektedir. Yine ekme kuramcılarının arařtırmalarındaki altı çizilen nokta, televizyon seyretme etkisinin seyircilerin davranıřlarından ziyade tutumlarında görölmüřtür. Ařırı televizyon seyretme gerek hayattan ziyade televizyon programlarındaki dünya ile benzeyen tutumları ektięi ileri sürölmüřtür (Yaylagöl, 2006, s. 64). Bu durumlarda ise alıřma konumuz olan medya okuryazarlık bilinci bir ihtiya, hatta bir zorunluluk haline gelmektedir.

Gerbner'e göre televizyon toplumda egemen olan kültürel göstergeler kullanarak mesajlar üretir ve topluma aktarır. Bu bağlamda toplum televizyona veri oluřturan bir yerdir. Fakat televizyonda üretilen ve topluma aktarılan içerikler toplumda mevcut olanların tekrarlanması şeklinden ziyade, dönüřtürölerek hedefe göre tekrar şekillendirilerek topluma aktarılmaktadır. İnsanlar da genellikle bir diren göstermeden alıp ve hayatına uygulamaktadır. Halbuki televizyon ortamında kendi hedeflerine göre dönüřtürölmüř, yeniden biçimlendirilmiş içerikler aracılıęıyla insanlara gerekte olandan farklı bir dünya aktarılmaktadır (Güngör, 2018, s. 118).

Ekme yaklařımı, medyayı toplumsallařtırıcı araçlar şeklinde yorumlamaktadır. Ve kuramın temel amalarından biri televizyon seyretme süresi arttıka hakikatin televizyonda aktarılan versiyonuna inanma oranlarının artıp artmadıęını ortaya koymaktır (Yaylagöl, 2006, s. 65). Benzer bir şekilde Gerbner ve arkadaşları, televizyon dramalarının az fakat önemli etkileri olduęunu, bu etkinin seyircilerin sosyal dünyalarına iliřkin tutum, inan ve deęerleri üzerinde önemli olduęunu belirtmiştir (Rosengren, 1983'den aktaran; Yaylagöl, 2006, s. 65).

Gerbner'in ekme kuramı bağlamında aynı zamanda bilinli bir medya okuryazar bakıřı ile günümüzde de bařta televizyon olmak üzere dięer medya organlarının bireylerin seimlerini, hayatlarını, dünyaya bakıř açısını vb. etkileyebilecek tutumları bireylerin zihnine ektięi görölmektedir. Örneęin aile yapısı, sosyal düzen, özel hayat yapısı vb. konular kültürümüzden gerek olandan kopuk olarak yansıtılmaktadır. Evlilik programlarında kadının ařaęılanmış ve yardıma muhta deęersiz bir profil çizilmesi. Öte yandan yerli çizgi filmlerde çocukların zihniyetinin ekme kuramına maruz kaldıęı söylenebilir. Bu filmlerde tek tip davranıř ve kültür unsurları görölmektedir. Reklam ve tüketim açısından da medya organları insanların ne yemesi, ne içmesi, nereye tatile gitmesi, nasıl eęlenmesi, nasıl sevinmesi, hatta duygusal olarak nasıl davranması gerektięine kadar pek çok konuda insanlara bir takım tutumlar ekmektedir.

İfade edilen örnekler kapsamında, ayrıca medya okuryazarlıęı ve Gerbner'in geliřtirmiş olduęu ekme kuramına iliřkin okumalara dayanarak medyanın bilhassa televizyonun hayat tecrübesi az olan çocuklar ve gençler olmak üzere bireyleri etkiledięini söylemek mümkündür. Bu bakımdan medya okuryazarlıęı alıřmaları son derece önemlidir.

LİTERATÖR TARAMASI

Medya okuryazarlıęı ile ilgili literatür incelendięinde medya ve medyanın etkileri adı altında yapılan alıřmaların medya okuryazarlıęı ile ilgili olan alıřmalardan çok daha fazla olduęu görölmüřtür. Medya okuryazarlıęı öneminin Avrupa ölkelerinde daha erken fark edildięi ve buna yönelik alıřmaların yapıldıęı gözlemlenmiştir. Aynı zamanda medya okuryazarlıęı kavramının çok eski bir kavram olmadığı özellikle yeni medya platformlarındaki artıřla beraber medyanın etki alanının ve gücünün artması ile birlikte medya okuryazarlıęı ile ilgili yapılan alıřmaların arttıęı gözlemlenmiştir. Literatür taraması yapıldıęında alıřma konumuz ile benzer olan alıřmalardan birincisini Avřar (2015)'in ele aldıęı medya okuryazarlıęı alıřmasıdır. alıřmada genel olarak; medyanın gücünün artık tartıřma götürmez olduęu, bilhassa iletiřim teknolojilerinin geliřmesi ile medyanın etki alanını arttırdıęı belirtilmiştir. Fakat bu niceliksel artıřın beraberinde nitelik problemini getirdięi ve medya gücünün kontrolsüz bir şekilde ilerledięi vurgulanmıştır. Bu durumun bireyleri bilhassa çocuk ve gençleri olumsuz yönde etkiledięi tüm bu sebeplerden dolayı medya okuryazarlıęı hareketinin ortaya ıktıęı vurgulanmıştır.

Medya okuryazarlıęı eęitimi konulu alıřmanın temel amaı medyanın medya metinlerinin sorgulanma davranıřının kazanılmasına katkıda bulunmaktır. alıřmada genel olarak medya okuryazarlıęı kavramı, amaı, önemi, tarihsel geliřimi üzerinde yoęunlařılmıştır.

Yapılan bu alıřmanın kendi alıřma konumuz ile ortak yönü aynı amaı edinmesidir. alıřma amalarımızdan biri halkla iliřkiler öęrencilerinin yapacaęımız bu alıřma ile medya mesajlarına karřı daha sorgulayıcı bir davranıř edinebilmesi ve bir farkındalık kazanabilmesidir. Ayrıca kavramsal olarak (Medya

okuryazarlığı kavramı, amacı, önemi, tarihsel gelişimi kavramları) da bir benzerlik söz konusudur. Çalışmanın farklı noktası ise yapılan çalışmanın nitel bir çalışma; yapacağımız çalışmanın ise nicel bir çalışma olmasıdır.

Çalışma konumuz ile benzer olan çalışmalardan ikincisini Sarı (2015)'nin ele aldığı Türkiye'de medya okuryazarlığı eğitimi ve nefret söylemi çalışmasıdır. Çalışmada genel olarak medyanın güçlü bir etkiye sahip olduğu bakış açısının 20. yüzyılın ikinci yarısından itibaren, izleyicilerin medya metinlerinin pasif algılayıcıları olmadığı düşüncesiyle zayıfladığı ifade edilmiştir. Bu bakış açısı literatürdeki medya okuryazarlığı konu başlığı altında ele alınan farklı bakış açılarından biridir. Bu aktif izleyici anlayışı ile birlikte, medya kullanıcıları üretme, kaynak olabileme durumları da düşünüldüğünde yazar olarak adlandırılmaya başlandığı belirtilmiştir.

Bu makalede, esas itibarı ile ilk ve orta öğrenimde seçmeli ders olarak müfredata eklenen medya okuryazarlığı ders içeriği, eleştirel pedagoji ilkeleri ve nefret söylemine ilişkin tartışmalar çerçevesinde analiz edilmiştir. RTÜK'ün amacı çocukları ve gençleri medyanın olumsuz etkilerinden koruma ve öğrencilerin medya içeriklerini yorumlama becerilerini geliştirmektir. Çalışmanın esas amacı ise mevcut medya okuryazarlığı ders müfredat ve materyalleri medyada oluşturulup yayılan nefret söylemine ilişkin içeriği niteliksel olarak analiz etmektir. Çalışmadaki analiz sonucunda elde edilen veriye göre, okutulan medya okuryazarlığı dersi, katılımcı, sorumlu ve eleştirel bir vatandaş olarak izleyici anlayışından ziyade korumacı ve medyada yaygınlaşan nefret söylemine karşı duyarsız bir eğitim anlayışına dayandığı sonucuna varılmıştır.

Yapılmış olan bu çalışma ile kendi çalışmamız arasında benzerlik ve farklılıklar söz konusudur. Yapılan çalışmada ele alınan kavramlar genel olarak benzer kavramlardır. Öte yandan çalışmalarda farklılıklar da mevcuttur. Çalışmanın en önemli farklılığı medya okuryazarlık eğitimi nefret söylemi açısından değerlendirmesidir. Zira literatürde de bu konu ile ilgili çalışmalar yetersizdir. Bir diğer fark ise çalışmada medya okuryazarlığı ile ilgili olan müfredat, nefret söylemi bakımından ele alınarak nitel bir yöntemle analiz edilmiş olmasıdır.

Çalışma konumuz ile benzer olan çalışmalardan üçüncüsü Önal (2007)'in ele aldığı medya okuryazarlığı kütüphanelerde yeni çalışma alanı adlı konudur. Çalışmada genel olarak medya okuryazarlığı kavramı tanımlanmış, medya okuryazarlığının tarihsel gelişiminden bahsedilerek bu yönde kavramsal bir çerçeve çizilmiştir. Aynı zamanda medya okuryazarlığının bilgi hizmetlerindeki önemi anlatılmıştır. (Literatür incelendiğinde medya okuryazarlığının bilgi hizmetlerindeki önemi ile ilgili çalışmaların literatürde yetersiz olduğu kanısına varılmıştır.) Öte yandan Türkiye'deki medya okuryazarlığının boyutları analiz edilerek buna göre genel eğilimler değerlendirilmiştir.

Yapılmış olan bu çalışmanın esas amacı medya okuryazarlığı konusunda yeni ufuklar açmak ve bu yönde bakış açıları geliştirmek üzere temel bilgileri aktarmayı sağlamaktır. İfade edilen bu amaç bağlamında literatür incelemesi yapılmıştır. Bu doğrultuda çalışmada yöntem olarak görüşme yöntemi kullanılmıştır. Bu doğrultuda Hacettepe Üniversitesi bilgi ve belge yönetimi bölümü öğrencileriyle görüşme yapılmıştır. Bu görüşmelerden elde edilen sonuca göre bir takım değerlendirmeler yapılmıştır. Buna göre; kütüphanecilerin medya okuryazarlığı programlarında öncülük etmesi gerekmektedir.

Yapılmış olan çalışma ile kendi çalışmamız birlikte değerlendirildiğinde bir takım benzerlik ve farklılıklar olduğu görülmüştür. Çalışma kendi çalışmamızla kavramsal çerçeve olarak benzemektedir. Çalışmanın temel amacının çalışmanın medya okuryazarlığı konusunda yeni ufuklar açmak ve bakış açıları geliştirmek üzere temel bilgileri aktarmayı sağlamak olduğu belirtilmiştir. Buradan da çalışmaların amaç bakımından da benzerlik gösterdiği görülmektedir. Bir diğer benzer faktör çalışmanın üniversite kurumunda öğrenciler üzerinde gerçekleştirilmiş olmasıdır. Çalışmaların farklı yönü ise yapılmış çalışmada bilgi ve belge yönetimi bölümü öğrencileri ile nitel bir yöntem olan görüşme yönteminin kullanılmasıdır. Kendi çalışmamızda ise halkla ilişkiler ve tanıtım bölümü öğrencileri üzerinde uygulanmak üzere nicel bir yöntem olan anket yöntemi kullanılmıştır.

Çalışma konumuz ile benzer olan çalışmalardan dördüncüsünü Aytas ve Kaplan (2017)'nin ele aldığı medya okuryazarlığı bağlamında yeni okuryazarlıklar adlı çalışmadır. Bu çalışma genel hatları ile şu konular üzerinde yoğunlaşmıştır: Bilim ve teknolojiye meydana gelen ilerlemelerden dolayı okuma ve yazma kavramlarına yüklenen anlamlar üzerinde köklü değişimler meydana geldiği belirtilmiştir. Bu değişimler, okuryazarlık kavramını beraberinde getirmiş ve okuryazarlığın, sadece okuma- yazma bilmek olmadığı çok daha kapsamlı bir alan olduğu ifade edilmiştir. Bu bağlamda günümüzde okuryazarlık belli ve sınırlı bir alanın bilgisine detaylı bir şekilde sahip olmak anlamına gelmektedir şeklinde farklı bir tanımlamalar yapılmıştır. Çalışmada temel olarak yeni okuryazarlıklar olarak da isimlendirilen okuryazarlık çeşitleri ele alınarak bu okuryazarlık türlerinin oluşumuna zemin hazırlayan gelişmeler analiz edilmiştir. Ayrıca doğrudan medya okuryazarlığıyla ilişkili olması sebebi ile görsel okuryazarlığı, bilgi okuryazarlığı, elektronik okuryazarlığı ve internet okuryazarlıkları üzerinde durularak adı geçen okuryazarlık türlerinin medya okuryazarlığı öğretimi bakımından önemi anlatılmaya çalışılmış ve bu yönde kavramsal bir çerçeve çizilmiştir.

Çalışmada genel olarak şu sonuçlara varılmıştır: Okuryazarlık türlerinin diğer derslerde de etkin bir şekilde kullanılması gerekmektedir. Medya okuryazarlığı dersine giren öğretmenlerin yetiştirilmesi konusunda yeni okuryazarlık çeşitlerinden elde edilen bilgilerin, sürece dahil edilmesi gerekliliği üzerinde durulmuştur. Bu bağlamda görsel okuryazarlığı, bilgi okuryazarlığı, elektronik okuryazarlığı, internet okuryazarlığı ve çok

katmanlı okuryazarlık ilkelerinin medya okuryazarlığı öğretiminde fonksiyonlu bir şekilde kullanılması gerekmektedir.

Çalışma çizilen kavramsal çerçeve bakımından kendi çalışmamız ile benzerlik göstermektedir. Ancak çalışmada farklı olarak yeni okuryazarlıklar olarak isimlendirilen okuryazarlık çeşitleri ele alınmış bu okuryazarlık türlerinin oluşumuna zemin hazırlayan gelişmeler analiz edilmiştir.

Çalışma konumuz ile benzer olan çalışmalardan beşincisi Sezer ve Sert (2013)'in ele aldığı online medya okuryazarlığının yetişkinler için önemi çalışmasıdır. Bu çalışmada haber sitelerindeki bannerlara ilişkin bir analiz yapılmıştır. Çalışmada genel olarak ele alınan hususlar şöyledir: Küreselleşme ve iletişim teknolojilerindeki ilerlemeler geleneksel okuryazarlık kavramının yeni uygulamaları da kapsayacak bir biçimde genişlemesi gerekliliği. İnternet aracılığı ile karşı karşıya kaldığımız iletilerin çözülmesini içeren online medya okuryazarlığı okuryazarlık çeşitlerinden biri olarak her geçen gün daha önemli hale geldiği. Medya okuryazarlığı araştırmalarının birçoğunun medyanın çocuklar üzerindeki olumsuz etkileriyle ilgili olduğu. Ancak bilhassa internetin yalnız çocuklar üzerinde değil yetişkin bireyler üzerinde de birçok olumsuz etkilerinin bulunduğu. Dolayısıyla bu durumların online medya okuryazarlığıyla ilgili çalışmaların gerekliliğini ortaya çıkardığı ele alınan hususlardır.

Yapılmış olan bu çalışmanın esas amacı yetişkin bireyler için online medya okuryazarlığının önemini haber siteleri üzerinden analiz etmektir. Bu amaç doğrultusunda çalışmada online haber anahtar sözcüğü google arama motoruna yazılarak bir arama gerçekleştirilmiştir. Arama sonucunda ilk üç sıralamada bulunan haber siteleri 25-29 Ocak 2013 tarihleri arasında beş günlük süreyle izlenmiştir. Araştırmada elde edilen sonuca göre: Online haber sitelerinin ana sayfalarında bannerlar için genellikle standart alanlar belirlenmiştir. Bu alanlarda yayın grubunun kendisine ait ya da farklı bir reklam verene ait ürün, hizmet vs. bannerı yayınlanmaktadır. Diğer haberlerle zıt renkler, sloganlar, efektler aracılığı ile kullanıcıların dikkati bannerlar üzerine çekilmektedir. Dolayısıyla bu konuda kullanıcıların bilinçli olabilmesi için online medya okuryazarlığı eğitimi şarttır.

Çalışmalar kavramsal olarak benzerlik göstermektedir. Öte yandan çalışmanın kendi çalışmamızdan esas farklılığı online medya okuryazarlığı kavramına yoğunluk vermiş olması ve çalışmaların uygulama alanı bakımından farklılık göstermesidir.

Çalışma konumuz ile benzer olan çalışmalardan altıncısını Kurt ve Kürüm (2010)'ün yaptığı çalışmadır. Bu çalışmada medya okuryazarlığı ve eleştirel düşünme arasındaki ilişkiye yönelik kavramsal bir çerçeve çizilmiştir. Çalışmada genel olarak şu konular ele alınmıştır: Medyanın farklı araçlar aracılığıyla bireyler üzerindeki güçlü ve hızlı etkileri, bilinçli medya okuryazarı bireylerin yetiştirilmesi ihtiyacını beraberinde getirmiştir. Dolayısıyla medya bilincinin oluşturulması ve eleştirel bir bakışla medya kültürünü çözümleyen bireylerin yetiştirilmesi gerekmektedir. Bireylerin medya kullanımında bilinçli olabilmeleri için öncelikle eleştirel becerilere sahip olması gerekmektedir. Buna bağlı olarak çalışmada eleştirel düşünmenin tanımlamaları yapılmıştır.

Çalışmanın temel amacı medya okuryazarlığı ile eleştirel düşünme arasındaki bağlantıyı irdelemek ve konuya genel bir bakış açısı kazandırmaktır. Çalışmada betimleme yöntemi kullanılmıştır. Medya okuryazarlığı ve eleştirel düşünme arasındaki ilişki betimlenmiştir. Çalışmada şu sonuçlara ulaşılmıştır: Medya okuryazarlığı ile eleştirel düşünme arasındaki ilişkiyi belirlemeye yönelik kuramsal uygulamalı araştırmalara dayanarak bu iki kavram arasında bir ilişki vardır. Medya okuryazarlığı ile eleştirel düşünme becerileri öğretilmelidir. Ancak eleştirel düşünebilen medya okuryazarı bireyler yetiştirebilmek için öncelikle bu nitelikleri taşıyan öğretmenlerin yetiştirilmesi gerekmektedir. Dolayısıyla medya okuryazarlığı ve eleştirel düşünme ile ilgili öğretmenlere ve ailelere eğitimlerin verilmesinin önemli olduğu tespit edilmiştir.

Yapılmış olan çalışma ile kendi çalışmamız arasında bazı benzerlik ve farklılıklar bulunmaktadır. Öncelikle çalışmada analitik, eleştirel düşünme ile medya okuryazarlığı arasında bir bağ olduğu savunulmaktadır. Kendi çalışmamızda da aynı fikri savunarak halkla ilişkiler öğrencilerinin yapacağımız bu çalışma ile medya okuryazarlığı ve eleştirel düşünme bakımından daha bilinçli olacakları belirtilmişti. Öte yandan çalışmanın en belirgin farkı ise eleştirel düşünme becerisi üzerinde yoğunlaşması ve nitel bir çalışma olmasıdır.

Çalışma konusu ile benzer olan çalışmalardan yedincisi Aslan ve Basel (2017)'in yapmış olduğu eğitim fakültesi öğrencilerinin medya okurluk düzeyini ilişkin olan çalışmasıdır. Çalışmada eğitim fakültesinde öğrenim gören öğretmen adaylarının, medya okuryazarlık düzeyi ölçülerek geleneksel kitle iletişim araçları ve yeni medya platformları ile olan ilişkileri demografik özellikleri çerçevesinde analiz edilmiştir.

Araştırmanın örneklem grubunu Dokuz Eylül Üniversitesi ile Ege Üniversitesi Eğitim Fakültesi'nde eğitim gören 705 öğrenci oluşturmuştur. Çalışmada elde edilen veriler betimleyici analiz teknikleri olan Tek yönlü (One way) Anova Testi ve Scheffe testleri aracılığı ile incelenmiştir. Bu araştırmanın amacı; Eğitim fakültesi öğrencilerinin medya okuryazarlık seviyesinin, demografik özelliklerine ve yeni medya platformları ile olan ilişkilerine göre değişip değişmediğini tespit etmektir. Araştırmanın esas sorusu; eğitim fakültesi öğrencilerinin medya okuryazarlık düzeyi demografik özelliklerine ve yeni medya araçları ile olan ilişkilerine göre değişmekte midir şeklindedir. Analiz neticesinde araştırmada şu sonuca varılmıştır; eğitim fakültesi öğrencilerinin medya okuryazarlık düzeyi ortanın üstünde olduğu; yaş ve bölüme göre medya okuryazarlık

düzeylerinin değişmediği fakat; cinsiyete göre aynı zamanda bilgisayar ve internete sahip olma değişkenlerine göre medya okuryazarlık düzeylerinde bir değişimin olduğu ortaya çıkmıştır.

Yapılan çalışma kendi çalışmamız ile değerlendirildiğinde pek çok açıdan benzerlik olduğu görülmektedir. Öncelikle çalışmanın nicel bir çalışma olması, veri toplama aracı olarak anket yönteminin kullanılması çalışmanın en büyük ortak noktasıdır. Benzer şekilde çalışma uygulamasının bir üniversite kurumunda gerçekleştirilmesi ve örneklem grubunun öğrencilerden oluşması çalışmanın benzer yönlerini oluşturmaktadır. Çalışmanın öğrencilerin medya okuryazarlığı düzeyi ile demografik özellikleri ve medya araçlarıyla olan ilişkisini ölçmesi benzer diğer bir noktadır. Çalışmaların farklı noktası ise yapacağımız çalışmanın bir meslek yüksekokulunda ön lisans öğrencileri ile gerçekleştirilmiş olmasıdır.

Çalışma konusu ile benzer olan çalışmalardan sekizincisi Deveci ve Çengelci (2008)'nin ele aldığı sosyal bilgiler öğretmen adaylarının medya okuryazarlığına yönelik bakış açıları çalışmasıdır. Çalışmada genel olarak şu konulardan bahsedilmiştir: Bilgi teknolojileri toplumsal dönüşüme yol açmaktadır. Dolayısıyla insanın kendini ve diğer toplumları algılayışını etkileyen faktörlerin bilincinde olması açısından medya okuryazarlığının önemli bir beceri olarak hayatımıza katkı sunacağı belirtilmiştir. Bu bağlamda özellikle öğrencilere bu becerilerin ilköğretimden başlayarak kazandırmanın öneminden bahsedilmiştir.

Çalışmanın amacı, sosyal bilgiler öğretmen adaylarının medya okuryazarlığıyla ilgili görüşlerini belirleyerek bir çıkarımda bulunmaktır. Araştırmada görüşme yöntemi kullanılmıştır. 20 sosyal bilgiler öğretmen adayından veriler elde edilerek betimsel analiz yaklaşımı ile irdelenmiştir. Araştırmada şu sonuçlara varılmıştır: Öğretmen adayları medya okuryazarlığı kavramını gündemi takip etme, olay ve haberleri tartışma şeklinde tanımlamışlardır. Kendi medya okuryazarlık düzeyini değerlendiren öğretmen adayları çevremdekilerle haberleri yorumluyorum, gündemi takip ediyorum şeklinde değerlendirme yaparken; aynı programda öğrenim gören arkadaşlarının ise medya okuryazarlık düzeyinin yetersiz olduğu kanısındadırlar. Öğretmen adayları medya okuryazarlık bilinci edindirmeye yönelik olarak lisans eğitimlerinde ders konuları ile güncel olayların ilişkilendirildiğini ifade etmişlerdir. Ayrıca fakülte yönetimi tarafından medya okuryazarlığı bilincinin artmasına yönelik çalışmalar yapılması önerisinde bulunmuşlardır.

Yapılan bu çalışma kendi çalışma konumuz ile birlikte değerlendirildiğinde kavramsal çerçeve olarak benzeştiğini söylemek mümkündür. Çalışmanın uygulama kısmının üniversite kurumunda gerçekleştirilmesi, örneklem grubunun öğrencilerden oluşması çalışmaların ortak yönleridir. Çalışmalar arasındaki en önemli farklılık ise yapılmış olan bu çalışmanın nitel bir çalışma olmasıdır.

Çalışma konusu ile benzer olan çalışmalardan dokuzuncusu Saçan ve Adıbelli (2016)'nin yaptığı üniversite öğrencilerinin medya okuryazarlık düzeyinin bazı faktörler ile ilişkisi çalışmasıdır. Bu çalışmada genel olarak; küreselleşme ve teknolojinin bilgi kaynaklarını arttırdığı ve bilgiye ulaşmayı kolaylaştırdığı, bu durumun pek çok kişinin uzmanlık alanı olmamasına rağmen sağlık, eğitim gibi toplumun birçok kesimini ilgilendiren konularda adeta uzman gibi söylemlerde bulunmasına yol açtığı belirtilmiştir. Bu bağlamda bilgi kaynağı genellikle internet olan ve sorgulama ihtiyacı duymayan öğrencilerin bilgi kaynağını araştırması ve medya okuryazarlığı bilinci kazanması gerekliliği çalışmada vurgulanmıştır.

Çalışmanın temel amacı; üniversite öğrencilerinin internet erişimi, televizyon izleme, sosyal medyayı kullanma değişkenlerinin medya okuryazarlık düzeyleri üzerindeki etkisini belirlemektir. Bu araştırmanın örneklem grubunu, Söke Sağlık Yüksekokulu'nda öğrenim görmekte olan 209 öğrenci oluşturmuştur. Çalışmada veri toplama aracı olarak, demografik bilgi formu ile medya okuryazarlığı ölçeği kullanılmıştır. Verilerin analizi SPSS 20.0 programında yapılmıştır. Çalışmada elde edilen sonuca göre; cinsiyete göre bilgi sahibi olma, öğrencilerin öğrenim gördükleri sınıf düzeyine göre bilgi sahibi olma ve analiz edebilme-tepki oluşturabilme, gelir durumlarına göre analiz edebilme-tepki oluşturabilme ile örtük mesajları görebilme alt boyutlarında istatistiksel açıdan anlamlı farklılık bulunmuş ($p < 0.05$); diğer değişkenler arasında anlamlı farklılık bulunmamıştır ($p > 0.05$).

Yapılan bu çalışma kendi çalışmamız ile karşılaştırıldığında pek çok noktada benzerlik bulunmaktadır. Bunlar; araştırmanın üniversite kurumunda öğrenciler üzerinde gerçekleştirilmesi, öğrencilerin medya ile ilişkilerinin medya okuryazarlığı düzeylerini etkileyip etkilemediğinin incelenmesi ve anket yönteminin kullanılmasıdır. Çalışmamızın farklı yönü ise medya okuryazarlığı bilincinin halkla ilişkiler öğrencileri için ayrıca önemli olması sebebiyle araştırmanın sadece halkla ilişkiler öğrencileri üzerinde uygulanmasıdır.

Çalışma konusu ile benzer olan çalışmalardan onuncusunu Karaboğa (2017)'nin ele aldığı eleştirel bakış açısıyla medya okuryazarlığı eğitimi çalışmasıdır. Bu çalışmada genel olarak şu konular ele alınmıştır; medya okuryazarlığı eğitimi konusunun 2000'li yıllardan sonra Türkiye'nin gündemine girmiş bir konu olduğu, konu ile ilgili önemli pek çok çalışma yapılmasına rağmen konunun güncelliği ve önemini hala sürdürdüğü belirtilmiştir. Ayrıca, konuyla ilgili bugüne kadar yapılan araştırmalarda çoğunlukla medya okuryazarlığının eğitim müfredatında ders olarak yer alması, medya okuryazarlık dersinin içeriği, amaçları ve hedeflerine yönelik çalışmalar yapıldığı tespit edilmiştir.

Fakat bu çalışmada, konuyla ilgili olarak geline nokta başta çocuklar ve gençler olmak üzere kişilerin zihinsel ve ruhsal gelişimleri açısından ne denli etkili olduğu ele alınmakta ve geleceğin sağlıklı toplumunun yaratılması noktasında medya içerikleri üzerine teorik ve kavramsal boyutta bir tartışma

yürütülmektedir. Çalışmada ayrıca medya televizyon ve internet içeriklerinin yükseköğretim düzeyindeki ilgili derslerde nasıl irdelenmesi gerektiği konusu da ele alınmıştır. Çalışmada elde edilen sonuçlara göre; medya klasik eğitim araçlarından daha fazla kullanılmakta, özellikle öğrencilerin hayatında önemli bir rol oynamaktadır. Medya adeta çeşitli eğitim kurumlarının görevini üzerine almış görünmektedir. Medya okuryazarlığı eğitime ilişkin yapılan pek çok araştırma medya okuryazarlığı dersinin öğrencilerin medyayı bilinçli kullanma düzeyinde bir farklılık yaratmadığı, konu ile ilgili eğitim almamış öğretmenler tarafından verildiğini göstermiştir. Medyanın önemi ve gücünün artmasına rağmen yapılan araştırmalarda, ülkemizde medya okuryazarlığına yönelik eğitimin yaygınlaştırılması konusunda yeterli çalışmaların yapılmadığı sonucuna varılmıştır.

Yapılmış olan çalışma kendi çalışmamız ile karşılaştırıldığında özellikle kavramsal çerçeve olarak benzediği görülmektedir. Ancak çalışmada farklı olarak televizyon ve internetin medya okuryazarlığına etkisi ayrıca ele alınmıştır. Nitel bir çalışması olması medya okuryazarlığına yönelik yaklaşımlara yer vermesi bakımından da çalışmamızdan farklıdır.

YÖNTEM

Bu çalışmada Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksekokulu halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi tespit edilerek, bu öğrencilerin medya okuryazarlık düzeyinin demografik özelliklerine ve medya araçlarıyla olan ilişkilerine bağlı olarak anlamlı bir farklılık gösterip göstermediği analiz edilmiştir. Bu analizi gerçekleştirebilmek amacıyla veri toplama aracı olarak nicel araştırma yöntemlerinden biri olan anket yöntemi kullanılmıştır.

Anket, bilgi alınacak katılımcıların şahsen okuyarak cevap verecekleri bir soru formunun hazırlanması biçiminde uygulanan bir yöntemdir (Seyidoğlu, 2003, s. 37). Anket yöntemi genellikle kitlelere uygulanır ve elde edilen bulgular istatistiksel olarak değerlendirilir. Nicel bir veri toplama yöntemi olan anket yönteminde bulguların istatistiksel olarak değerlendirilmesi çalışmanın güvenilir ve geçerliğine katkı sağlayacaktır.

Problem Cümlesi

Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksekokulu Halkla İlişkiler Bölümü öğrencilerinin medya okuryazarlık düzeyi yeterli midir?

Alt Problemler:

1. Halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi ile cinsiyet değişkeni arasında anlamlı bir farklılık var mıdır?
2. Halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi ile yaşadığı yer arasında anlamlı bir farklılık var mıdır?
3. Halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi ile ailesinin gelir düzeyi arasında anlamlı bir farklılık var mıdır?
4. Halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi ile ailesinin eğitim düzeyi arasında anlamlı bir farklılık var mıdır?
5. Halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi ile sahip oldukları aylık internet kotası arasında anlamlı bir farklılık var mıdır?
6. Halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi ile onların günlük ortalama televizyon izleme saati arasında anlamlı bir farklılık var mıdır?

Araştırma Modeli

Bu çalışmada öncelikle araştırma sorusu oluşturulmuştur. Çalışmanın araştırma sorusu; Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksekokulu Halkla İlişkiler Bölümü öğrencilerinin medya okuryazarlık düzeyi, demografik özelliklerine ve medya araçları ile olan ilişkilerine bağlı olarak anlamlı bir farklılık göstermekte midir? Şeklinde belirlenmiştir. Bu bağlamda çalışmada halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi ile cinsiyet, ailenizin gelir düzeyi, ailenizin eğitim düzeyi, yaşadığınız yer, günlük ortalama TV izleme süreniz ve sahip olduğunuz aylık internet kotası değişkenleri arasında anlamlı bir farklılık olup olmadığı test edilmiştir. Bu analizin gerçekleştirilebilmesi amacıyla çalışmada betimleme modeli kullanılmıştır. Nicel araştırma yöntemlerinden biri olan anket yöntemi doğrultusunda medya ve televizyon okuryazarlık düzeyleri ölçeği kullanılmıştır.

Öte yandan çalışmanın bilimsel geçerlilik ve güvenilirliğini arttırmak adına çalışma Gerbner'in ekme kuramına dayandırılmıştır. Bununla birlikte çalışmanın kavramsal çerçevesini oluşturabilmek ve çalışma konumuzla ilgili literatürde ne tür çalışmalar yapıldığını, hangi noktada eksikliklerin olduğunu analiz etmek adına literatür taraması yapılmıştır.

Evren

Çalışmanın evrenini, Bilecik Şeyh Edebali Üniversitesi Halkla İlişkiler bölümünde öğrenim gören 210 öğrenci oluşturmaktadır.

Örneklem

Çalışmanın örneklemi, Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksekokulu Halkla İlişkiler Bölümünde eğitim gören “rastgele yöntemle” seçilmiş olan 100 öğrenci oluşturmaktadır. Rastgele (tesadüfi) yöntemin en önemli avantajı katılımcıların seçilme şansının eşit ve yeterli olmasıdır (Aziz, 2015, s. 52).

Veri Toplama Aracı

Bu çalışmada nicel yöntem çeşitlerinden biri olan anket yöntemiyle veri toplanmıştır. Bu bağlamda çalışmada Korkmaz ve Yeşil (2011) tarafından geliştirilen Medya ve Televizyon Okuryazarlık Düzeyleri Ölçeği (MODÖ) kullanılmıştır.

Ölçeğin geçerlik analizleri, yapı geçerliği ve madde-toplam korelasyonları hesaplanmıştır. Ölçeğin iç tutarlılık katsayıları; Cronbach Alpha, Sperman-Brown formülü ve Guttman split-half güvenirlik formülü kullanılmıştır. Ölçeğin faktörlere göre Cronbach alpha güvenirlik katsayıları 0,914 ile 0,851; eş yarı korelasyonlarının 0,750 ile 0,718; Sperman Brown değerlerinin 0,857 ile 0,836; Guttman Split-Half değerlerinin ise 0,857 ile 0,799’dur. Elde edilen bu değerler kapsamında ölçeğin güvenilir ölçümler yapabildiği tespit edilmiştir (Korkmaz ve Yeşil, 2011, s. 123).

Veri Analizi

Araştırmada veri toplama aracı olarak medya ve televizyon okuryazarlık düzeyleri ölçeği kullanılmıştır. Medya okuryazarlık ve bağımlılık düzeyini ölçmek üzere geliştirilen ölçek 5’li likert tipindedir. 18 maddeden oluşan ölçek iki faktör altında toplanmıştır. Ölçeğin ilk 13 maddesi medya okuryazarlığını, son 5 maddesi ise medya bağımlılığını ölçen maddelerdir. Ölçekte yer alan maddelerin her biri; (1) Asla, (2) Nadiren, (3) Bazen, (4) Genellikle, (5) Her Zaman biçiminde belirlenmiştir (Korkmaz ve Yeşil, 2011, s. 117-122).

Anket formu; 18 ölçek maddeleri, 6 demografik soru (cinsiyet, ailenizin gelir düzeyi, ailenizin eğitim düzeyi, yaşadığınız yer, günlük ortalama TV izleme süreniz ve sahip olduğunuz aylık internet kotası) olmak üzere toplam 24 sorudan oluşmaktadır. Verilerin çözümlenmesinde Windows için hazırlanmış SPSS. 24.0 versiyonu kullanılmıştır. Öğrencilerin medya okuryazarlık düzeyini ölçmek için verilerin frekans dağılımına bakılmıştır, ayrıca Independent Samples T-testi ve One Way Anova analizi yapılmıştır.

Varsayımlar

- Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu’nda eğitim gören halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyi yüksektir. Bu öğrencilerin medya okuryazarlık düzeyi, demografik özelliklerine ve medya araçlarıyla olan ilişkilerine bağlı olarak anlamlı bir farklılık göstermektedir.
- Çalışmanın örneklem grubunu oluşturan halkla ilişkiler öğrencileri, anket sorularını dikkatle okumuşlardır ve gönüllü bir şekilde cevaplandırmışlardır.
- Araştırma sorularının öğrencilerin medya okuryazarlık düzeyini ölçtüğü kabul edilmektedir.

Sınırlılıklar

Bu çalışma, Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksekokulu’nda eğitim gören sadece “halkla ilişkiler ve tanıtım” bölümü öğrencilerini ele alarak sınırlandırılmıştır.

Tanımlar

Medya; yazılı, sözlü, görsel ve işitsel türde basın yayın organlarının tümünü kapsayan ortak bir isimdir.

Okuryazarlık; çeşitli türdeki yazılı materyalleri kullanarak anlama, kullanma, inceleme ve değerlendirme becerisine sahip olmaktır.

Medya okuryazarlık; kitle iletişim araçlarında (yazılı, görsel, işitsel, elektronik vb.) aktarılan içeriklerin; eleştirel, sorgulayıcı, tartışmacı ve yorumlayıcı bir bakış açısı ile bilinçli bir şekilde değerlendirilmesidir.

Halkla ilişkiler; kamu ya da özel sektörde örgütün iletişim kuracağı kimselerin anlayış, sempati ve güvenini elde etmek ve bunu korumak için yaptığı devamlı ve organize bir yönetim işlevidir.

BULGULAR

Halkla ilişkiler ve tanıtım bölümü öğrencilerinin medya okuryazarlık düzeyini ölçmek ve bu öğrencilerin medya okuryazarlık düzeyinin demografik özelliklerine ve medya araçları ile olan ilişkilerine bağlı olarak anlamlı bir farklılık gösterip göstermediğini tespit etmek amacıyla anket yöntemi ile elde edilen verilerin SPSS 24.0 versiyonunda KMO and Bartlett's Test, frekans, Independent Samples Test, One Way Anova ve Test

of Homogeneity of Variances analizleri yapılmıştır. Bu analizler neticesinde elde edilen sonuçlar aşağıda yorumlanmıştır.

Tablo 1. KMO and Bartlett's Test

| | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,694 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 523,084 |
| | df | 153 |
| | Sig. | ,000 |

Bir araştırmanın geçerliliğini ölçebilmek için KMO and Bartlett's Test yapılmaktadır. Bir örneklemin geçerli olduğu neticesine ulaşabilmek için gereken KMO değerleri şu şekildedir: .50 ile .59 arasında ise zayıf, .60 ve .69 arasında ise orta, .70 ve .79 arasında ise iyi, .80 ile .89 arasında ise çok iyi ve .90 ve üzeri için değer mükemmel olarak belirtilmektedir (Yaratan, 2017, s. 230-231).

Bu bağlamda çalışmada kullanılan Korkmaz ve Yeşil'in geliştirdiği medya ve televizyon okuryazarlık düzeyleri ölçeğinin güvenirlik ve geçerlik çalışması yapılmış, ölçeğin KMO değeri 0,923 olarak bulunmuştur (Korkmaz ve Yeşil, 2011, s. 116).

Bu noktadan hareketle çalışmamızda ölçeğin KMO testi tekrar yapılmıştır. Tablo 1'e bakıldığında bu test sonucunda KMO değeri 0,694 bulunmuştur. Bu sonuç, KMO değerinin orta düzeyde ve örneklemin yeterli olduğunu göstermektedir.

Tablo 2. Katılımcıların Cinsiyeti

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Kadın | 70 | 70,0 | 70,0 | 70,0 |
| | Erkek | 30 | 30,0 | 30,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Katılımcıların cinsiyetini belirten Tablo 2'ye bakıldığında; ankete cevap veren katılımcıların % 70'i (70 kişi) kadın, % 30'u (30 kişi) ise erkektir. Buna göre, örneklem grubundaki bireylerin cinsiyetine bakıldığında çoğunluğu kadınların oluşturduğu görülmektedir.

Tablo 3. Katılımcıların Yaşadığı Yer

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Büyük Şehir | 36 | 36,0 | 36,0 | 36,0 |
| | İl | 20 | 20,0 | 20,0 | 56,0 |
| | İlçe | 35 | 35,0 | 35,0 | 91,0 |
| | Köy | 9 | 9,0 | 9,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Ankete cevap veren katılımcıların yaşadığı yere ilişkin bilgi veren Tablo 3'e bakıldığında; katılımcıların % 36'sının (36 kişi) büyük şehirde, % 20'sinin (20 kişi) ilde, % 35'inin (35 kişi) ilçede, % 9'unun (9 kişi) ise köyde ikamet ettiği görülmektedir. Buna göre, ankete cevap verenlerin büyük çoğunluğu büyük şehirde ikamet etmektedir.

Tablo 4. Katılımcıların Aile Gelir Düzeyi

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 800-1600 | 21 | 21,0 | 21,0 | 21,0 |
| | 1601-2000 | 25 | 25,0 | 25,0 | 46,0 |
| | 2001-3000 | 19 | 19,0 | 19,0 | 65,0 |
| | 3001-4000 | 18 | 18,0 | 18,0 | 83,0 |
| | 4001 ve Üstü | 17 | 17,0 | 17,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Ankete cevap veren katılımcıların aile gelir düzeyini gösteren Tablo 4'e bakıldığında; % 21'inin (21 kişi) 800-1600, % 25'inin (25 kişi) 1601-2000, % 19'unun (19 kişi) 2001-3000, % 18'inin (18 kişi) 3001-4000, % 17'sinin (17 kişi) 4001 ve üstü düzeyinde gelire sahip olduğu görülmektedir. Buna göre, katılımcıların çoğunluğunun aile gelir düzeyi 1601-2000 aralığındadır.

Tablo 5. Katılımcıların Aile Eğitim Durumu

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | İlköğretim | 70 | 70,0 | 70,0 | 70,0 |
| | Lise | 17 | 17,0 | 17,0 | 87,0 |
| | Üniversite | 13 | 13,0 | 13,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Ankete cevap veren katılımcıların aile eğitim durumunu gösteren Tablo 5'e bakıldığında; % 70'inin (70 kişi) ilköğretim, % 17'sinin (17 kişi) lise, % 13'ünün (13 kişi) üniversite mezunu olduğu görülmektedir. Buna göre katılımcıların çoğunluğunun aile eğitim durumu ilköğretimdir.

Tablo 6. Katılımcıların Aylık İnternet Kotası

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid | İnternet Paketim Yok | 5 | 5,0 | 5,0 | 5,0 |
| | 2 Gb | 19 | 19,0 | 19,0 | 24,0 |
| | 4 Gb | 24 | 24,0 | 24,0 | 48,0 |
| | 6 Gb | 15 | 15,0 | 15,0 | 63,0 |
| | 8 Gb ve Üstü | 37 | 37,0 | 37,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Ankete cevap veren katılımcıların sahip oldukları aylık internet kotasını gösteren Tablo 6'ya bakıldığında; % 5'inin (5 kişi) internet paketi olmadığını, % 19'unun (19 kişi) 2 gb, % 24'ünün (24 kişi) 4 gb, % 15'inin (15 kişi) 6 gb, % 37'sinin (37 kişi) 8 gb ve üstü aylık internet kotasına sahip oldukları görülmektedir. Buna göre, katılımcıların çoğunluğu 8 gb ve üstü aylık internet kotasına sahiptir.

Tablo 7. Katılımcıların Günlük Ortalama TV İzleme Süresi

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | 1-2 saat | 63 | 63,0 | 63,0 | 63,0 |
| | 3-4 saat | 26 | 26,0 | 26,0 | 89,0 |
| | 5 saat ve üstü | 11 | 11,0 | 11,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Ankete cevap veren katılımcıların günlük ortalama TV izleme süresini gösteren Tablo 7'ye bakıldığında; % 63'ünün (63 kişi) 1-2 saat, % 26'sının (26 kişi) 3-4 saat, % 11'inin (11 kişi) 5 saat ve üstü günlük ortalama TV izledikleri görülmektedir. Buna göre, katılımcıların çoğunluğu günlük ortalama 1-2 saat TV izlemektedirler.

Tablo 8. Medyanın bazı kişilerin yararına çalıştığını, bazılarını ise dışladığını düşünürüm.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 3 | 3,0 | 3,0 | 3,0 |
| | Nadiren | 13 | 13,0 | 13,0 | 16,0 |
| | Bazen | 36 | 36,0 | 36,0 | 52,0 |
| | Genellikle | 30 | 30,0 | 30,0 | 82,0 |
| | Her Zaman | 18 | 18,0 | 18,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 8'e bakıldığında, katılımcıların % 3'ü (3 kişi) asla, % 13'ü (13 kişi) nadiren, % 36'sı (36 kişi) bazen, % 30'u (30 kişi) genellikle, % 18'i (18 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre, medyanın bazı kişilerin yararına çalıştığını, bazılarını ise dışladığını düşünürüm ifadesine katılımcıların çoğunluğu bazen seçeneğini işaretlemişlerdir.

Tablo 9. Medyada duygusal etki oluşturmak için kullanılan tekniklerin, amaçladıkları ve doğurdıkları etkilerin farkındayım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 5 | 5,0 | 5,0 | 5,0 |
| | Nadiren | 9 | 9,0 | 9,0 | 14,0 |
| | Bazen | 17 | 17,0 | 17,0 | 31,0 |
| | Genellikle | 43 | 43,0 | 43,0 | 74,0 |
| | Her Zaman | 26 | 26,0 | 26,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 9'a bakıldığında; katılımcıların % 5'i (5 kişi) asla, % 9'u (9 kişi) nadiren, % 17'si (17 kişi) bazen, % 43'ü (43 kişi) genellikle % 26'sı (26 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre, medyada duygusal etki oluşturmak için kullanılan tekniklerin, amaçladıkları ve doğurdıkları etkilerin farkındayım ifadesine katılımcıların çoğunluğu genellikle cevabını vermişlerdir.

Tablo 10. Ülkemizdeki televizyon kanallarının özelliklerini ve yayın politikalarını belirleyen unsurların farkındayım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 1 | 1,0 | 1,0 | 1,0 |
| | Nadiren | 12 | 12,0 | 12,0 | 13,0 |
| | Bazen | 14 | 14,0 | 14,0 | 27,0 |
| | Genellikle | 42 | 42,0 | 42,0 | 69,0 |
| | Her Zaman | 31 | 31,0 | 31,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 10'a bakıldığında; katılımcıların % 1'i (1 kişi) asla, % 12'si (12 kişi) nadiren, % 14'ü (14 kişi) bazen, % 42'si (42 kişi) genellikle, % 31'i (31 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre, ülkemizdeki televizyon kanallarının özelliklerini ve yayın politikalarını belirleyen unsurların farkındayım ifadesine katılımcıların çoğunluğu genellikle cevabını vermişlerdir.

Tablo 11. Medyada duygusal etki oluşturmak için özel tekniklerin kullanıldığını düşünüyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 3 | 3,0 | 3,0 | 3,0 |
| | Nadiren | 8 | 8,0 | 8,0 | 11,0 |
| | Bazen | 20 | 20,0 | 20,0 | 31,0 |
| | Genellikle | 40 | 40,0 | 40,0 | 71,0 |
| | Her Zaman | 29 | 29,0 | 29,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 11'e bakıldığında katılımcıların % 3'ü (3 kişi) asla, % 8'i (8 kişi) nadiren, % 20'si (20 kişi) bazen, % 40'ı (40 kişi) genellikle, % 29'u (29 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; medyada duygusal etki oluşturmak için özel tekniklerin kullanıldığını düşünüyorum ifadesine katılımcıların çoğunluğu genellikle cevabını vermişlerdir.

Tablo 12. Televizyon program türlerini; amaçları, işlevleri ve özellikleri bakımından ayırt ederim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 1 | 1,0 | 1,0 | 1,0 |
| | Nadiren | 5 | 5,0 | 5,0 | 6,0 |
| | Bazen | 16 | 16,0 | 16,0 | 22,0 |
| | Genellikle | 32 | 32,0 | 32,0 | 54,0 |
| | Her Zaman | 46 | 46,0 | 46,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 12'ye bakıldığında katılımcıların % 1'i (1 kişi) asla, % 5'i (5 kişi) nadiren, % 16'sı (16 kişi) bazen, % 32'si (32 kişi) genellikle, % 46'sı (46 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; televizyon program türlerini; amaçları, işlevleri ve özellikleri bakımından ayırt ederim ifadesine katılımcıların çoğunluğu her zaman cevabını vermişlerdir.

Tablo 13. Medyadan kimin yararlandığını, kimin, neden dışlandığını sorgularım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 6 | 6,0 | 6,0 | 6,0 |
| | Nadiren | 16 | 16,0 | 16,0 | 22,0 |
| | Bazen | 37 | 37,0 | 37,0 | 59,0 |
| | Genellikle | 23 | 23,0 | 23,0 | 82,0 |
| | Her Zaman | 18 | 18,0 | 18,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 13'e bakıldığında katılımcıların % 6'sı (6 kişi) asla, % 16'sı (16 kişi) nadiren, % 37'si (37 kişi) bazen, % 23'ü (23 kişi) genellikle, % 18'i (18 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; medyadan kimin yararlandığını, kimin, neden dışlandığını sorgularım ifadesine katılımcıların çoğunluğu bazen cevabını vermişlerdir.

Tablo 14. Medyada sunulan fikir, bilgi ve haberlerin bir başkasının bakış açısıyla nakledildiğini düşünüyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 4 | 4,0 | 4,0 | 4,0 |
| | Nadiren | 17 | 17,0 | 17,0 | 21,0 |
| | Bazen | 27 | 27,0 | 27,0 | 48,0 |
| | Genellikle | 30 | 30,0 | 30,0 | 78,0 |
| | Her Zaman | 22 | 22,0 | 22,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 14'e bakıldığında katılımcıların % 4'ü (4 kişi) asla, % 17'si (17 kişi) nadiren, % 27'si (27 kişi) bazen, % 30'u (30 kişi) genellikle, % 22'si (22 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; medyada sunulan fikir, bilgi ve haberlerin bir başkasının bakış açısıyla nakledildiğini düşünüyorum ifadesine katılımcıların çoğunluğu genellikle cevabını vermişlerdir.

Tablo 15. Yayın öncesinde kullanılan ve programın ne tür kitleye hitap ettiğini vurgulayan akıllı işaret sembollerinin anlamlarını biliyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 6 | 6,0 | 6,0 | 6,0 |
| | Nadiren | 9 | 9,0 | 9,0 | 15,0 |
| | Bazen | 15 | 15,0 | 15,0 | 30,0 |
| | Genellikle | 27 | 27,0 | 27,0 | 57,0 |
| | Her Zaman | 43 | 43,0 | 43,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 15'e bakıldığında, katılımcıların % 6'sı (6 kişi) asla, % 9'u (9 kişi) nadiren, % 15'i (15 kişi) bazen, % 27'si (27 kişi) genellikle, % 43'ü (43 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; yayın öncesinde kullanılan ve programın ne tür kitleye hitap ettiğini vurgulayan akıllı işaret sembollerinin anlamlarını biliyorum ifadesine katılımcıların çoğunluğu her zaman cevabını vermişlerdir.

Tablo 16. TV program türlerini içerik, gerçeklik, kurgusalılık, tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 2 | 2,0 | 2,0 | 2,0 |
| | Nadiren | 8 | 8,0 | 8,0 | 10,0 |
| | Bazen | 35 | 35,0 | 35,0 | 45,0 |
| | Genellikle | 33 | 33,0 | 33,0 | 78,0 |
| | Her Zaman | 22 | 22,0 | 22,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 16'ya bakıldığında, katılımcıların % 2'si (2 kişi) asla, % 8'i (8 kişi) nadiren, % 35'i (35 kişi) bazen, % 33'ü (33 kişi) genellikle, % 22'si (22 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; TV program türlerini içerik, gerçeklik, kurgusalılık, tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim ifadesine katılımcıların çoğunluğu bazen cevabını vermişlerdir.

Tablo 17. Televizyonun birey ve toplumu yönlendirmede etkili bir kitle iletişim aracı olduğunu düşünüyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 3 | 3,0 | 3,0 | 3,0 |
| | Nadiren | 6 | 6,0 | 6,0 | 9,0 |
| | Bazen | 17 | 17,0 | 17,0 | 26,0 |
| | Genellikle | 35 | 35,0 | 35,0 | 61,0 |
| | Her Zaman | 39 | 39,0 | 39,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 17'ye bakıldığında, katılımcıların % 3'ü (3 kişi) asla, % 6'sı (6 kişi) nadiren, % 17'si (17 kişi) bazen, % 35'i (35 kişi) genellikle, % 39'u (39 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; televizyonun birey ve toplumu yönlendirmede etkili bir kitle iletişim aracı olduğunu düşünüyorum ifadesine katılımcıların çoğunluğu her zaman cevabını vermişlerdir.

Tablo 18. Medya dışında başka alternatif bilgi ve eğlence kaynakları ararım ve kullanırım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 12 | 12,0 | 12,0 | 12,0 |
| | Bazen | 26 | 26,0 | 26,0 | 38,0 |
| | Genellikle | 34 | 34,0 | 34,0 | 72,0 |
| | Her Zaman | 28 | 28,0 | 28,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 18'e bakıldığında, katılımcıların % 12'si (12 kişi) nadiren, % 26'sı (26 kişi) bazen, % 34'ü (34 kişi) genellikle, % 28'i (28 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; medya dışında başka alternatif bilgi ve eğlence kaynakları ararım ve kullanırım ifadesine katılımcıların çoğunluğu genellikle cevabını vermişlerdir.

Tablo 19. Televizyon izleme alışkanlıklarımın farkındayım ve bu alışkanlıklarımı kontrol edebilirim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 2 | 2,0 | 2,0 | 2,0 |
| | Nadiren | 5 | 5,0 | 5,0 | 7,0 |
| | Bazen | 10 | 10,0 | 10,0 | 17,0 |
| | Genellikle | 24 | 24,0 | 24,0 | 41,0 |
| | Her Zaman | 59 | 59,0 | 59,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 19'a bakıldığında, katılımcıların % 2'si (2 kişi) asla, % 5'i (5 kişi) nadiren, % 10'u (10 kişi) bazen, % 24'ü (24 kişi) genellikle, % 59'u (59 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; televizyon izleme alışkanlıklarımın farkındayım ve bu alışkanlıklarımı kontrol edebilirim ifadesine katılımcıların çoğunluğu her zaman cevabını vermişlerdir.

Tablo 20. Televizyon yayınlarının doğuracağı sorunları belirleyerek bunlardan korunma konusunda önlemler alırım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 5 | 5,0 | 5,0 | 5,0 |
| | Nadiren | 20 | 20,0 | 20,0 | 25,0 |
| | Bazen | 26 | 26,0 | 26,0 | 51,0 |
| | Genellikle | 34 | 34,0 | 34,0 | 85,0 |
| | Her Zaman | 15 | 15,0 | 15,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 20'ye bakıldığında, katılımcıların % 5'i (5 kişi) asla, % 20'si (20 kişi) nadiren, % 26'sı (26 kişi) bazen, % 34'ü (34 kişi) genellikle, % 15'i (15 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; televizyon yayınlarının doğuracağı sorunları belirleyerek bunlardan korunma konusunda önlemler alırım ifadesine katılımcıların çoğunluğu genellikle cevabını vermişlerdir.

Tablo 21. Televizyona çok vakit ayırdığım için sosyal ilişkilerimi, eğitimimi veya başka görevlerimi aksatıyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 58 | 58,0 | 58,0 | 58,0 |
| | Nadiren | 19 | 19,0 | 19,0 | 77,0 |
| | Bazen | 17 | 17,0 | 17,0 | 94,0 |
| | Genellikle | 4 | 4,0 | 4,0 | 98,0 |
| | Her Zaman | 2 | 2,0 | 2,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 21'e bakıldığında, katılımcıların % 58'i (58 kişi) asla, % 19'u (19 kişi) nadiren, % 17'si (17 kişi) bazen, % 4'ü (4 kişi) genellikle, % 2'si (2 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; televizyona çok vakit ayırdığım için sosyal ilişkilerimi, eğitimimi veya başka görevlerimi aksatıyorum ifadesine katılımcıların çoğunluğu asla cevabını vermişlerdir.

Tablo 22. Televizyonu problemlerden kaçmak ya da bunalım, kaygı, sorumluluk veya çaresizliği bastırmak için kullanıyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 50 | 50,0 | 50,0 | 50,0 |
| | Nadiren | 23 | 23,0 | 23,0 | 73,0 |
| | Bazen | 16 | 16,0 | 16,0 | 89,0 |
| | Genellikle | 7 | 7,0 | 7,0 | 96,0 |
| | Her Zaman | 4 | 4,0 | 4,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 22'ye bakıldığında, katılımcıların % 50'si (50 kişi) asla, % 23'ü (23 kişi) nadiren, % 16'sı (16 kişi) bazen, % 7'si (7 kişi) genellikle, % 4'ü (4 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; televizyonu problemlerden kaçmak ya da bunalım, kaygı, sorumluluk veya çaresizliği bastırmak için kullanıyorum ifadesine katılımcıların çoğunluğu asla cevabını vermişlerdir.

Tablo 23. İzlediğim programları düşünerek, tekrar televizyonun başına geçmek için sabırsızlanıyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 27 | 27,0 | 27,0 | 27,0 |
| | Nadiren | 32 | 32,0 | 32,0 | 59,0 |
| | Bazen | 25 | 25,0 | 25,0 | 84,0 |
| | Genellikle | 11 | 11,0 | 11,0 | 95,0 |
| | Her Zaman | 5 | 5,0 | 5,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 23'e bakıldığında, katılımcıların % 27'si (27 kişi) asla, % 32'si (32 kişi) nadiren, % 25'i (25 kişi) bazen, % 11'i (11 kişi) genellikle, % 5'i (5 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; izlediğim programları düşünerek, tekrar televizyonun başına geçmek için sabırsızlanıyorum ifadesine katılımcıların çoğunluğu nadiren cevabını vermişlerdir.

Tablo 24. Televizyon izleyemediğim zamanlarda kendimi rahatsız, keyifsiz veya sinirli hissediyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 79 | 79,0 | 79,0 | 79,0 |
| | Nadiren | 15 | 15,0 | 15,0 | 94,0 |
| | Bazen | 3 | 3,0 | 3,0 | 97,0 |
| | Genellikle | 2 | 2,0 | 2,0 | 99,0 |
| | Her Zaman | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 24'e bakıldığında, katılımcıların % 79'u (79 kişi) asla, % 15'i (15 kişi) nadiren, % 3'ü (3 kişi) bazen, % 2'si (2 kişi) genellikle, % 1'i (1 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; televizyon izleyemediğim zamanlarda kendimi rahatsız, keyifsiz veya sinirli hissediyorum ifadesine katılımcıların çoğunluğu asla cevabını vermişlerdir.

Tablo 25. Düşündüğümden daha uzun süre televizyon başında zaman geçiriyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Asla | 59 | 59,0 | 59,0 | 59,0 |
| | Nadiren | 19 | 19,0 | 19,0 | 78,0 |
| | Bazen | 17 | 17,0 | 17,0 | 95,0 |
| | Genellikle | 4 | 4,0 | 4,0 | 99,0 |
| | Her Zaman | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Tablo 25'e bakıldığında, katılımcıların % 59'u (59 kişi) asla, % 19'u (19 kişi) nadiren, % 17'si (17 kişi) bazen, % 4'ü (4 kişi) genellikle, % 1'i (1 kişi) her zaman seçeneğini işaretlemişlerdir. Buna göre; düşündüğümden daha uzun süre televizyon başında zaman geçiriyorum ifadesine katılımcıların çoğunluğu asla cevabını vermişlerdir.

Independent Samples Test ve One Way Anova Analizleri

Çalışma ölçeğinde yer alan bütün "likert sorularına cinsiyete göre" Independent Samples Test yapılmıştır. Bu bağlamda, cinsiyete göre "anlamli farklılık gösteren likert sorulara" aşağıda tablolar halinde yer verilmiştir.

Tablo 26. Medyadan kimin yararlandığını, kimin neden dışlandığını sorgularım sorusunda cinsiyete göre anlamlı farklılık vardır. Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
|---------------------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|--|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | | Lower | Upper |
| 12. Medyadan kimin yararlandığını, | Equal variances assumed | ,003 | ,953 | -2,960 | 98 | ,004 | -,700 | ,236 | | -1,169 | -,231 |
| kimin, neden dışlandığını sorgularım. | Equal variances not assumed | | | -3,045 | 58,651 | ,003 | -,700 | ,230 | | -1,160 | -,240 |

Tablo 26'ya bakıldığında, hesaplanan α 0,004 normal α 0,05'ten küçük olduğu için medyadan kimin yararlandığını kimin neden dışlandığını sorgularım sorusunda cinsiyete göre anlamlı bir farklılık bulunmuştur. Erkeklerin aritmetik ortalaması 3,80 olduğu için medyadan kimin yararlandığını kimin neden dışlandığını sorgularım oranı erkeklerde kadınlara göre daha fazladır.

Tablo 27. TV program türlerini içerik, gerçeklik, kurgusalılık, tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim sorusunda cinsiyete göre anlamlı farklılık vardır. Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
|---|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|--|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | | Lower | Upper |
| 15. TV program türlerini içerik, gerçeklik, kurgusalılık, tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim. | Equal variances assumed | 2,251 | ,137 | -3,143 | 98 | ,002 | -,643 | ,205 | | -1,049 | -,237 |
| | Equal variances not assumed | | | -3,415 | 66,994 | ,001 | -,643 | ,188 | | -1,019 | -,267 |

Tablo 27'ye bakıldığında, hesaplanan α 0,002 normal α 0,05'ten küçük olduğu için medyadan TV program türlerini içerik, gerçeklik, kurgusalılık tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim sorusunda cinsiyete göre anlamlı bir farklılık bulunmuştur. Erkeklerin aritmetik ortalaması 4,10 olduğu için TV program türlerini içerik, gerçeklik, kurgusalılık tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim oranı erkeklerde kadınlara göre daha fazladır.

Tablo 28. Medya dışında başka alternatif bilgi ve eğlence kaynakları ararım ve kullanım sorusunda cinsiyete göre anlamlı farklılık vardır. Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
|--|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|--|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | | Lower | Upper |
| 17. Medya dışında başka alternatif bilgi ve eğlence kaynakları ararım ve kullanım. | Equal variances assumed | ,260 | ,611 | -2,153 | 98 | ,034 | -,457 | ,212 | | -,878 | -,036 |
| | Equal variances not assumed | | | -2,170 | 55,943 | ,034 | -,457 | ,211 | | -,879 | -,035 |

Tablo 28'e bakıldığında, hesaplanan α 0,034 normal α 0,05'ten küçük olduğu için medya dışında başka alternatif bilgi ve eğlence kaynakları ararım ve kullanım sorusunda cinsiyete göre anlamlı bir farklılık bulunmuştur. Erkeklerin aritmetik ortalaması 4,10 olduğu için medya dışında başka alternatif bilgi ve eğlence kaynakları ararım ve kullanım oranı erkeklerde kadınlara göre daha fazladır.

Çalışma ölçeğinde yer alan bütün likert sorulara one way anova analizi yapılmıştır. Buna göre; öğrencilerin "yaşadığı yer, aile geliri, ailenin eğitim durumu, günlük ortalama TV izleme saati" değişkenleri ile bazı likert sorular arasında anlamlı farklılık bulunmuş ve bunlara tablolar halinde aşağıda yer verilmiştir. Ayrıca bu farklılığın hangi gruplar arasında olduğunu tespit etmek için "çoklu karşılaştırma testleri" (Post-Hoc Tests) de yapılmıştır. Öte yandan aylık internet kotası değişkeni ile likert sorular arasında ise anlamlı bir farklılık bulunmamıştır.

Tablo 29. Medyanın bazı kişilerin yararına çalıştığını, bazılarını ise dışladığını düşünürüm sorusunda yaşanan yere göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 10,163 | 3 | 3,388 | 3,433 | ,020 |
| Within Groups | 94,747 | 96 | ,987 | | |
| Total | 104,910 | 99 | | | |

Tablo 29'a bakıldığında, hesaplanan α 0,020 normal α 0,05 değerinden küçük olduğu için medyanın bazı kişilerin yararına çalıştığını, bazılarını ise dışladığını düşünürüm sorusu ile yaşanan yer arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, büyük şehir-il ve büyük şehir-köy arasında bulunmuştur.

Tablo 30. Medyadan kimin yararlandığını, kimin neden dışlandığını sorgularım sorusunda yaşanan yere göre anlamlı farklılık vardır ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 16,980 | 3 | 5,660 | 5,012 | ,003 |
| Within Groups | 108,410 | 96 | 1,129 | | |
| Total | 125,390 | 99 | | | |

Tablo 30' a bakıldığında, hesaplanan α 0,003 normal α 0,05 değerinden küçük olduğu için Medyadan kimin yararlandığını, kimin, neden dışlandığını sorgularım sorusu ile yaşanan yer arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, büyük şehir- il ile il ve köy arasında bulunmuştur.

Tablo 31. Medyada sunulan fikir, bilgi ve haberlerin bir başkasının bakış açısıyla nakledildiğini düşünüyorum sorusunda yaşanan yere göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 15,942 | 3 | 5,314 | 4,594 | ,005 |
| Within Groups | 111,048 | 96 | 1,157 | | |
| Total | 126,990 | 99 | | | |

Tablo 31' e bakıldığında, hesaplanan α 0,005 normal α 0,05 değerinden küçük olduğu için medyada sunulan fikir, bilgi ve haberlerin bir başkasının bakış açısıyla nakledildiğini düşünüyorum sorusu ile yaşanan yer arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar; büyük şehir- il, il-köy ve ilçe-il arasında bulunmuştur.

Tablo 32. Medyadan kimin yararlandığını, kimin, neden dışlandığını sorgularım sorusunda aile geliri göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 11,848 | 4 | 2,962 | 2,478 | ,049 |
| Within Groups | 113,542 | 95 | 1,195 | | |
| Total | 125,390 | 99 | | | |

Tablo 32'ye bakıldığında, hesaplanan α 0,049 normal α 0,05 değerinden küçük olduğu için medyadan kimin yararlandığını, kimin, neden dışlandığını sorgularım sorusu ile aile geliri arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, 800-1600 ile 2001-3000, 800-1600 ile 4001 ve üstü, 1601-2000 ile 2001-3000 arasında bulunmuştur.

Tablo 33. Medyada sunulan fikir, bilgi ve haberlerin bir başkasının bakış açısıyla nakledildiğini düşünüyorum sorusunda aile geliri göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 17,193 | 4 | 4,298 | 3,719 | ,007 |
| Within Groups | 109,797 | 95 | 1,156 | | |
| Total | 126,990 | 99 | | | |

Tablo 33'e bakıldığında, hesaplanan α 0,007 normal α 0,05 değerinden küçük olduğu için medyada sunulan fikir, bilgi ve haberlerin bir başkasının bakış açısıyla nakledildiğini düşünüyorum sorusu ile aile geliri arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, 800-1600 ile 2001-3000, 1601-2000 ile 2001-3000 arasında bulunmuştur.

Tablo 34. Yayın öncesinde kullanılan ve programın ne tür kitleye hitap ettiğini vurgulayan akıllı işaret sembollerinin anlamlarını biliyorum sorusunda ailenin eğitim durumuna göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 9,147 | 2 | 4,573 | 3,210 | ,045 |
| Within Groups | 138,213 | 97 | 1,425 | | |
| Total | 147,360 | 99 | | | |

Tablo 34' e bakıldığında, hesaplanan α 0,045 normal α 0,05 değerinden küçük olduğu için yayın öncesinde kullanılan ve programın ne tür kitleye hitap ettiğini vurgulayan akıllı işaret sembollerinin anlamlarını

biliyorum sorusu ile ailenin eğitim durumu arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, ilköğretim ve üniversite mezunları arasında bulunmuştur.

Tablo 35. TV program türlerini içerik, gerçeklik, kurgusallık, tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim sorusunda ailenin eğitim durumuna göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 11,535 | 2 | 5,767 | 6,723 | ,002 |
| Within Groups | 83,215 | 97 | ,858 | | |
| Total | 94,750 | 99 | | | |

Tablo 35'e bakıldığında, hesaplanan α 0,002 normal α 0,05 değerinden küçük olduğu için TV program türlerini içerik, gerçeklik, kurgusallık, tüketimi hedefleme, yanlış bilgilendirme açısından irdeleyip değerlendirim sorusu ile ailenin eğitim durumu arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, ilköğretim- üniversite mezunları ve ilköğretim-lise mezunları arasında bulunmuştur.

Tablo 36. İzlediğim programları düşünerek, tekrar televizyonun başına geçmek için sabırsızlanıyorum sorusunda, günlük ortalama TV İzleme saatine göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 14,759 | 2 | 7,379 | 6,279 | ,003 |
| Within Groups | 113,991 | 97 | 1,175 | | |
| Total | 128,750 | 99 | | | |

Tablo 36'ya bakıldığında, hesaplanan α 0,003 normal α 0,05 değerinden küçük olduğu için İzlediğim programları düşünerek, tekrar televizyonun başına geçmek için sabırsızlanıyorum ile günlük ortalama TV izleme saati arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, 1-2 saat ile 5 saat ve üstü, 3-4 saat ile 5 saat ve üstü arasında bulunmuştur.

Tablo 37. Düşündüğümden daha uzun süre televizyon başında zaman geçiriyorum sorusunda, günlük ortalama TV izleme saatine göre anlamlı farklılık vardır. ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 11,564 | 2 | 5,782 | 7,026 | ,001 |
| Within Groups | 79,826 | 97 | ,823 | | |
| Total | 91,390 | 99 | | | |

Tablo 37'ye bakıldığında, hesaplanan α 0,001 normal α 0,05 değerinden küçük olduğu için düşündüğümden daha uzun süre televizyon başında zaman geçiriyorum ile günlük ortalama TV izleme saati arasında anlamlı bir farklılık görülmüştür. Bu anlamlı farklılıklar, 1-2 saat ile 5 saat ve üstü, 3-4 saat ile 5 saat ve üstü arasında bulunmuştur.

Alt problemlere cevap vermeden önce çalışmanın temel sorusu olan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyi yeterli midir? Sorusuna cevap verebilmek için frekans analizi yapılmıştır. Buna göre elde edilen sonuç aşağıda tablo halinde gösterilmiştir.

Tablo 38. Katılımcıların Medya Okuryazarlık Düzeyi ortalamaları Statistics

Ortalama

| | | |
|-------------|---------|--------|
| N | Valid | 100 |
| | Missing | 0 |
| Mean | | 3,2206 |
| Minimum | | 1,94 |
| Maximum | | 4,50 |
| Percentiles | 100 | 4,5000 |

Halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi yeterli midir? Halkla ilişkiler öğrencilerinin medya okuryazarlığı düzeyine yönelik yapılan ankette katılımcıların cevapları, 5’li likert ölçeğine göre en yüksek değer olan 5 üzerinden değerlendirilmiştir.

Buna göre Tablo 38’e bakıldığında, medya okuryazarlık düzeyi ile ilgili genel ortalama 3,22 olarak bulunmuştur. Bu sonuca göre, araştırmaya katılan halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi genel olarak yüksektir.

Medya okuryazarlığı düzey ortalaması 5 üzerinden değerlendirildiğinde, en düşük medya okuryazarlık düzeyi 1,94 iken, en yüksek medya okuryazarlık düzeyi ise 4, 50 olarak bulunmuştur.

ALT PROBLEMLER

1. ALT PROBLEM

Birinci alt problemde, araştırmaya katılan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin cinsiyete göre anlamlı bir farklılık gösterip göstermediği test edilmiştir.

Tablo 39. Cinsiyete göre Medya okuryazarlığı Düzeyi Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|--|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | | Lower | Upper |
| Ortalama | Equal variances assumed | ,634 | ,428 | -1,558 | 98 | ,123 | -,14524 | ,09324 | | -,33028 | ,03980 |
| | Equal variances not assumed | | | -1,576 | 56,465 | ,121 | -,14524 | ,09213 | | -,32977 | ,03929 |

Tablo 39’a bakıldığında, hesaplanan α 0,123 değeri normal α 0,05 değerinden büyük olduğu için anlamlı bir farklılık bulunmamıştır. Buna göre, medya okuryazarlığı düzeyi ile cinsiyet değişkeni arasında anlamlı bir farklılık yoktur.

2. ALT PROBLEM

İkinci alt problemde, araştırmaya katılan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin yaşanan yere göre anlamlı bir farklılık gösterip göstermediği test edilmiştir.

Tablo 40. Test of Homogeneity of Variances

| Ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 1,129 | 3 | 96 | ,341 |

Tablo 40'a bakıldığında, hesaplanan anlamlılık düzeyi $0,341 > 0,05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımı kabul edildi.

Tablo 41. Tests of Normality

| Kolmogorov-Smirnov ^a | | | | Shapiro-Wilk | | | |
|---------------------------------|-------------|------|------|--------------|------|------|------|
| Yaşadığınız Yer | Statistic | df | Sig. | Statistic | df | Sig. | |
| Ortalama | Büyük Şehir | ,195 | 36 | ,001 | ,915 | 36 | ,009 |
| | İl | ,110 | 20 | ,200* | ,955 | 20 | ,448 |
| | İlçe | ,153 | 35 | ,038 | ,960 | 35 | ,226 |
| | Köy | ,251 | 9 | ,109 | ,852 | 9 | ,079 |

Tablo 41'e bakıldığında, Shapiro-Wilk testinden anlamlılık düzeyi $0,05$ 'ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varılmıştır. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğu ispatlanmıştır. Tablo 40 ve 41'de 2. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 42. Yaşanılan Yere göre Medya okuryazarlığı Düzeyi ANOVA

| Ortalama | | | | | |
|----------------|----------------|----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 1,732 | 3 | ,577 | 3,338 | ,023 |
| Within Groups | 16,604 | 96 | ,173 | | |
| Total | 18,336 | 99 | | | |

Tablo 42'ye bakıldığında, hesaplanan α 0,023 değeri, normal α 0,05 değerinden küçük olduğu için medya okuryazarlığı düzeyi ile yaşanılan yer değişkeni arasında anlamlı bir farklılık vardır. Bu anlamlı farklılık büyük şehir ve il arasında bulunmaktadır.

3. ALT PROBLEM

Üçüncü alt problemde, araştırmaya katılan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin aile gelir düzeyine göre anlamlı bir farklılık gösterip göstermediği test edilmiştir.

Tablo 43. Test of Homogeneity of Variances

| Ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| ,841 | 4 | 95 | ,503 |

Tablo 43'e bakıldığında, anlamlılık düzeyi $0,503 > 0,05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımı kabul edildi.

Tablo 44. Tests of Normality

| Ailenizin Geliri | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | | |
|------------------|---------------------------------|------|------|--------------|------|------|------|
| | Statistic | df | Sig. | Statistic | df | Sig. | |
| Ortalama | 800-1600 | ,159 | 21 | ,181 | ,961 | 21 | ,533 |
| | 1601-2000 | ,129 | 25 | ,200* | ,966 | 25 | ,536 |
| | 2001-3000 | ,188 | 19 | ,076 | ,948 | 19 | ,361 |
| | 3001-4000 | ,242 | 18 | ,006 | ,884 | 18 | ,030 |
| | 4001 ve Üstü | ,169 | 17 | ,200* | ,931 | 17 | ,228 |

Tablo 44'e bakıldığında Shapiro-Wilk testinden anlamlılık düzeyi 0,05'ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varılır. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğu ispatlanmıştır. Tablo 43 ve 44'de 3. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 45. Aile Gelir Düzeyine Göre Medya Okuryazarlığı Düzeyi ANOVA

Ortalama

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 1,865 | 4 | ,466 | 2,690 | ,036 |
| Within Groups | 16,471 | 95 | ,173 | | |
| Total | 18,336 | 99 | | | |

Tablo 45'e bakıldığında, hesaplanan α 0,036 değeri, normal α 0,05 değerinden küçük olduğu için medya okuryazarlığı düzeyi ile aile geliri değişkeni arasında anlamlı bir farklılık bulunmuştur. Bu anlamlı farklılık, 800-1600 aile geliri ile 2001 ve 3000 aile geliri arasındadır.

4. ALT PROBLEM

Dördüncü alt problemde, araştırmaya katılan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin ailenin eğitim durumuna göre anlamlı bir farklılık gösterip göstermediği test edilmiştir.

46. Test of Homogeneity of Variances

Ortalama

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 2,301 | 2 | 97 | ,106 |

Tablo 46'ya bakıldığında, anlamlılık düzeyi $0,106 > 0,05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımı kabul edildi.

Tablo 47. Tests of Normality

| Ailenizin Eğitim Durumu | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------------------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama İlköğretim | ,110 | 70 | ,037 | ,984 | 70 | ,513 |
| Lise | ,136 | 17 | ,200* | ,974 | 17 | ,876 |
| Üniversite | ,246 | 13 | ,031 | ,810 | 13 | ,009 |

Tablo 47'ye bakıldığında Shapiro-Wilk testinden anlamlılık düzeyi 0,05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varılır. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğu ispatlanmıştır. Tablo 46 ve 47'de 4. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 48. Ailenin Eğitim Durumuna Göre Medya Okuryazarlığı Düzeyi ANOVA

Ortalama

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | ,722 | 2 | ,361 | 1,988 | ,142 |
| Within Groups | 17,614 | 97 | ,182 | | |
| Total | 18,336 | 99 | | | |

Tablo 48'e bakıldığında, hesaplanan α 0,142 değeri, normal α 0,05 değerinden büyük olduğu için anlamlı bir farklılık bulunmamıştır. Buna göre, medya okuryazarlığı düzeyi ile ailenin eğitim durumu arasında anlamlı bir farklılık yoktur.

5. ALT PROBLEM

Beşinci alt problemde, araştırmaya katılan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin aylık internet kotasına göre anlamlı bir farklılık gösterip göstermediği test edilmiştir.

Tablo 49. Test of Homogeneity of Variances

| Ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 3,837 | 4 | 95 | ,006 |

Tablo 49'a bakıldığında, anlamlılık düzeyi $0,006 > 0,05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımı kabul edildi.

Tablo 50. Tests of Normality

| Aylık İnternet Kotasınız | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------------------------|----------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | İnternet Paketim Yok | ,300 | 5 | ,161 | ,858 | 5 | ,222 |
| | 2 Gb | ,155 | 19 | ,200* | ,906 | 19 | ,064 |
| | 4 Gb | ,097 | 24 | ,200* | ,968 | 24 | ,619 |
| | 6 Gb | ,164 | 15 | ,200* | ,948 | 15 | ,501 |
| | 8 Gb ve Üstü | ,213 | 37 | ,000 | ,899 | 37 | ,003 |

Tablo 50'ye bakıldığında Shapiro-Wilk testinden anlamlılık düzeyi 0,05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varılır. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğu ispatlanmıştır. Tablo 49 ve 50'de 5. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 51. Aylık İnternet Kotasına Göre Medya Okuryazarlığı Düzeyi ANOVA

| Ortalama | | | | | |
|----------------|----------------|----|-------------|------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | ,667 | 4 | ,167 | ,896 | ,469 |
| Within Groups | 17,669 | 95 | ,186 | | |
| Total | 18,336 | 99 | | | |

Tablo 51'e bakıldığında, hesaplanan α 0,469 değeri, normal α 0,05 değerinden büyük olduğu için anlamlı bir farklılık bulunmamıştır. Buna göre medya okuryazarlığı düzeyi ile aylık internet kotası arasında anlamlı bir farklılık yoktur.

6. ALT PROBLEM

Altıncı alt problemde, araştırmaya katılan halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyinin günlük ortalama TV izleme süresine göre anlamlı bir farklılık gösterip göstermediği test edilmiştir.

Tablo 52. Test of Homogeneity of Variances

| Ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| ,204 | 2 | 97 | ,816 |

Tablo 52'ye bakıldığında, anlamlılık düzeyi $0,816 > 0,05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımı kabul edildi.

Tablo 53. Tests of Normality

| Günlük Ortalama TV İzleme Süreniz | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | | |
|-----------------------------------|----------------|---------------------------------|------|------|--------------|------|------|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. | |
| Ortalama | 1-2 saat | | ,109 | 63 | ,063 | ,976 | 63 | ,258 |
| | 3-4 saat | | ,160 | 26 | ,086 | ,958 | 26 | ,357 |
| | 5 saat ve üstü | | ,222 | 11 | ,136 | ,882 | 11 | ,109 |

Tablo 53'e bakıldığında, Shapiro-Wilk testinden anlamlılık düzeyi 0,05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varılır. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğu ispatlanmıştır. Tablo 52 ve 53'te 6. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 54. Günlük Ortalama TV izleme Süresine Göre Medya Okuryazarlığı Düzeyi ANOVA

Ortalama

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | ,003 | 2 | ,002 | ,008 | ,992 |
| Within Groups | 18,333 | 97 | ,189 | | |
| Total | 18,336 | 99 | | | |

Tablo 54'e bakıldığında, hesaplanan α 0,992 değeri, normal α 0,05 değerinden büyük olduğu için anlamlı bir farklılık bulunmamıştır. Buna göre, medya okuryazarlığı düzeyi ile günlük ortalama TV izleme süresi arasında anlamlı bir farklılık yoktur.

SONUÇ VE ÖNERİLER

Çalışmada medya okuryazarlığı nedir, medya okuryazarlığının amacı, özellikle halkla ilişkiler bakımından önemi ve tarihsel gelişimine ilişkin kavramsal bir çerçeve çizilmiştir. Medya okuryazarlığı konusunda literatür taranarak çalışmamız ile benzer ve farklı olan yönler incelenmiş ve bunlara çalışmamızda yer verilmiştir. Ayrıca, çalışmanın geçerlik ve güvenilirliğinin artırılması ve daha bilimsel bir temele dayandırılması bakımından çalışma gerekçeleri açıklanarak Gerbner'in Ekme Kuramına dayandırılmıştır.

Çalışmanın araştırma sorusu, Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksekokulu Halkla İlişkiler Bölümü öğrencilerinin medya okuryazarlık düzeyi, demografik özelliklerine ve medya araçları ile olan ilişkilerine bağlı olarak anlamlı bir farklılık göstermekte midir? Şeklinde dir.

Bu araştırma sorusu, Medya ve Televizyon Okuryazarlık Düzeyleri Ölçeği (MODÖ) kullanılarak, anket yöntemiyle elde edilen verilerin SPSS 24.0 programında Independent Samples Testi ve One Way Anova ile analiz edilmesiyle şu şekilde bir sonuca ulaşılmıştır: Araştırmaya katılan halkla ilişkiler bölümü öğrencilerinin ortalama medya okuryazarlık düzeyi; cinsiyet, ailenin eğitim durumu, aylık internet kotası ve günlük ortalama TV izleme süresine göre anlamlı bir farklılık göstermemektedir.

Öte yandan, öğrencilerin ortalama medya okuryazarlık düzeyi, yaşadıkları yere göre anlamlı bir farklılık göstermiştir. Bu anlamlı farklılık, büyük şehir ve il arasında bulunmuştur.

Öğrencilerin ortalama medya okuryazarlık düzeyi, ailenin gelir düzeyine göre de anlamlı bir farklılık göstermiştir. Bu anlamlı farklılık, 800-1600 aile geliri ile 2001 ve 3000 aile geliri arasında bulunmuştur.

Çalışmaya, Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu'nda eğitim gören halkla ilişkiler ve tanıtım bölümü öğrencilerinin medya okuryazarlık düzeyi yüksektir varsayımı ile başlanmıştır. Çalışmada elde edilen sonuca göre ise; medya okuryazarlık düzeyi ortalaması 5'li likert ölçeğine göre en yüksek değer olan 5 üzerinden değerlendirildiğinde, halkla ilişkiler öğrencilerinin en düşük medya okuryazarlık düzeyi 1,94 en yüksek medya okuryazarlık düzeyi 4,50 genel medya okuryazarlık ortalaması ise 3,22 olarak bulunmuştur. Buna göre, araştırmaya katılan halkla ilişkiler bölümü öğrencilerinin medya okuryazarlık düzeyi genel olarak yüksektir. Dolayısıyla araştırma varsayımı geçerli bir varsayımdır.

Halkla ilişkiler öğrencilerinin medya okuryazarlık düzeyi, demografik özelliklerine ve medya araçlarıyla olan ilişkilerine bağlı olarak anlamlı bir farklılık göstermektedir varsayımı ise; yaşanan yer ve ailenin gelir düzeyine göre medya okuryazarlık düzeyinde anlamlı bir farklılık bulunduğu için geçerli bir varsayımdır. Fakat cinsiyet, ailenin eğitim durumu, aylık internet kotası ve günlük ortalama TV izleme süresine göre medya okuryazarlık düzeyinde anlamlı bir farklılık bulunmadığı için geçerli bir varsayım değildir.

Medya okuryazarlığı konusunda birtakım önerilerde bulunmak, bu konuda çalışma yapacak araştırmacılara faydalı olabilir. Dolayısıyla "Medya Okuryazarlığı Konusunda Çalışma Yapacak Olan Araştırmacılar":

Çalışmamız sadece meslek yüksekokulunda gerçekleştirilmiştir. Fakat anket çalışması bir iletişim fakültesinde; halkla ilişkiler, radyo sinema televizyon, gazetecilik bölümlerinin tamamında uygulayarak daha kapsamlı bir çalışma yapılabilir. Ya da aynı veri toplama aracı ile iki farklı örneklem grubu üzerinde anket çalışması yapılabilirler. Örneğin ön lisans öğrencileri ve lisans öğrencilerinin medya okuryazarlık düzeyinin kıyaslanabileceği farklı bir çalışma yapmak literatüre katkı sunabilir.

Çalışmamızda sadece anket yöntemi kullanılmıştır. Fakat medya okuryazarlık düzeyini ölçmeye yönelik çalışmalarda hem anket hem de yarı yapılandırılmış görüşme yaparak, karma yöntemin tercih edilmesi çalışmanın geçerliği ve güvenilirliği bakımından son derece yararlı olacaktır.

Çalışmamızda öğrencilerin medya okuryazarlık düzeyinin, öğrencilerin demografik özelliklerine, aylık internet kotasına ve günlük ortalama televizyon izleme sürelerine göre anlamlı bir farklılık gösterip göstermediği

analiz edilmiştir. Bu şekilde bir çalışma yapacak olanlar demografik soru bölümünü daha kapsamlı tutabilirler. Örneğin bir bilgisayara, akıllı telefona, tablete sahip olup olmadıkları, sosyal medya platformlarında geçirdikleri süre, sosyal medya platformlarını ve geleneksel kitle iletişim araçlarını daha çok ne amaçla kullandıkları vb. sorulara demografik sorular kısmında yer verilmesi çalışmada daha güçlü veriler elde edilmesini sağlayacaktır.

Çalışmamızın kavramsal kısmında; medya okuryazarlığı, medya okuryazarlığının önemi ve amacı, Türkiye’de ve dünyada medya okuryazarlığının tarihsel gelişimi ve bu yönde yapılan çalışmalara değinilmiştir. Fakat yeni medya platformlarının her geçen gün daha fazla hayatımıza girmesi, bireyleri etkilemesi ve yönlendirmesi bakımından düşünüldüğünde, sadece online medya okuryazarlığı konusunda kavramsal bir çerçeve çizilerek, online medya okuryazarlığı düzeyini ölçmeye yönelik bir çalışma yapılabilir. Zira literatürde online medya okuryazarlığı ile ilgili olan spesifik çalışmaların yetersiz olduğu görülmüştür. Ayrıca çalışmanın uygulama kısmında sadece online medya okuryazarlığını ölçen bir ölçek ile veri toplanması çalışmanın doğruluğu, bilimselliği ve geçerliği bakımından önemli bir unsurdur.

Öte yandan medya okuryazarlığı konusunda Türkiye’de yapılan çalışmalar çok eski bir zamana dayanmamaktadır. Literatür incelendiğinde, medya okuryazarlığı öneminin Türkiye’de Batıya nazaran biraz daha geç fark edildiği görülmüştür. Dolayısıyla medya okuryazarlığı konusunda yabancı literatürden yeterince faydalanmak çalışmaya önemli katkı sağlayacaktır.

Son bir öneri olarak; geleneksel medyada yer alan sansasyonel, manipüle edilmiş, taraflı haberlere yönelik bir söylem analizi çalışması yapılarak, bu bağlamda medya okuryazarlığının önemi tartışılabilir.

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HUKUKİ İŞLEMLERDE İKRAHIN ETKİSİ

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ÖZET

İslam hukukçularının kabul ettikleri akit nazariyesinde akdin kuruluşu için tarafların akde olan rızaları zorunlu kabul edilmiş, bu rızayı ihlal edecek hususları ise akdi bozan bir unsur kabul edilmiştir. Ancak fakihler rızayı ihlal eden durumları akdi sonlandırma açısından mutlak kabul etmek yerine hukukun istikrarı ve güvenilirliğini sağlamak adına sınırlandırmayı tercih etmişlerdir. Bu bağlamda klasik fıkıh kaynaklarında üzerinde oldukça geniş durulan konulardan birisi de ikrahıtır. İkrah altında yapılan akitlerin geçerliği, hangi tip ikrahın akde tesir ettiği gibi konular etrafında görüş ayrılıkları oluşmuş ve farklı görüşler dile getirilmiştir. Biz bu tebliğde ikrah etrafında oluşan görüşlerin temel teorilerini tespit ve izah etmeye çalışacağız.

Anahtar Kelimeler: İslam hukuku, fikh, ikrah

İLAHİYAT FAKÜLTESİ SON SINIF ÖĞRENCİLERİ İLE UYGULAMA ÖĞRETMENLERİNİN ÖĞRETMENLİK UYGULAMASI DERSİNE YÖNELİK BEKLENTİ VE SORUNLARININ TESPİTİ

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ÖZET

İlahiyat fakülteleri 2017-2018 eğitim- öğretim yılından itibaren, formasyon eğitimini seçmeli dersler kapsamında lisans programının içerisinde yürütmektedir. “Öğretmenlik Uygulama”sı, VIII. Yarıyıl Bahar yarıyılında seçmeli formasyon dersleri kapsamında yer alan; 2 saati teorik olarak ilgili öğretim elemanı tarafından fakültemizde, 6 saati uygulama olarak belirlenen eğitim kurumlarında gerçekleştirilen bir derstir. Dersin amacı, öğretmen adaylarının öğretmenlik mesleğine daha iyi hazırlanmalarını, öğrenimleri süresince kazandıkları genel kültür, özel alan eğitimi ve öğretmenlik mesleğiyle ilgili bilgi, beceri, tutum ve alışkanlıklarını, gerçek bir eğitim- öğretim ortamı içinde kullanabilme yeterliği kazanmalarını sağlamaktır. Temel olarak bu ders ile öğretmen adaylarına, öğretim kurumlarında kendi alanları ile ilgili öğretimin planlanması, uygulanması ve değerlendirilmesi etkinliklerini bizzat gerçekleştirme imkanı sağlanarak, öğretmenlik bilgisi, becerisi ve deneyimi kazandırmak amaçlanmaktadır.

Bu araştırmanın konusu, söz konusu dersi alan son sınıf öğrencileri ile uygulama öğretmenlerinin karşılıklı beklentilerini, süreçte yaşadıkları problemleri ve çözüm önerilerini tespit etmektir.

Bu çerçevede yaptığımız araştırmanın amacı şu temel soruları cevaplamaya çalışmaktır:

- ☐ Öğretmenlik uygulamasına giden öğrencilerin ve uygulama öğretmenlerinin karşılıklı beklentilerini tespit etmek,
- ☐ Öğretmenlik uygulamasına giden öğrenciler ile uygulama öğretmenlerinin karşılıklı sorunları tespit etmek,
- ☐ Öğretmenlik uygulamasının işlevselliğini arttıracak önerilerde bulunmak.

Bu araştırmada, nitel araştırma yöntemi benimsenmiş, bu çerçevede yarı yapılandırılmış mülakat tekniği ile maksimum çeşitlilik yöntemi ile belirlenen bir grup gönüllü öğretmen ve öğrenci ile hem odak grup hem de tekli görüşmeler gerçekleştirilmiştir. Örneklem grubu, maksimum çeşitlilik yolu ile seçilen 20 öğretmen ve 40 öğrenciden oluşmaktadır.

Araştırma, Ankara Üniversitesi İlahiyat Fakültesi, 2018-2019 Bahar dönemi Öğretmenlik uygulaması dersi alan öğrenciler ile anlaşmalı uygulama okullarında görev yapan DKAB ve IHL öğretmenlerini kapsamaktadır.

IMPLEMENTATION OF SUPERVISION IN NURSING

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ABSTRACT

Supervision, from the English word "supervision", means leadership, control, control over. Supervision is a group and individual help in solving professional situational crises. In the field of helping professions, we can also understand supervision as one of the forms of personal and professional development. Supervision in nursing practice is a topic that is little known and poorly implemented in Slovak nursing practice. Supervision could be used as a tool for developing and supporting nurses, similarly to social workers and other helping professions. By executing it, it would be possible to anticipate an increase in the quality and professionalization of nursing practice. The research study was attended by eight respondents from the health and social section of the Senior Care facility in Dolná Súča in the Slovak Republic. Three supervisory meetings with a certified supervisor were carried out in practice to fulfill the objective of the research study. After their completion, respondents' opinions on effectiveness, the importance of supervision in practice and personal experience with supervision were mapped through an individual structured interview. The responses of the face to face research participants have been written down, rewritten into the charts and evaluated. The respondents stated the need to reflect on their feelings, which they experience while working with the patients and 7 out of 8 respondents agreed to introduce supervision into nursing practice. After the implementation of the supervision, the respondents appreciated a safe environment in which this aspect was not evaluated neither criticized, but in which space was created for mutual discussion. The subject of the respondents' interest were relations and behavior towards patients, co-workers, but also general topics to acquire new knowledge and knowledge about supervision. The benefit of supervisory meetings was the constructive resolution of problems between team members, positive worker-patient relationships and the work team, active participation in their mental well-being and learning new approaches. The method of supervision applies to nurse practice. The proper mental well-being of nurses, support and understanding of the patient's and colleague's situation is essential for quality nursing care. Its regular implementation could help the supervised person cope with emotional burdens and professional development issues.

Keywords: Supervision, Nursing, Implementation

INTRODUCTION

The patient health care as a nurse's priority role is a constantly discussed topic. However, nurse's health, especially the mental one and well-being, remains a marginal topic. Surveillance, guidance or control are synonyms for the word "supervision". This term has no unified definition yet, but authors provide several explanations. Franck and Graaff (2011) interpret supervision as a joint activity of a qualified supervisor and nurses, which aims to find solutions to problems, improve procedures and increase understanding in the professional field. Venglářová et al. (2013) talks about a process focused on reflecting tasks, actions and activities related to the job position performed by a team, group of workers or individual. It's about looking after an employee who can provide patients with better care, thanks to psychological well-being and professional growth. The term "supervision" is currently discussed more intensively in relation to the so-called helping professions including health care, more specifically in terms of the development of work competencies, burnout prevention, promotion of the mental health, work roles and collegial relationships. Supervision in the nursing practice is not a well-known nor sufficiently implemented topic in conditions of the Slovak nursing practice. The aim of this study was to stimulate the idea of supervision and support the protection of nurses' mental health at work by introducing supervision into the nursing practice conditions. Venglářová (2013), Schavel and Tomka (2010) bring out three basic functions of supervision – managing, educational and supportive. The supportive function of supervision, which was also applied in our study, can be demonstrated by providing support when a supervisee feels to be emotionally threatened, or by providing encouragement and hope for further work. The goal of this supervision function is to reduce the subjectively perceived burden caused by the work activity, and to increase the motivation and support (Schavel, Tomka, 2010). The supportive supervision includes a care for people who provide the care themselves. Only a satisfied nurse can provide the satisfaction, hope and high-quality nursing care to patients. The supportive supervision brings relief, it renews, complements, and also inspires and increases the feeling of satisfaction from the work done.

RESEARCH OBJECTIVES

The main objective of this research study was to find out if it was possible to implement the supervision methodology into the nursing practice in conditions of a selected medical facility in Slovakia.

RESEARCH QUESTIONS

- Can supervision be used in the nursing practice as a method of professional development and tool for nurses for dealing with the emotional burden?
- Which topics and supervision areas are preferred by nurses?
- What are the advantages and disadvantages of supervision as methods of the professional development of nurses?
-

RESPONDENTS AND METHODS

Three supervisory meetings were realized in practice to fulfil the purpose of this study. The research sample consisted of 8 respondents, employees of the Health and Social Department of the Facility for Seniors in Dolná Súča, Slovakia. Three supervisory meetings in the duration of 1.5 hour were held under the leadership of the certified supervisor Mgr. Zuzana Jankovcová from May to July 2018.

Topics of the individual supervisory meetings:

1. Characteristics of the supervision, preparation and motivation of the respondents for supervision. Creating a supervisory relationship.
2. Supporting the patient, understanding of his situation.
3. Communication of the medical staff.

At first, respondents received a motivational lecture on supervision. After that, supervisory techniques we used – the Questionnaire and the Ball of Wool by Schavel, Hunyadiová, Kuzyšin (2013). The aim of the Questionnaire technique was for the participants to get to know each other, achieve a cooperation, cohesion and thus support the development of trust-based relationships in the group. The Ball of Wool technique – debriefing in this activity was focused on identifying and revealing feelings from areas that a person perceives in others. The second supervisory meeting was held on the topic Support in Understanding the Patient's Situation. A supervisor applied the Abreaction technique where a supervisee could experience a problematic situation and relieve the hidden or suppressed emotion, tension, stress. It's about reliving and perceiving this situation in a safe place with people who can offer a feedback and encouragement. The social skills of the supervisee are developed to cope with a similar situation in the future. Another method called Strengthening is based on knowing the strengths of an individual, virtues that a person knows and values about oneself, and which set him or her apart from the others. Communication of the Medical Staff was the topic of the last supervisory meeting, where the supervisory techniques such as Clarification were implemented. In this method, a supervision participant clarifies various aspects of the presented problem. Supervisees thus had the opportunity to get indications of their feelings and parallels they didn't think of as important. The supervisee uncovered the basic framework of the problem in a non-directive manner, distinguished the essential from the non-essential, looked for the causes of problem with the support and summarization of aspects, as well as with the motivation to search for alternative solutions. The Confrontation method was carried out based on the counterarguments of a certain dichotomy, which may appear in the group from the beginning when rules are set, through negotiating and formulating a collective task or activity. It can also encourage supervision participants to "assert themselves and speak up". This method also creates a space for consolidating relationships in the group, clarifying things through friction which generates heat. These dichotomies help to reduce and transform disarranged situations into specific aspects, so that the group members can make better decisions. They stimulate the reflection of inner value and relation systems of the supervisees through feedback (Schavel, Hunyadiová, Kuzyšin, 2013). When the supervisory meetings were over, respondents' opinions on effectiveness, importance of supervision in practice, benefits, disadvantages and personal experience with supervision were surveyed through a group structured interview.

Interview methodology:

- a) interview type: group structured interview, which ensured a so-called synergic effect – continuity of the mutual communication of supervisees,
 - b) interview questions:
 - Q3-Q9 were used from the evaluation questionnaire by Venglářová (2013):
- Q3 What was the benefit of supervision for you?
- Q4 Which topics on supervision are you interested in?
- Q5 What did you like during supervision?
- Q6 What didn't you like during supervision?

Q7 What qualities should a supervisor have?

Q8 What traits should a supervisor not have?

Q9 Did you have the opportunity to speak openly?

- interview questions Q1-Q2-Q10 were of our own design:

Q1 What was your previous experience with supervision?

Q2 Will you use anything from what you have learnt at the supervisory meetings at your job?

Q10 Would you agree/disagree with a regular introduction of supervision into nursing practice?

c) interview phases:

- preparatory phase – selection of respondents, location, questions and data recording,
- implementation phase – “small talk“, rapport, interview,
- evaluation phase – transcript,

d) interview duration: 45 minutes,

e) interview principles – cooperation with the respondent, empathy, politeness and competent behaviour.

Responses of the participants during “face to face” survey were recorded in writing, rewritten into tables and evaluated.

RESULTS

Scientific research objects consisted of 8 respondents from the health and social facility for seniors. Their work position, age, years of professional experience and education are presented in Table 1.

Table 1 Scientific research objects

| Respondent number | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 |
|---|------------------|---------------------|---------------------|---------------------|------------------|------------------|---------------------|---------------------|
| Work position | Head nurse | Medical assistant | Nurse | Medical assistant | Social worker | Nurse | Medical assistant | Nurse |
| Age | 48 | 34 | 42 | 37 | 45 | 47 | 51 | 51 |
| Years of professional experience | 30 | 7 | 6 | 12 | 23 | 12 | 4 | 10 |
| Education | Higher education | Secondary education | Secondary education | Secondary education | Higher education | Higher education | Secondary education | Secondary education |

Respondents' questions and answers from the interview are presented in Tables 2-11.

Q1 What is your previous experience with supervision?

Table 2 Previous experience with supervision

| Respondent number | Answer |
|--------------------------|---------------|
| R1 | No |
| R2 | No |
| R3 | No |
| R4 | No |
| R5 | Yes |
| R6 | No |
| R7 | No |
| R8 | No |

Q2 Will you use anything from what you have learnt at the supervisory meetings at your work?

Table 3 Use of supervision at work

| Respondent number | Answer |
|-------------------|---|
| R1 | Yes, I learned to listen more to my colleagues and patients. I will behave differently in certain situations. |
| R2 | I will change communication with coworkers and patients. |
| R3 | I will work more calmly and improve my communication with patients and colleagues. |
| R4 | I will be more patient, understanding and will improve my approach to patients. |
| R5 | I will be more thoughtful towards other colleagues because we have looked into our souls. |
| R6 | Yes, I want to have more understanding for others. |
| R7 | I will be a little different, I'm leaving with a good feeling |
| R8 | We are better towards ourselves than before, tomorrow when we meet it will be a better "hello". |

Q3 What was the benefit of supervision for you?

Table 4 Benefit of supervision

| Respondent number | Answer |
|-------------------|--|
| R1 | That we got to know each other better as a working team. |
| R2 | I learned how to deal with some work-related stress situations. |
| R3 | I let out my feelings |
| R4 | I understood my colleagues and their actions in some situations. |
| R5 | I got to know my colleagues better, their problems, by this I understood their behavior at work, why they react and act in such a way. |
| R6 | That we got together and learned new things. Communication between us, new views. |
| R7 | I do not regret being here, I am a little wiser, the supervision has enriched me. |
| R8 | I am pleasantly surprised how many of us opened up, wept. |

Q4 Which topics on supervision are you interested in?

Table 5 Topics on supervision

| Respondent number | Answer |
|-------------------|--|
| R1 | organization of work, job description and competence general and philosophical themes (learn something new) relationships (to clients, associates) |
| R2 | case supervisions |
| R3 | relationships and behavior (to clients, associates) |
| R4 | case supervisions |
| R5 | organization of work, job description and competence general and philosophical themes (learn something new) relationships (to clients, associates) |
| R6 | general and philosophical themes (learn something new) relationships (to clients, associates) |
| R7 | relationships (to clients, associates) |
| R8 | relationships (to clients, associates) |

Q5 What did you like during supervision?

Table 6 Positive aspects of supervision

| Respondent number | Answer |
|--------------------------|---|
| R1 | Openness of my co-workers. |
| R2 | All methods and tasks that we did helped us to get to know each other better as a team. |
| R3 | Atmosphere during supervision. |
| R4 | Openness of co-workers. |
| R5 | Everything we did. |
| R6 | I was surprised by the openness of my co-workers. |
| R7 | I liked everything, it was completely new experience for me. |
| R8 | Openness, honesty. |

Q6 What didn't you like during supervision?

Table 7 Negative aspects of supervision

| Respondent number | Answer |
|--------------------------|--|
| R1 | I have no objection. |
| R2 | I have no objection. |
| R3 | I have no objection. |
| R4 | I cannot express it exactly, but probably greater interference with my personality and personal matters. |
| R5 | I have no objection. |
| R6 | I have no objection. |
| R7 | I have no objection. |
| R8 | It was emotionally difficult. |

Q7 What qualities should a supervisor have?

Table 8 Supervisor's qualities (positive)

| Respondent number | Answer |
|--------------------------|---|
| R1 | Calm, reasonable, well-read, having an overview of all topics |
| R2 | Open, empathetic, knowing how to gain attention, having knowledge of supervision |
| R3 | Empathetic, having an overview of life and work, willing to advise and encourage people to think about themselves |
| R4 | Understanding, patient, empathetic |
| R5 | Positive-minded |
| R6 | To remain "human" |
| R7 | Communicative, truthful, smiling |
| R8 | Educated, empathetic, communicative |

Q8 What traits should a supervisor not have?

Table 9 Supervisor's traits (negative)

| Respondent number | Answer |
|-------------------|---|
| R1 | Arrogant, mocking, with an unpleasant voice. |
| R2 | He/she should not pick up something that is uncomfortable to someone. |
| R3 | Angry, sad. |
| R4 | He/she should not lead supervision to private and very personal topics. |
| R5 | Haughty. |
| R6 | Arrogant, impatient. |
| R7 | Unpleasant. |
| R8 | Uncommunicative, non-empathetic. |

Q9 Did you have the opportunity to speak openly?

Table 10 Opportunity to speak openly

| Respondent number | Answer |
|-------------------|--|
| R1 | Yes |
| R2 | Yes |
| R3 | Yes |
| R4 | No, because in some cases it's not possible to tell the whole truth. |
| R5 | Yes |
| R6 | Yes |
| R7 | Yes |
| R8 | Yes |

Q10 With a regular introduction of supervision into nursing practice, you would agree/disagree?

Table 11 Supervision implementation

| Respondent number | Answer |
|-------------------|----------|
| R1 | agree |
| R2 | agree |
| R3 | agree |
| R4 | disagree |
| R5 | agree |
| R6 | agree |
| R7 | agree |
| R8 | agree |

These results indicate that only one in ten respondents had a previous experience with supervision. All respondents (8) answered in the affirmative to the question if they will use something from supervision at their work. They mentioned especially the change in communication towards patients and co-workers as well as change in behaviour. According to the participants, among the main benefits of supervision was getting to know the work team better, empathy towards co-workers (5 respondents) and the opportunity to learn how to deal with some stressful situations at work (1 respondent). Research participants were mostly interested in supervision topics – relations towards clients, co-workers (6 respondents), general and philosophical topics (3 respondents) and also case supervisions (2 respondents). Openness and sincerity of co-workers were indicated as positive aspects of supervision (4 respondents). Regarding the question about negative aspects of supervision, 6 respondents had no objections, 1 respondent said that supervisory meetings were emotionally demanding and 1 respondent reported negative interference with personal matters. Results of this questionnaire indicate that the supervisor should be mainly empathetic (4 respondents), educated (3 respondents) and have good communication skills (2 respondents). When participants were asked whether they had the opportunity to speak openly, 7 respondents said yes, 1 said no. 7 out of 8 respondents agreed with a regular implementation of supervision into the nursing practice.

DISCUSSIONS

Nowadays, we can observe results of researches in countries where supervision was implemented, e.g. Australia, Great Britain, Portugal, Lithuania. Pinto de Abreu and Marrow (2012) conducted a comparative study, which involved introducing supervision for nurses in two countries – Great Britain and Portugal. A total of 45 nurses from both countries filled in questionnaires that were analysed using the Colaizzi's framework (1978). Based on results of the study, authors claim that a clinical supervision has a positive impact on the professional development of nurses and their clinical practice. They also noted some objections to supervision, especially in Great Britain, which included mainly a lack of time, understanding of supervision and commitment. Results of our interview indicate that implemented supervisory meetings were beneficial for both social and medical staff. According to the participants, among the main benefits of supervisory meetings was constructive problem solving in team, a positive relationship between worker and patient as well as the work team, active participation in one's own well-being and in learning new approaches. Empirical studies in the medical literature also emphasise the positive impact of supervision on the patient safety, provision of high-quality health care, reducing stress and increasing satisfaction with work among the medical staff (Tomlinson, 2015, Bifarin, Stonehouse, 2017). During the interview, we asked respondents which topics on supervision interested them the most (they could have presented other alternatives to the supervision topics). 6 nurses chose relationships and behaviour toward clients and co-workers, and 3 participants expressed interest in general topics on supervision in order to learn something new. Circenic et al. (2015) carried out a study focused on burnout prevention to evaluate the effectiveness of supervision in nurses working in a hospital in Latvia. Results show that there is a statistically significant difference between indicators of emotional exhaustion and depersonalization in participants of the experimental group before and after supervision, as well as between indicators of the experimental and control group after supervision. Supervision reduced the burnout indicators in the experimental group in comparison with the control group. Supervision also helped nurses with better understanding of themselves, their emotions and behaviour in various work situations. Psychological well-being of nurses, support and understanding of the patient's and co-worker's situation is important for a high-quality nursing care. As Miklovičová (2008) states, the current health care system places high demands on the work of nurses. The workload is intensifying and it can lead to a gradual loss of motivation and physical and mental exhaustion that can have consequences on nurse's physical and mental health. Respondents expressed the need to reflect on emotions they experience when working with patients, and 7 out of 8 research participants agreed with introducing supervision into the nursing practice. Supervision is also applicable in the conditions of the nursing field. A regular implementation of supervision could help the supervisee to cope with the emotional burden and problems of the professional development. Supervision is one of those strategies, as stated by Čech (2009), that can provide support and safety, strengthen the professional self-esteem, broaden knowledge, give orientation, show direction, establish structure, help to manage doubts and insecurities, offer techniques and interventions, enable control, but also open up the space for creativity. Although there are several studies on the effectiveness of a group supervision of nurses, Francke and Graaff (2012) report that the evidence is still inadequate and they also appeal to the need for further methodological research.

CONCLUSIONS

In conclusion, we present the following recommendations for the nursing practice in conditions of the Slovak Republic:

- call on managers of the health care facilities to assume the participation and support the implementation of supervision into the nursing practice,
- motivate nurses to conduct supervisory meetings and participate on supervision,
- create safe conditions for all supervision participants, implement the supervision technique into the nursing practice as a method of professional support and protection of the nurses' mental health.

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INPUT FOR CURRICULUM DESIGN: DETERMINING THE ATTITUDES OF STUDENTS TOWARDS ENGLISH COURSES

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ABSTRACT

As a result of the importance given to English which is the world's most common communication language in science and trade, English courses have taken place in the curriculum as elective or compulsory courses. Personal traits of the individuals are among the items which must be taken into consideration while designing curriculum. The purpose of this research is to determine the students' attitudes towards English courses in order to use them as input in curriculum design. Explanatory Research Design among the Mixed Research Designs was used in this research. The qualitative and quantitative data of the research were obtained from 977 secondary school students and 6 English teachers. Man Whitney U and Kruskal Wallis H tests were used for the data analysis. In the analysis of qualitative data, descriptive analysis method was used. At the end of the research, it was found out that the attitudes of the students towards English course didn't change according to gender, grade level and having a family member knowing English. Considering the sub-dimensions of the attitudes, it was found out that the female students' attitudes were more positive than the male students' attitudes regarding the general aspects and importance of the course; the male students' attitudes were more positive than the female students' regarding the interestingness of the subject and the teachers' teaching styles. While it was found out that the students' attitudes towards the general aspects and importance of the course, the interestingness of the subjects and the teachers' teaching styles didn't change according to grade levels. Other components which take role as input while designing curriculum should be investigated in future studies.

Keywords: Curriculum Design, English Courses, Attitude of Students

INTRODUCTION

In a globalizing world, inter-country relations have intensified, foreign language learning and teaching has become one of the important goals in education and daily life and has become a need for many people (Doğan, 2012). English, the world's common communication language, which is accepted as a universal language, is taught as a compulsory or elective course in education programs due to this need that arises in many parts of the world. A number of factors play a role in the success of learning English, which has become the target of the whole world. Ülgen (1997: 88) defines the attitude that is one of the influential factors in the success of language learning as 'the element acquired through learning, which directs the individual's behavior and causes bias in the decision-making process'. Our attitudes affect our emotions, thoughts and behaviors at every point of our lives as well as affect students' feelings, thoughts and behaviors in language learning and teaching. Whether students like to learn English as a universal language, their positive or negative feelings about the course, their thoughts and beliefs about the course, and their behavior towards escape or approach within or outside the course are important factors affecting their English proficiency and achievement.

When the literature was examined, it was found that there were studies about the power, change, consistency, confidentiality, knowledge and emotion based on the attitudes and individuality. The strength and degree of attitudes are different. The power of attitude is the result of the sum of cognitive, emotional and behavioral responses to an individual's object of attitude. It is easier to predict the behaviors that will be revealed by very strong attitudes than to predict the behaviors that will be revealed by moderate or weak attitudes (Binbasioglu, 1995). According to Ülgen (1997), attitudes may be strengthened, weakened or changed. Strengthening and changing attitudes vary from individual to individual, from society to society. Attitudes consist of observable and unobservable variables and behaviors. There is consistency and regularity among these variables. Attitudes are also related to other attitudes (Binbaşıoğlu, 1995). According to Kirel (2004), in an environment where an individual is present, some people are confronted with event institutions or objects. It interacts with these stimuli and thus forms a belief or thought system.

When the literature is examined, it is seen that interest is a form of attitude. Ormrod (2016) states that interest is an intrinsic motivation and positive affect is accompanied by interest and divides interest into personal interest and situational interest. According to Ormrod (2016), personal attention is a relatively stagnant phenomenon within the individual, and there is consistency in preferences resulting from interest. Situational attention is stimulated by something surprising in the surrounding area. Interest causes information to be processed effectively. An individual who is interested in a subject is more careful about it and becomes more successful in learning. Personal interests are due to past experiences of individuals, and situational interests arise from instant situations.

Attitudes towards foreign languages have an important effect on language. Attitudes towards language in the life of a language are effective in the healing, maintenance, weakening or disappearance of that language. The attitudes of countries towards the second language reveal problems or possibilities related to the language in that country. The status, importance and value of language in that country are measured by attitudes (Baker, 1992). According to Lewis (1981), attitudes of people who may be affected by language policies should be taken into consideration. No policy can be expected to be successful in the long run unless the policy of the people involved is inconsistent, the people with negative attitudes are not convinced that the policy is correct or the reasons for the conflict are not eliminated. When establishing language policy, in order to ensure policy success, people's attitudes towards language need to be known (Baker, 1992). When the literature on foreign language is examined, it is seen that the attitudes of individuals towards the target language affect language achievement. Baker (1992) states that a positive attitude towards language learning is an important input in language achievement, and that attitude is a factor that provides pre-readiness and affects the outcomes of education. Kirkiz (2010) and Kazazoglu (2011) found that attitudes positively affect language achievement.

The student's positive attitude towards the target language community also affects the student's success. According to Doğan (2012), students who have a positive attitude towards the target language and want to see themselves as a member of the target language community learn the target language in a much easier and shorter time period than other students who do not have these characteristics. The attitudes of the people around the student towards the target language also directly or indirectly affect the student's language learning. If people around the student praise the target society, this encourages language learning and positively affects learning, and vice versa (Doğan, 2012). With a sense of need, there is a strong desire to learn, so that language can be learned very easily and well. Apart from the need and desire to learn, other factors affect language learning. According to Doğan (2012) and Gardner (2010), the success of the individual is influenced by the educational environment, classroom atmosphere, quality of teaching, materials, facilities and teacher factor. The effect of the age of the student should also be taken into consideration in foreign language teaching. The content of the curriculum and the arrangement of language materials in such a way that the age group of the students will be of interest will positively affect the success. Chambers (1999) states that factors such as target language learning experiences, travel experiences, friends, family and attitudes affect student values.

Student Attitudes and Role of Teacher

Teachers should use approaches and strategies in which the student can develop a positive attitude to the lesson (Ülgen, 1997). Chambers (1999) and Doğan (2012) state that students' attitudes towards teachers affect language learning. According to Ülgen (1997), students' attitudes towards school, lessons and teachers sometimes lead students to approach or move away from learning activities.

Student Attitudes and Role of Family

Attitudes are features that distinguish people from other people. Attitudes are part of personality. According to Fidan (2012), some behaviors that form the basis of personality are acquired in the family environment.

Relationship Between Attitude and Behavior

Binbasioglu (1995) states that the relationship between attitude and behavior is important in terms of education, and if one's attitude is known, one can predict his behavior. According to Ülgen (1997: 88), a person evaluates an object based on their perceptions, feelings, beliefs and value judgments. Attitudes affect decisions. Positive decisions are made about the event or object where a positive attitude is developed, and negative decisions are made about an event or object where a positive attitude is developed.

Related Research

In this section, the studies about the attitudes towards English course in Turkey and abroad and the results of these studies are given.

Research Studies completed on topic in Turkey

Kırkız (2010) used the relational survey model and stratified random sampling method in the study in order to determine the relationship between the attitudes of the 8th grade and 11th grade students of the high school and their academic achievement. 402 8th grade and 402 11th grade students participated in the study. As a result of the study, it was found that the attitudes of 8th grade students were more positive than the 11th grade students. A moderate positive relationship was found between students' academic achievement scores and attitude scores.

Burgucu (2011), in order to investigate the relationship between university students' motivation, attitude and anxiety levels and their age, gender, department and education level, motivation for 242 first-year students studying in 8 different departments of a state university, anxiety and attitude scales. As a result of the research, it was determined that the motivation intensity levels of female students were higher than male students. However, no significant difference was found between male and female students in terms of intrinsic and instrumental motivation levels. There was no significant relationship between age and motivation variables. There was a significant relationship between motivation and department. While there was a significant difference between intrinsic motivation and motivation intensity and education level, there was no significant difference between instrumental motivation and education level. It was found that the students' attitude scores towards learning English were high and there was no significant difference between the attitude scores of female and male students. No significant difference was found between students' anxiety levels according to education level, motivation, attitudes and concerns of students and gender and age factor. Although students' anxiety level towards English was low, motivation and attitude scores were found to be high. It was found that the motivation and attitude scores of the female students were slightly higher than the male students and the motivation, attitude levels of the students studying in English related departments were higher and their anxiety levels were lower. In general, it was found that students' motivation and attitude scores were high and anxiety scores were low.

In this study, Kazazoğlu (2011) examined the effect of attitudes towards Turkish and English classes on academic achievement. Attitudes were examined according to variables such as class, gender, presence of English TV channels at home, presence of computers at home, internet access at home, father's foreign language knowledge, mother's foreign language knowledge and the period in which English was started. As a result of the research, it was seen that most of the students had positive attitude towards English and Turkish courses; It was determined that the attitude scores towards the English and Turkish lesson had a significant difference in favor of girls according to gender. The attitudes of eighth grade students were found to be more negative than the ninth grade students in terms of the negative judgments developed for the English course. It was found that the students who started to study English at the kindergarten had the most positive attitude towards Turkish lesson; It was found that the most positive attitude towards the English course belongs to those who started English during the primary education period and the most negative attitude to those who started English at high school.

Sarkmaz (2011) examined the attitudes of students in vocational high schools towards language learning, and applied an attitude questionnaire to 472 10th grade students in vocational high schools. As a result of the research, it was found that there was a significant relationship between attitudes and school type, department, taking English for special purposes and learning English variables and attitudes did not change according to gender.

Salman (2011) examined the attitudes of high school students towards English course, and applied the Attitude Scale towards English Course to 704 high school students. As a result of the study, it was found that there is a significant difference between the attitudes towards English course and gender in favor of girls. It was found that the attitudes of the students who started to take English lessons in primary school were more positive and the relationship between the number of years of English lessons and the attitude was higher than the students who took English lessons for a longer period of time. There was a significant difference between the attitudes of the family and the attitudes in favor of those living in the city center, and the difference between the attitudes of family and attitudes in favor of the students with high income levels. A significant relationship was found between the education level of the mother and the attitude in favor of the mother factor whose education level was low.

In a study conducted by Köyönü (2012) to examine the relationship between primary school students' attitudes towards English courses and their course achievements, a questionnaire was applied to 895 students studying at 4th, 5th, 6th, 7th and 8th grade levels in primary schools. As a result of the study, it was observed that attitudes on all classes affected the success of the course. According to gender, it was found that female students had more positive attitudes, attitudes were more effective on female students' achievement, and attitude scores decreased from 4th grade to 8th grade.

Kocadelioğlu (2013) examined the attitudes of primary and secondary school students towards English as a foreign language. As a result of the research, a significant difference was found between students' attitudes towards behavioral and emotional sub-dimensions and gender in favor of girls. However, there was no significant difference between cognitive attitudes and gender. When the attitudes were examined according to the class variable, it was seen that 4th and 5th grades had more positive attitudes than 6th, 7th and 8th grades, respectively.

In the study where Erbaş (2013) examined the attitudes of primary and secondary school students towards the English course, an attitude scale consisting of love, interest, expectation and anxiety sub-dimensions was applied to 300 students in 1 primary and 4 secondary schools. As a result of the research, it was seen that anxiety scores of female students were higher than male students' anxiety scores, anxiety scores of 5th, 7th and 8th grades were higher than 4th and 6th grades, while the education level and income level of the mother or father increased and the anxiety level of the student increased. It was found that male students liked the English lesson more than female students and the love and success of the English lesson increased as the family education and occupation level increased.

Karabulut (2013) examined English attitudes towards learning English and English language according to age, type of education and gender in the study using the attitude scale consisting of three dimensions. As a result of the study, it was determined that students' attitudes towards learning English and using English did not change according to gender, type of education and age.

In order to examine the attitudes and concerns of university students against Pan (2014) 's English course, 280 first grade students applied foreign language anxiety scale, attitude scale, personal information form, open - ended questions form. As a result of the study, it was determined that students had positive attitude and high anxiety level, and there was no significant relationship between attitude and anxiety. In addition, it was seen that those with low parental education levels were more anxious than those with high educational level.

Aydoğdu (2014) examined the relationship between foreign language learning anxiety, attitude towards English, language learning strategies and foreign language achievement. Attitude questionnaire, language anxiety strategies, language learning strategies questionnaire and achievement test were applied to 100 randomly selected students. As a result of the study, it was found that students with high anxiety levels had low achievement and students with high attitude scores had higher achievements.

In the study, Kesgin and Arslan (2015) examined the relationship between high school students' attitudes towards English and gender, parental educational status, family monthly income, and graduated primary school factors, and a 56-item attitude scale was administered to 350 students from 7 schools. When the relationship between school type and attitude was examined, it was found that the highest attitude scores were found in foreign language-oriented schools and the lowest attitude scores were found in technical high schools. It was determined that female students' attitudes were more positive than male students' attitudes. The students whose parents have university and graduate degrees have higher attitude points than the ones whose parents have primary and high school graduates; It was found that the attitudes of the children of high-income families were higher than the attitudes of the children of low-income families.

Karatas, Alci, Bademcioglu and Ergin (2016) examined the relationship between university students' attitudes towards learning English and gender, language level, whether they had previously taken preparatory education and the high school variables graduated from. In this study, Attitude Scale towards English was applied to 488 English preparatory class students, 320 male and 168 female. As a result of the study, it was found that students had an above-average attitude towards learning English, and their attitudes towards English were not affected by their gender, language level, previous preparatory education and high school types they graduated from.

Ataman (2017) used an attitude scale consisting of personal information, motivation and attitude sections in his study to investigate the relationship between motivation, attitude and achievement level of university preparatory students. In the 2014-2015 academic year, 364 English Preparatory School students studying at the University School of Foreign Languages participated in the study. According to the results of the study, it was found that the motivation levels of the students were good, the motivation towards learning English did not change according to gender, and the instrumental motivation of female students was higher than the male students. It was found that there was no significant difference between motivation and teaching type and department variables, and although the motivation levels of the students were positive, their academic achievement scores were low.

Research Studies Conducted Abroad

In the study conducted by Hussain, Shahid, Zaman (2011) to measure the attitudes and anxiety levels of high school students against foreign language learning, anxiety scale and attitude scale were applied to 720 10th grade students selected from 6 regions in Punjab, Pakistan. As a result of the study, it was found that there was a significant difference between the anxiety and attitude scores of female students and the anxiety and attitude scores of male students.

In the study conducted by Ming, Ling and Jaafar (2011) to examine the attitudes and motivations of high school students towards English as a second language, Sibu studied in Sarawak with different ethnic identities (Chinese, Malaysian and Ibanian) and English proficiency levels. A questionnaire of 48 questions was applied to 111 male students. In the first part of the questionnaire, there are questions about the demographic characteristics of the students and in the second part there are questions about attitude and motivation. It was found that science students and students with high English proficiency were more interested in improving their English and there was a positive significant relationship between high level of English and attitude and motivation factors.

Soleimani and Hanafi (2013) applied the attitude scale consisting of 30 sub-dimensions of behavioral, cognitive and affective to 40 students from Iran Medical School in their study to determine the attitudes of university students towards learning English. As a result of the study, it was found that the attitudes of male students were higher than female students and that their students had a very positive attitude towards learning English. As attitude dimensions were examined, it was found that the lowest attitude score was in the behavioral dimension and the highest attitude score in the affective dimension.

Burgos and Perez (2015) applied attitudes scale consisting of five sub-dimensions to 154 students from two high schools in Puerto Montt in the study in which 12th grade students from Chile examined their attitudes towards English as a foreign language. As a result of the study, it was found that 12th grade students had a positive attitude towards English as a foreign language. In addition, it was found that the students wanted translation and mother tongue support in the English course, the lowest score of the students' attitude towards learning English, and the attitude towards English as a universal language was positive. In addition, students' attitudes towards learning English at school were found to be positive.

Samadani and Ibnian (2015) conducted a mixed-pattern study in which Saud students' attitudes towards learning English as a foreign language and their success in English lessons were studied with 112 randomly selected 2, 3 and 4 grade students from the University. As a result of the study, it was found that the attitudes of the participants towards learning English were moderately positive and the students with high achievement scores had more positive attitudes. During the interviews with the students, it was determined that the students wanted to learn English by instrumental factors such as finding a good job.

Ibnian (2017) applied the 20-item attitude scale to 144 9th grade students in public and private schools in Amman, and conducted semi-structured interviews with 8 students in their study, which examined students' attitudes towards English as a foreign language. According to the results of the study, it was found that the attitudes of the students attending both public and private schools towards English were positive, but the attitudes of the students attending private schools were more positive than those attending the public schools.

When some studies conducted in Turkey and abroad were examined, it was found that gender factor affects attitudes and in some studies it was found that gender factor did not affect attitudes. Kazazoglu (2011), Salman (2011), Koyonu (2012), Gorgun (2013), Delbesoglugil (2013), Kesgin and Arslan (2015), Celik (2015) found that female students' attitudes were more positive than male students' attitudes. In the studies conducted by Erbaş (2013) and Soleimani and Hanafi (2013) it was found that the attitudes of male students were more positive than female students. Atılı (2008), Burgucu (2011), Sarkmaz (2011), Karabulut (2013), Hovhannisyan (2014), and Karataş, Alçı, Bademcioğlu and Ergin (2016)' studies did not show a significant difference between attitude and gender.

In the literature, there are researches showing that attitudes towards English course change according to grade level and do not change. In the studies conducted by Kazazoglu (2011) and Salman (2011), there was no significant relationship between class level and attitude. In the studies of Kırkız (2010), Köyönü (2012), Kocadelioğlu (2013) and Hovhannisyan (2014), it was concluded that attitudes decreased as the grade level increased.

When the studies on whether the attitudes change according to the department are examined; In the studies

conducted by Burgucu (2011), Sarkmaz (2011), Görgün (2013), Pan (2014), it was determined that the attitudes changed according to the departments. In addition, in the study conducted by Manachon and Eamoraphan (2015), it was found that the attitudes did not change according to the departmental factor.

When the studies examining the change of attitudes towards English according to whether or not someone knows English at home, there is very little research on this subject. In the study conducted by Kazazoğlu (2011), it was concluded that the attitudes of students whose parents speak English are more positive than those whose parents do not speak English.

When the related studies between attitudes and success factor were examined; In the studies conducted by Kırkız (2010), Kazazoğlu (2011), Erarslan (2011), Köyönü (2012), Delbesoğlu (2013), Aydoğdu (2014) and Samadani and Ibnian (2015), a significant relationship was found between attitude and success.

In order to meet the needs of the individual and society, education programs must adapt to changing and developing world conditions. It is necessary to examine the changing interests, needs and attitudes of the society and individuals, which are the main sources of education programs, in order to gain the desired knowledge, skills, attitudes and behaviors that are the target of education to individuals in changing world conditions. This change in educational programs is a requirement to ensure the continuity of the system and to meet the needs of society and people. Positive attitudes increase success in achieving the desired goals. Nowadays, the increasing need for learning English and the necessity or necessity of elective English courses in order to be successful in education and training programs' readiness input attitudes and factors affecting these attitudes need to be examined.

Individuals and their interests and needs are among the factors that should be taken into consideration in designing and evaluating curriculum. According to Sönmez and Alacapınar (2015: 61); "The basic element of every skill is the individual. Kucukahmet (2009) states that meeting the needs and interests of the students is the basis of the selection of the content and the education programs. According to Küçükahmet (2009: 22), "The students' interests should lead to special criteria in the selection of the content. For example, elective and compulsory course content may allow students to learn the content of their interest."

According to Ornstein and Hunkins (2014: 246), some people believe that the curriculum should be designed based on information about how students learn, how they behave, what interests they have, and what values they care about. "Ornstein and Hunkins (2014: 246) "Progressive educational programmers and humanist educators with postmodern perspectives state that the student is the main source of program design."

Determining the interests, needs and attitudes of the students regarding the foreign language teaching and educational programs which are increasing day by day is important for program development experts, school administrators, English teachers and researchers interested in English lessons and attitudes.

The purpose of this study is to examine the attitudes of high school students towards English course according to gender, class, department and whether or not someone who knows English at home and to determine the teachers' perceptions about student attitudes. Within the framework of the mentioned problem, the following questions will be sought in this research:

- 1- Based on the opinions of the students, do the attitudes of the students towards English course change according to gender?
- 2- Do the attitudes of students towards English course vary according to their grade level?
- 3- Based on the opinions of the students, do the attitudes of the students towards English course change according to the presence of someone who knows English at home?
- 4- What are the teachers' perceptions about student attitudes in the English course?

THE STUDY

This section provides information about the research model, participants, data collection tools and data analysis. In this research, explanatory research design which is one of the mixed research designs was used. Quantitative data were firstly collected in order of data collection. According to the results of the analysis of the quantitative data obtained, qualitative data were collected later (Yıldırım & Şimşek, 2013).

Participants

Data for Research were obtained from 977 secondary school students and 6 teachers of English in the 2017-2018 academic year in the province of Zonguldak, Turkey. Stratified purposive sampling was used to determine the students. Purposeful sampling was also used in the selection of teachers (Yıldırım & Şimşek, 2013).

Data Collection Tools

Personal information form and attitude scale towards English course were used as quantitative data collection tools in the research. Interview form was used as a qualitative data collection tool. The personal information form included the attitude scale application directive and demographic information about gender, department, English language, home variables, and class variables. In this research, students' attitudes towards English course were obtained by using "Attitude scale towards English course" developed by Kırkız (2010). The reliability of the 20-item scale applied to the sample group was found to be 0.93. The scale consists of three factors. According to factor analysis, attitudes scale is composed of three sub-dimensions: attitudes about general characteristics and importance of the course, attitudes towards interest pattern and attitudes towards teacher's course style. The answer options for the items in the scale were formed in five-point Likert type scale and the answer options vary between "I completely agree" and "Never agree". The highest score that students can get from the scale is 100 and the lowest score is 20 (Kırkız, 2010). Qualitative data about the study were collected by interview form in the interviews with 6 English teachers working in schools where attitude scale was applied. In the interview form, questions were asked about whether the students' English course, general characteristics and importance of the English course, the attractiveness of the subjects in the English course, whether the attitudes of the teacher towards the course style changed according to gender, department, class level and whether or not someone who knows English at home.

Data Analysis

As the data were not normally distributed, Man Whitney U and Kruskal Wallis H tests were used for non-parametric tests. In the analysis of qualitative data, descriptive analysis method was used.

FINDINGS

According to the descriptive statistics of the participants, the frequency distribution and percentages related to demographic variables stated in the personal information form such as school, gender, class and whether or not someone who knows English at home are given in Table 1.

Table 1: Descriptive statistical data of the participants

| Gender | f | % | Someone know English at home | f | % |
|------------------------|------------|------------|-------------------------------------|------------|------------|
| Female | 588 | 60.6 | Yes | 399 | 41.4 |
| Male | 382 | 39.4 | No | 564 | 58.6 |
| Total | 970 | 100 | Total | 963 | 100 |
| Grade Level | f | % | | | |
| 9 th grade | 179 | 18.3 | | | |
| 10 th grade | 167 | 17.1 | | | |
| 11 th grade | 302 | 30.9 | | | |
| 12 th grade | 329 | 33.7 | | | |
| Total | 977 | 100 | | | |

Table 1 shows that; Among 977 students who participated in the study and stated their gender, 60.6% of 970 students were female and 39.4% were male students. When the gender variable is examined, it is seen that the number of female students is quite high compared to male students. According to the class variable, it is seen that the highest number of students is in the 12th grade group and the least number of students is in the 10th grade group. The number of students who do not speak English at home is more than those who do not speak English at home.

The opinions of the students, do the attitudes of the students towards English course change according to gender

The results of the quantitative research findings for the research question that “Based on the opinions of the students, do the attitudes of the students towards English course change according to gender?” are presented at Table 2.

Table 2: Variation of general attitudes of students towards English course by gender

| Variables | Gender | n | Mean Rank | Sd | χ^2 | p |
|---|--------|-----|-----------|----|----------|-------|
| General attitudes towards the course | Female | 588 | 477.71 | 1 | 1,158 | 0,28 |
| | Male | 382 | 497,49 | | | |
| Attitudes towards the general characteristics and importance of the course | Female | 588 | 500,73 | 1 | 4,432 | 0,04* |
| | Male | 382 | 462,06 | | | |
| Attitudes of subjects towards attractiveness | Female | 588 | 468,89 | 1 | 5,336 | 0,02* |
| | Male | 382 | 511,06 | | | |
| Attitudes towards course style | Female | 588 | 457,27 | 1 | 15,399 | 0,00* |
| | Male | 382 | 528,95 | | | |

* $p < 0.05$

According to Mann Whitney U test results, students' attitudes towards English course did not change according to gender ($\chi^2 = 1,158$, $p > 0.05$). However, students' attitudes towards the general characteristics and importance of the English course vary according to gender ($\chi^2 = 4,432$, $p < 0.05$). Accordingly, female students' attitudes towards the general characteristics and importance of the English course are higher than male students. In addition, students' attitudes towards the subjects of interest in the English course vary according to gender ($\chi^2 = 5,336$, $p < 0.05$). According to this, male students find the subjects in the English lesson more interesting than female students. Again, according to the results, the attitudes of the students towards the course of teaching in the English course vary according to gender ($\chi^2 = 15,399$, $p < 0.05$). According to this, male students' attitudes towards the course style of teachers in English lessons are higher than female students.

The attitudes of students towards English course vary according to their grade level

The results of the quantitative research findings for the research question that “Do the attitudes of students towards English course vary according to their grade level?” are presented at Table 3.

Table 3: Variation of general attitudes of students towards English course by the grade level

| Variables | Grade | n | Mean Rank | Sd | χ^2 | p |
|---|------------|-----|-----------|----|----------|------|
| General attitudes towards the course | 9th grade | 179 | 509,06 | 3 | 1,413 | 0,70 |
| | 10th grade | 167 | 480,44 | | | |
| | 11th grade | 302 | 479,62 | | | |
| | 12th grade | 329 | 491,04 | | | |
| Attitudes towards the general characteristics and importance of the course | 9th grade | 179 | 522,18 | 3 | 4,025 | 0,26 |
| | 10th grade | 167 | 462,40 | | | |
| | 11th grade | 302 | 487,20 | | | |
| | 12th grade | 329 | 486,10 | | | |
| Attitudes of subjects towards attractiveness | 9th grade | 179 | 475,28 | 3 | 5,242 | 0,26 |
| | 10th grade | 167 | 489,28 | | | |
| | 11th grade | 302 | 518,01 | | | |
| | 12th grade | 329 | 469,69 | | | |
| Attitudes towards course style | 9th grade | 179 | 479,96 | 3 | 4,871 | 0,18 |
| | 10th grade | 167 | 519,06 | | | |
| | 11th grade | 302 | 465,13 | | | |
| | 12th grade | 329 | 500,58 | | | |

* p < 0.05

According to the results of Kruskal-wallis H Test, the attitudes of the students towards English course did not change according to their grade level ($\chi^2 = 1.413$. $p > 0.05$). In addition, students' attitudes towards the general characteristics and importance of the English course did not change according to their grade level ($\chi^2 = 4.025$. $p > 0.05$). In addition, the results showed that the attitudes of the students in the subjects of interest in English course did not change according to their grade levels ($\chi^2 = 5.242$. $p > 0.05$). In addition, the attitudes of the students towards the course style of the teachers do not change according to grade level ($\chi^2 = 4.871$. $p > 0.05$).

The opinions of the students, do the attitudes of the students towards English course change according to the presence of someone who knows English at home

The results of the quantitative research findings for the research question that "Based on the opinions of the students, do the attitudes of the students towards English course change according to the presence of someone who knows English at home?" are presented at Table 4.

Table 4: Variation of general attitudes of students towards English course according to the presence of someone who knows English at home

| Variables | Presence of someone who knows English at home | n | Mean Rank | Sd | χ^2 | p |
|---|---|-----|-----------|----|----------|-------|
| General attitudes towards the course | Yes | 399 | 492,49 | 1 | 0,973 | 0,32 |
| | No | 564 | 474,58 | | | |
| Attitudes towards the general characteristics and importance of the course | Yes | 399 | 513,08 | 1 | 8,548 | 0,00* |
| | No | 564 | 460,01 | | | |
| Attitudes of subjects towards attractiveness | Yes | 399 | 467,51 | 1 | 1,88 | 0,17 |
| | No | 564 | 492,25 | | | |
| Attitudes towards course style | Yes | 399 | 476,06 | 1 | 0,315 | 0,57 |
| | No | 564 | 486,20 | | | |

*p<0,05

According to the results of Mann Whitney U test, students' attitudes towards English course did not change according to the presence of someone who knows English at home ($\chi^2 = 0.973$, $p > 0.05$). In addition, according to the results, students' attitudes towards the general characteristics and importance of the English course varies depending on whether or not someone who knows English is at home ($\chi^2 = 8,548$, $p < 0.05$). Accordingly, the

attitudes towards the general characteristics and importance of the English course of students who speak English at home are higher than those who do not speak English at home. In addition, the students' attitudes towards the interest of the subjects in the English lesson did not change according to the presence of someone who knows English at home ($\chi^2 = 1.88$, $p > 0.05$). In addition, the attitudes of the students towards the way teachers work in English lessons do not change according to the presence of someone who knows English at home ($\chi^2 = 0.315$, $p > 0.05$).

The teachers' perceptions of student attitudes in English courses

"Did you perceive changes in students' attitudes towards English course by gender?" In the qualitative data analysis of the question, all the participants stated that the attitudes of female students were more positive than male students. One of the participants said, 'When the attitudes of the students are taken into consideration, the attitudes of the female students to the male students are more positive than the male students. In the question "Did you perceive changes in students' attitudes towards English course according to their different grades such as 9-12?", all of the participants stated that there were changes in student attitudes according to class level and that interest decreased as the level of class increased. This situation can be understood from the following sentences.

"As class grows I think there is an inverse proportion to attitude ratio. The attitude is negative. So when they come to the 9th grade, they are more positive. It's a little less in the 10th grade, a little less in the 11th grade, and a little less in the 12th grade."

In the qualitative data analysis of the question "Did you perceive changes in students' attitudes towards English course depending on whether or not someone knows English at home?", the majority of the participants stated that having English at home affects attitudes positively. This situation can be understood from the following sentences.

"My general opinion of whether someone who speaks English is at home is obviously very effective. I think it affects attitude. In other words, speaking with someone who knows English and having a vision of this family inevitably affects the student inevitably."

DISCUSSION, CONCLUSION AND SUGGESTIONS

In this study, in order to examine the potential of using high school students' attitudes towards English course as an input in educational programs, it was determined by using the attitude scale whether the attitudes of the students changed according to gender, class and whether or not someone who knows English in the family. In addition, the opinions of the English teachers working in schools where attitude scale was applied were taken and the quantitative findings were tried to be supported. The findings of this study are discussed and evaluated with the support of the literature.

According to the quantitative data of the study, it was found that there was no significant difference between the attitude scores of the students towards the English course and the gender variable. Atlı (2008), Burgucu (2011), Sarkmaz (2011), Karabulut (2013), Hovhannisyan (2014), Karataş, Alçı, Bademcioğlu and Ergin (2016) found no significant difference between attitude and gender in their studies. This finding of the research and the studies mentioned in the literature support each other. However, there are studies in the literature that do not support this finding and that there is a significant difference between attitude and gender. In the studies conducted by Hussain, Shahid and Zaman (2011), a significant difference was found between gender and attitude. Kazazoğlu (2011), Salman (2011), Köyönü (2012), Görgün (2013), Delbesoğlu (2013), Kesgin and Arslan (2015), Çelik (2015) in the research conducted by the attitudes towards the English course, it was found that the attitudes of female students were more positive than male students. In the literature, there are studies showing that male students' attitudes towards English lessons are higher than female students. Erbaş (2013) found that male students liked the English lesson more than female students and had higher expectations from the lesson, while Soleimani and Hanafi (2013) found that male students' attitudes were higher than female students.

Quantitative research findings and qualitative research findings differ from general attitudes towards English course. In the qualitative research dimension, the teachers stated that female students' attitudes towards English lesson were more positive than male students. In the research, the relationship between the sub-dimensions of attitude towards English course and gender variable were also examined. According to the quantitative findings of the study, it was found that the attitudes of female students regarding the general characteristics and importance of the English course were higher than male students' attitudes. The teachers who participated in the study stated that the attitudes of female students about the general characteristics and importance of the English lesson were higher than the male students. It is seen that the qualitative and quantitative findings about the

general characteristics and importance of the English course support each other. However, it was found that there was a significant difference between the attitudes towards the interest of the subjects in the English course and the way the teacher worked and the gender variable in favor of the male students. However, as a result of the interviews with the teachers, there was no significant difference between the attitudes of the subjects in the English lesson and the way the teacher worked. It is seen that quantitative and qualitative findings do not support each other regarding the attractiveness of the subjects in the English course and the way teachers work.

In the quantitative data analysis, it was determined that students' attitudes towards English course, general characteristics and importance of English course, attractiveness of subjects in English course and teacher's course style did not change according to grade level. In the literature, there are researches showing that attitudes towards English course change and do not change according to grade level. In the studies conducted by Kazazoğlu (2011) and Salman (2011), there was no significant relationship between grade level and attitude. These findings support the findings obtained in the study. In the study conducted by Kırkız (2010) to investigate the relationship between 8th grade and 11th grade students' attitudes towards English course and their academic achievement, it was concluded that 8th grade students' attitude scores were higher than 11th grade students' scores.

However, in the qualitative data analysis, the teachers who participated in the research stated that the students' attitudes towards the English course, the general characteristics and importance of the English course, the attractiveness of the subjects in the English course, and the attitude of the teacher towards the course style changed according to the grade level.

In the quantitative data analysis, it was concluded that the students' attitudes towards the English course, the attractiveness of the subjects in the English course and the style of the teacher did not change according to the situation of the students who knew English and whether or not someone was at home, but the attitudes towards the general characteristics and importance of the English course changed in favor of the students who knew English at home. . In the study conducted by Kazazoğlu (2011), it was found that the attitudes of the students whose father speaks a foreign language to their mother tongue and foreign language were more positive than the students whose father did not speak a foreign language. In addition, the mother's knowledge of English students. It was determined that attitudes towards English course positively affected.

According to the qualitative findings of the study, teachers stated that the general attitudes of the students who speak English at home were more positive. This finding does not support the quantitative findings. The teachers stated that the attitudes towards the general characteristics and importance of the English course were positive in favor of the students who are a family member who knows English. This data coincides with the quantitative data findings. According to the teachers' opinions about the attractiveness of the subjects in the English lesson and the way the teacher operates the lesson, does not significantly affect the attitudes. These findings support our quantitative data.

Female students' attitudes towards the general characteristics and importance of the English course are more positive than male students. In the design of the curriculum, teachers should take care to create activities in the classroom that will make male students enjoy and appreciate the importance of the English course. The attitudes of male students towards the attractiveness of the lesson are more positive than female students. Therefore, the subjects and activities that will attract the interest of female students can be included in the design of the curriculum. The attitudes of male students towards the way teachers work are more positive than female students. Interesting activities that address different learning styles should be added to the classes in order to increase the attitudes of female students towards the way teachers work. According to the quantitative data, the general characteristics and importance of the English course, the attractiveness of the subjects in the English course and the attitudes towards the course of the teacher change according to gender, structured interviews should be conducted with male and female students in the future studies and the sources of the changes should be investigated.

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İNSAN KAYNAKLARI TEMEL UYGULAMALARINDA YENİ İLETİŞİM TEKNOLOJİLERİNİN KULLANIMI

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ÖZET

İnsan Kaynakları Yönetimi geçmişten günümüze; personel yönetimi, insan kaynakları yönetimi, stratejik insan kaynakları yönetimi olarak nitelendirilmiştir. Günümüzde; insan kaynakları bilgi sistemleri ve e-insan kaynakları kavramlarıyla bu süreç şekillenmeye devam etmektedir. İnsan kaynakları yönetiminin kavramsal olarak geçirdiği bu süreç üretim biçimleri, yönetim anlayışları ile direk bağlantılıdır. Ekonomik, küresel, teknolojik ve çalışma biçimleriyle ilgili trendler bu sürece etki eden güçlü unsurlardır. Özellikle e-insan kaynakları ve insan kaynakları bilgi sistemleri teknolojik gelişmeler ile mümkün olmuştur. Yeni iletişim teknolojilerinin insan kaynaklarının temel uygulamalarının yerine getiriliş biçimlerini, kapsamlarını etkilediği ve hatta değiştirdiği söylenebilir. Yapılan araştırmalarda ve literatürde sık sık yeni iletişim teknolojilerinin insan kaynaklarının temel fonksiyonlarının yerine getirilmesinde kolaylaştırıcı bir etkiye sahip olduğuna değinilmiştir. Bu kolaylaştırıcılık; hız, çeşitlilik, bilgiye erişim ve maliyet olarak açıklanmaktadır. Örneğin; bir sosyal iş ağı olarak tanımlanan LinkedIn'nin; örgütlerin aday çeşitliliğini artırılmasında, aday hakkında kısa sürede kapsamlı bir bilgiye sahip olunmasında ve doğru iş ile doğru adayın buluşturulmasında önemli bir rolü olduğu ifade edilmektedir. Bunun yanı sıra facebook, instagram gibi sosyal ağlar da yine insan kaynaklarının temel fonksiyonlarından biri olan işe alım'da başvurulan ortamlar olarak kabul görmektedir. Bunun yanı sıra çeşitli yazılımlar ve çevrimiçi hizmet siteleri ve içerik paylaşım siteleri de eğitim ve geliştirme gibi fonksiyonların yerine getirilmesinde kullanılmaktadır. Performans analizinden, maaş karşılaştırmalarına kadar geniş bir fonksiyon çeşitliliğinde hizmet almak mümkündür. Gerek bu hizmeti veren siteler de gerekse bu alanda yapılan araştırmalar da kullanıcılarla yani hangi örgütlerin bu hizmetleri kullandığıyla ilgili veriler de yer almaktadır. Küresel düzeyde insan kaynakları fonksiyonlarında etkili olan bu yeni iletişim teknolojilerinin Türkiye'deki örgütlerde kullanımlarına ilişkin betimsel bir analiz yapmayı amaçlayan bu araştırmada veriler yarı yapılandırılmış görüşme yoluyla farklı ölçeklerdeki şirketlerin insan kaynakları uzmanlarıyla yapılacak olan görüşmeler sonucunda elde edilmiştir. Böylece geneli temsil etmemekle birlikte insan kaynaklarının hangi fonksiyonlarında ve hangi amaçlarla yeni iletişim teknolojilerinin kullanıldığına ilişkin bir değerlendirme yapılmıştır. Keşfedici nitel olarak tanımlanabilecek bu çalışmada veriler daha kapsamlı bir örnekleme ile nicel olarak desenlenecek olan bir araştırmada veri toplama aracını yapılandırmak için kullanılabilir. Bu çalışmanın verileri insan kaynakları fonksiyonlarının uygulanmasında yeni iletişim teknolojilerinden nasıl kullanıldığına ilişkin diğer ülkelerde yapılmış olan araştırmalarla bir kıyas yapma olanağı da sağlayabilir.

Anahtar kelimeler: insan kaynakları

INTEGRATION OF SOFT SKILLS IN THE NORMAL LECTURE TURNS OF BASIC ACADEMIC STUDIES

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ABSTRACT

Soft skills or better in Europe called key competences are essential for everyone in the working life and often stay in the shadow of traditional lectures. Because they are competences and no qualification, the key competences must be trained in real situations. Therefore, a special situation in the lectures must be created. This paper will show without many efforts you can do it and train key competences.

In relation to the subject of the lecture (Physics, Mathematics, Economic....) you look at great persons like Newton, etc. The work is to write an application for a job of this person. Afterwards you present this application at one or group of head hunters. The head hunter could be the person, who gives the lectures of this special subject. About the experience of the model is reported and all chances and disadvantages connected to the task will be discussed.

INTRODUCTION

Soft skills or key competences (see next chapter) has become the last 20 - 30 years more and more essential, because the working environment has change and is changing. In former times you learned it step by step in the first and/or second job after the university. This situation has rapidly changed. Today the employers demand that the new employees, which has no experience in the job world, should also master key competences. E. g. intercultural competences are in the global working world essential for many people. Applicants for a new job are preferred, which can show personal experience. This could be studying in a foreign country for one or two semesters. Also, social work in a country far away are a proof. E. g., if somebody helps in a children's home in India before going to the university. That is a training by performance. But not all students have such a CV.

Therefore, during the academic courses of studies the "normal" students have to get a basic idea and parallel to the traditional subject they have to be trained to perform better in the new working world. Starting at the beginning of their student life is essential because else they cannot reach the level which is demanded.

BASICS

The term key qualifications were pushed by Mertens (1974) But before we look at this development, some basic definitions must be made concerning knowledge, crafts and skills and on the other side qualifications and competences.

Knowledge and skills are essential components for full participation in society. (OECD 2005a) Additional also crafts must be another component defined as basic manual skills. Participation does not mean that you can work in a normal, not high sophisticated job. In this case you need more than basic knowledge.

In the next step qualifications are to be defined to see the differences and overlaps. One representative definition the following, which has been analogously translated: Qualifications are knowledge, skills, crafts, which should be used for special tasks or jobs. Qualifications are determined from the view of external demands and not from the view of the individual. They are ancillary to professional competences and the professional decision-making and responsibility. (The original citation is: „Unter Qualifikationen werden Fertigkeiten, Kenntnisse, Fähigkeiten und Wissensbestände im Hinblick auf ihre Verwertbarkeit für bestimmte Tätigkeiten oder Berufe verstanden. Qualifikationen werden aus der Sicht der Nachfrage und nicht aus der Sicht des Subjekts bestimmt. Sie sind den beruflichen Kompetenzen und der beruflichen Handlungskompetenz untergeordnet bzw. sind als deren integrale Bestandteile zu sehen.“ (Heffels 2007)). You can say that they are embedded. This fact is schematically shown in figure 1.

The proof of qualification often is done by written tests or interviews. Sometimes qualification could also be learned on the informal way like experience. Normally the test is performed in a situation, which is not in the real setting.

Like you see in figure 1 competences are the outer circle, which involves all. The European Commission and the OECD defines competences: "A competence is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating." (OECD 2005 b)

The European Commission says: "Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment

and development, active citizenship, social inclusion and employment.” (EU 2006)

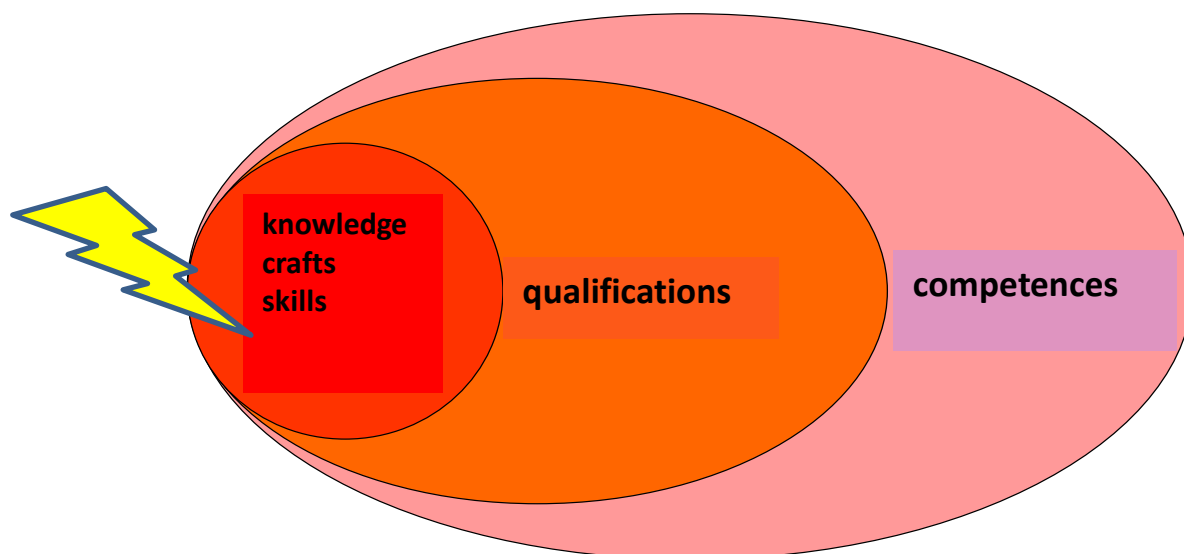


Figure 1: How the different items are embedded. (adapted Erpenbeck 2009)

To make it clearer a simple example of a fire brigade man is shown in figure 2.

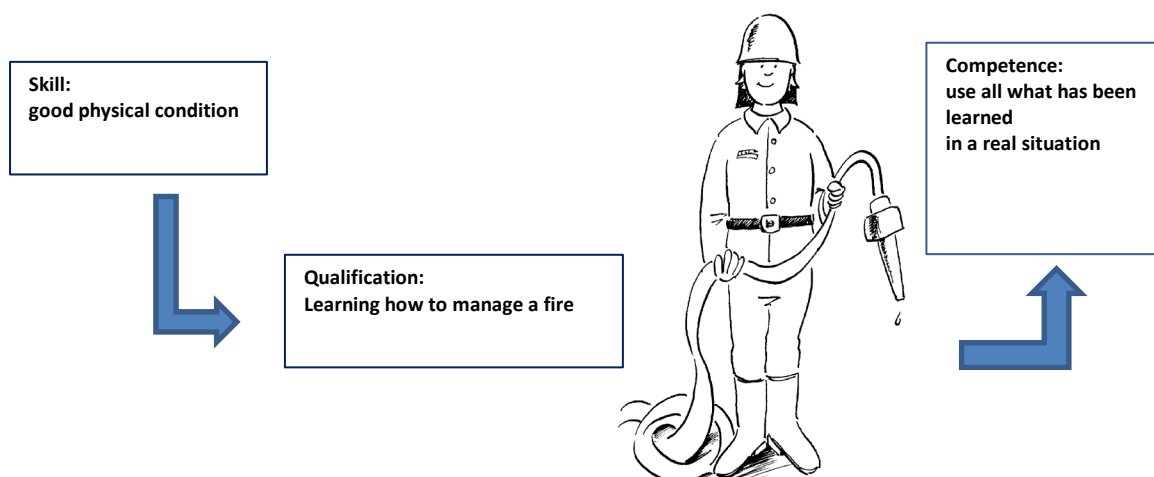


Figure 2: A practical example for everyone

What are the consequences for testing competences? Qualification can be tested e. g. in a written test or by multiple choice, like mentioned above. Competences must be checked in a real situation, because many influences are there, which forces the person to act according the situation. You call it performance test. If you look at figure 2, the fireman has to show under supervision and helping in a real fire situation the acting of himself.

In the next step the contents of key competences must be defined. In the 80th decade last century in Germany key qualifications were pushed (Mertens 1974). Richter (Richter 1995) divided key qualifications into three main dimensions, which up to now you can find as the basic structure (fig. 3): methodical competences, social competences and self-competences.

What are typical key competences in the different fields? In table 1 some examples are shown. Sometimes there a much more competences are defined, but in this case, you lose the overview, they are overlapping, and they are difficult to train. There are extensions to totally other fields like computing, communication in different language, etc. (EU 2006), which are not further discussed here. A more expanded definition is also given by the OECD in the DeSeCo Program (Defining and Selecting Competencies: Theoretical and Conceptual Foundations). (Rychen, 2000). In the international context, this definition is used very often as basic definition, because it was one of the first global definitions, which can also be used. In this paper the above given definitions are used. Some authors

define (mostly as soft skill in a very splitted way, which may be 60 or more (e. g. Schulz 2008, Taylor 2016). This might be good in some cases, but for a basic learning steps the three areas are enough.

Table 1: examples for the different areas of key competences

| competences | methodical | social | personal |
|-------------|----------------------|---------------------|-------------------|
| Examples | problem solving | communication | self-conscious |
| | time based actioning | project-management | self-management |
| | presentation | team-management | motivation |
| | learning techniques | relation-management | stress-management |

In Europe is always spoken from key competences. In the US the word soft skills is established. As explained above it is obvious, that soft skills, let's say, is not the best words.

Today key competences are more important than specialized know-how of the working field. This know-how is a requirement. The lonely engineer, worker, etc. is not used anymore, because the products became so complex, that only a group or lots of smaller groups can create the product. A very obvious example are big software programs. E.g. the right communication or project-management is essential for the success. One main part of an application interview is the subject key competences (Cimatti, B., 2016). The OECD expanded the key competences to manage the whole life. (OECD 2005 b) In the future the development will be to broader fields, which are relevant in all situations of a person. A similar classification like (Richter, 1995) in this context is done by (Fugate, 2004).

There are many possibilities to integrate key competences at the university. (e. g. Abbas 2013, Anthony, 2014, Ramlall 2014) Mostly it is done in relation to the later job, which is a main aspect. Now an example is described which can integrated in many subjects at schools and universities.

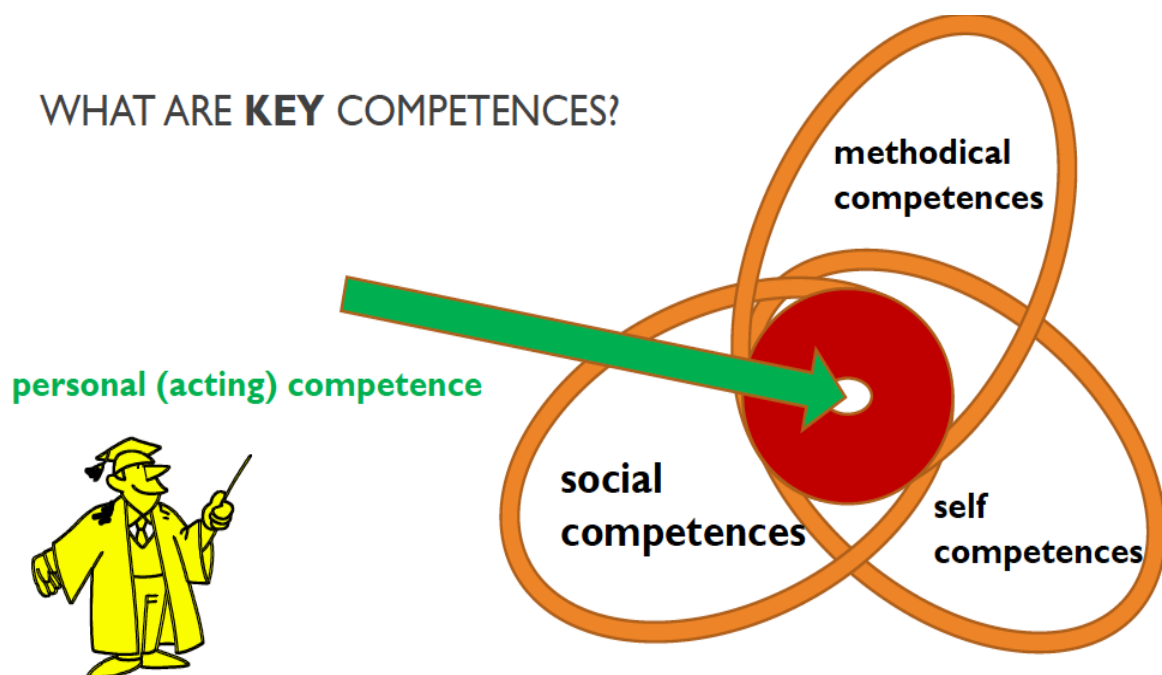


Figure 3: The basic dimensions of key competences (adapted Richter, 1995)

SPECIAL CONSIDERATIONS

The training of key competences should start in the first semester. If the students leave the university, they should be able to manage their life specially in relation to the job. The students have an age between 18 and 22 years, when they enter the university. Half of them have no working experience. Means they are coming directly from school. The other half has already a recognized occupation requiring formal training. The experience for applying for a job in the future is low. That means basic key competences has to be trained.

The basic idea is that a situation is created in relation to the special subject but can be arranged in every subject. The following scenario is played:

The lecturer is a head hunter, who needs a person for a job. The students should apply for this job, but in the role of a famous person of the special lecture. This situation can be done in every subject.

A list of possible persons for some subjects are shown in table 2:

Table 2: Possible persons for the tasks of the student

| Subject | Physics | Mathematics | Computing | Economy |
|---------|----------|--------------|-------------|-----------|
| Persons | Einstein | Gauß | Zuse | von Mises |
| | Newton | Mandelbrot | Jobs | Mundell |
| | Celsius | Eratosthenes | Berners-Lee | Solow |
| | Planck | Laplace | Ritchie | Marx |
| | Bohr | Pascal | Zuckerberg | Selten |
| | Laue | v. Neumann | Hollerith | Hayek |
| | Hertz | Euler | Wozniak | Frisch |

The students have to do the following steps:

1. *choose one famous person*
2. *write a CV of this person*
3. *write an application letter*
4. *sending the letter to the head-hunter*
5. *presenting themselves by slides*
6. *being in an application interview*

It does not matter, if the person is dead or alive. They must make an investigation of this person, which they have chosen. One important item is to find out the real character. This fact must be mirrored specially in the application letter and is essential for the interview. Of course, the head hunter (= lecturer) knows the character of the applying person. This process is an example of a performance test. Is the student afraid in interview and you get the impression that he is shy? Or is he stammering? Or getting nervous, because the beamer drops down? And, and, and,..... You must not create a special artificial and difficult scenario. It should be real life.

REALIZATION

At first there are some additional lectures in the basics tasks like writing a letter and a CV. A special focus was made on the presentation. The real life shows e. g. at conferences that a lot of people make boring presentations. If you are applying for a job, the head hunter has not only this one person. He has to take attention of a bunch of candidates. The strategy is to be kept in mind. One item is an impressive (not a good) presentation which can be remembered within seconds.

One problem is the number of students. If everyone makes the whole procedure as single person, it takes a lot of time for the lecturer. Because it is a basic step to train key competences you can make small group of 4 to 6 students. In the interview everybody has to answer questions to avoid that some are fellow-runners which want to pass with a minimum of effort.

It was performed in two lectures: Physics and computing, but in different degree courses. Physics was in the course in the mechanical engineering section and computing in the course for getting the degree in computer science. In both cases it works. But you see significant differences how the students behave.

Some students from the engineering department dressed better, because they recognized the situation. A lot of computing students were nerds and had no idea that the real world is working a little bit in another way. The self-marketing was no word in their vocabulary. Writing the CV is a method, which both groups learned and applied. In the presentation were slight differences. The engineering group generated more easily interpreted graphic images of their carrier. (Remember, it is the carrier of a great physicist.). Because all the students have not much practice standing before an audience, they behave in the same way with not much self-confidence. Organizing themselves were in the background and was difficult to evaluate.

To look back, what key competence tasks did both groups trained?

- *making a presentation (slides)*
- *presenting before an audience*
- *getting self-confidence*
- *writing a CV (application) --> lecturer*
- *organizing themselves (time)*
- *performing self-marketing*

I think it was a great experience for them. If you look realistically it was a small step to their later life.

SUMMARY

In this paper is shown to train key competences must not be combined with big efforts for the lecture. It is a general concept, which can be used in every subject or department. Also, it can be performed in bigger classes. The students are learning in the closed world within the university, which give more self-confidence in the beginning. It is a small but may be first step to prepare them for their later life.

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INTERVENTION PROGRAM FOR HELPING PARENTING STUDENTS IN NON-FORMAL AND INFORMAL EDUCATION CENTERS (NF-IEC): THAILAND

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ABSTRACT

The number of young pregnant and pregnancy students has been increasing especially in the Northeastern part of Thailand. These group of students need to be educated for being a successful parent and family life. This research aimed to 1) develop the intervention program for parenting students of NF-IEC in the Northeastern Region of Thailand and 2) examine the effectiveness of the intervention program. The conceptual guideline for developing was 1) planning and designing the parenting students' intervention program (PSIP) 2) producing PSIP package drafting and validated by focus group of 15 specialists and 3) enacting PSIP by using an action research to examine the effectiveness. Participation consists of one director, five teachers and 17 volunteer parenting students who have been studying in NF-IEC. Results showed that a validated PSIP consist of pregnancy causes, motherhood's necessary behaviors, and self-efficacy of 50 hours teaching and learning activities. For the PSIP effectiveness showed that there was no significant difference in term of their knowledge. However, volunteer parenting students showed to have high self-efficacy and satisfaction with the participation of PSIP process.

Keywords: intervention program; parenting students; parenting students' intervention program (PSIP); self-efficacy

INTRODUCTION

The social and personal problems resulting from young pregnancy and parenting students are including inadequate prenatal care, early dropping out of schools, poor parenthood practices and incompetent low-wage workers. Studies showed that children born to young parents are more likely to have more negative experiences compared to children born to mature parents (American Academy of Pediatrics, 2001). World Health Organization (WHO) in 2014 made guidelines for early preventing pregnancy and poor reproductive outcomes among adolescents in developing countries targeting six key objectives including one of creating understanding and support to reduce pregnancy of women below the age of 20. In addition, the WHO report sets a target that stamps teenage pregnancies who are 20 years below to less than 10% in any country. However, Thailand's teenage pregnancy rate is higher than that with a rate that is the second highest in Southeast Asia after neighboring Laos (Fernquest, 2013). In 2009, National Statistical Office of Thailand reported that there were 222,866 pregnant teenagers. Among these women, some were students who were studying in the basic education.

In Thailand, pregnancy during studying in basic education level is not allowed. In addition, there would be considerable social pressures due to embarrassment in front of friends in schools, having no time to school work due to child care at home. However, some pregnant students are back to study by enrolling at Non-Formal and Informal Education Centers (NF-IEC) to achieve their basic education. Although educational managements of the NF-IEC are flexible, many of their programs focus on vocational pathways practice and a little towards life skills development. Hence, their curriculum is appropriate for increasing the employment chances of the teen age pregnant women, but does little to respond to their immediate needs as students and mothers at the same time. In addition a number of parenting students enroll in NF-IEC has been increasing, so there is a need for NF-IEC to have some courses about parenthood practice.

Research of Coleman, P.K. & Karraker, K.H. (1997) said that poor **self-efficacy beliefs contribute** to poor parenting practices and increased maternal depression. Hence programs that assist students in their parenthood practices must cater for their self efficacy in order to be effective. Self-efficacy is the belief in one's own ability to accomplish something successfully. Self-efficacy theory explains that most people generally will only attempt things they believe they can accomplish and won't attempt things they believe they will fail. People with strong sense of efficacy believe they can accomplish even difficult tasks. They see these as challenges to be mastered, rather than threats to be avoided. Efficacious people set challenging goals and maintain strong commitment to them. The perception of efficacy is influenced by four factors: mastery experience, vicarious experience, verbal persuasion, and somatic and emotional state (Bandura, 1997)

From the previous studies concerning teenagers' pregnancy, they found that factors contributing teenage pregnancy were having sex without protection (Anusornthirakul et. al, 2008) and making friends with whom were at risk behaviors (Chewaphansri, 2013). In the research of Cheeraphan, A. (2011) reported that sexual attitudes and behaviors can be influenced by friends as well as the dissertation of Mungmetup, N. (1999), which found that teenagers accepted premarital sex value. Researches on teenagers' mothering behaviours found that teenagers had the motherhood's behaviors at the moderate level (Kritcharoen et. al., 2007) because of loss of knowledge and motherhood skills. Therefore, knowledge of taking care of child was learnt from parents or relatives. Some could not take care of their child. They passed this responsibility to their parents or relatives because of being pressured from economy, society, education and other private needs (Ratchukul, 1998). In addition research of Sanrattana, U. et al (2015) reported the 279 respondents of young pregnant and parenting students in NF-IEC of North-Eastern part of Thailand showed that most pregnant students were 19 years old (38.00%), having first sex at 15 years old (25.10%), having first child at 18 years old (23.70%), making love at first with just knowing man (85.30%), studying in High School at NF-IEC (55.20%), getting marry without the marriage license (39.40%), living with parents (53.90%), working as employees (32.60%), and having income below 5,000 bath per month (39.40%). Besides, the research of Speight (2009) found that pregnant teenagers needed the strengthening of self-efficacy because the teenagers with high self-efficacy would be healthy in nourishing themselves and their children.

From the above mentioned reasons shown that there are young pregnant and pregnancy students in the N-E region of Thailand. The number of that group has been increasing. Effective parenting is no accident, thus education for them is needed through PSIP.

RESEARCH OBJECTIVES

The research aimed to 1) develop and validate parenting students' intervention program for parenting students through the NF-IEC in the Northeastern Region of Thailand and 2) examine the effectiveness of parenting students' intervention program.

METHODS

The research methods were divided into two phases as follows:

Phase one: Developed parenting students' intervention program (PSIP) based on self-efficacy theory and principle of curriculum development, and then using focus group for validated a PSIP. There were two steps of the program production.

First, drafting of the PSIP consisted of eight components: principle, goals, target groups, topics, and teaching techniques, learning processes in the classroom, teaching media, and assessment.

Second, the drafting PSIP was validated its suitability and congruence by 15 specialists in curriculum and instruction, educational measurement, psychiatrist, obstetrician, nurse, director and teacher in NF-IEC, by means of performing a focus group discussion.

Phase two: Try out and field trial the PSIP; in try out step, there were ten volunteer parenting students who were studying at NF-IEC in Khon Kaen province; in field trial, there were seven volunteer parenting students who were studying at NF-IEC in Kalasin province. All of 17 volunteer parenting students aged between 13-19 years old and had pregnant during studying in public high schools. Field trial used action research based on Altrichter, Kemmis, McTaggart and Skeritt (2002) consisting of planning, action, observation, and reflection. The researcher believed that action research will also empower teachers at NF-IEC in Kalasin province, who were participated in this research projects.

In planning step, the researchers contacted the director of NF-IEC in Kalasin province and asked for supporting in this. Researchers explained aims of this research. After negotiation done the researcher brought PSIP to teachers and explained about the goals, target groups, topics, and teaching techniques, learning processes, teaching media, and assessment of PSIP. Researchers took role of teaching and the teachers took role of observers.

In action, observation and reflection step, Researches teaching aligned with PSIP for seven days. The teachers of NF-IEC observed and took noted, researchers with teachers reflected based on the observation data by using group discussion.

Research Instruments

Phase one, the research instrument for validating the drafting PSIP were the Congruence Form which was gave to 15 specialists during focus group. The focus group discussion was based on two questions. The first question was "did the eight components in PSIP appropriate to help students in NF-IEC such as organization, and comprehensive?" The second question was "did you have any suggestion to improve PSIP?" After discussion the moderator gave the Congruence Form to 15 specialists and allowed time for them to respond. Found that the index of objective congruence values had ranged from 0.60 to 1.0

Phase two, the research instruments to examine the PSIP effectiveness and for observation step in action research spiral, consisting of lesson plans, achievement test, a checklist of motherhood's necessary behaviors, a self-efficacy assessment form and a questionnaire of parenting students satisfaction. More details of research instrument construction were as follows:

1. Lesson plans of 3 learning area in 11 topics for 50 hours were written that covered three main heading topics: factors relating to student pregnancy, motherhood's necessary behaviors, and self-efficacy.

2. Achievement test was the four- multiple choice consisting of 30 questions which covered all of topics in the PSIP. Face validity of a test was evaluated by five specialists in

curriculum and instruction and educational measurement and then was tried out with 31 students who were studying at NF-IEC in Kosumpisai in Maha-sarakham province. The achievement test's difficulty index ranged from 0.43 to 0.73 and had the power of discrimination values ranging from 0.30 to 0.60.

3. Checklist of motherhood's necessary behaviors were developed from the book of Ginott (2008), psychologist. The characteristics of this checklist were self-evaluation concerning the practice of motherhood's necessary behaviors, and there were two choices (practicing or not practicing) and had 42 items of questions. Face validity of the checklist was evaluated by five specialists. Its index of objective congruence ranged from 0.60 to 1.00.

4. Self-efficacy assessment form was a five-rating scale questionnaire that was face validity by five specialists as afore- mentioned.

5. Parenting students' satisfaction form was a five-rating scale questionnaire consisting of three main headlines: topics, handout of, and learning activities procedures containing 16 items of questions.

RESULTS

The written PSIP

The necessary contents knowledge and learning experiences needed for drafting PSIP was found as follows: 1) factors relating to student pregnancy pregnancy causes were: having sex without protection, mental factors, early maturity, peer pressures and sexual worldview; 2) motherhood's necessary behaviors that were : good relationships among mother and child, and moral teaching of mother to child; and 3) self-efficacy consisting of life-planning, the most of proud, learning the success from others' successors, and training to face with unsatisfactory behaviors or emotions of others that devalue ones' self-efficacy.

This drafting PSIP contained of 11 topics of 50 hours and was written on eight components: principle, goals, target groups, topics, teaching techniques, learning processes, teaching media, and assessment.

The PSIP effectiveness

Action research was used to examine the effectiveness of PSIP and the result shown as follow;

In planning step, the researchers did meeting with director and teachers in NF-IEC at Nong Krung Sri about the purpose of this research and asked for supporting to further trial the PSIP. A director was well co-operated and being needed innovation or something new for parenting students who were studying in NF-IEC at Nong Krung Sri. Moreover the director had a willing to help by teaching some topics and agreed to study the lesson plans and gave feedback. The teachers would observe the teaching activities in every period. The researchers negotiated, discussed mutual benefits and took care of the expenses.

In action step, the researchers adjusted a classroom to fit the activities and informed learning objectives, activities, teaching media and assessment forms to the teachers before starting learning activities in every period. In the first two days the learning area of comprehensive knowledge was pregnancy causes. The parenting students were quite silent and shy, not expressing their ideas. These were because of the content and they might not know each other. They were not asking any question. This shows that they were passive learners rather than active learners. Thus the researchers adapted the activities by adding group dynamic and games at the beginning of the periods. Fortunately after finishing the 11 lesson plans of 50 hours, students dared to express their ideas in front of the classroom or within the group. In the last two days the activity was outdoor trips by visiting the counseling centre for teenage parent at Kalasin Hospital in practicing to face with unsatisfactory behaviors and emotion of others that devaluated ones' self-efficacy. Another outdoor trip was meditation practice, held at Baan Nongsuang Forest Temple. From the analysis of

the data found that they had good attitude to the application of meditation in daily life. However, from the observation found that they could not meditate long.

In observation step, by using the instrument found the information as follows:

1. Achievement or Knowledge

Before teaching, researchers gave parenting students to make the pre-test with 30 Items of question, as well as, they made the posttest immediately again after finishing the last lesson.

Table 1 Achievement score of pre-test - post-test and individual achievement scores of each volunteer parenting students in the overall picture

| Volunteer parenting students | Pre-test | | Post-test | | Mastery Criterion (80%) |
|------------------------------|----------|------------|-----------|------------|-------------------------|
| | Score | Percentage | Score | Percentage | |
| P 1 | 17 | 56.67 | 24 | 80.00 | = 80 |
| P 2 | 7 | 23.33 | 12 | 40.00 | < 80 |
| P 3 | 21 | 70.00 | 21 | 70.00 | < 80 |
| P 4 | 20 | 66.67 | 18 | 60.00 | < 80 |
| P 5 | 19 | 63.33 | 18 | 60.00 | < 80 |
| P 6 | 19 | 63.33 | 16 | 53.33 | < 80 |
| P 7 | 19 | 63.33 | 18 | 60.00 | < 80 |
| Mean | 17.43 | 58.10 | 18.14 | 60.48 | < 80 |
| SD | 4.76 | | 3.76 | | |

Table 1 shown that there was only one Parenting Student (P1) who reached to the master criterion at 80%. The rest six Parenting Students couldn't reach to the criterion. Most of the students had a little progress when compared post-test and pre-test scores. It might because of they have negative experiences of testing in the Basic Education Schools before came to studied in NF-IEC. In the Basic Education Schools, most of them were experience failure. In addition this test score did not necessary for them to receive a diploma from NF-IEC.

Table 2 Comparisons of pretest and posttest scores of parenting students

| Parenting students' learning achievement | N | MR | SR | Z | Sig |
|--|---|------|-------|--------|-------|
| Pretest < Posttest | 4 | 2.50 | 10.00 | | |
| Pretest > Posttest | 2 | 5.50 | 11.00 | -0.105 | 0.916 |
| Pretest = Posttest | 1 | | | | |

Table 2 shown that the comparison of the pretest and posttest's scores by using Wilcoxon match signed ranked test was not significant difference in knowledge.

2. Motherhood's necessary behaviors,

In this learning area, parenting students knew each other more because they had done a group dynamic activity before starting learning. Therefore, they dared to share their ideas during learning. They scores as shown in table 3

Table 3 Number and percent of pretest-posttest scores of motherhood's necessary behaviors in the overall picture.

| Motherhood's necessary behaviors | Full scores | Scores of motherhood's necessary behaviors | | | |
|---|-------------|--|-------|-----------|-------|
| | | Pre-test | | Post-test | |
| | | Score | % | Score | % |
| 1. Making good relationships with child | 12 | 8.43 | 70.24 | 8.43 | 70.24 |
| 2. Teaching morality to child | 19 | 10.29 | 54.14 | 11.86 | 62.41 |
| 3. Sexual communication with child | 11 | 6.57 | 59.74 | 7.29 | 66.23 |
| Total | 42 | 25.29 | 60.20 | 27.57 | 65.65 |

Table 3 shown that post-test percentage of the topics of 'good relationships among mothers and child' was 70.24%. On the other hand, teaching morality to child was 62.41% and sexual communication with child was 66.23% which were not too high. In the overall picture, parenting students followed motherhood's necessary behaviors 65.65% which did not reach to 80% as the criterion specified. However, when compared post-test and pre-test their had progress scores. Post-test were higher than pre-test in all aspects.

3. Self-efficacy

Parenting students had self-efficacy at the high level that was reached to the criterion specified. When analyzing individual aspects, they were healthy of body and mind higher than the rest four aspects: hearing a happy speech, learning from others' experience of success, and sharing their experience of success respectively (see table 4).

Table 4 Self-efficacy comparisons by mean and standard deviation of pretest and posttest of parenting students in the overall picture.

| Parenting students' self-efficacy | Pre-test | | | Post-test | | |
|--|----------|------|----------|-----------|------|-------|
| | Mean | SD | level | Mean | SD | level |
| 1. sharing their experience of success | 2.83 | 1.66 | Moderate | 3.48 | 0.68 | High |
| 2. learning from others' experience of success | 2.85 | 1.33 | Moderate | 3.83 | 0.83 | High |
| 3. hearing a happy speech | 3.40 | 1.52 | Moderate | 3.85 | 0.67 | High |
| 4. healthy of body and mind | 3.38 | 1.48 | Moderate | 4.18 | 0.72 | High |
| Total | 3.07 | 1.40 | Moderate | 3.77 | 0.65 | High |

Table 4 shown that parenting students were encouraged to share their ideas by teachers helping them during performing activities. After finishing the lesson, they dared to express their ideas in front of the classroom or within the group. However, they were not asking any question. This shows that they were passive learners rather than active learners.

4. Satisfaction with PSIP participation

In the overall picture, parenting students satisfied with the activities at the high level that was reached to the criterion specified, especially in the application of knowledge into daily life for protection of repeating pregnancy. In the partial aspect, they satisfied with the learning documents especially in learning area one, comprehensive knowledge of teenagers' pregnant factors, as well as learning area two, motherhood's necessary behaviors.

Table 5 Mean and standard deviation of parenting students satisfied with PSIP

| Item | Mean | SD | Level |
|---|------|-------|-----------|
| Learning benefit from PSIP | | | |
| 1. Protection of repeating pregnancy | 4.65 | 0.862 | Very high |
| 2. Motherhood Awareness | 4.12 | 1.054 | High |
| 3. Perceive one own self-efficacy | 4.24 | 0.752 | High |
| 4. Be able to apply knowledge and attitude into daily life | 4.76 | 0.562 | Very high |
| 5. Be able to be a good model | 4.00 | 0.707 | High |
| Teaching material and handout | | | |
| 1. Guideline about learning how to learn | 4.12 | 0.781 | High |
| 2. Learning area one Comprehensive knowledge of teenagers' pregnant factors | 4.53 | 0.717 | Very high |
| 3. Learning area two Motherhood's necessary behavior | 4.65 | 0.786 | Very high |
| 4. Learning area three Self-efficacy | 4.59 | 0.772 | Very High |
| 5. Activity and learning process | 4.40 | 0.606 | High |

In reflection step, during and after field trial of the PSIP researchers used all of the information to think critically and the result was as follows:

1. PSIP structure

This PSIP of 50 hours consisted of three main topics: factors relating to student pregnancy, motherhood's necessary behaviors, and self-efficacy. These topics were suitable for young pregnant or parenting students and would be an elective course.

2. PSIP Effectiveness

2.1 Knowledge; parenting students had little progress because most of them were failed from the assessment system in public high school. They lacked skill in doing the test and denied to the tests or did not use their full potential. They did not value the education evaluation system. So the course of studies for this group of students should design focus on more activities and practicing than lectured. Assessment should focus on formative assessment rather than summative assessment.

2.2 Motherhood's necessary behaviors; parenting students have higher score when compared with knowledge but could not reach 80 % as the criterion specified. However, when compared post-test and pre-test their had progress scores. Post-test were higher than pre-test in all aspects. This learning area should be closed to and could suddenly be applied to their daily life in raising their children at home.

2.3 Self-efficacy; parenting students shown a lot of progress in this learning area, they dared to express their ideas in front of the classroom or within the group. Feel comfortable to speak to teachers and researchers. Activities designed were based on Bandura's Self-efficacy theory which includes mastery experience, verbal persuasion, vicarious experience and emotional state.

CONCLUSION AND DISCUSSIONS

The study of the necessary information from literature reviews and 15 specialist for the PSIP production and validation were found as follows:

1. The PSIP consisted of eight components: principle, goals, target groups, topics, teaching techniques, learning processes in the classroom, teaching media, and assessment. These components are suitable because it can be expected students and teachers to do. A simple model should at least consist of aims, contents, organization of content, way of teaching, technology, and examination. The aims of a model are the major role in shaping content, organization of the content, choosing ways of teaching and educational media; and to know a result of teaching, examination is a tool to tell it (R.W. Tyler, 1950)

Next, the PSIP should be focused on developing motherhood's necessary behaviors, self-efficacy and comprehensive knowledge of teenagers's pregnant factors. This is because mothers are the most influential people in children lives. Much of the previous has concluded that the authoritative type of parenting yield the healthiest and most emotional and mentally stable children. So, young mothers should learn about how to manage their motion, especially during in the periods of a three-old-child when a high level of self-esteem is an essential element for psychological development and then parents' behaviors contribute profoundly to the development of child's self-esteem (Troshikhina and Manukyan, 2016). Again, McDonnell and Velentino (2016) found that mother's history of adversity is associated with depressive symptoms before and after giving birth, and with their infants' maladaptive symptoms. In 2015 Cheng, et.al found clearly that the mechanisms of mother's adversity may be reciprocal effects in next two generation relationships. Indicated the concrete finding about the negative effects of not ready young mothers transferred to their children such as Tery and Manlove (2000) revealed that 22% of adolescent females that were born to a teenage mother will become teen parents themselves. Cowen's studies (2001) found that 40% of mothers who were abused or neglected as children maltreated their own children, another 30% provided borderline care. Therefore, giving information to young mothers by using education is necessary as well as motivating them to have self-efficacy to be a good mother in responsibility of taking care of their child, and the last thing is to give them to know factors of young pregnancy which will benefit for them to transfer the good information to their child to prevent the repeated crisis experience like their mother in the past.

Next, the PSIP should allow parenting students practice the critical thinking and reflecting through educational media such as VDO and learning by group discussions. This is because only teaching by talking in front the classroom is an abstract. Using VDO in teaching help them to understand clearly about a issue and motivate them in discussing about that issue. As Berk (2005) surveyed 12 strategies in teaching effectiveness, VDO is one of the tools in effective teaching that is used for formative and summative evaluation.

Lastly, the PSIP should support lifelong learning from learning documents provided for group learning and for self-learning at home. This is because parenting students are positive about their full-time education; however, most had not enjoyed school and their attendance had been poor. As Dench, Bellis, and Tuohy (2007) interviewed with 51 young mothers and 15 professionals working with young mothers. They reported that young mothers referred to not getting on with their teachers, or to feeling that teachers were not interested in their progress. Some had disliked certain subjects, or just generally found school boring. A number reported being bullied at school. Others had had their education disrupted for family or personal reasons. Pregnancy and becoming a mother had further disrupted their education. Those at college had often decided, or been persuaded, not to continue or return. A number of factors were identified that present barriers to participation in further education or training for young mothers. These include: cultural influences and a general lack of aspirations; the desire to be a good mother; previous educational experiences; a lack of clear

goals for the future; lack of access to appropriate advice about learning opportunities; financial constraints; social isolation; learner support issues. The study also identified a number of factors that can encourage engagement in further learning. These include: the provision of a range of flexible learning opportunities and the motivation to provide a better life for their child. Therefore, supporting lifelong learning by providing learning documents for group learning and for self-learning at home may be a better channel for supporting their learning.

2. Fifteen specialists agreed with three learning areas that comprehensive knowledge of teenagers' pregnant factors, motherhood's necessary behaviors, and self-efficacy. These three learning areas would strengthen them to be a good mom and strong citizen of social and country. The lessons how to be mom, making good relationships with child, teaching morality to child, and sexual communication with child would give parenting students learn about positive sides and negative sides in different kinds of motherhood. If they do not know their duty roles as well as motherhood's necessary behaviors, it will bring about a bad relationship between mothers and children because they will give all responsibilities of taking care of the children to their grand-parents. This is in line with Somsri, S., *et.al.* (2011) found that parenting teenagers in Pichit, Nakhonsawan, Uthaithani, Lob Buri, Angthong, Sing Buri and Chainat took care of their child at the moderate level because they worked at days and were back home at nights. They wanted knowledge of taking care of their child and their working outdoor affecting to the relationships between mothers and children. In the research of Wichaiya, W., (2012) studying about seven parenting teenagers' experiences that had unwanted pregnancy were found that even if they were unwanted mothers, they needed to strengthened self-efficacy.

3. The results of field trial the PSIP were found that parenting students' achievement test did not reach to 80% as the criterion specified. This is because 1) the criterion given by the researchers is higher than their potentiality because parenting students had ever failed in the formal education before. It is in line with their formative assessment (multiple choice test) in the learning area one obtaining 51.89% as well as in the learning area two having 45.71%. It is also in line with the study of Khamsan, S. (2011) reported that students' learning achievement at Klongkhung Non-Formal and Informal Education Center in Kampaengpet were below 50% of all subjects in the semester 1/2010. The center planned the strategies to develop the students in the semester 2/2010 and had followed its results. It was found that there were only one subject "Sufficiency Economy Subject", reaching to 51.63%, but the another subjects were still below 50%.

4. It was found that in the overall picture parenting students followed the motherhood's necessary behaviors 65.65% which did not reach to 80% as the criterion specified. It can be discussed that these parenting students were not ready to be mothers. Therefore, to develop the motherhoods' necessary behaviors must be trained in a longer time about providing knowledge, transforming attitudes and practicing skills of necessary motherhood's behaviors. About the finding of this research which did not reach to 80% as the criterion specified, it is in line with the research of Meyer, Jain, and Davis (2011) who studied 82 risk students from an alternative school located in a rural community of a northwest state. Participant included 37 females and 45 male ranging from 13 to 20 years of age. Sixty-five of the participants came from a home with a female primary caregiver, while 17 were from a family with a male primary caregiver. Fifty had a one-parent family, 27 had a two-parent family, and five were not living with a parent. They divided the participants into two group 39 participants as experimental group and another 43 participants as control group. They called the Parenthood Education Program (PEP) which was designed as a pre-pregnancy prevention strategy to teach pro-social parenting skills, a realistic picture of child raising including financial, time, and emotional demands, child development, goal setting, proactive family planning strategies, and learning opportunity for the development of an established parenting program. They reported that among experimental group and control group had significant at the alpha level .05 by control

group having score higher than the experimental group that finding was in the opposite direction that originally hypothesized.

5. For parenting students' self-efficacy was at high to highest levels in the overall picture which reached to the criterion given. This result can be explained that they learnt how to set their goal and learnt a way to success their goal by application of other successors' techniques. During of performing the activities in the classroom, teachers were friendly and spoke supportively to make students happy in learning and understanding the lessons. Besides, they saw a cripple man video struggling for existence and saw a video of a business man who had ever failed in business but never discouraged. They also learnt to think back to their past experiences of success and practiced meditation to have awareness and strong mind to struggle for existence. These activities supported self-efficacy that is in line with the theory of Bandura's self-efficacy (2006) stating that the most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. This research finding was in line with Meyer, Jain, and Davis (2011) Their findings reported that general self-efficacy among two groups had significant at the alpha level .05 by experimental group having score higher than the control group. Concerning meditation practice may be one of major activities that enhance parenting students' self-efficacy because six hours were allowed them do activities at a temple: three hours of practicing group meditation, and another three hours listening to a sermon delivered by a senior monk. This finding was in line with Sanaei et.al (2014) who studied effectiveness of eight hours of mindfulness training on self-efficacy of 30 women patients infected by breast cancer. They reported that mindfulness has been affective on increasing self-efficacy of the patients. Link's dissertation research (2013) on the relation between mindfulness and self-efficacy towards coping with negative affect in recovering alcoholics found that higher levels of mindfulness may also have greater self-efficacy towards successfully managing negative effect. Champika and Carolyn (2013) found that mindfulness and self-efficacy (as well as self-compassion and gender) could predict a positive well-being, and reduced depression, anxiety, and stress.

6. The result of the satisfaction with PSIP participation found that parenting students satisfied with PSIP participation at high to highest levels. This result is in line with the criterion given and can be explained that parenting students were served well during the program participation such as teachers helping them during group learning, getting a supportive speech from the teachers etc. These are basic needs that they were fulfilled during the program participation. It is in line with Maslow's Hierarchy of Needs (1943 cited in Saul McLeod, 2013) stated that people are motivated to achieve certain needs. When one need is fulfilled a person satisfied and seeks to fulfill the next one and so on. The model can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization). It is to be said that parenting students were fulfilled their basic needs during participations in the program.

In Summary, even if the PSIP Effectiveness in terms of Knowledge does not reach to the master criterion at 80%, as well as motherhood's necessary behaviors has a little bit positive progress. On the other hand, self-efficacy and satisfied with the PSIP are from high to very high level. The researches assume that the PSIP is suitable for training the parenting students because the result of the PSIP in terms of self-efficacy is high which effects diversely to motherhood's behaviors and knowledge in the positive way in the future. Like Bandura (2006) found that possessing a strong sense of self-efficacy can contribute to psychological well-being. Fry and Debates (2002) found that self-efficacy inversely predicted psychological distress. Endler et. al. (2001) found that self-efficacy can reduce anxiety, and Chen et. al (2010) indicated that self-efficacy can reduce depressive symptoms.

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INTRODUCTION TO ALGORITHMIC BASED DATA MANAGEMENT IN SPREADSHEET ENVIRONMENT

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ABSTRACT

Teaching spreadsheet management in ICT education is a widely accepted topic in frame curricula and plays an important role in everyday life as well. Working with data and data organized into spreadsheet tables are common practices and requirements. Therefore, teaching this topic with the most efficient methods, that is, creating schemata and building up long-lasting knowledge, is in interest of all parties involved: students, parents, teachers, and future employees and employers as well.

Sprego (Spreadsheet Lego) is a programming- and schema-based methodology that teaches spreadsheet management. It focuses on general purpose spreadsheet functions and basic algorithm-creation, while works with authentic data. Previous research and studies confirm that students learning with this method acquire long-lasting knowledge and score significantly higher on tests compared to groups who learned with traditional, problem specific surface approach methods. Furthermore, Sprego is not limited to teaching spreadsheet management, but is also suitable to prepare and introduce other algorithm- and data-heavy topics, like programming and database management. Considering the tools supporting the Sprego methodology, various unplugged and semi-unplugged tools have been invented to make the learning processes more productive, such as origami boats, team vests, 3D-printed doll sets, a 2D web/Android application, a 3D desktop application, and a virtual collaboration space.

In order to observe the acceptance and effectiveness of the Sprego methodology and its accompanying tools in K-12 education, we held a workshop for students in a bilingual school for various age groups from grade-6 to grade-12 classes. The workshop was administered for a restricted time which consisted of 6 classes a day for 2 days. We introduced Sprego to the students and solved tasks requiring algorithms for string operations, conditional calculations, and linear searches. The classes were supported with various unplugged and semi-unplugged tools with keen attention for unplugged activities in a traditional (computer-free) classroom. We found that despite the limited time frame, the students who paid attention and followed the instructions of the teachers were able to complete all the prepared tasks, and further, more complex ones on their own. We can conclude, based on our observations and interviews that the use of unplugged and semi-unplugged tools had a notable positive effect on building algorithms and schemata-construction, which would serve fast thinking and consequently reliable, effective, and software/version independent computer problem-solving in spreadsheet environments.

Keywords: Sprego, spreadsheet management, ICT education, unplugged, semi-unplugged

INTRODUCTION

Handling data, especially in the form of spreadsheets is a common practice and requirement in our everyday life. Students first encounter spreadsheets during their junior high school years in Hungary (Kerettanerv, 2012), when they learn the basics of spreadsheet management. Throughout their further studies, students build upon this knowledge and work with various spreadsheet management functions and datasets. According to the requirements of the central frame curricula, by the end of their secondary education, students reach a level of knowledge upon which they can build on effectively. Reaching the highest possible levels of spreadsheet management skills in K-12 education is important regarding multiple aspects. In the information society, end-users encounter situations and data which, lacking programming knowledge, are only manageable using spreadsheets. Furthermore, nowadays it is hard to find jobs where handling data and spreadsheets can be avoided.

However, according to the results of prior researches, students who complete secondary education lack the required level of spreadsheet management, algorithmic and computational thinking skills (Bíró & Csernoch, 2013; Csernoch et al., 2014, 2015; Panko & Port, 2013; Wing, 2006) Therefore, these students cannot be considered as conscious users of the spreadsheets and the data which they work with. End-users mainly use surface approaches, relying on the built-in problem-specific functions of these software, without understanding the algorithms in the background. This approach does not evoke routine fast thinking and analyzing slow thinking (Csernoch, 2017; Kahneman, 2011). Additionally, it carries potential risks regarding wasted resources (Csernoch, 2015; Kadijevich,

2013; Panko, 2008; 2013) and financial damages (Ben-Ari, 1999; EuSpRiG Horror Stories, 2019). These problems originate from how teachers of informatics and computer sciences teach spreadsheet management. Teachers heavily rely on traditional approaches for introducing students to this topic, and also focus on the use of problem-specific functions and other surface or wizard-based functionalities of the environments (Csernoch & Biró, 2016). This method is not suitable to teach and develop knowledge about data-analysis, -management and algorithm-construction. To solve this problem in ICT (Information and Communications Technology) education, the use of a novel approach is required. In the following section, we introduce a methodology that serves this purpose. Considering the low number of ICT classes available in the schools of Hungary (NAT, 2012; Kerettanterv, 2012) it is important to teach the spreadsheet management topic as efficiently as possible. In the experience detailed in the present paper, our goal was to introduce students to this topic using the Sprego (Spreadsheet Lego) approach during a 2-day-long workshop. We were aware that in this short time no method or teacher could cover the whole topic of spreadsheeting, therefore we focused on introducing students to algorithm-based data management in spreadsheet environment.

SPREGO

Sprego is an algorithm-focused, high mathability (Baranyi & Gilányi, 2013; Biró & Csernoch, 2015a, 2015b) methodology (Csernoch, 2014) for developing the students' computational thinking and algorithmic skills using spreadsheet programs as non-traditional programming environments. Sprego is software and platform independent with a heavy focus on algorithm-based teaching methods. It provides a more effective alternative compared to the widely used traditional surface approaches (Csernoch & Biró, 2015, 2016). The method builds on a small number of general-purpose functions (Table 1), and it facilitates schemata construction through building and coding algorithms and composite array formulas relying on this function group. This approach emphasizes the concept-based and schemata-centric problem-solving practice (Kahneman, 2011; Sweller et al., 2011; Pólya, 1954). In contrast with the problem-solving processes observable in traditional methodologies, Sprego clarifies the problem, which is followed by the building of the algorithm, then the coding takes place in a simplified functional language, and in the last step there are discussion and debugging. This process follows Pólya's 4-step problem-solving strategy (Pólya, 1954), as well as the application of slow thinking (Kahneman, 2011).

| Sprego text | Sprego number | Sprego pro |
|-------------|---------------|------------|
| LEFT() | MIN() | IF() |
| RIGHT() | MAX() | INDEX() |
| LEN() | SUM() | MATCH() |
| SEARCH() | AVERAGE() | ISERROR() |

Table 1: The Sprego general purpose functions separated into 3 categories.

As opposed to the approach present in the Hungarian curricula (NAT, 2012; Kerettanterv, 2012) and in the official textbook (Dancsó & Korom, 2013), the Sprego methodology works with real-life tasks and problems. Students solve these problems using authentic sources and datasets (tables). These tables are downloaded and converted from webtables available on the internet, thus providing sources and practices in real-life data management (Csernoch & Dani, 2017). These sources motivate students as they can work on data which they are familiar with, while it also avoids the unnecessary practice of typing tables.

The methodology realizes knowledge-transfer between other subjects and other topics of ICT education as well. Sprego is suitable to teach not only the topic of spreadsheet management, but also database-management and programming without leaving the work environment they are familiar with (Káta & Osztian & Vekov, 2015; Shams & Seitz, 2008). More detailed information on the methodology and its effectiveness can be found in our prior work (Biró & Csernoch, 2015, 2016, 2017; Csapó & Sebestyén, 2019; Csernoch & Biró, 2015, 2016, 2017; Sebestyén & Csapó & Csernoch, 2019).

Unplugged tools

The learning processes are supported with various unplugged (Biró & Csernoch, 2016) and semi-unplugged tools (Biró & Csernoch, 2017; Csapó & Sebestyén, 2017; Gulácsi & Dienes, 2018; Sebestyén & Csapó, 2019) developed for Sprego. Regarding the group of unplugged tools, the method uses 3D printed matryoshka dolls (Figure 1), origami boats folded in classes (Figure 2), and visibility vests to represent the logic behind building the algorithms and the composite array formulas. The main purpose of these tools is that by their physical properties they symbolize the multilevel functions and the values passing between levels.

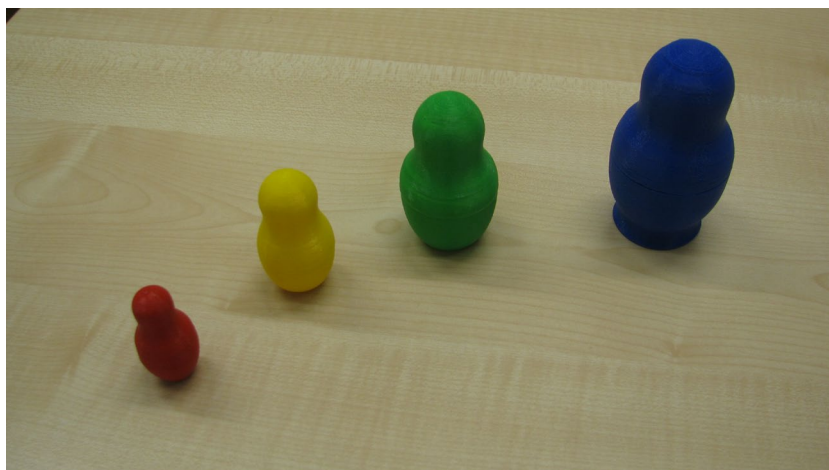


Figure 1: A 3D printed matryoshka doll set used in Sprego.

The use of unplugged tools follows on the principle that ICT education does not necessarily happen with computers (Bell & Newton, 2013). Beyond the purpose of unplugged tools – aiding the progression with Sprego – they also serve a key role in helping students understand the steps of problem-solving without computers and supporting the development of long-term knowledge. The physical properties of these items stimulate multi-sensory organs which increase the motivation of the students and the effectiveness of the classes (Kátai & Osztian, 2015; Shams & Seitz, 2008).

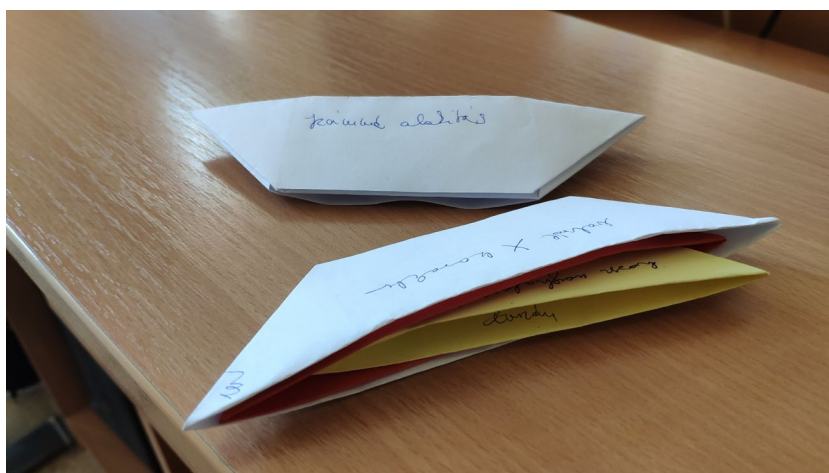


Figure 2: Folded origami boat sets for Sprego unplugged work.

Semi-unplugged tools

The algorithm visualization programs developed for Sprego (Csapó & Sebestyén, 2017; Gulácsi & Dienes, 2018; Skemp, 1971) represent the most common spreadsheet problems the students encounter and solve during classes. These applications present the problems in authentic scenarios, simulating real-life situations with a colorful environment (Figure 3). Currently, the following problems are implemented:

- Conditional counting based on equality: How many dolls have the same color?
- Conditional counting based on inequality: How many dolls can sit on the Ferris wheel? (Figure 3)
- Linear search: In which house does the doll live?



Figure 3: The conditional counting presentation based on inequality in the Sprego 2D application.

The applications also include a formula evaluator which guides students through the steps of the evaluation process. In this panel (Figure 3, right column) the steps of the algorithm with their relevant data are presented following the simple animation played in the middle of the screen. During the workshop we used both Sprego applications of which the 2D version is publicly available in English and Hungarian languages for the web and for Android devices (Csapó & Sebestyén, 2019).

In the group of semi-unplugged tools, the methodology also has a virtual collaboration space developed for self-learning (Csapó, 2017, 2018). The goal of this collaboration space is to provide students with all the necessary information, tasks, and guidance for completing and learning the spreadsheet management topic with Sprego. Although this space is part of the wide array of tools developed for Sprego, it was not used in our workshop due to infrastructural limitations.

THE STUDY

Digital Theme Week

In Hungary, every year the Digital Theme Week (Digitális Témahét, 2019) event is organized for elementary and high schools. The goal of this event is to promote and spread methodologies of digital pedagogy in education. The organizers share several ideas, themes, and sample projects with guidance purposes for the possible applicants. The schools who join the Digital Theme Week can register their own programs, choose from a pre-created set of programs or attend the programs organized by the partners of the Digital Theme Week. The general approach and requirements towards these programs are that they have to support new ideas and plans that allow learning to progress in the area of digital education.

In this year, some of the most popular themes were the escape room with special quizzes in the topic of informatics and problem solving with coding. During this week, the participating schools follow an irregular class schedule compared to traditional school days with accompanying projects focused on ICT.

Partners and participants

We were invited to teach Sprego lessons in a bilingual school in Budapest (Szlovák Tanítási Nyelvű Óvoda, Általános Iskola, Gimnázium és Diákotthon) (Hipik, 2019). Due to the Digital Theme Week, the timetables of the classes were changed, which made it possible for students from grades 6–12 to attend our lessons. It is worth noting that we were invited prior to the aforementioned occasion to an elementary school in Ajka (Ajakai Bródy Imre Gimnázium és Alapfokú Művészeti Iskola). However, the details of that experience are beyond the scope of the present paper.

The students in our workshop were separated by age groups, although not as strictly as regular classes do. The youngest group which attended the workshop consisted of grade-6 and 7 students, who had no prior knowledge in the topic. In contrast, the students in the higher age groups have learned spreadsheet management before, using traditional approaches. Therefore, these students attended the workshop with a fragmented and unreliable knowledge structure.

The program

We spent two days teaching Sprego, during which we held 6–6 lessons for the students on each day. As we pointed out in the Introduction section, this number of classes is not enough to cover the spreadsheet management topic. However, it is enough to develop a reliable basic knowledge in spreadsheeting. In regular classes, the students learn spreadsheet management for 1 or 2 lessons a week – depending on the schedule of the school and the curricula

(Kerettantern, 2012) – for months. Therefore, the goal of the workshop was not to cover the complete topic, instead we focused on the algorithmic and programming aspects of spreadsheeting. The students solved data handling problems through algorithm-planning and construction using the following authentic tables:

- 100 tallest buildings in the world (Council on Tall Buildings und Urban Habitat, 2016),
- Top 250 Hungarian youtubers (SocialBlade, 2019),
- Top 250 movies based on the ratings of IMDB (Internet Movie Database) (IMDB, 2012),
- The list of countries in the world (Worldometers, 2019).

The students' work was supported by unplugged (origami boats folded at the scene, visibility vests, classroom games, students' drawings) and semi-unplugged tools (Sprego applications).

During the workshop we separated the students into two main groups (groups A and B) in which the classes were held simultaneously in a 3–3/day assignment. In group A the students started with the unplugged session in a traditional classroom where only the teacher's computer was present. The participants were guided through the steps of the Sprego algorithms making them take part in the process physically. This approach ensured the involvement of each student in the learning process through multi-sensory stimuli (Figure 4). The other group of students (group B) was divided into 2 subgroups – based on the number of available computers in each classroom – and started solving the problems using computers and spreadsheet management environments. The progress was aided by (similarly to group A) unplugged origami boats and additionally, with the use of the Sprego applications. After the first session of three classes, the students switched places and took part in both types of classes during the workshop. Considering the number of teachers, all groups worked with a differing number of teachers who besides providing instruction and guidance, checked and corrected the students' work in the process. The unplugged sessions were guided by one teacher, while in the computer rooms 2 or 3 teachers (based on the classroom) were present.



Figure 4: The students taking part in the unplugged session, playing along the algorithm of the linear search.

The groups solved problems with Sprego in the following categories:

- String operations: Separating constant and varying number of characters from a field.
- Conditional counting: Calculating the number of records based on a yes-no question.
- Conditional calculation: Calculating the sum and average of data selected by a yes-no question.

- Linear search: Finding the index of the value in demand and returning a value from a different field using that index number.

During the workshop we provided students with all the necessary methodological tools for individual work. The guided lessons were based on the coaching approach, requiring students to actively participate in the discussion of the problem solving.

At the end of the workshop, the students took part in a playful competitive Kahoot (Kahoot!, 2019) game regarding the knowledge items they had worked with in the course of 2 days. The winners of this game were rewarded in each group. As another motivational factor, the students earned Sprego Money for high activity in the classes and correct solutions during the 2 days, which they could exchange for good grades at their ICT teachers.

Regarding the students' feedback we received, almost half of the students had no prior knowledge in spreadsheet management before they took part in our workshop. The participants claimed that they understood the process of working with Sprego and building algorithms with it. Furthermore, most of them found the workshop and what they learned useful and stated that they would participate in a similar event.

CONCLUSIONS

Our experiences and observations showed that students who paid attention and followed the instruction of the teachers were able to complete all the prepared tasks regardless of the narrow time frame. The students enjoyed the unusual ICT classes and the work with unplugged tools in both groups A and B. The use of unplugged and semi-unplugged tools had a notable positive effect on building algorithms and schema-construction, as the problem-solving using computers were more effective after the computer-free unplugged classes.

In the present paper, we introduced one of the Sprego workshops – along with the feedback of the students and our observations – we held during the Digital Theme Week 2019 event. We found that the use of unplugged and semi-unplugged tools had a notable positive effect on the participants' understanding and on the algorithm construction process. This shows that the use of unplugged tools in ICT education is worth focusing on and that future research is advised on the development of such tools and on the effectiveness of this practice. The statistical analyses on the effectiveness of the Sprego unplugged tools are currently underway and results are expected in the near future. Further development of the Sprego applications is also in progress to make them available for self-learning as well.

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INTRODUCTION TO PROBLEMATICS OF UNIVERSITY STUDIES OF SPACE HOLISTIC ECONOMICS FROM THE VIEWPOINT OF DOCTORAL STUDIES

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ABSTRACT

This paper is one of the outcomes of the preparatory work on a research project exploring the effects of solar activity on Earth's economy and extraterrestrial economy from a global perspective. In addition to the global effects of solar activity, the work deals with the gradual transformation of teaching terrestrial economics to teaching extraterrestrial economics. Regardless of the level of development of artificial intelligence, the second half of the twenty-first century will require from economists a holistic approach to the concept of extraterrestrial economics, i.e. the approach of holistic economics within the study requirements for the future doctoral degree graduates. The equation of the field of retail gravitation is derived by the Einstein's methodology modified for the description of the field of terrestrial as well as extraterrestrial retail gravitation.

Keywords: Cognitive informatics, Holistic economics, Physical economics, Physical informatics, Quantum cognition, Space holistic economics

INTRODUCTION

The colonization of the solar system will require a profound change in the education of economists because economists, through their decisions, will have a significant impact on the financing of basic and applied research. It will therefore be necessary for economists to be educated in the fields of science related to the development of space trade. This can be illustrated by the following example: During long-term flights of spacecrafts to transport people or cargo, as well as when moving people or cargo to or from these spacecrafts, solar activity and its manifestations on the orbital trajectory of the Earth around the Sun will have to be reliably predicted from the knowledge of physical mechanisms responsible for solar and geomagnetic activity.

For these reasons the interdisciplinary project **Economics of Sun-Earth Relationships** (ES-ER) is being prepared as a part of the international research and educational program **Holistic Space Economics** (HSE). The ES-ER project examines globally the effects of solar activity on terrestrial economics and economy as well as the transformation of terrestrial economics into extraterrestrial economics including the gradual transformation of the educational process in terrestrial economics into the educational process within extraterrestrial economics in the framework of doctoral studies.

In this paper the metric theory of the retail gravitation is derived on Einstein's manifold. This paper is based on papers (Zeithamer and Pospíšil, 2018, 2019). The paper is one of the outputs for the preparation of the ES-ER project.

THE STUDY - THE EQUATION OF THE RETAIL GRAVITATIONAL FIELD

The quantification of the phenomenon of retail gravitation, published by John William Reilly in 1929 in the United States (Reilly 1929), had a surprising analytical similarity to Newton's law of gravitation, i.e. the volume of retail trade attracted into the city with a large population (from the vicinity of the city) was directly proportional to the population of this city and inversely proportional to the square of the distance from this city.

Reilly's law of retail gravitation [Reilly 1929, 1931] waited 86 years for the direct derivation from Newton's law of gravitation and for the first time it was derived directly from Newton's Law of Gravitation by Thomas R. Zethamer in 2015 (Zeithamer 2015, 2016 a, 2016 b, Zeithamer & Pospíšil 2017).

In this paper, the geometric description of retail gravitation is realized on a four-dimensional (space-time) differentiable manifold, in which the square of the distance ds between two infinitely proximate points $K = [x_0, x_1, x_2, x_3]$ and $K' = [x_0 + dx_0, x_1 + dx_1, x_2 + dx_2, x_3 + dx_3]$ (where $x_0 = ct$, t is time, c is the velocity of light) is expressed by a quadratic form

$$ds^2 = g_{\mu\nu} dx^\mu dx^\nu, \quad \mu, \nu = 0, 1, 2, 3. \quad (1)$$

And so the quadratic form (1), which defines the metrical properties of four-dimensional space-time differentiable manifold, is not necessarily positive as in the case of the geometry of three-dimensional space, but has the signature +2 or -2. That is to say that if the coordinates are chosen so that at one particular point of the differentiable space-time manifold the signature is +2, i.e.

$$ds^2 = -dx_0^2 + dx_1^2 + dx_2^2 + dx_3^2, \quad (2)$$

then in every case three of the signs will be plus and one minus. The phenomena of retail gravitation must also be placed to the account of geometry and the laws by which population affects economic measurements are no other than the laws of retail gravitation.

Let us consider a currency units moving freely past a city with great population in Riemann manifold. In the Reilly's empirical research of retail gravitation the city with great population is replaced by a financial volume of retail trade drawn to the city with great population and then, since the currency units are no longer moving freely, one finds that their trajectories are no longer a straight lines. The space-time manifold is assumed to be a Riemann space with metric tensor g of Lorentzian signature and in such a space it is natural to suppose that the trajectories of a freely moving currency units are modeled by a geodesics.

If there is no field of retail gravitation present, and if an inertial coordinate system is being used, the geodesic trajectories of a freely moving currency units should change to a straight lines. This is only possible if a coordinate system can be found in which the Christoffel symbols and therefore the partial derivatives of the metric tensor vanish at all points of the manifold. The Riemann space then must be a Minkowski space with metric tensor field η and that relative to an orthonormal basis it has components

$$\eta_{ij} = \begin{bmatrix} -1 & 0 & 0 & 0 \\ 0 & +1 & 0 & 0 \\ 0 & 0 & +1 & 0 \\ 0 & 0 & 0 & +1 \end{bmatrix}. \quad (3)$$

Even in a Minkowski space the Christoffel symbols will not, in a general coordinate system, vanish. In a general coordinate system the trajectories of the freely moving currency units will be given by the equation

$$\frac{d^2 x^\nu}{ds^2} + \Gamma_{\mu\kappa}^\nu \frac{dx^\mu}{ds} \frac{dx^\kappa}{ds} = 0, \quad \mu, \nu = 0, 1, 2, 3, \quad (4)$$

where the presence of the term involving the Christoffel symbol indicates the existence of an inertial force of retail gravitation and the use of non-inertial coordinates while

$$\Gamma_{\mu\kappa}^\nu = \frac{1}{2} g^{\nu\lambda} \left(\frac{\partial g_{\lambda\mu}}{\partial x^\kappa} + \frac{\partial g_{\mu\lambda}}{\partial x^\kappa} - \frac{\partial g_{\mu\kappa}}{\partial x^\lambda} \right) \quad (5)$$

are signs for Christoffel symbols $\left\{ \begin{smallmatrix} \nu \\ \mu\kappa \end{smallmatrix} \right\}$.

In the presence of a field of the retail gravitation the metric tensor field g must be determined by the distribution of population which is the source of the field of the retail gravitation. The field of retail gravitation is described by a scalar potential ϕ satisfying Poisson's equation

$$\Delta\phi = -4\pi E\rho, \quad (6)$$

where ρ is the density of the population distribution and E is a constant of the city economic equipment. In the special theory of relativity applied to retail gravitation ρ is just part of the energy-momentum tensor field T of the population distribution and so one might expect $T^{\mu\nu}$ to appear on the right-hand side of the field equations of general relativity applied to retail gravitation. The components $g_{\mu\nu}$ of metric tensor field g are the analogues of the scalar potential and so again one might expect the left-hand side of the field equations to involve a tensor field of valence two and this tensor field is constructed from the components $g_{\mu\nu}$ and their first and second partial derivatives (for the reason that Laplacian Δ involves second or first and second partial derivatives in

dependence on type of system of coordinates). In the absence of external forces, the energy-momentum tensor field has zero divergence, a condition which can be written in tensor form as

$$T^{\mu\nu}_{;\mu} = 0. \quad (7)$$

In accordance with Einstein, the tensor field G with components $G^{\mu\nu}$ is defined in the same analytical form through the tensor field of Ricci for the case of retail gravitation, i.e.

$$G^{\mu\nu} = R^{\mu\nu} - \frac{1}{2}g^{\mu\nu}R, \quad (8)$$

which is linear in the partial derivatives of the metric tensor, also has zero divergence so that the field equation for retail gravitation may be postulated in the form

$$G^{\mu\nu} = HT^{\mu\nu}, \quad (9)$$

where $H = H(E)$ is a constant. In any region of space that is not occupied by population, the tensor field T with components $T^{\mu\nu}$ becomes zero so that (8) gives

$$G^{\mu\nu} = R^{\mu\nu} - \frac{1}{2}g^{\mu\nu}R = 0, \quad (10)$$

where

$$R = R^{\mu}_{\mu} = g^{\mu\nu}R_{\mu\nu}. \quad (11)$$

Contracting on μ and ν in equation (10) yields

$$R - \frac{1}{2}4R = 0 \quad (12)$$

so that $R = 0$. It follows that the Ricci tensor itself must be zero

$$R^{\mu\nu} = 0. \quad (13)$$

FINDINGS - THE CRITERION OF THE OCCURENCE OF THE RETAIL GRAVITATION FIELD

The possibility to introduce such coordinates for which all components (5) (or all Christoffel's symbols) are zero, characterizes the Euclidean space which is defined by this property for any number of N dimensions. However, not only the metric form but also the equation of geodesics in the curvilinear coordinates in the Euclidean space formally do not differ from the equations of the geodesics in the general Riemann space. This raises the question of how to distinguish the curved Riemann space from the flat euclidean space without the empirical search for the Cartesian coordinate system with the constant components of the metric tensor field? The solution to this task concerns the basic geometric characteristics of the space that can not depend on the choice of the reference system. For this reason, the problem can only be solved by expressing the curvature of the space with a tensor field whose components disappear in the whole space only when it is Euclidean. Then, all the components of the tensor field searched in each reference system will be zero. By this tensor field, which makes it possible to decide whether it is a flat space or a curved space independently of the choice of the coordinate reference system, is Riemann tensor field of curvature whose components in arbitrary coordinates are of the form

$$R^{\nu}_{\kappa\lambda\mu} = \frac{\partial \Gamma^{\nu}_{\kappa\lambda}}{\partial x^{\mu}} - \frac{\partial \Gamma^{\nu}_{\kappa\mu}}{\partial x^{\lambda}} + \Gamma^{\nu}_{\kappa\sigma}\Gamma^{\sigma}_{\mu\lambda} - \Gamma^{\nu}_{\lambda\sigma}\Gamma^{\sigma}_{\kappa\mu}. \quad (14)$$

Despite the rather complicated mathematical expression of the components of the tensor field of curvature, it is clear from (5) that this tensor field has all components of zero if the components of the metric tensor field are constant, i.e. independent of coordinates. This is true for Cartesian coordinates that exist only in Euclidean space, and therefore in flat space all components of the tensor field of curvature are zero in all (that is, also curvilinear) coordinates. The inverse theorem also holds that the space in which all components of the Riemann's tensor field of curvature in any coordinate system are equal to zero, is a Euclidean space. The fact that space is curved or not is unambiguously determined by the Riemann tensor field of curvature with the components $R^{\nu}_{\kappa\lambda\mu}$.

The occurrence of the retail gravitation field is linked to the non-zero population of settlement units, i.e. to the average number of inhabitants of villages, towns, cities, metropolises. The curvature criterion of the metric space mentioned in the previous paragraph is used to determine the presence of retail gravitation in the model space by the calculation of metric tensor field from the economic surveys of retail gravitation.

CONCLUSION

This paper is the output of the preparatory work for the upcoming project "Economics of Sun-Earth Relationships" and it is at the same time pioneering of the new direction of research in the field that is entitled space holistic economics (or astrobioeconomics) (Zeithamer and Pospíšil, 2018, 2019). The methodology developed by Professor Albert Einstein in the theory of relativity in the time span of 1905 to 1916 (Einstein, 1914, 1915, 1916 a, 1916 b) was applied to describe the field of retail gravitation. The equation of the field of retail gravitation is derived. A quantitative criterion for determining the presence of retail gravitation was established, i.e. the occurrence of a retail gravitation field is equivalent to the non-zeroing of the Riemann curvature tensor field of curvature for retail gravitation in a model space.

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INVESTIGATION AND EVALUATION OF THE OPINIONS OF THE TRNC PRIMARY SCHOOL ADMINISTRATORS FOR THEIR SUBSTANCE AND UNDERSTANDING OF KNOWLEDGE MANAGEMENT

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SUMMARY

Information is at the center of the process of economic and social transformation that is taking place at the global level and plays a key role in the struggle of corporations and societies to gain a superiority to each other. The most valuable production factor in the information economy is interest. Therefore, effective management of information in terms of organizations is considered as one of the most important elements of achieving long-term competitive advantage. The benefits of knowledge management to the organization are discussed in detail both in theory and in practice. The aim of this study is to determine the opinions of the administrators of the TRNC primary school on the knowledge management infrastructure and the degree of understanding they have. In the study, quantitative data were used and the research design was determined as a general screening model. An application study consisting of 88 primary schools and 202 school administrators was conducted in TRNC. Data; t Test and F Test techniques. In the study, there was no significant difference between the school administrators' views on knowledge management according to the variables of gender, age, the last school completed and the duration of service in the current school.

Keywords: Information, Knowledge Management, Primary School, School Manager.

INTRODUCTION

Educational organizations are not only to use information, but also to develop, produce, renew and disseminate it. Education organizations, which are so intertwined with knowledge and have such tasks, should be able to respond to the demands and expectations of individuals and society and give special importance to knowledge management in the 21st century in order to educate the generations to compete. What we know most about the issue of knowledge management is the way we know and how to use it and how to improve it. Educational organizations must use the information effectively because of the mission they undertake, to produce new information and to share this information. In this context, a solid infrastructure and understanding of knowledge management becomes inevitable. Meder states in his study called *Information Society and Social Change* that in 2001 that information society brings many important opportunities and benefits to humanity. However, he emphasized that this distinction between developed and underdeveloped countries was shelved by mentioning that this situation did not spread equally and fairly to all social strata. Today, in all the developing countries, including our country, it is one of the issues that should be examined urgently in the social sciences. One of the most important issues that should not be overlooked in these studies is that the information society has achieved the balance between the existence of the information society and the provision of the necessary infrastructure for the equalization of information to all people. In his study in 2005, Terzi emphasized that a new paradigm based on information and information technologies has started to emerge in the twenty-first century, which is now at the stage of information society from the industrial society stage, in every field where the old rules and principles are losing their validity. Again, in terms of understanding the basic paradigm of the information society in which there is no complete transition according to Tailor, it seems very important to be able to design and manage the organizations and communication forms that will exist in this society while establishing a new social order based on knowledge. In his doctoral thesis on knowledge management in 2009, Eriş studied the knowledge management in two sub-dimensions: educational and managerial, and revealed that school administrators and teachers' school administrators were more competent in managerial knowledge management. This shows us the need for more pre-service and in-service studies for knowledge management infrastructure and understanding in education. Zaim *Infrastructure of Knowledge Management and Knowledge Management Performance* done in 2010 is one of the most important results. There are concrete factors such as technology and organizational structure within the infrastructure elements as well as abstract factors such as corporate culture and leadership. However, it can be seen that abstract or concrete factors directly and indirectly affect the performance of knowledge management. Because it is not possible to obtain results from knowledge management processes without providing adequate infrastructure elements. In this study, firstly, the factors related to knowledge management were investigated and these five factors were determined. These factors; technology, leadership, human capital, corporate culture and organizational structure.

The subject of knowledge management has been increasingly on the agenda of organizations and nations since the 1990s as a result of technological developments, globalization and increasing importance to human

resources. As a key to development and progress, knowledge management has become the number one issue of all kinds of organizations, whether for profit or not, from private or public sectors. The importance of knowledge in the life of individuals and societies has led to the emergence of a multidisciplinary, comprehensive and growing new field in the management literature called knowledge management in order to make the best use of information. Educational organizations, which are knowledge-based institutions, have to serve both their own goals and community goals by effective knowledge management, processing, developing and disseminating information (Özmen, 2002). Bursalioğlu (2001) classifies the qualifications required of school administrators as technical competences, human competencies and conceptual competences in general.

Technical competencies: Technical competences are technical knowledge and skills in the field of activity. The technical knowledge and competences related to the methods, techniques, processes and processes used to fulfill the task requirements constitute the technical activities of that task.

Human Competences: Human competences can be considered as competences for understanding and motivating individuals and groups. Effective working and creating joint efforts, assumptions about others, beliefs and attitudes, their use of the methods and limits to see, individual differences should be seen as characteristics of human relations (Basar, 2000).

Conceptual Competences: To be able to see the school administrator within the society, within the education system and within universal dimensions; To be able to see all the parts that integrate the school in interaction, to follow the theoretical developments in the field of education, to comprehend and to be able to evaluate the formal education situations faced by this theoretical and conceptual perspective. This ability requires the knowledge of the scientific disciplines that will bring theoretical ability to the field of education, especially management theory, organization, human behavior and philosophy of education (Kabadayi, 1982).

A school administrator should manage to establish a knowledge-based organizational culture at his school to create a successful knowledge management system (Kesen, 2006). Lee (2007), in his PhD thesis about 150 principals, found that school administrators should have the following components in order to achieve success in knowledge management practices in education: Leadership, Culture, Technology and Measurement and Evaluation. When these components are effectively used for knowledge management strategies within the organization, there will be a higher probability that organizational goals will be realized (Lee, 2007). In order for a school administrator to establish a successful knowledge management system in his / her school, an environment should be prepared to create a knowledge-based work environment. Some of the factors that are constantly emerging in the most successful organizations are as follows (Skyrme, 2000 Akt: Celep & Çetin, 2003): A strong link to what the business sector has to do, A compelling vision and structure, Knowledge leadership, Continuous learning, Extremely well-developed information-a communication infrastructure and systematic information processes.

Objective and Significance

The opinions of the administrators about the level of knowledge management infrastructure and understanding of the Turkish Republic of Northern Cyprus constitutes the problem of the research. The opinions of the administrators working in primary schools about the knowledge management infrastructure and understanding of the schools,

- a. their genders,
- b. their ages,
- c. recently graduated school,
- d. is there any difference in terms of the duration of service in the school?

The main purpose of this research is to determine the opinions of the administrators of the Turkish Republic of Northern Cyprus on the level of knowledge management infrastructure and understanding of the primary schools. This study shows that the opinions of the primary school administrators on the knowledge management infrastructure and understanding of the schools have an important contribution to the education management literature. As this will increase the efficiency in education and training activities, it is thought that this study will be important for the other researches to be done.

METHODS

Research Model

The descriptive survey model was used in this study. To determine the specific characteristics of a group, studies aimed at collecting data are called screening research (Büyükoztürk & others, 2008). Screening models are research approaches that aim to describe a situation that has existed in the past or is still present. In such researches, the subject, subject, or object, which is the subject of research, is tried to be depicted in its own conditions and as it is. There is no attempt to change and influence them in any way (Karasar, 2007).

Population and Sampling Model

The universe of research; In the 2011-2012 academic year, primary school administrators in public schools in Northern Cyprus are composed of managers. The total number of state primary schools in Northern Cyprus constitutes the universe is 88. The universe information in these schools is shown in Table 1 according to the data obtained from the Ministry of National Education.

Table 1: Research population

| | |
|-------------------------------------|------------|
| Unit | N |
| Number of School | 88 |
| Number of School Administrator | 202 |
| Total (School Administrator) | 202 |

The aim of the study is to determine the competencies of primary school administrators working in Nicosia, Famagusta, Girne, Güzelyurt and Yeni İskele regions in Northern Cyprus, and their competencies for knowledge management infrastructure and understanding.

Table 2: Research population and sampling model evaluation

| Unit | Population (N) | Sampling (n) |
|--------------------------------|-------------------|-----------------|
| Number of School Administrator | 202 | 190 |

Since the number of school administrators that make up the universe is not very high and the data to be obtained are thought to be more meaningful, all managers are included in the sample.

Data collection tool

Celep's (2008) scale was used to measure the opinions of school administrators working in primary schools in Northern Cyprus in order to measure their views on the knowledge management infrastructure and understanding of educational organizations.

Data Analysis

In the analysis of the data obtained, t-test was used in case of two independent variables and ANOVA was used in more than three.

FINDINGS

The findings are presented below in accordance with the research sub-problems:

Table 3: According to "Gender" variable, Primary School Administrators' opinions to Infrastructure of Knowledge Management and t Test Results

| Gender | N | Ort. | Ss | t(df=196) | P |
|--------|-----|------|------|-----------|------|
| Female | 86 | 4.07 | 0.32 | 1.732 | .085 |
| Male | 112 | 3.98 | 0.39 | | |

When Table 3 is examined, there is no significant difference between the opinions of the administrators working in primary schools regarding the knowledge management infrastructure and understanding. ($t_{df=196} = 1.732$, $p = .085$; $p > 0.05$).

Table 4: According to "Age" variable, Primary School Administrators' opinions to Infrastructure of Knowledge Management and Results of Variance Analysis

| Age | N | Average | Ss | F (2,194) | p | η^2 |
|-------|-----|---------|------|------------|------|----------|
| 31-40 | 18 | 3.90 | 0.38 | .895 | .410 | .009 |
| 41-50 | 114 | 4.03 | 0.35 | | | |
| 51-60 | 66 | 4.03 | 0.37 | | | |

When Table 4 is examined, there is no significant difference in the results of one-way analysis of variance in order to examine the difference between the opinions of the administrators working in primary schools on their knowledge management infrastructure and understanding. ($F_{(df=2,194)} = .895$, $p = .410$, $\eta^2 = .009$; $p > 0.05$).

Table 5: According to “Recently graduated school” variable, Primary School Administrators’ opinions to Infrastructure of Knowledge Management and Results of Variance Analysis

| Recently graduated school | N | Avg. | Ss | F (2,195) | p | η^2 |
|---|-----|------|------|-----------|------|----------|
| Teacher's Academy | 138 | 4.03 | 0.37 | .419 | .658 | .004 |
| 4-year Education Institute. college or associate degree | 34 | 3.99 | 0.37 | | | |
| Master's Degree | 26 | 3.07 | 0.34 | | | |

According to Table 5, there is no significant difference in the results of one-way analysis of variance applied to examine the difference between the opinions of the administrators working in primary schools on the infrastructure and knowledge of knowledge management. ($F_{(df=2,194)} = .419$, $p = .658$, $\eta^2 = .004$; $p > 0.05$).

Table 6: According to “Duration of service at school” variable, Primary School Administrators’ opinions to Infrastructure of Knowledge Management and t Test Results.

| Year | N | Average | Ss | F (6,191) | p | η^2 |
|------|----|---------|------|-----------|------|----------|
| 1 | 40 | 4.10 | 0.33 | .697 | .653 | .021 |
| 2 | 60 | 4.00 | 0.34 | | | |
| 3 | 46 | 3.95 | 0.42 | | | |
| 4 | 27 | 4.04 | 0.34 | | | |
| 5 | 13 | 4.03 | 0.31 | | | |
| 6 | 12 | 4.02 | 0.49 | | | |

When Table 6 is examined, there is no significant difference in the results of one-way analysis of variance in order to examine whether there is a difference in terms of service management in the schools in which they work. ($F_{(df=6,191)} = .697$, $p = .653$, $\eta^2 = .021$; $p > 0.05$).

CONCLUSION AND RECOMMENDATIONS

There is no significant difference between the views of the school administrators according to gender, age, the last school completed and the length of service in the school. Primary school administrators should be given more practical training in the field of knowledge management both before and during the service. According to the independent variables, there is no need to differentiate or individualize the education to be offered, since there is no significant difference in the opinions of school administrators. A general education can be offered to raise awareness among school administrators about knowledge management. It is important to ensure that in-service trainings to be carried out are in line with the infrastructure of the schools and that school administrators are aware of direct knowledge management with a practical understanding. In-service trainings should be ensured in order to improve the personal and professional characteristics of the school administrators in order to influence the teachers they work with in the context of knowledge management.

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INVESTIGATION OF HEALTHY LIFE PERCEPTION AFTER ANATOMY LABORATORIES IN MEDICAL FACULTY STUDENTS

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ABSTRACT

University education period is an important stage in the formation of the individual's personality. During this period, physical, mental and spiritual changes can be experienced. In this period, perceptions of healthy lifestyle are shaped. Perceptions of a healthy lifestyle include all behaviors that affect an individual's health.

Anatomy is one of the most intensive basic courses in medical education. Within the scope of Anatomy Laboratory courses in medical faculties, students learn by seeing and touching the cadaver for the first time. This may change the lifestyle and human life perspective of Medical Faculty students. Conversely, the perception of healthy life of other faculty students who have never seen dead or corpses in their lives may be different.

The aim of the study was to compare the perceptions of health promoting lifestyle profiles of the medical students who saw cadaver in the Anatomy Laboratories before and the students of the Faculty of Sport Sciences who didn't see any dead.

59 students ($20,24 \pm 1,25$ years) from Kocaeli University Faculty of Medicine and 51 students ($22,42 \pm 2,97$ years) from the Faculty of Sport Sciences were administered the Health Promoting Lifestyle Profile-II questionnaire. The data obtained from 62 male and 48 female students were collected and necessary statistical analyzes were performed.

Accordingly, in the health responsibility, physical activity, and spiritual development sub-groups, the students of the Faculty of Sport Sciences had significantly higher scores. ($p < 0.05$, $p < 0.01$, $p < 0.05$, respectively). There was no significant difference in total score and other subgroup scores due to faculty. When gender-based comparisons were made, it was observed that female students (21 ± 3.56 points) scored significantly higher than male students (18 ± 3.46 points) in the stress management subgroup ($p < 0.05$). No significant difference was found in gender-related analysis of total score and other subgroup scores. ($p > 0.05$)

Faculty of Medicine is one of the departments with intensive course load. This situation may cause students to spend less time and pay less attention to the elements of healthy lifestyle. In addition, it can be said that having seen cadaver has a negative effect on the scores of health responsibility subgroup. Continuously seeing cadaver and dead may have been effective in this perception of the students of the Faculty of Medicine. In order to overcome this, the medical students are required to take Sports and Social courses and be directed to these fields. We believe that adoption of healthy lifestyle behaviors will provide physical, social and spiritual benefits to the youth in the university period.

Keywords: Health promoting lifestyle profile, Medical Students, Health responsibility

INTRODUCTION

Health promoting lifestyle includes all behaviors that affect an individual's health. (Tanrıverdi et al. 2009) Healthy lifestyle behaviors include subgroups such as adequate and regular exercise, balanced nutrition, health responsibility, and stress management (Simnett, 1985). These behaviors are of great importance in preventing chronic diseases and improving the quality of life in the presence of chronic diseases. (Cindaş, 2001) It is observed that the first step of developing health promoting lifestyle profile (HPLP) has been taken in the family and society, and then it has been modified by education (Yalçınkaya et al., 2007).

Within the scope of the United States National Health Objectives, it is aimed to bring individuals in a healthy lifestyle and thus reduce national health expenditures. (Secretary's Advisory Committee Report on Approaches to Healthy People 2030, 2017; Akkuş et al., 2019) In this sense, it is necessary to promote the healthy lifestyle behaviors of all community members, especially children and young people.

The Faculty of Medicine is one of the departments with a long and intensive education program. Anatomy is the oldest branch of medicine that examines the body's normal shape, structure, organs and functions. Practical courses are as important as theoretical courses in anatomy. Within the scope of anatomy laboratories, students learn anatomy of human by touching and looking the cadaver. (Tuygar et al., 2015) This may lead to changes in their perceptions of healthy lifestyle and psychological status.

In this study, we aimed to compare the health promoting lifestyle profiles of medical students who saw cadaver before and students of Faculty of Sport Sciences who did not see any cadavers or corpses.

MATERIAL-METHOD

Health Promoting Lifestyle Profile - II

HPLP scale was developed by Walker et al. (1987). The scale was reviewed in 1996, and the revised version was named HPLP Scale II. Bahar et al. (2008) conducted the Turkish validity and reliability study of the scale. The scale consists of 6 subgroups and 52 questions. These are health responsibility, physical activity, nutrition, spiritual development, interpersonal relationships and stress management subgroups. The scale has a 4-point Likert-type response category: "1" Never, "2" Sometimes, "3" Often, "4" Regularly. The score obtained from the total scale represents the HPLP score. The lowest score on the HPLP scale was 52 and the highest score was 208.

Spiritual development sub-group determines the individual's life goals, self-realization ability, knowledge and satisfaction level. The health responsibility subgroup reveals the level of responsibility on the individual's health and the level of participation in his / her health. The physical activity subgroup indicates the level of achievement of the physical activities of the individual which is a part of a healthy life. The nutrition subgroup determines the individual's selection and regulation of food and changes in food selection. Interpersonal relations subgroup reveals the level of communication with social environment and maintaining this communication. The stress management sub-group determines the individual's awareness of stress sources and stress control mechanisms.

Statistical analysis

Statistical analysis of the total score and subgroup scores obtained from the questionnaire was performed by IBM SPSS v20 (Chicago, IL, USA) program. Descriptive statistics (mean, standard deviation), normal distribution suitability test (Kolmogorov-Smirnov test), comparison tests (Student-t test, Mann-Whitney-U test) were performed.

RESULTS

Table – 1: Descriptive Statistics of the Groups

| | Faculty of Medicine | Faculty of Sports Science |
|-----|-----------------------|---------------------------|
| N | 59 (25 erkek, 34 kız) | 51 (37 erkek, 14 kız) |
| Age | 20,24 ± 1,25 | 22,42 ± 2,97 |

59 Tıp Fakültesi öğrencisi ($20,24 \pm 1,25$) ve 51 Spor Bilimleri Fakültesi öğrencisi ($22,42 \pm 2,97$) çalışmanın örneklemini oluşturmaktadır. 25 erkek ve 34 kız öğrenciden oluşan Tıp Fakültesi öğrencisi ile 37 erkek ve 14 kız öğrenciden oluşan Spor Bilimleri Fakültesi öğrencisinin toplam skorları ve alt grup skorları karşılaştırılmıştır.

59 students (20.24 ± 1.25) and 51 students (22.42 ± 2.97) participated in this study. The total scores and subgroup scores of the students of the Faculty of Medicine consisting of 25 boys and 34 girls and the students of the Faculty of Sports Sciences consisting of 37 boys and 14 girls were compared.

Table – 2 : Comparison of subgroup and total scores by faculty

| | Faculty of Medicine | Faculty of Sports Science | p |
|-------------------------|---------------------|---------------------------|-----------------|
| Health Responsibility* | $19 \pm 4,77$ | $21,31 \pm 5,09$ | $p < 0,05^*$ |
| Physical Activity ** | $17,86 \pm 4,56$ | $20,96 \pm 5,36$ | $p < 0,01^{**}$ |
| Spiritual Growth* | $25,36 \pm 4,09$ | $27,18 \pm 5,23$ | $p < 0,05^*$ |
| Nutrition | $21,46 \pm 4,26$ | $20,29 \pm 4,03$ | $p > 0,05$ |
| Interpersonal Relations | $25,27 \pm 4,41$ | $25,76 \pm 4,70$ | $p > 0,05$ |
| Stress Management | $19,71 \pm 3,68$ | $20,47 \pm 3,67$ | $p > 0,05$ |
| Total Score | $127,58 \pm 18,32$ | $132,73 \pm 23,72$ | $p > 0,05$ |

Table – 3 : Comparison of the scores of male students by the faculty

| | Faculty of Medicine (n:25) | Faculty of Sports Science (n:37) | p |
|-----------------------|-------------------------------|-------------------------------------|-----------------|
| Health Responsibility | $17,64 \pm 5,7$ | $20,68 \pm 5,46$ | $p < 0,05^*$ |
| Physical Activity | $17,48 \pm 4,29$ | $21,30 \pm 5,7$ | $p < 0,01^{**}$ |

Table – 4 : Comparison of the scores of female students by the faculty

| | Faculty of Medicine (n:34) | Faculty of Sports Science (n:14) | p |
|-----------------------|----------------------------|-------------------------------------|--------------|
| Health Responsibility | $20,06 \pm 3,77$ | $23 \pm 3,62$ | $p < 0,05^*$ |

When the total scores of the Health Promoting Lifestyle Profile were compared according to the faculty, no significant difference was found. However, it was observed that the students of the Faculty of Sport Sciences had higher scores on average. It was found that the students of the Faculty of Sport Sciences had significantly higher scores in the Health Responsibility, Physical Activity and Spiritual Development subgroups than the students of the Faculty of Medicine. ($p < 0.05$, $p < 0.01$ and $p < 0.05$, respectively)

In the statistical analysis by gender, it was found that the male students of the Faculty of Sport Sciences had significantly higher scores in physical activity and health responsibility subgroups ($p < 0.01$ and $p < 0.05$). It was also determined that the female students of the Faculty of Sport Sciences had significantly higher scores than the scores of female medical students of in the Health Responsibility subgroup ($p < 0.05$).

DISCUSSION

When the statistical analyzes of the study were evaluated, it was seen that the medical students who had seen cadavers before had lower scores than the Faculty of Sports Sciences students who hadn't seen cadaver or corpse before in all subgroups and total scores except the nutrition subgroup. The most prominent subgroup is Physical activity. When the gender-related analyzes were examined, it was observed that the difference between the male medical students and the male students of the Faculty of Sport Sciences was higher than that of female students in terms of physical activity.

When the other studies in the literature are examined, the fact that the physical activity subgroup score is generally low shows the necessity of encouraging studies on this subject. (Cürçani et al. (2010), Özkan & Yılmaz (2008), Choi

Hui (2002)) Physical inactivity ranks 4th among global mortality risk factors. Overweight and obesity account for 5% of global deaths. The World Health Organization recommends that sports that involve at least 150 minutes of mid-level or 75 minutes of heavy physical activity per week in the 18-64 age range. Physical activity is known to reduce the risk of coronary heart disease, high blood pressure, stroke, type 2 diabetes, metabolic syndrome, colon and breast cancer, depression, hip fracture and vertebral fracture, regardless of gender (WHO, 2010). In the light of this information, physical inactivity should be considered as a global problem and precautions should be taken to encourage physical activity.

Another subgroup that attracted attention in our study is health responsibility. A health staff is also expected to have the necessary sensitivity for his/her own health. However, it is thought-provoking that the students of the Faculty of Medicine who chose to be a physician had significantly lower health responsibility scores without gender discrimination. Pender et al. (1990) stated that the greatest factor in the development and implementation of healthy lifestyle behaviors was the person's health level perception. Therefore, people who perceive themselves as healthy people are more likely to apply healthy lifestyle behaviors. (Pender et al., 1990; Ardic & Taskin, 2018). Many sociocultural and economic factors may cause this situation. It is thought that having an intensive course load and having seen a cadaver in the medical faculty may have effect. In order to reduce this effect, elective courses were included in Kocaeli University Faculty of Medicine education program as of 2017-2018.

Özenoğlu et al. (2018) found that physical activity was the lowest subgroup score of 421 students studying in the 1st and 4th grade of the Faculty of Medicine and Nutrition and Dietetics, Midwifery and Nursing departments. In our study, while the lowest subgroup score of the students of the Faculty of Sport Sciences was Nutrition, the lowest subgroup score of the medical students was physical activity.

CONCLUSION

In our study, it was observed that the students of the Faculty of Medicine had lower scores from the students of the Faculty of Sport Sciences in physical activity and health responsibility groups significantly. The reason for this was thought to be that the students had a high course density and that they had seen the cadaver. Physical inactivity is known to increase the risk of many diseases. We think that every health personnel should pay as much attention to their health as any other individual. It should be remembered that gaining healthy lifestyle behaviors will benefit not only the youth but also the individual at any age. These behaviors will also reduce the health expenditures globally.

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INVESTIGATION OF REASONS FOR NATIONAL SWIMMERS TO QUIT SPORTS IN EARLY STAGE OF THEIR LIVES

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ABSTRACT

Swimming which is considered to be one of the most important olympic sports branches is a costly sport type that is made in many different categories and requires intense training effort. The purpose of our study is to determine the causes of dropping sports at early stage and to distinguish them statistically different categories.

A total of 61 (age: $24,62 \pm 2,230$) national athletes which 31 males and 30 female athletes participated in the study in their own categories. The questionnaire consists of 7 categories and 32 sub-questions except gender, age, height, weight, sport age, age of dropping sports, current job and education status. The survey categories consist of opposing events, training and competition environment, motivation, economic, personal effects, failure and other titles.

When evaluated in terms of gender, there was no statistically significant difference between the answers given to sport quit survey (SQS) questions ($p > 0,05$). When the answers to questions in SQS are compared in terms of students and other occupational groups; a statistically significant difference was found between the two questions in the category of sundry events and in the category of the training and competition environment. ($P < 0.05$). When the answers to the questions in SQS were compared in terms of ages of the athletes, statistically significant difference was found in two questions in the "training and competition environment" category, one question in the category of "influence of persons" and one question in the "other causes" category ($P < 0.05$). When the answers to SQS questions are compared in terms of age of sport dropout; a statistically significant difference was found in one answer in the category of "sundry events" category, one answer in the category of "economic problems", also one answer in the both categories of "influence of persons" and "other effects" ($P < 0.05$).

It is an important question for our country and sport community that leave the sport rather than to develop the high sports capabilities that the national swimmers are getting from a difficult path. As a result, the loss of competent athletes in the sport branch can bring economic and human losses. The identification of these talent losses and the SQS and the prevention of losses can contribute to the development of the sports branch and the acquisition of successful athletes.

Keywords: Sport, Swimming, National Sports, Sports Quit.

INTRODUCTION

At the present time; the impact of sports on society and society on sports has reached very high dimensions (Bean, 2014). Many people interpret the concept of "sports" based on their own experiences. According to most people; sports means health and entertainment, while for others it is a professional job and work (coach, player), and for others it is an employment areas (sports clubs, federations) (Graham, 2013; Huertas, 2019). In order to provide a better understanding of the concept of sport, the issue should be evaluated in social conditions. Achieving a high level of success in accordance with professional goals in sports and achieving high performance in terms of athletes are ensured through psychological and physiological efforts and disciplined trainings carried out for many years (Gould, 2008). However, both anthropometric and appropriate talented athletes should be selected using the right age and professional criteria and should be run with systematic and goal-oriented methodological trainings (Pensgaard, 2003; Opstoel, 2015). Sport, which can also be considered as an industry, involves a very costly and labor-intensive process for clubs and athletes (Wall, 2007).

Swimming can be defined as the individuals who travel a certain distance in water with sequential and coordinated movements. Swimming, which is one of the leading branches of Olympic sports, is a sport that is organized in many different categories and requires intensive training with special abilities (Johnson, 2003). Many variables affect the success rate during races of different techniques and distances. Achieving success and reaching the national athletes category are the main goals for the athlete (Strzata, 2007). Early education and motivation are the determining factors in achieving these goals.

There are several factors that have been cited as reasons for quitting sports (Delorme, 2010). Although there are a wide variety of reasons, similar concerns and causes are cited as the main reasons. The main topics frequently encountered among these reasons are occupational reasons, financial concerns, educational life, lack of motivation, age factor, environmental and social pressures (Hassan, 2017; Brooks, 2018). These effects vary according to the structure of the country and society (the popularity of sports in the society is variable). The loss of athletes obtained through regular and disciplined studies for long years creates losses both for the athletes and the sports industry (Lan, 2019). Determining the reasons for the discontinuation of elite athletes and taking the necessary measures is important in preventing these losses.

International sports teams have some psychological factors that may be beneficial for the athlete and the team (Bronikowska, 2019). By paying attention to these precautions, it can be prevented to quit sport at earlier and the most productive ages. A number of measures that may be important for the performance and efficiency of athletes can be listed. Factors that may affect the sports activities of athletes; team, coach, environmental and social factors (Strauch, 2019). Analyzing the athlete's future and the needs of the team and creating cause / precautionary items is very important (Pensgaard, 2003).

Furthermore, Instead of improving the high sports ability acquired by national swimmers, quitting this sport branch caused any inconveniences. At the beginning of these drawbacks, the loss of competent athletes of the sports branch can lead to economic and human losses (Kutcher, 2013). The multi-faceted determination of the causes of these talent losses may pave the way for the development of sports branch and winning successful athletes.

The aim of our study is to determine the reasons for quitting swimming, who have been trained with intensive efforts and endured the material / spiritual burdens and reached the national athletes category at early ages, and to find and categorize the reasons within themselves by using statistical methods.

MATERIAL-METHOD

In our study, the questionnaire method was used as a data collection tool from national swimmers to investigate the reasons of quitting sports of swimmers in early stage of their lives. The study was conducted in Kocaeli University. The questionnaire developed by Pehlivan et al., (2013) was used and rearranged and categorized using this questionnaire (SQS; Sport Quit Survey). Volunteer individuals under the age of 30 who participated in the study were professional swimmers and reached to the level of national athletes but quit sports. A total of 61 (age:

24 ± 2) national athletes which 31 males and 30 female athletes participated in the study in their own categories. In our study; as a method of collecting data was used questionnaire about causes of swimmers to quit sport at early age. The questionnaire consists of 7 categories and 32 sub-questions except gender, age, height, weight, sport age, age of dropping sports, current job and education status [Table-1]. The survey categories consist of opposing events, training and competition environment, motivation, economic, personal effects, failure and other titles. Statistical analysis of the total score and subgroup scores obtained from the questionnaire was performed by IBM SPSS v20 (Chicago, IL, USA) program.

Table 1: Questionnaire of reasons to quit swimming.

Gender: Age: Height: Weight : Age of sport: Age of quit sport:
Current Job: Education status:

| <u>1. Personal Events</u> | | <u>2. Training and Competition Environment</u> | |
|--|--|---|--|
| Preparing for exams | | Field problem with training | |
| Attendance, failure | | Coach's bias | |
| Injury and disease | | Inability to get along with the coach | |
| Go regularly training in difficult conditions | | No opportunity for success in the team | |
| Missing social activities due to sports | | Intra-team conflict, mismatch | |
| Family relocation | | Increased competition stress | |
| | | Excessive pressure to win | |
| | | Extreme discipline | |
| | | Coach's hard reactions | |
| <u>3. Motivation Loss</u> | | <u>4. Economic</u> | |
| Reduction in interest and desire | | Financial gain | |
| Indifference of club management | | Lack of rewards and incentives | |
| Willingness to participate in activities other than sports | | Financial inadequacy of the club | |
| | | Cessation of earnings from sports | |
| <u>5. Impact of Persons</u> | | <u>6. Failure</u> | |
| Decrease in family support | | Reduction in performance, failure in the game | |
| Coach's indifference | | Failure to accept failure | |
| Absence of friends from sports | | Low ability perception | |
| Decreased family belief in sports | | | |
| Stay apart from friends | | | |
| Sexual harassment of the coach | | | |
| <u>7. Other reasons</u> | | | |
| | | | |

RESULTS

When evaluated in terms of gender, there was no statistically significant difference between the answers given to Sport Quit Survey (SQS) questions ($p > 0,05$). Only significant differences are shown in the tables provided. As mentioned earlier, different societies show the reasons for quitting sports according to different factors (Wall et al., 2007). Considering the occupational status of the athletes in our study, statistically significant differences were obtained in the answers given ($p < 0.05$). When the answers to questions in SQS are compared in terms of students and other occupational groups; a statistically significant difference was found between the two questions in the category of sundry events and in the category of the training and competition environment. ($P < 0.05$). In these two groups divided as students and other occupations; 47.5% ($n = 29$) of those who stated that there is no increasing competition stress as the reason for quitting sports were students and 37.7% ($n = 23$) of them were athletes belonging to other occupational groups. According to these results, increasing stress in competitions was shown as the reason of quitting sports and there was a significant difference between students and other occupational groups.

Table 2: Statistics and P values of the responses of athletes participating in the research to SQS according to occupations.

| | No | | Yes | | X^2 | P |
|------------------------------|-----------|-----------|-----------|-----------|-------|--------------|
| | Student | Others | Student | Others | | |
| Attendance, failure | 11(%18) | 22(%36,1) | 19(%31,1) | 9(%14,8) | 7,224 | 0,007 |
| Increased competition stress | 29(%47,5) | 23(%37,7) | 1(%1,6) | 8(%13,1) | 6,122 | 0,026 |
| Excessive pressure to win | 26(%42,6) | 19(%31,1) | 4(%6,6) | 12(%19,7) | 5,074 | 0,024 |

Age factor is mentioned as an important reason among the reasons for quitting sports. In addition, there are differences between the athletes who quit sports at an early age and the athletes who quit at a later age in terms of the reasons for quitting (Vella, 2014). In our study, when we examine the answers given to the categories that we formed in terms of researching the reasons for quitting sports, there are statistically significant differences according to age factor. When we divide the athletes into two different groups under 24 years (including 24 years) and older than 24 years, differences are observed in the data obtained. When the answers to the questions in SQS were compared in terms of ages of the athletes, statistically significant difference was found in two questions in the "training and competition environment" category, one question in the category of "influence of persons" and one question in the "other causes" category ($P < 0.05$). Young ages are the most common age ranges for starting and quitting sports (Molinero, 2003). We think that the reasons for dropping out sports identified in the studies may reveal important data that may be effective in determining the reasons for quitting sports and the problems of adult athletes who have become national.

Table 3: The statistics and P values of the responses of the participants to the SQS as two groups; $24 >$ and $24 \leq$

| | No | | Yes | | X^2 | P |
|------------------------------|-----------|-----------|-----------|-----------|--------|--------------|
| | ≤ 24 | > 24 | ≤ 24 | > 24 | | |
| Preparing for exams | 5(%8,2) | 12(%19,7) | 27(%44,3) | 17(%27,9) | 5,020 | 0,025 |
| Increased competition stress | 32(%52,5) | 20(%32,8) | - | 9(%14,8) | 11,650 | 0,001 |
| Excessive pressure to win | 27(%44,3) | 18(%29,5) | 5(%8,2) | 11(%18) | 3,912 | 0,048 |
| Stay apart from friends | 21(%34,4) | 26(%42,6) | 11(%18) | 3(%4,9) | 4,968 | 0,026 |

When the answers to SQS questions are compared in terms of age of sport dropout; a statistically significant difference was found in one answer in the category of "sundry events" category, one answer in the category of "economic problems", also one answer in the both categories of "influence of persons" and "other effects" ($P < 0.05$).

DISCUSSION

There are several factors that have been cited as reasons for quitting sports (Molinero, 2003; Thomas, 2008). Training of elite athletes in all sports branches, especially Olympic sports, involves a very costly and labor-intensive process (Lan, 2019). Research and determination of the reasons for quitting sports, especially for athletes who have reached the level to compete in national categories, can contribute to the prevention of the factors that cause the players to quit the sport in their most productive periods (Salo, 2008). In our study, similar and different reasons with the literature were determined as the reason for quitting sports. We think that the reasons for this variable are based on society and economic differences.

In the study, as a national athlete in our country, we aimed to determine the reasons for swimmers to quit sports, and for this purpose, we asked them questions that could be divided into 7 main categories and presented as reasons for quitting sports. Among these categories; individual reasons, training and competition environment, loss of motivation, economic reasons, impact of people, factors of failure and other causes. There are more than one sub-question in each category. While some of the data obtained are consistent with the literature surveys, some of them constitute the reasons that we think may vary between societies (Barber, 2009; Delorme, 2010).

Reasons for quitting sports may vary in various regions and cultures (Monteiro, 2017). The reason for this is the importance of the societies' views on sports. However, the reasons for quitting sports may vary among sports branches (Kanters, 2008; Dorsch, 2009). As it is known, the most popular sports are football and basketball. At the same time, this understanding of popularity may change due to inter-communal culture and life differences (Eime, 2016). For example; other sports such as baseball and ice hockey can find a wider audience in western societies. When we consider sports as a continuously developing industrial area, we see that occupational and economic concerns take the first place among the reasons for quitting sports (Cabane, 2015). As mentioned in the literature, besides being an Olympic branch, it can be said that the level of popularity in the society is directly proportional to the economic gain obtained from sports branch (Bond, 2001; Johnson, 2003). Swimming is not as popular as football, basketball, volleyball and motor sports in our country. This assumption can be reached from the public watched rates of the athletes. As an Olympic sport, swimming requires regular training for years in terms of physical and anatomical development.

In our study; considering the occupational status of the athletes, statistically significant differences were obtained in the answers given. When the participants were divided into students and other occupational groups, statistically significant differences were found in the "increasing competition stress" and "winning pressure" options in the training and competition environment category. In these two groups divided as students and other professions, the number of those who said "No" to the question of whether there is increasing competition stress as the reason for quitting sports was found to be higher in the group of students compared to other occupational groups. In the same way; Among the reasons for quitting sports, the number of those who answered "No" to the question of whether there is competition stress was determined to be less in the student group compared to other occupational groups. According to these results, increased stress in competitions was shown as the reason of quitting sports and there was a significant difference between students and other occupational groups. At the same time, there are differences in occupational/age criteria and difficulty categories that athletes specify.

Likewise, the extreme importance of gaining can be cited as one of the reasons that create a lot of stress for athletes. This pressure element faced by the athletes is again considered as an important factor in quitting the sport (Barbosa, 2011; Sánchez, 2019). In this context, among the questions we asked to the athletes, there were statistically significant differences between the answers given by students and other occupational groups to the question, "Is there any pressure to give excessive importance to winning". 6.6% (N=4) of the participants who showed the pressure against winning as the reason for quitting sports were students; 19.7% (N=12) is of athletes from other occupational groups. 42.6% (N=26) of those who said that there is no pressure against winning, were students and 31.1% (N=19) are athletes with other occupational groups.

In our study, it was observed that professions and ages had significant effects on the reasons for quitting sports. These reasons are manifested by a wide range of factors. In literature reviews; Considering the reasons for quitting sports and occupation, it has a significant effect in other studies (Ryska, 2002; Thomas, 2008). In the another study, on the reasons and rates of quitting sports among Norwegian athletes; it is stated that business environment, soldiering, marriage and family are effective factors in quitting sports (Enoksen, 2011). In another literature study; the effect of age on the reasons for quitting sports is emphasized. In the study conducted with a large group of participants, French basketball athletes in their research on the reasons for quitting sports according to age groups stated that starting sports at an early age is effective. In this study, the results obtained from 44.498 men and 30.147 women basketball players were interpreted. According to this, It is stated that age has important effects on quitting sports and effects of age criteria should be examined (Delorme, 2010).

There was no significant difference in the results of the questionnaire when gender was evaluated. As mentioned earlier, different societies show the reasons for quitting sports according to different factors göstermektedir (Sorrazin et al., 2002). In another study on the reasons quitting sports of Spanish athletes; dislike coach, failure to achieve awareness and failure to form a team environment reported that effective. In the study, 269 male and 292 female athletes differed according to the participant gender and different answers were obtained according to the competition level. According to the results of the research; while male athletes stated that they were more affected by external factors than women and the reasons for quitting sports were shaped in this state, it was seen that women had a much more participatory structure (Molinero, 2003).

The data obtained from such studies include determinations on the problems experienced by professional athletes during their sporting activities and are also important for the measures to be taken in this regard. A detailed determination of the reasons for quitting sport can provide a means of identifying the measures to be taken to prevent disruption of sporting activities, which are considered to be an industry.

CONCLUSION

It is an important question for our country and sport community that quit sport rather than to develop the high sports capabilities that the national swimmers are getting from a difficult path. As a result, the loss of competent athletes in the sport branch can bring economic and human losses. The identification of these talent losses and the SQS and the prevention of losses can contribute to the development of the sports branch and the acquisition of successful athletes. Adolescence is the most common age range for starting and quitting sports. We think that the reasons for quitting sport identified in such studies, the determination of the reasons for quitting sports among national athlete and the solution of the problems can reveal very important data. The training of elite athletes in all sports branches, especially Olympic sports, involves a very costly and labor-intensive process. In particular, investigating and determining the reasons for the dropout of athletes who have reached the level to compete in national categories may contribute to taking measures against the factors that cause athletes to stop sporting in their most productive periods.

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KAYIP OTOBAN FILMİNDE ÇİZGİSEL OLMAYAN KURGU YAKLAŞIMI VE RÜYA İLİŞKİSİ

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ÖZET

İnsan, zihni zamanla gelişen, düşünce yapısı değişen, giderek beklentiler karşısında olgunlaşan bir varlıktır. Sinema da insan yapımıdır. Bu nedenle, zaman içerisinde mevcut anlatım biçiminde/dilinde değişimler oluşabilmektedir. Bu bağlamda, önceden yapılan eserlere farklı bakış açılarıyla yaklaşılmaktadır. Kurgu türleri arasında yer alan çizgisel olmayan kurgunun da şekli, türü ve mantığı bu esnekliğe yer vermektedir. Çizgisel olmayan kurgu diline sahip filmlerin temelinde “bilinçaltı” öğeler konu olarak işlenmektedir. Bu işleyiş “izleyiciye bırakma olgusu”nu destekler niteliktedir. Aynı filmin birden fazla kurgusuna sahip yeni anlatım biçimleri ile karşı karşıya kalmak, izleyicide farklı bakış açıları yaratmaktadır. Çizgisel olmayan kurgu yöntemi, sinema dilinin zenginlikleri arasında gösterilebilmektedir. İzleyicide “bilinçaltına yönelme” düşünme biçimi arttırılmaktadır. Bilindiği üzere her izleyici farklı demografik özelliklere sahiptir. Bu farklılık her filmi farklı yorumlama ve algılama sürecine bırakmaktadır. İnsan ögesinin daha çok bilinçaltı ve psikolojik süreçlerinin konu alındığı filmde, çizgisel olmayan her filmin, bilinçaltı ve psikolojik süreçler taşıyıp taşımadığı, insan kimliğinden dolayı taşıyor olsa bile, bu genellemenin doğruluğu ve geçerliliği soruları araştırmanın içeriğini belirlemektedir. Bu çalışmada Sigmund Freud ve onun psikanaliz kuramıyla rüya olgusu bilimsel ve kapsamlı bir şekilde ele alınacak, 1997 yılı Hollywood yapımı Kayıp Otopan filmi üzerinden çizgisel olmayan kurgu-rüya ilişkisi sorgulanacak, film psikanalitik çözümleme yöntemiyle irdelenecektir.

Anahtar Kelimeler: Çizgisel olmayan kurgu

KULLANIMLAR VE DOYUMLAR BAĞLAMINDA İLETİŞİM FAKÜLTESİ ÖĞRENCİLERİNİN INSTAGRAM KULLANIMI

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ÖZET

Dünya çapında internet aracılığıyla aynı ağ üzerinden birbirine bağlanan insanlar iletişimde gerçekleşen teknolojik ilerleme ve hızlı değişimler sonucunda toplumsal yaşam alışkanlıklarını değiştirmektedir. Özellikle 2005 sonrası internet hızlarının artması ve mobil cihazların kullanım artışı, her yerden erişim ve karşılıklı etkileşim özellikleri kitle iletişimde edilgen durumda olan izleyicileri etkin konuma taşımıştır. Sosyal medya mekân bağımsız olarak anlık olarak iletişimde bulunabilmeyi sağlamaktadır. İnsanlar gerçek dünyada yaşadıkları hemen hemen tüm deneyimleri mobil cihazları üzerinden istedikleri yer ve zamanda kolayca ve hızlıca yapabilmekte; dünyada yaşanan tüm gelişmelere anlık haberlere erişebilmekte, hoşça vakitler geçirebilmekte, sohbet edebilmekte, yorum yaparak etkileşime geçebilmekte, online alışveriş ve diğer gündelik eylemler kolayca yapabilmektedirler. Bugün dünyanın en popüler sosyal medya platformlarından birisi olan Instagram sayesinde de gündelik yaşamın her an gerçekleştirilen bu ve benzeri eylemleri mobil cihazlar sayesinde kolaylaşmış ve kullanım alışkanlıkları oluşmaya başlamıştır.

Bu araştırmada gündelik yaşamın artık her alanında etkin olarak hissedilen sosyal medya kullanımı ve yaşam biçimi alışkanlıklarının öğrenciler üzerindeki etkilerini tespit etmek için Instagram platformu seçilerek Sakarya Üniversitesi İletişim Fakültesi öğrencileri örneklemeyle seçilen 107 katılımcı ile yapılan online anket çalışmasıyla ortaya konulmaya çalışılmıştır. Araştırma sonuçlarına göre katılımcıların Instagram kullanımında okudukları bölüm ve gelir düzeyi Instagram kullanım motivasyonlarını etkileyen değişkenler konumundadır.

Anahtar kelimeler: kullanımlar ve doyumlar, internet, sosyal medya, iletişim, motivasyon

GİRİŞ

Kitle iletişimi kavramı teknolojinin gelişmesiyle geleneksel medyadan başlayarak günümüzün yeni medya ortam ve platformlarına dönüşen ve dönüşmekte olan bir süreç izlemiştir. Özellikle 21. yüzyılın yılların başından itibaren iletişim teknolojisi internetin yaygınlaşması ile birlikte ivme kazanmış ve yaşamın her alanında vazgeçilmez bir unsur olmuştur. İnternetin yaygınlaşmasıyla popüler bir iletişim aracı olarak önem kazandığını belirten Timisi (2003); internet ortamını iletişim açısından bakıldığında “kullanıcının pek çok ihtiyacına yanıt veren bir iletişim ortamı olmasıyla önem kazanmıştır” şeklinde ifade etmektedir.

Sosyal medya ve internetin birlikte getirdiği imkanlar sayesinde çalışma biçimleri, haber üretimi ve akışı, eğlence, günlük moda, alışveriş, reklam gibi birçok alanda yeni alışkanlıklar gelişmeye başlamıştır. Özet olarak, (Kaya, 1985)’ya göre kitle iletişim araçlarının sağladığı eğitim, bilgi verme, eğlendirme, tartışma ortamı hazırlama vb. işlevler artık sosyal platformları üzerinden gerçekleştirilmektedir.

“Sosyal medya” kavramı üzerine çeşitli tanımlamalar yapılmaktadır. “Kullanıcılara sınırlı bir sistem içinde açık veya yarı açık profiller oluşturma, diğer kullanıcıların listesini oluşturma ve paylaşımında bulunma, bağlantılı olduğu kullanıcıların ve diğer kullanıcıların hareketlerini listeleme izni veren ağ tabanlı hizmetler” olarak da tanımlanmaktadır (Boyd & Ellison, 2008). Sosyal medyayı (Bulunmaz, 2011) “kişilerin internet üzerinden yer ve zaman sınırlaması olmadan fikirlerini ve görüşlerini belirtmelerine olanak sağlayan, internetin sunduğu multimedya özelliklerini sınırsız bir şekilde kullanım imkânı veren, aynı zamanda başka kişilerle karşılıklı görüş alışverişine ve paylaşımına dayalı bir interaktif ortamın varlığını hayata geçiren geniş tabanlı platform” olarak tanımlamıştır.

Sosyal medyanın genel özelliklerini (Bostancı, 2015) şöyle belirtmiştir:

“*Katılım:* Kullanıcıların katkı sağlamasını ve geri bildirimde bulunmasını teşvik eder. *Açıklık:* Hizmetlerinin çoğu geri bildirim ve katılıma açıktır. Oylamayı, yorum yapmayı ve bilgi paylaşımını teşvik etmektedir. İçeriğe erişilmesi ve kullanılması nadiren engellenir. Şifre korumalı içerikler hoş karşılanmamaktadır. *Karşılıklı İletişim:* Geleneksel medyanın tek yönlülüğünü aşarak, iki yönlü karşılıklı iletişim için daha iyi imkanlar sunar. *Topluluk:* Aynı ilgi alanı etrafında oluşmuş olan topluluklara ve üyelerine, kısa sürede etkili iletişim kurma imkanı sunar. *Bağlılık:* Diğer sitelerle bağlantılardan, kaynaklardan ve içerik oluşturan kullanıcılardan yararlanarak gelişir.”

Türkiye’de internet ve sosyal medya kullanımını ile ilgili olarak TÜİK araştırması sonuçları; “Türkiye’de internet kullanan bireylerin oranı” %72,9; “Bilgisayar ve internet kullanımı” 2018 yılı için 16-74 yaş grubu bireylerde sırasıyla %59,6 ve %72,9’dur (TÜİK, 2018a). Yine aynı araştırmanın sonuçlarına göre “Bilgisayar ve internet kullanım oranları” 16-74 yaş grubundaki erkeklerde %68,6 ve %80,4 iken, kadınlarda %50,6 ve %65,5 olduğu görülmektedir. “Hanehalkı bilişim teknolojileri kullanım araştırması” sonuçlarına göre 2018 yılı Nisan

ayında hanelerin %83,8'i evden İnternete erişim sağlama imkânına sahiptir. "Genişbant ile İnternete erişim sağlayan hanelerin oranı" 2018 yılı Nisan ayında %82,5 olmuştur ve hanelerin %44,5'i ADSL, kablolu internet, fiber vb. gibi genişbant ile internete erişirken, %79,4'ü mobil bağlantı erişim sağlamaktadır.

Bir diğer (TÜİK, 2018b) araştırmada "2018 Yılı son üç ay içinde internet kullanan bireylerin interneti kişisel kullanma amaçları" başlıklı sonuçlarına göre sosyal medyada hesap oluşturma, mesaj gönderme veya fotoğraf vb. gibi içerik paylaşma oranı %84,1'dir.

Bugün sosyal medyada dünyanın en popüler platformlarından biri olan Instagram'ı Kevin Systrom ve Mike Krieger ortaklığıyla 2010 yılında New York'da kurulmuştur (Instagram, 2019). Öncelikle bu hizmeti sadece iPhone gibi mobil cihazlar kullanıma sunmuşlardır. 2011 yılında Apple App Store'da yılın iPhone uygulaması seçildikten sonra aynı yıl 25 dilde yayına başlayarak dünya çapında yerleşmiş, 2012 yılında Android işletim sistemine sahip cihazlarda kullanılmasına geçilmiştir. 2012 yılında Facebook kurucusu Mark Zuckerberg tarafından satın alınmıştır. Instagram platformu şöyle bir cümle ile tanımlanmaktadır: "Hayatınızı arkadaşlarınızla ve sosyal ağ dünyasıyla eğlenceli, hızlı bir şekilde fotoğraf paylaşmanızı sağlayacak bir ortam" dır. Instagram'ın ismi İngilizce "instant" kelimesi yani anlık ve "telegram" kelimesi yani telgraf anlamına gelen kelimelerin bir araya gelmesiyle oluşan bir kelimedir. Bugün aylık 1 milyardan fazla aktif kullanıcıya sahip bir platform olarak günlük aktif hikâye (Story) paylaşımı 500 Milyon'dur. (Instagram, Instagram Our Story, 2019).

Arayüzünün sade olması kolay kullanılabilir olması her yaştan kişinin kullanımını kolaylaştırmıştır, böylece herkese hitap etme fırsatı elde etmiştir (Tutgun, 2015). Uygulamada farklı filtre seçeneğinin olması fotoğrafların görünümünde profesyonellik algısı yaratmıştır. Instagram platformunda çekilen fotoğraflar diğer sosyal medya araçlarında (Facebook, Twitter) da paylaşılabilir. Instagram ortamında paylaşılan fotoğraflara yorum yapma, fotoğrafı beğenme, beğenilen fotoğrafları ya da gönderileri kaydetme yani arşivleme gibi özellikleri kullanılmaktadır. Ayrıca bu platformda herkes profil oluşturma hakkına sahiptir. Kullanıcılarda beğendikleri, ilgi duydukları kişileri veya sayfaları takip edebilirler. Bu özellikle beraberinde ortak düşüncelere sahip kişiler aynı ortamda etkileşim de bulunabilir.

Instagram'ın olumlu bu özelliğini gören şirketler de potansiyel hedef kitlesine ulaşmak ve onlarla iletişimde bulunmak için bu sosyal medya aracında faaliyetlerini sürdürmeye başlamışlardır. Instagram'a hashtag (etiket) özelliğinin eklenmesiyle beraber kullanıcı sayılarında artışlar gözlenmiştir. Hashtag ile beraber fotoğraflar sınıflandırılabilir ve erişimi daha kolay hale getirilebilir. Arama yapıldığı zaman da ilgili hashtag altında yer alan fotoğraflar kategori halinde olduğu için ulaşılması daha kolay olur.

AMAÇ

Günümüzde kitle iletişiminin en gözde araçları mobil cihazlar, internet ve sosyal medyanın bir arada yeni medyayı oluşturarak bireysel ve kitle iletişiminin vazgeçilmez araçları olmuştur. Yeni medyayı Vural & Bat (2010) "zaman ve mekân sınırlaması olmadan (mobil tabanlı), paylaşımın, tartışmanın esas olduğu insanî bir iletişim şekli" olarak ifade etmektedir.

Bu çalışmada özellikle gençler arasında çok yaygın olan yeni medya ortamının İletişim Fakültesi üniversite öğrencileri arasında kullanımını belirlemek amaçlanmıştır. Kullanımlar ve doyumlar yaklaşımla Sakarya Üniversitesi İletişim Fakültesi öğrencileri örnekleminde yapılan bu çalışma; İletişim öğrencilerini Instagram kullanmaya yönelten motivasyonları, bu motivasyonlarla öğrencilerin yaşadığı yer, cinsiyet, mobil cihaz internet kotası, aile gelir düzeyi ile nasıl bir ilişkisi bulunduğunu ortaya koymayı amaçlamaktadır. Bunun yanında sosyal medyanın boş zaman etkinliklerini nasıl etkilediğini tespit etmeyi amaçlamaktadır.

Bloglardan sosyal ağlara kadar uzanan geniş bir yelpazenin ifadesi olan sosyal medya, geleneksel medyadan farklı olarak öğrencilerin etkileşim kurabilmesine, dolayısıyla gelişen ilişkinin derinleşmesine olanak sağlamaktadır.

ÖNEM

Sosyal medyanın artan mobil cihaz kullanımları ve internet erişimi sayesinde günümüzde gençler arasında özellikle de öğrenciler tarafından yoğun bir şekilde kullanılması, bu yeni kitle iletişim alanının önemini oldukça artırmaktadır.

Bu araştırmada, son yıllarda özellikle gençlerin kendilerine ayırdıkları zamanlarının büyük kısmını harcadıkları sosyal medya kullanımı konusu Instagram örneği üzerinden ele alınmıştır. Özellikle üniversite öğrencilerine kampüs yaşantısının getirmiş olduğu avantaj sosyal medya kullanımı, diğer bir deyişle sosyalleşme olgusunu daha önemli hale getirmektedir. Öğrencilerin gelişimlerinin akademik, bireysel, kurumsal ve ülke adına önem arz ettiği göz önünde bulundurulursa, onları olumlu/olumsuz etkileyebilecek, davranışlarını değiştirecek ve gelişimlerini etkileyecek her türlü olgunun araştırılması gerekliliğinden yola çıkılarak bu konu seçilmiştir.

Kullanıcı sayısı her geçen gün artan Instagram mevcut kullanıcılarını elinde tutmaya çabalarırken yeni kullanıcılar da eklemek için çaba sarf etmektedir. Dünya genelinde olduğu gibi Türkiye'de de Instagram kullanıcıları gençlerden ve öğrencilerden oluşmaktadır. Instagram kullanıcılarına çok farklı deneyimler sunmaktadır. Sosyal medya araçlarının akademik başarı ve motivasyon gibi değişkenlerden oluşan etkisi kişilerin sosyal medya araçlarını hangi nedenlerle kullandığına göre farklılık gösterebilmektedir (Karal & Kokoç, 2010).

Ayrıca, Türkiye’de üniversite öğrencilerine yönelik, sosyal medya kullanımı ile yapılmış olan bilimsel araştırmaların artması, araştırmanın gerekliliğini desteklemekle birlikte, bu alanda yapılan ve yapılacak olan bilimsel araştırma programları geliştirme, projeler hazırlama, sosyal sorumluluk projeleri ve yerel yönetim faaliyetlerine yön verme veya destek olma açısından bu çalışma önem arz etmektedir.

Öğrencilerin sosyal medya ortamını kullandıklarına dair tespitlerin akademik olarak eğitimde sosyal medyayı daha iyi anlayıp eğitim amaçlı etkin kullanmak adına katkı sağlayacağı öngörülmektedir. Öğrenciler açısından da sosyal medya kullanımları, motivasyonları noktasında bir bilinç ve farkındalık oluşturacağı tahmin edilmektedir.

KURAMSAL TEMEL

Bu araştırmada “Kullanımlar ve Doyumlar” kuramı kullanılmıştır. İletişim tarih boyunca var olmasına rağmen ancak 20. yüzyıl içerisinde bilimsel bir disiplin olarak kabul edilmiştir. Özellikle bilimde teknolojik gelişmelerin çok hızlandığı son yüzyılda iletişim araçları da teknolojiyle paralel olarak gelişim göstermektedir. Kitle iletişimi, tarih boyunca teknolojik gelişmeler üzerine kurulmuştur (Alemdar & Erdoğan, 2005). Gazete ve dergiler gibi geleneksel medyanın 19. Yüzyılda kitlesel bir nitelik kazanması, I. Dünya Savaşı’nda gazete, telgraf ve radyonun aktif propaganda araçları olarak kullanımı akademik/özel araştırma şirketlerinin “kitle iletişim araçlarının izleyiciler üzerindeki etkilerini” araştırmaya yöneltmiştir (Güngör, 2013).

“Kullanımlar ve doyumlar” kuramı genel bir tanım olarak bireylerin ihtiyaçlarını çeşitli yollarla gidermek için kitle iletişim araçlarını kullandıkları görüşüne dayanır. İlk olarak 1940’larda Kolombiya Üniversitesi’nde yapılan araştırmalarda kullanılmıştır (McLeod, Kosicki, & Pan, 2003). Tarihi açıdan değerlendirildiğinde, kullanımlar ve doyumlar araştırmaları genelde klasik ve modern olmak üzere iki döneme ayrılmıştır. 1960-970 arası modern dönemde kitle iletişim araçlarının kullanımı ve elde edilen doyumlar üzerine detaylı çalışmalar yapılmıştır (McQuail & Windahl, 1993), (McQuail, 2005).

Kullanımlar ve Doyumlar Kuramının temelleri Katz (1959) “Medya insanlara ne yapar?” sorusu yerine “İnsanlar medyaya ne yapar?” sorarak atmıştır. Kuram hakkında Fiske (2015) de, kuramın kitle iletişim sürecini izleyici bakış açısından açıklamak için geliştirildiğini belirtmektedir. 1990 ve sonraki yıllarda kullanımlar ve doyumlar kuramı araştırmaları yeni medya üzerinde yoğunlaşmıştır (Williams, Rice, & Rogers, 1988).

Mutlu (2005), “insanların kitle iletişim araçlarıyla ilişkileri, onların daha birçok başka araçlarla ilişkilerinde olduğu gibi, ‘gereksinin’ kavramı temel alınarak formüle edilebildiğini” belirtmektedir. Erdoğan & Alemdar (2002), “iletişim alanında kişi kendi enformasyonunun yaratıcısıdır” diyerek izleyici boyutuna vurgu yapmaktadır.

Son yıllarda internet ve mobil cihazlarla birlikte sosyal medya platformlarının yaygınlaşması ve kullanıcılar arasında karşılıklı etkileşimin daha yüksek seviyede olması kullanımlar ve doyumlar araştırmacılarının ilgisinin daha çok bu alana yönelmesini sağlamıştır.

LİTERATÜR TARAMASI

Literatüre bakıldığında zaman kullanımlar ve doyumlar kuramı ve sosyal medya üzerine çeşitli çalışmalar bulunmaktadır.

Bu çalışmalardan bir tanesi Özer (2017)’e ait olan “Kullanımlar Ve Doyumlar Kuramı Çerçevesinde Eskişehir Osmangazi Üniversitesi İ.İ.B.F. Öğrencilerinin Twitter Kullanımı Üzerine Bir Analiz” makalesidir. Türkiye’de kullanımlar ve doyumlar kuramını temel alarak sosyal medya için yapılmış ilk çalışmalardan birisidir.

Araştırmada Twitter uygulamasının doyum amaçlı kullanımını ortaya çıkarmayı amaçlanmıştır. Problem cümlesi “Twitter, yarar ve doyum amaçlı kullanılmakta mıdır?” şeklinde olan araştırma Eskişehir Osmangazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi öğrencilerine anket uygulanarak yapılmıştır. Soruların önemli bir kısmında katılımcıların Twitter’ı kuramın fayda ve doyum amaçlı kullandıkları tespit edilmiştir. Sonuç bölümünde kullanımlar ve doyumlar kuramının sosyal medya açısından öğrenciler arasında Twitter platformu üzerinde de çalıştığı kanıtlanmıştır.

Bu çalışmanın araştırmaya katkısı Instagram ile benzer bir sosyal medya mecrası olan Twitter’da kullanımlar ve doyumlar kuramının uygulamasını ve sonuçlarının karşılaştırılmasıdır.

İkinci çalışma, Kara (2016)’nın “Gençler Neden Snapchat Kullanıyor: Kullanımlar ve Doyumlar Yaklaşımı Üzerinden Bir Araştırma” başlıklı çalışmasıdır. Çalışma üniversite öğrencilerinin Snapchat’i hangi amaçlarla kullandığını Kullanımlar ve Doyumlar Teorisi bağlamında incelemektedir. Marmara Üniversitesi İletişim Fakültesi öğrencileriyle basit tesadüfi örnekleme yöntemiyle belirlenen odak grup görüşmeleri gerçekleştirilerek öğrencilerin Snapchat uygulamasını kullanım tercihleri ve nedenlerine yönelik sorular sorulmuştur.

Ankette elde edilen cevaplar “sosyal etkileşim, bilgi arama/bilgiye ulaşma/bilgi paylaşma, zaman geçirme, eğlence, rahatlama, düşüncelerin ifadesi, kullanım kolaylığı, gözetim, beğenilme/takdir edilme” bağlamında değerlendirilmiştir. Çalışma sonucunda öğrenciler Snapchat uygulamasını kullanmalarının amacını “gündelik hayatın sıkıntısından kurtulmak” olarak ifade etmişlerdir. Araştırmaya göre öğrenciler; “üzüntüden uzaklaşmak ve kendi mutlu anlarını paylaşmak hem de başkalarının mutlu anlarını izlemenin eğlenceli ve keyifli olduğunu” belirtmişlerdir. Öğrencilerin sosyal ağlar yoluyla mutluluk ihtiyacını gidermeye çalıştıklarına dikkat çekilmiştir.

Çalışmada derinlemesine mülakat yöntemi uygulanmıştır ve Blumler, McQuail ve Brown'un sınıflandırılması tercih edilmiştir.

Bu çalışmaya katkısı araştırmanın nitel yöntem kullanarak farklı bir yaklaşımla bulgular elde etmesi ve Instagram platformu üzerine de değerlendirmelerde bulunmasıdır. Araştırmanın Değerlendirme ve sonuç bölümünde; “sevdikleri ünlülerin, takip ettikleri insanların, arkadaşlarının hayatlarından anlık olarak haberdar olmak isteyen öğrencilerin aynı zamanda bir tür gözetleme eğilimi içinde oldukları” da not edilmiştir. Ayrıca Instagram gibi platformların kurgu olabileceğine vurgu yaptıkları, Snapchat'in ise doğal hayat akışını yansıttığını düşünmekte oldukları belirtilmiştir.

Üçüncü çalışma, Canöz (2016)'ün “İletişim Fakültesi Öğrencilerinin Kullanımlar Ve Doyumlar Yaklaşımı Çerçevesinde Sosyal Medya Kullanım Alışkanlıkları” başlıklı çalışmasıdır.

Çalışma sosyal medyanın kullanım yoğunluğunu dikkate alarak sosyal medyanın kullanım alışkanlıkları ve motivasyonlarını araştırmayı amaçlamıştır. Çalışmada İletişim Fakültesi'ndeki öğrencilerin sosyal medyayı kullanma motivasyonları olarak, “Boş Zamanları Değerlendirme ve Eğlence, Bilgilenme ve Sosyal Etkileşim, Gözetim-Rehberlik ve Rahatlama, Sosyal Kaçış, Ekonomi ile Kişisel Sunum” tespit edilmiştir.

Bu çalışmanın araştırmaya katkısı İletişim Fakültesi öğrencileri örnekleminde sosyal medya kullanımının kullanımlar ve doyumlar yaklaşımıyla ele alınmış olmasıdır.

Dördüncü çalışma, Özdemir & İşman (2018)'in “Üniversite Öğrencilerinin Sosyal Medya Kullanımı Alışkanlıkları Üzerine Bir Araştırma: Kto Karatay Üniversitesi Facebook Örneği” başlıklı makalesidir.

Bu çalışma, KTO Karatay Üniversitesi öğrencilerinin sosyal medyayı kullanma motivasyonları belirlemek için 407 katılımcıyla gerçekleştirilmiştir. Veri toplama aracı olarak yüz yüze anket uygulaması yapılmıştır. Çalışma sonuçlarında öğrencilerin sosyal medya kullanım motivasyonları “arkadaşlarıyla iletişimlerini devam ettirmek, eski arkadaşlarıyla yeniden iletişime geçmek ve güncel/farklı fikir ve düşüncelere ulaşmak için kullandıkları” tespit edilmiştir.

Çalışmanın araştırmaya katkısı, sahipliği Instagram ile aynı olan Facebook platformunun kullanım alışkanlıklarını tespitidir.

Beşinci çalışma, Oloo (2013)'ün “Instagrification: Uses and Gratification of Instagram by University Students for Interpersonal Communication” başlıklı yüksek lisans tezidir.

Bu çalışma, üniversite öğrencilerinin Instagram kullandıklarında kullandıkları ve memnuniyetlerini ve onları yönlendiren kişilerarası iletişim amaçlarını araştırdı. Araştırmaya katılanlar, araştırmacının Instagram bağlantılarından ve Facebook gibi çeşitli sosyal paylaşım sitelerinden online bir anket aracılığıyla seçilmiştir. Çalışma sonucunda, üniversite öğrencileri tarafından internette ve mobil cihazlarda geçirdikleri süre nedeniyle online etkileşime güçlü bir eğilim olduğunu göstermiştir.

Çalışmanın araştırmaya katkısı, sosyal medyaya araçlarının geçirilen süre ile etkileşim arasındaki etkileşime dair tespitlerin ortaya konulmuş olmasıdır.

Altıncı çalışma, Ratcliff, McCarty, & Ritter (2017)'in “Religion and New Media: A Uses and Gratifications Approach” başlıklı makalesidir.

Bu araştırma, yeni medya ve din arasındaki özel ilişkileri incelemektedir. Önceden yapılan araştırmalar bir ilişkinin var olup olmadığı sorusuna odaklanmış olsa da, teknoloji kullanımını belirli bir dini davranışın öngörüsü olarak araştırmıştır. Dini ve kültürel kökenden bir kesiti içeren bir örneği kullanarak, sonuçlar teknolojiye ve sosyal medya kullanımına yönelik tutumların insanların dini ihtiyaçları karşılama mekanizması olarak nasıl gördüklerine katkıda bulunduğunu göstermektedir. Sonuçlarda Kullanımlar ve Doyumlar teorisini uygulayarak, dine ilişkin üç ihtiyaç tespit edilmiştir: zamanın bir aracı olarak din, öz ihtiyaçları karşılama biçimi olarak din ve öğrenme için bir katalizör olarak din.

Çalışmanın araştırmaya katkısı, insanların sosyal medyayı kullanma ve dinin ihtiyaçları karşılama mekanizması olarak benimseme yöntemleri arasındaki bir bağlantının varlığını kanıtlayamasa da böyle bir ilişkinin var olması için gereken temel inanç, tutum ve davranış temellerini tartışmasıdır.

Yedinci çalışma, Payne, Dozier, Noma, & Yagade (2010)'nin “Newspapers and the Internet: A uses and gratifications perspective” başlıklı makalesidir.

Çalışma Kullanımlar ve Doyumlar perspektifini uygulayan bu çalışmadır. İnternet ve gazetelerle ilişkili kullanımları olarak etkileşimi, gözetim ve çeşitliliği inceler. West Coast üniversitesindeki öğrenciler çalışıldı. Hipotezlere göre, “gözetim için gazeteler” ve “çeşitlilik için internet” için istatistiksel olarak anlamlı bir tercih olduğu bulunmuştur. Varsayıldığı gibi, fark istatistiksel olarak anlamlı olmasa da etkileşim için İnternet tercih edildiği saptanmıştır.

Çalışmanın araştırmaya katkısı, bir başka üniversitenin öğrencileri örnekleminde kullanımlar ve doyumlar yaklaşımının incelenmiş olmasıdır.

Sekizinci çalışma, Ye, Hashim, Baghirov, & Murphy (2017)'in “Gender Differences in Instagram Hashtag Use” başlıklı makalesidir. Bu çalışma, Instagram hashtag kullanımındaki cinsiyet farklılıklarını araştırmak için iki teoriden (Kullanımlar ve Demnuniyet ve James-Lange Duygu Teorisi) faydalanmaktadır. Çalışma içeriği #Malaysianfood etiketiyle 1.382 Instagram mesajını analiz etmiş ve onları bilgilendirici/duygusal ve pozitif/negatif olarak sınıflandırmıştır. Sonuçlar, erkek kullanıcılar ile karşılaştırıldığında, kadın kullanıcıların

duygusal ve pozitif etiket (hashtag) açıklamaları kullanma eğiliminde olduğunu göstermektedir. Bu çalışma aynı zamanda kullanılan hashtag sayısı ile hem takipçiler hem de beğeniler arasında pozitif bir ilişki tespit etmiştir.

Bu çalışma sınırlı Instagram ve karma etiket literatürünü eklemekte, online cinsiyet davranışı literatürünü karma etiketlerle genişletmekte ve kullanıcı memnuniyetini ölçmek için karma etiket duyarlılığı sunmaktadır. Şirketlere, hedef müşterileri çekmek ve elde tutmak için Instagram'da ve diğer sosyal medyada cinsiyet tercihlerini dikkate almalarını önermektedir.

Çalışmanın araştırmaya katkısı, çalışmamızın temel kuramı olan Kullanımlar ve Doyumlar yanında ikinci farklı bir teori ile birleştirerek yaklaşmasıdır.

Dokuzuncu çalışma, Whiting & Williams (2013)'in "Why people use social media: a uses and gratifications approach" başlıklı makalesidir. Sosyal medyada kullanımların ve doyumlar kuramının önemini göstermeye çalışmaktadır. Kullanımlar ve doyumlar teorisi uygulayarak, tüketicinin sosyal medya kullanımından elde ettiği kullanımları ve memnuniyetleri araştırmakta ve tartışmaktadır. Araştırma, tüketicilerin sosyal medyayı neden kullandıkları hakkında daha iyi ve daha kapsamlı bir anlayış sağlamayı amaçlamaktadır. Tasarım, metodoloji, yaklaşım, keşif çalışması yapılmıştır. Sosyal medya kullanan bireylerle 25 derinlemesine görüşme yapılmıştır. Çalışma, sosyal medyayı kullanmanın on farklı kullanımını ve memnuniyetlerini tanımlamıştır. Bunlar sırasıyla "sosyal etkileşim, bilgi arama, zaman geçirme, eğlence, rahatlatma, iletişim kurumu, kolaylık sağlayıcısı, görüş ifadesi, bilgi paylaşımı ve diğerleri hakkında gözetim/bilgi" olarak bulunmuştur.

Çalışmanın bu araştırmaya katkısı; kullanımlar ve doyumlar teorisinin sosyal medya ile özel bir ilişki olduğunun ortaya konması ve daha fazla önem verilmesi gerektiği yönündeki sonuçlarıdır. Kullanımlar ve doyumlar kuramı, tüketicilerin sosyal medyayı kullanmalarının birçok ve çeşitli nedenlerini açıklamaya yardımcı olmaktadır.

Onuncu çalışma, Musa, Azmi, & Ismail (2016)'in "Exploring the Uses and Gratifications Theory in the Use of Social Media among the Students of Mass Communication in Nigeria" başlıklı makalesidir.

Araştırma sosyal medyanın ortaya çıkışını kullanımlar ve doyumlar kuramı için yeni bir hayat olarak görmektedir. Çalışma kullanımlar ve doyumlar kuramının öğrencilerin sosyal medya kullanımındaki mevcut işlevlerini keşfetmeyi amaçlamaktadır. Araştırma ve odak grup tartışması bilerek seçilen son sınıf kitle iletişimi öğrencilerinden bilgi elde etmek için kullanılmıştır. Katılımcıların çoğunluğunun (%98,2) iletişim, iş birliği, haber paylaşımı, araştırma, görüş bildirme, bağlantı kurma ve diğer ülkelerden arkadaşlar edinmek için sosyal medya kullandığını ortaya koymaktadır. Sosyal medya platformlarının kullanımlar ve doyumlar kuramının işlevlerini canlandırdığını ve geleneksel medyanın asla yapamayacağı bir medya kullanımı bolluğu sağladığını doğrulamaktadır.

Çalışmanın araştırmaya katkısı, kuramın sosyal medya için hala geçerli olduğunu ispat etmesidir.

YÖNTEM

Bu araştırmada yöntem olarak niceliksel yöntem tercih edilmiştir. Üniversite öğrencilerinin sosyal medya Instagram kullanım motivasyonlarını tespit etmek amacıyla Sakarya Üniversitesi İletişim Fakültesi öğrencileri ile online anket gerçekleştirilmiştir.

Problem Cümlesi

İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonları.

Alt problemler

1. İletişim Fakültesi öğrencilerinin kullanım motivasyonlarında cinsiyetler arasında anlamlı bir fark var mıdır?
2. İletişim Fakültesi öğrencilerinin kullanım motivasyonlarında okudukları bölüme göre anlamlı bir fark var mıdır?
3. İletişim Fakültesi öğrencilerinin kullanım motivasyonlarında yaşadıkları yere göre anlamlı bir fark var mıdır?
4. İletişim Fakültesi öğrencilerinin kullanım motivasyonlarında gelir düzeyleri arasında anlamlı bir fark var mıdır?
5. İletişim Fakültesi öğrencilerinin kullanım motivasyonlarında cep telefonlarında kullandıkları kota açısından "anlamlı bir fark var mıdır?"

Araştırma Modeli

Bu çalışmada online anket çalışması yapılmıştır. Katılımcıların Instagram kullanım motivasyonlarını belirlemek için, Balcı & Ayhan (2007) tarafından daha önce bu konuda yapılan birçok araştırma baz alınarak hazırlanan ölçek kullanılmıştır. Ölçeğin kullanım izni ve anket sorularında "Instagram" revizyonları yapma izinleri alınmıştır.

Online anket iki bölüme ayrılmıştır. Birinci bölümde 6 soruda katılımcıların demografik özellikleri belirlenmeye çalışılmıştır. İkinci bölümde ise 51 soru ile katılımcıların sosyal medya ve Instagram kullanım

motivasyonları tespit edilmeye çalışılmıştır. Online ankete katılan katılımcıların her bir maddeye katılma derecelerini tespit etmek için Likert tipi ölçek (5'li Likert) kullanılmıştır. Ölçekte Hiç Katılmıyorum (1) ve Tamamen Katılıyorum (5) iki uça olacak şekilde, her soruya 1-5 aralıklarında derecelendirilmiş şekilde cevaplar toplanmıştır.

Evren

Bu araştırmanın evreni Sakarya Üniversitesi İletişim Fakültesi'nin 980 öğrencisini kapsamaktadır.

Örneklem

Örneklem oluşturmak için pek çok yöntem vardır, bu çalışmada istatistiki çözümde en tercih edilen rastlantısal örneklem yöntemi tercih edilmiştir. Evrendeki her elemanın eşit seçilme şansına sahip olduğu bir ortamda oluşturulan örneklem “rastlantısal (tesadüfi) örneklem” denir ve bir evrenden rastlantısal olarak bir örneklem oluşturmak için önce evrenin tüm elemanları tanımlanır, isimlendirilir veya kodlanır, sonra tanımlanan elemanların her birinin eşit seçilme şansına sahip olabileceği bir yöntemle elemanlar seçilerek örneklem oluşturulur (Yaratan, 2017).

Araştırma örneklemini, Sakarya Üniversitesi İletişim Fakültesi'nin İletişim Tasarımı ve Medya ve Halkla İlişkiler bölümü öğrencilerinden oluşturmaktadır. Sakarya Üniversitesinin seçilmesinin nedeni, araştırmacının, örneklemini oluşturan örneklem kolaylıkla ulaşabilmesi ve böylece araştırmanın gerçekleştirilmesini olası kılmasıdır.

İletişim bölümünün seçilmesinin gerekçesi, örneklem dahilinde bu bölüm öğrencilerinin internet ve Instagram kullanım oranının, farkındalığının yüksek olacağına düşünülmektedir. Bu sayede Instagram kullanıcılarının kullanımları daha belirgin olarak görülebilir. Örneklem grubunun İletişim öğrencileri olarak belirlenmesinin bir diğer nedeni, artık bölümleriyle ilgili gerekli enformasyona ulaşabilmeleri için gerekli araçların neler olduğuna dair fikirler konusunda yetkin olan öğrenci grubunu oluşturuyor olmalarıdır.

Örneklem grubu, rastgele örneklem yoluyla seçilmiş, ve antete İletişim Fakültesi Halkla İlişkiler ve İletişim Tasarımı ve Medya bölümlerinde okumakta olan 107 öğrenci katılmıştır.

Veri Toplama Aracı

Araştırmada, Balcı & Ayhan (2007)'nin “Üniversite Öğrencilerinin İnternet Kullanım ve Doyumları Üzerine Bir Saha Araştırması” için kullanılan anket izin alınarak kullanılmıştır. Anket, toplam 56 sorudan oluşmaktadır. Bu soruların bir kısmı anketin uygulandığı kişilerin demografik verilerini içerirken, diğer kısımlar sosyal medya ve Instagram kullanım motivasyonları ile ilgilidir. İlgili araştırmada alt boyutlar ve güvenilirlik katsayısı şu şekilde bulunmuştur:

“İnternet kullanım motivasyonlarını belirlemek amacıyla likert skalasıyla düzenlen- nen 47 maddeye (item) verilen yanıtlar doğrultusunda faktör analizi uygulanmış ve 6 faktör grubunun ele alınabileceği görülmüştür. Faktör gruplarının sınıflandırılma ve değerlendirilmesinde Varimax rotasyonlu tablo dikkate alın- mıştır. Faktör analizine sokulan maddelerin özdeğeri (eigen value) 1'den daha büyük ve minimum yükleme büyüklüğü 0.40 kriteri kullanılmıştır. Faktör analizine dâhil edilen maddelerin güvenilirlik katsayısı (Cronbach's α = .9369) genel olarak yüksek bulunmuştur. Analiz sonucu ortaya çıkan altı faktör, internet kullanma motivasyonlarındaki toplam varyansın %49.58'ini açıklamaktadır”

Veri Analizi

Çalışmada, anket 2019 yılı Bahar döneminde yapılmıştır. Elde edilen veriler, SPSS 25.0 kullanılarak işlenmiştir. Araştırma kapsamında geliştirilen alt problemlere cevap aramak ve üretilen hipotezleri test etmek için verilerin analizinde sırasıyla; anket sorularını cevaplayanların demografik özelliklerini, Instagram kullanım motivasyonlarını belirlemek için betimsel analizler (ortalama, minimum ve maksimum değerler, yüzde ve frekans değerleri), motivasyonlarla çeşitli değişkenler arasındaki ilişkinin anlamlılığını ortaya koymak için bağımsız örneklem t-testi, ve tek yönlü varyans analizi (ANOVA), faktörler arası ikişli şiddetini belirlemek için de korelasyon yapılmıştır. Çoklu karşılaştırmalarda Bonferroni esas alınmıştır. Parametrik analiz teknikleri kullanılmadan önce elde edilen verilerin parametrik testlere uygun olup olmadığı incelenmiştir. Bunun için öncelikli olarak verilerin tek değişkenli normal dağılıma sahip olup olmadığına bakılmıştır.

Varsayımlar

1. İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarında cinsiyetler arasında. Anlamlı bir fark vardır.
2. İletişim Fakültesi öğrencilerinin kullanım motivasyonlarında okudukları bölüme göre anlamlı bir fark vardır.
3. İletişim Fakültesi öğrencilerinin kullanım motivasyonlarında yaşadıkları yere göre anlamlı bir fark vardır.

4. İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarında aile gelir düzeyleri arasında anlamlı bir fark vardır.
5. İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarında cep telefonlarında kullandıkları kota açısından anlamlı bir fark vardır.
- 6.

Sınırlılıklar

Bu araştırma 2019 yılı bahar dönemi ve Sakarya Üniversitesi İletişim Fakültesi ile sınırlıdır.

Araştırma Bulguları ve Değerlendirmesi

Sakarya Üniversitesi İletişim Fakültesi öğrencilerinden toplam 107 katılımcı Google Forms üzerinden gönderilen online anket sorularını cevaplamıştır. Öncelikle katılımcıların bazı özellikleriyle sosyal medya ve Instagram kullanım alışkanlıklarına ilişkin sonuçlar verilmekte; daha sonra sosyal medya ve Instagram kullanım motivasyonların değişkenlerle olan ilişkisi tanımlanmaktadır. Son bölümde İletişim Fakültesi öğrencilerinin Instagram kullanım alışkanlıkları Kullanımlar ve Doyumlar kuramı bağlamında tartışılmaktadır.

Katılımcıların Bazı Özellikleri

Tablo 1. Cinsiyetiniz

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Kadın | 56 | 52.3 | 52.3 | 52.3 |
| | Erkek | 51 | 47.7 | 47.7 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %52,3'ü (56) Kadın, %47,7'si (51) Erkek olarak işaretlemiştir.

Tablo 2. Bölümünüz

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Halkla İlişkiler | 74 | 69.2 | 69.2 | 69.2 |
| | İletişim Tasarımı ve Medya | 33 | 30.8 | 30.8 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcılar “Bölümünüz” sorusuna %69,2 (74) Halkla İlişkiler, %30,8'i (33) İletişim Tasarımı ve Medya cevabını vermiştir. Katılımcıların çoğunluğunu %69,2 (74) ile Halkla İlişkiler öğrencileri oluşturmaktadır.

Tablo 3. Yaşadığınız yer

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Merkez İlçe | 74 | 69.2 | 69.2 | 69.2 |
| | İlçe | 28 | 26.2 | 26.2 | 95.3 |
| | Kasaba | 2 | 1.9 | 1.9 | 97.2 |
| | Köy | 3 | 2.8 | 2.8 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %69,2'si (74) Merkez İlçe, %26,2'si (28) İlçe, %2,8'i (3) Köy, %1,9'u (2) Kasaba seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %69,2 (74) ile Merkez İlçe'de yaşamaktadır.

Tablo 4. Ailenizin aylık ortalama geliri ne kadardır?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | 0 - 1000 TL | 6 | 5.6 | 5.6 | 5.6 |
| | 1000 - 2000 TL | 15 | 14.0 | 14.0 | 19.6 |
| | 2000 - 3000 TL | 21 | 19.6 | 19.6 | 39.3 |
| | 3000 - 4000 TL | 33 | 30.8 | 30.8 | 70.1 |
| | 4000 TL veya daha fazla | 32 | 29.9 | 29.9 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Ankete katılan katılımcılar “Ailenizin aylık ortalama geliri ne kadardır?” sorusuna %60,7'si (65) 3000 TL ve üzerinde, %19,6'sı (21) 2000-3000TL, %14,0'ı (15) 1000-2000 TL, %5,6 (6)'sı 0-1000 TL arası seçeneğini işaretlemiştir. Katılımcıların çoğunluğu olan %60,7'si (33) ile 3000 TL ve üzeri ortalama geliri olanlardan oluşturmaktadır.

Tablo 5. Cep telefonu internet kotanız ne kadardır?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | 0 - 2 GB | 7 | 6.5 | 6.5 | 6.5 |
| | 2 - 4 GB | 28 | 26.2 | 26.2 | 32.7 |
| | 4 - 6 GB | 27 | 25.2 | 25.2 | 57.9 |
| | 6 GB'dan fazla | 45 | 42.1 | 42.1 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %67,3'ü (72) 4 GB'dan fazla, %26,2'si (28) 2-4 GB, %6,5'i (7) 0-2 GB arası seçeneğini işaretlemiştir. Katılımcıların çoğunluğunu %67,3 (72) ile 4 GB'dan fazla cep telefonu internet kotasına sahip olanlar oluşturmaktadır.

Tablo 6. Dünyada ve Türkiye’de meydana gelen olayları anında öğrenmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 14 | 13.1 | 13.1 | 13.1 |
| | 2 | 10 | 9.3 | 9.3 | 22.4 |
| | 3 | 25 | 23.4 | 23.4 | 45.8 |
| | 4 | 30 | 28.0 | 28.0 | 73.8 |
| | 5 | 28 | 26.2 | 26.2 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %54,2'si (58) Türkiye’de meydana gelen olayları anında öğrenmek için olduğuna katıldığını belirtmiş, %22,4'ü (24) katılmadığını belirtmiştir. Katılımcıların çoğunluğu %54,2'si (58) olumlu görüş bildirmiştir.

Tablo 7. Instagram'da gezinmek hoşuma gidiyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 1.9 | 1.9 | 1.9 |
| | 2 | 8 | 7.5 | 7.5 | 9.3 |
| | 3 | 17 | 15.9 | 15.9 | 25.2 |
| | 4 | 34 | 31.8 | 31.8 | 57.0 |
| | 5 | 46 | 43.0 | 43.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %74,8'i (80) “Instagram'da gezinmek hoşuma gidiyor” cümlesine katıldığını belirtmiş, %9,4'ü (10) ise katılmadığını belirtmiştir. Katılımcıların çoğunluğu %74,8'si (80) olumlu görüş bildirmiştir.

Tablo 8. Sıkıldığımda vakit geçirmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 4 | 3.7 | 3.7 | 3.7 |
| | 2 | 8 | 7.5 | 7.5 | 11.2 |
| | 3 | 17 | 15.9 | 15.9 | 27.1 |
| | 4 | 35 | 32.7 | 32.7 | 59.8 |
| | 5 | 43 | 40.2 | 40.2 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %72,9'u (78) “Sıkıldığımda vakit geçirmek için” ifadesine katıldığını belirtmiş, %11,2'si (12) ise katılmadığını belirtmiştir. Katılımcıların çoğunluğu %72,9'u (78) katıldığını bildirmiştir.

Tablo 9. Ailem ve dostlarımla iletişimde bulunmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 14 | 13.1 | 13.1 | 13.1 |
| | 2 | 21 | 19.6 | 19.6 | 32.7 |
| | 3 | 22 | 20.6 | 20.6 | 53.3 |
| | 4 | 28 | 26.2 | 26.2 | 79.4 |
| | 5 | 22 | 20.6 | 20.6 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %46,8'i (50) "Ailem ve dostlarımla iletişimde bulunmak için" ifadesine katıldığını belirtmiş, %32,7'si (35) ise katılmadığını belirtmiştir. Katılımcıların çoğunluğu %46,8'i (78) katıldığını bildirmiştir.

Tablo 10. Yaşadığım yöredeki gelişmeler ve etkinlikleri takip etmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 24 | 22.4 | 22.4 | 22.4 |
| | 2 | 19 | 17.8 | 17.8 | 40.2 |
| | 3 | 22 | 20.6 | 20.6 | 60.7 |
| | 4 | 25 | 23.4 | 23.4 | 84.1 |
| | 5 | 17 | 15.9 | 15.9 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %40,2'si (43) yaşadığı yöredeki gelişmeler ve etkinlikleri takip etmek için görüşüne katılmadığını, %39,3'ü (42) katıldığını, işaretlemiştir.

Tablo 11. Beni sıkın insanlardan kurtulmamı sağladığı için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 33 | 30.8 | 30.8 | 30.8 |
| | 2 | 20 | 18.7 | 18.7 | 49.5 |
| | 3 | 24 | 22.4 | 22.4 | 72.0 |
| | 4 | 14 | 13.1 | 13.1 | 85.0 |
| | 5 | 16 | 15.0 | 15.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %51,5'i (53) katılmadığını, %28,1'i (30) katıldığını belirtmiştir.

Tablo 12. Oyun oynamak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 77 | 72.0 | 72.0 | 72.0 |
| | 2 | 13 | 12.1 | 12.1 | 84.1 |
| | 3 | 9 | 8.4 | 8.4 | 92.5 |
| | 4 | 3 | 2.8 | 2.8 | 95.3 |
| | 5 | 5 | 4.7 | 4.7 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %83,1'i (100) katılmadığını, %7,5'i (8) katıldığını belirtmiştir.

Tablo 13. Kendimi özgürce ifade edebilmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 29 | 27.1 | 27.1 | 27.1 |
| | 2 | 15 | 14.0 | 14.0 | 41.1 |
| | 3 | 31 | 29.0 | 29.0 | 70.1 |
| | 4 | 21 | 19.6 | 19.6 | 89.7 |
| | 5 | 11 | 10.3 | 10.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %41,1'i (44) katılmadığını, %29,9'u (32) katıldığını belirtmiştir.

Tablo 14. Ürün ve hizmetlerin indirimli olanlarını bulmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 24 | 22.4 | 22.4 | 22.4 |
| | 2 | 24 | 22.4 | 22.4 | 44.9 |
| | 3 | 21 | 19.6 | 19.6 | 64.5 |
| | 4 | 15 | 14.0 | 14.0 | 78.5 |
| | 5 | 23 | 21.5 | 21.5 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %44,8'i (48) katılmadığını, %35,5'i (38) katıldığını belirtmiştir.

Tablo 15. Güvenilir bir haber kaynağı olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 41 | 38.3 | 38.3 | 38.3 |
| | 2 | 22 | 20.6 | 20.6 | 58.9 |
| | 3 | 31 | 29.0 | 29.0 | 87.9 |
| | 4 | 6 | 5.6 | 5.6 | 93.5 |
| | 5 | 7 | 6.5 | 6.5 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %58,3'ü (63) katılmadığını, %12,1'i (13) katılmadığını belirtmiştir.

Tablo 16. Instagram eğlence ihtiyacını karşılıyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 7 | 6.5 | 6.5 | 6.5 |
| | 2 | 10 | 9.3 | 9.3 | 15.9 |
| | 3 | 30 | 28.0 | 28.0 | 43.9 |
| | 4 | 37 | 34.6 | 34.6 | 78.5 |
| | 5 | 23 | 21.5 | 21.5 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %56,1'i (60) katıldığını, %15,8'i (17) katılmadığını belirtmiştir.

Tablo 17. Konuşacak birisi olmadığında bana arkadaşlık ediyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 23 | 21.5 | 21.5 | 21.5 |
| | 2 | 18 | 16.8 | 16.8 | 38.3 |
| | 3 | 21 | 19.6 | 19.6 | 57.9 |
| | 4 | 23 | 21.5 | 21.5 | 79.4 |
| | 5 | 22 | 20.6 | 20.6 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %42,1'i (45) katıldığını, %38,3'ü (41) katılmadığını belirtmiştir.

Tablo 18. Instagram aracılığıyla istediğimi az çaba harcayarak elde edebildiğim için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 23 | 21.5 | 21.5 | 21.5 |
| | 2 | 32 | 29.9 | 29.9 | 51.4 |
| | 3 | 29 | 27.1 | 27.1 | 78.5 |
| | 4 | 11 | 10.3 | 10.3 | 88.8 |
| | 5 | 12 | 11.2 | 11.2 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %64'ü (55) katılmadığını, %21,5'i (23) katıldığını belirtmiştir.

Tablo 19. Üniversitemdeki gelişmeler ve aktiviteler hakkında bilgi sahibi olmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 22 | 20.6 | 20.6 | 20.6 |
| | 2 | 16 | 15.0 | 15.0 | 35.5 |
| | 3 | 30 | 28.0 | 28.0 | 63.6 |
| | 4 | 24 | 22.4 | 22.4 | 86.0 |
| | 5 | 15 | 14.0 | 14.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %36,4'ü (39) katıldığını, %35,6'sı (38) katılmadığını belirtmiştir.

Tablo 20. Beni başka bir dünyaya götürdüğü için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 22 | 20.6 | 20.6 | 20.6 |
| | 2 | 29 | 27.1 | 27.1 | 47.7 |
| | 3 | 26 | 24.3 | 24.3 | 72.0 |
| | 4 | 16 | 15.0 | 15.0 | 86.9 |
| | 5 | 14 | 13.1 | 13.1 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %47,7'si (51) katılmadığını, %28,1'i (30) katıldığını belirtmiştir.

21. Bir gruba aitmiş duygusu hissedebilmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 60 | 56.1 | 56.1 | 56.1 |
| | 2 | 18 | 16.8 | 16.8 | 72.9 |
| | 3 | 18 | 16.8 | 16.8 | 89.7 |
| | 4 | 1 | .9 | .9 | 90.7 |
| | 5 | 10 | 9.3 | 9.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %72,9'u (78) katılmadığını, %10,2'si (11) katıldığını belirtmiştir.

22. Daha çok para kazanma yolları bulmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 61 | 57.0 | 57.0 | 57.0 |
| | 2 | 24 | 22.4 | 22.4 | 79.4 |
| | 3 | 10 | 9.3 | 9.3 | 88.8 |
| | 4 | 6 | 5.6 | 5.6 | 94.4 |
| | 5 | 6 | 5.6 | 5.6 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %79,4'ü (85) katılmadığını, %11,2'si (12) katıldığını belirtmiştir.

Tablo 23. Bir konuda fikir sahibi olmama yardımcı olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 22 | 20.6 | 20.6 | 20.6 |
| | 2 | 17 | 15.9 | 15.9 | 36.4 |
| | 3 | 28 | 26.2 | 26.2 | 62.6 |
| | 4 | 24 | 22.4 | 22.4 | 85.0 |
| | 5 | 16 | 15.0 | 15.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %37,4'ü (40) katıldığını, %36,5'i (39) katılmadığını belirtmiştir.

24. Instagram'a kullanmak benim için bir alışkanlık haline geldi

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 9 | 8.4 | 8.4 | 8.4 |
| | 2 | 7 | 6.5 | 6.5 | 15.0 |
| | 3 | 23 | 21.5 | 21.5 | 36.4 |
| | 4 | 27 | 25.2 | 25.2 | 61.7 |
| | 5 | 41 | 38.3 | 38.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %63,5'i (68) katıldığını, %14,9'u (16) katılmadığını belirtmiştir.

Tablo 25. Yapacak daha iyi bir işim olmadığında beni oyalyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 11 | 10.3 | 10.3 | 10.3 |
| | 2 | 13 | 12.1 | 12.1 | 22.4 |
| | 3 | 25 | 23.4 | 23.4 | 45.8 |
| | 4 | 27 | 25.2 | 25.2 | 71.0 |
| | 5 | 31 | 29.0 | 29.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %54,2'si (59) katıldığını, %22,4'ü (24) katılmadığını belirtmiştir.

26. Instagram'dan yararlanmak daha ucuz olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 20 | 18.7 | 18.7 | 18.7 |
| | 2 | 20 | 18.7 | 18.7 | 37.4 |
| | 3 | 26 | 24.3 | 24.3 | 61.7 |
| | 4 | 23 | 21.5 | 21.5 | 83.2 |
| | 5 | 18 | 16.8 | 16.8 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %48,3'ü (41) katıldığını, %37,4'ü (40) katılmadığını belirtmiştir.

27. Dinlenmeme yardımcı olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 27 | 25.2 | 25.2 | 25.2 |
| | 2 | 24 | 22.4 | 22.4 | 47.7 |
| | 3 | 25 | 23.4 | 23.4 | 71.0 |
| | 4 | 21 | 19.6 | 19.6 | 90.7 |
| | 5 | 10 | 9.3 | 9.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %47,6'sı (51) katılmadığını, %28,9'u (31) katıldığını belirtmiştir.

28. Arkadaş bulmak, yeni insanlarla tanışmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 35 | 32.7 | 32.7 | 32.7 |
| | 2 | 23 | 21.5 | 21.5 | 54.2 |
| | 3 | 15 | 14.0 | 14.0 | 68.2 |
| | 4 | 20 | 18.7 | 18.7 | 86.9 |
| | 5 | 14 | 13.1 | 13.1 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %54,2'si (58) katılmadığını, %31,8'si (34) katıldığını belirtmiştir.

29. Telefon görüşmelerini ucuza getirmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 61 | 57.0 | 57.0 | 57.0 |
| | 2 | 16 | 15.0 | 15.0 | 72.0 |
| | 3 | 17 | 15.9 | 15.9 | 87.9 |
| | 4 | 6 | 5.6 | 5.6 | 93.5 |
| | 5 | 7 | 6.5 | 6.5 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %72'si (77) katılmadığını, %12,1'i (13) katıldığını belirtmiştir.

30. Başka bir yerde ulaşamadığım bilgilere ulaşmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 24 | 22.4 | 22.4 | 22.4 |
| | 2 | 27 | 25.2 | 25.2 | 47.7 |
| | 3 | 27 | 25.2 | 25.2 | 72.9 |
| | 4 | 20 | 18.7 | 18.7 | 91.6 |
| | 5 | 9 | 8.4 | 8.4 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %47,6'sı (51) katılmadığını, %27,1'i (29) katıldığını belirtmiştir.

31. Instagram kullanmayı seviyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 3 | 2.8 | 2.8 | 2.8 |
| | 2 | 4 | 3.7 | 3.7 | 6.5 |
| | 3 | 21 | 19.6 | 19.6 | 26.2 |
| | 4 | 37 | 34.6 | 34.6 | 60.7 |
| | 5 | 42 | 39.3 | 39.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %73,9'u (79) katıldığını, %6,5'i (7) katılmadığını belirtmiştir.

32. Boş zamanlarımı değerlendirmek için bana çeşitli alternatifler sunuyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 8 | 7.5 | 7.5 | 7.5 |
| | 2 | 17 | 15.9 | 15.9 | 23.4 |
| | 3 | 18 | 16.8 | 16.8 | 40.2 |
| | 4 | 37 | 34.6 | 34.6 | 74.8 |
| | 5 | 27 | 25.2 | 25.2 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %59,8'i (64) katıldığını, %23,4'ü (25) katılmadığını belirtmiştir.

33. Kullanımı oldukça kolay olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 3 | 2.8 | 2.8 | 2.8 |
| | 2 | 7 | 6.5 | 6.5 | 9.3 |
| | 3 | 18 | 16.8 | 16.8 | 26.2 |
| | 4 | 35 | 32.7 | 32.7 | 58.9 |
| | 5 | 44 | 41.1 | 41.1 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %73,8'i (79) katıldığını, %9,3'ü (10) katılmadığını belirtmiştir.

34. İçimdeki duygu ve heyecanları açığa çıkardığı için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 19 | 17.8 | 17.8 | 17.8 |
| | 2 | 29 | 27.1 | 27.1 | 44.9 |
| | 3 | 24 | 22.4 | 22.4 | 67.3 |
| | 4 | 22 | 20.6 | 20.6 | 87.9 |
| | 5 | 13 | 12.1 | 12.1 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %44,9'u (48) katılmadığını, %32,7'si (35) katıldığını belirtmiştir.

35. Arkadaşlarının bana bildirdiği siteleri ziyaret edebilmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 18 | 16.8 | 16.8 | 16.8 |
| | 2 | 21 | 19.6 | 19.6 | 36.4 |
| | 3 | 31 | 29.0 | 29.0 | 65.4 |
| | 4 | 21 | 19.6 | 19.6 | 85.0 |
| | 5 | 16 | 15.0 | 15.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %36,4'ü (39) katıldığını, %34,6'sı (37) katılmadığını belirtmiştir.

36. Tartışmalara katılabilmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 36 | 33.6 | 34.3 | 34.3 |
| | 2 | 29 | 27.1 | 27.6 | 61.9 |
| | 3 | 16 | 15.0 | 15.2 | 77.1 |
| | 4 | 13 | 12.1 | 12.4 | 89.5 |
| | 5 | 11 | 10.3 | 10.5 | 100.0 |
| | Total | 105 | 98.1 | 100.0 | |
| Missing | System | 2 | 1.9 | | |
| Total | | 107 | 100.0 | | |

Anketi cevaplayan katılımcıların %61,9'u (65) katılmadığını, %22,9'u (24) katıldığını belirtmiştir.

37. Çeşitli müzikler dinlemek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 35 | 32.7 | 33.0 | 33.0 |
| | 2 | 19 | 17.8 | 17.9 | 50.9 |
| | 3 | 21 | 19.6 | 19.8 | 70.8 |
| | 4 | 19 | 17.8 | 17.9 | 88.7 |
| | 5 | 12 | 11.2 | 11.3 | 100.0 |
| | Total | 106 | 99.1 | 100.0 | |
| Missing | System | 1 | .9 | | |
| Total | | 107 | 100.0 | | |

Anketi cevaplayan katılımcıların %50,9'u (54) katılmadığını, %29,2'si (31) katıldığını belirtmiştir.

38. Sürekli karşımda olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 12 | 11.2 | 11.2 | 11.2 |
| | 2 | 16 | 15.0 | 15.0 | 26.2 |
| | 3 | 29 | 27.1 | 27.1 | 53.3 |
| | 4 | 30 | 28.0 | 28.0 | 81.3 |
| | 5 | 20 | 18.7 | 18.7 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %46,7'si (50) katıldığını, %26,2'si (28) katılmadığını belirtmiştir.

39. İnsanlarla yüz yüze iletişim kurmaktan daha pratik ve kolay

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 23 | 21.5 | 21.5 | 21.5 |
| | 2 | 19 | 17.8 | 17.8 | 39.3 |
| | 3 | 23 | 21.5 | 21.5 | 60.7 |
| | 4 | 26 | 24.3 | 24.3 | 85.0 |
| | 5 | 16 | 15.0 | 15.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %39,3'ü (42) katılmadığını, %39,3'ü (42) katıldığını belirtmiştir.

40. Kendimi daha az yalnız hissetmemi sağladığı için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 37 | 34.6 | 34.6 | 34.6 |
| | 2 | 26 | 24.3 | 24.3 | 58.9 |
| | 3 | 20 | 18.7 | 18.7 | 77.6 |
| | 4 | 13 | 12.1 | 12.1 | 89.7 |
| | 5 | 11 | 10.3 | 10.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %58,9'u (63) katıldığını, %22,4'ü (24) katılmadığını belirtmiştir.

41. Edindiğim bilgiler hakkında başkalarıyla iletişim kurabilmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 18 | 16.8 | 16.8 | 16.8 |
| | 2 | 17 | 15.9 | 15.9 | 32.7 |
| | 3 | 32 | 29.9 | 29.9 | 62.6 |
| | 4 | 26 | 24.3 | 24.3 | 86.9 |
| | 5 | 14 | 13.1 | 13.1 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %37,4'ü (40) katıldığını, %32,7'si (35) katılmadığını belirtmiştir.

42. Diğer insanların ne söylediklerini merak ettiğim için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 18 | 16.8 | 17.0 | 17.0 |
| | 2 | 15 | 14.0 | 14.2 | 31.1 |
| | 3 | 33 | 30.8 | 31.1 | 62.3 |
| | 4 | 24 | 22.4 | 22.6 | 84.9 |
| | 5 | 16 | 15.0 | 15.1 | 100.0 |
| | Total | 106 | 99.1 | 100.0 | |
| Missing | System | 1 | .9 | | |
| Total | | 107 | 100.0 | | |

Anketi cevaplayan katılımcıların %37,7'si (40) katıldığını, %31,2'si (33) katılmadığını belirtmiştir.

43. Instagram'dan bir konu hakkında bilgi edinmek zahmetsiz ve kolay olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 14 | 13.1 | 13.1 | 13.1 |
| | 2 | 14 | 13.1 | 13.1 | 26.2 |
| | 3 | 28 | 26.2 | 26.2 | 52.3 |
| | 4 | 34 | 31.8 | 31.8 | 84.1 |
| | 5 | 17 | 15.9 | 15.9 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %47,7'si (51) katıldığını, %26,2'si (28) katılmadığını belirtmiştir.

44. Instagram kullanmak zevkli

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 2 | 1.9 | 1.9 | 1.9 |
| | 2 | 4 | 3.7 | 3.8 | 5.7 |
| | 3 | 22 | 20.6 | 21.0 | 26.7 |
| | 4 | 34 | 31.8 | 32.4 | 59.0 |
| | 5 | 43 | 40.2 | 41.0 | 100.0 |
| | Total | 105 | 98.1 | 100.0 | |
| Missing | System | 2 | 1.9 | | |
| Total | | 107 | 100.0 | | |

Anketi cevaplayan katılımcıların %73,4'ü (77) katıldığını, %5,7'si (6) katılmadığını belirtmiştir.

45. Yabancı dilimi geliştirmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 27 | 25.2 | 25.5 | 25.5 |
| | 2 | 26 | 24.3 | 24.5 | 50.0 |
| | 3 | 25 | 23.4 | 23.6 | 73.6 |
| | 4 | 15 | 14.0 | 14.2 | 87.7 |
| | 5 | 13 | 12.1 | 12.3 | 100.0 |
| | Total | 106 | 99.1 | 100.0 | |
| Missing | System | 1 | .9 | | |
| Total | | 107 | 100.0 | | |

Anketi cevaplayan katılımcıların %60'ı (53) katılmadığını, %26,1'i (28) katıldığını belirtmiştir.

46. İlginç şeyler bulmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 3 | 2.8 | 2.8 | 2.8 |
| | 2 | 14 | 13.1 | 13.1 | 15.9 |
| | 3 | 19 | 17.8 | 17.8 | 33.6 |
| | 4 | 41 | 38.3 | 38.3 | 72.0 |
| | 5 | 30 | 28.0 | 28.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %66,3'ü (71) katıldığını, %15,9'u (17) katılmadığını belirtmiştir.

47. Kafamı boşaltmaya yardımcı olduğu için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 7 | 6.5 | 6.5 | 6.5 |
| | 2 | 14 | 13.1 | 13.1 | 19.6 |
| | 3 | 19 | 17.8 | 17.8 | 37.4 |
| | 4 | 37 | 34.6 | 34.6 | 72.0 |
| | 5 | 30 | 28.0 | 28.0 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %62,6'sı (67) katıldığını, %19,6'sı (21) katılmadığını belirtmiştir.

48. Romantik ilişkiler kurmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 57 | 53.3 | 54.8 | 54.8 |
| | 2 | 18 | 16.8 | 17.3 | 72.1 |
| | 3 | 14 | 13.1 | 13.5 | 85.6 |
| | 4 | 4 | 3.7 | 3.8 | 89.4 |
| | 5 | 11 | 10.3 | 10.6 | 100.0 |
| | Total | 104 | 97.2 | 100.0 | |
| Missing | System | 3 | 2.8 | | |
| Total | | 107 | 100.0 | | |

Anketi cevaplayan katılımcıların %72,1'i (75) katılmadığını, %4'ü (15) katıldığını belirtmiştir.

49. Diğer insanlarla bilgi paylaşımında bulunabildiğim için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 10 | 9.3 | 9.3 | 9.3 |
| | 2 | 21 | 19.6 | 19.6 | 29.0 |
| | 3 | 26 | 24.3 | 24.3 | 53.3 |
| | 4 | 37 | 34.6 | 34.6 | 87.9 |
| | 5 | 13 | 12.1 | 12.1 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %56,7'si (50) katıldığını, %28,9'u (31) katılmadığını belirtmiştir.

50. Instagram'da alışveriş etmenin kolaylığını/ uygunluğunu seviyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 33 | 30.8 | 31.1 | 31.1 |
| | 2 | 24 | 22.4 | 22.6 | 53.8 |
| | 3 | 19 | 17.8 | 17.9 | 71.7 |
| | 4 | 18 | 16.8 | 17.0 | 88.7 |
| | 5 | 12 | 11.2 | 11.3 | 100.0 |
| | Total | 106 | 99.1 | 100.0 | |
| Missing | System | 1 | .9 | | |
| Total | | 107 | 100.0 | | |

Anketi cevaplayan katılımcıların %53,7'si (57) katılmadığını, %28,3'ü (30) katıldığını belirtmiştir.

51. Derslerime yardımcı kaynak olması açısından

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 58 | 54.2 | 54.2 | 54.2 |
| | 2 | 18 | 16.8 | 16.8 | 71.0 |
| | 3 | 12 | 11.2 | 11.2 | 82.2 |
| | 4 | 11 | 10.3 | 10.3 | 92.5 |
| | 5 | 8 | 7.5 | 7.5 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %71'i (76) katılmadığını, %17,8'i (19) katıldığını belirtmiştir.

52. Instagram'ı her zaman ve her yerde kullanabildiğim için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 6 | 5.6 | 5.6 | 5.6 |
| | 2 | 9 | 8.4 | 8.4 | 14.0 |
| | 3 | 27 | 25.2 | 25.2 | 39.3 |
| | 4 | 24 | 22.4 | 22.4 | 61.7 |
| | 5 | 41 | 38.3 | 38.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %60,7'si (65) katıldığını, %14'ü (15) katılmadığını belirtmiştir.

53. Başkalarından destek almak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 45 | 42.1 | 42.1 | 42.1 |
| | 2 | 27 | 25.2 | 25.2 | 67.3 |
| | 3 | 15 | 14.0 | 14.0 | 81.3 |
| | 4 | 9 | 8.4 | 8.4 | 89.7 |
| | 5 | 11 | 10.3 | 10.3 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %67,3'ü (72) katılmadığını, %18,7'si (20) katıldığını belirtmiştir.

54. Ev, okul ve arkadaş çevremdeki dertlerimi unutturuyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 21 | 19.6 | 19.6 | 19.6 |
| | 2 | 30 | 28.0 | 28.0 | 47.7 |
| | 3 | 25 | 23.4 | 23.4 | 71.0 |
| | 4 | 19 | 17.8 | 17.8 | 88.8 |
| | 5 | 12 | 11.2 | 11.2 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %47,6'sı (51) katılmadığını, %29'u (31) katıldığını belirtmiştir.

55. Tanıdığım insanlarla iletişimde bulunmak için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 15 | 14.0 | 14.0 | 14.0 |
| | 2 | 10 | 9.3 | 9.3 | 23.4 |
| | 3 | 20 | 18.7 | 18.7 | 42.1 |
| | 4 | 40 | 37.4 | 37.4 | 79.4 |
| | 5 | 22 | 20.6 | 20.6 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %58'i (62) katıldığını, %23,3'ü (25) katılmadığını belirtmiştir.

56. Sağlığını iyileştirmede ve korumada yararlı bilgiler elde etmek için

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 38 | 35.5 | 35.5 | 35.5 |
| | 2 | 25 | 23.4 | 23.4 | 58.9 |
| | 3 | 17 | 15.9 | 15.9 | 74.8 |
| | 4 | 15 | 14.0 | 14.0 | 88.8 |
| | 5 | 12 | 11.2 | 11.2 | 100.0 |
| | Total | 107 | 100.0 | 100.0 | |

Anketi cevaplayan katılımcıların %58,9'u (63) katılmadığını, %25,2'si (27) katıldığını belirtmiştir.

ALT PROBLEMLER**1. Alt Problem: Cinsiyet**

Ankete katılan katılımcıların cinsiyeti ile Instagram kullanım motivasyonları arasında anlamlı farklılıklar olup olmadığını tespit etmek için bağımsız örneklem t-testi yapılmıştır.

Tablo 57. İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarında cinsiyetler arasında anlamlı bir fark vardır

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Ortalama | Equal variances assumed | 7.055 | .009 | 1.398 | 105 | .165 | .20267 | .14497 | -.08477 | .49011 |
| | Equal variances not assumed | | | 1.372 | 85.286 | .174 | .20267 | .14768 | -.09095 | .49629 |

Ankete katılan katılımcıların cinsiyetleri ile Instagram kullanım motivasyonları arasında anlamlı farklılıklar olup olmadığını tespit etmek için yapılan bağımsız örneklem t-testi çıktısına göre Sig. (2-tailed) değeri .165 > .05 olduğu için cinsiyetler arasında anlamlı bir fark bulunamamıştır.

2. Alt Problem: Okuduğu Bölüm

Ankete katılan katılımcıların okuduğu bölüm ile Instagram kullanım motivasyonları arasında anlamlı farklılıklar olup olmadığını tespit etmek için bağımsız örneklem t-testi yapılmıştır.

Tablo 58. İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarında okuduğu bölümler arasında anlamlı bir fark vardır

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--|--|---|------|------------------------------|----|-----------------|-----------------|------------|---|--|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error | 95% Confidence Interval of the Difference | |

| | | | | | | | | Difference | Lower | Upper |
|----------|-----------------------------|-------|------|-------|--------|------|--------|------------|--------|--------|
| Ortalama | Equal variances assumed | 1.279 | .261 | 2.380 | 105 | .019 | .36686 | .15412 | .06126 | .67245 |
| | Equal variances not assumed | | | 2.593 | 76.073 | .011 | .36686 | .14148 | .08509 | .64862 |

Ankete katılan katılımcıların okuduğu bölümler (Halkla İlişkiler ve İletişim Tasarımı ve Medya bölümleri) ile Instagram kullanım motivasyonları arasında anlamlı farklılıklar olup olmadığını tespit etmek için yapılan bağımsız örneklem t-testi çıktısına göre Sig. (2-tailed) değeri $.019 < .05$ olduğu için öğrencilerin okuduğu bölümler arasında anlamlı bir fark vardır.

3. Alt Problem: Yaşadığı Yer

Ankete katılan katılımcıların yaşadığı yer ile Instagram kullanım motivasyonları arasında anlamlı farklılıklar olup olmadığını tespit etmek için Anova yapılmıştır.

Tablo 59-1. Tests of Normality

| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--------------------|---------------------------------|----|-------|--------------|----|------|
| | 3. Yaşadığınız yer | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | Merkez İlçe | .071 | 74 | .200* | .984 | 74 | .472 |
| | İlçe | .126 | 28 | .200* | .917 | 28 | .029 |
| | Kasaba | . | 2 | . | . | . | . |
| | Köy | .286 | 3 | . | .930 | 3 | .490 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 59-1'e bakıldığında zaman Shapiro-Wilk testinden anlamlılık düzeyi $.05$ 'ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 59-2. Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|----------|--------------------------------------|------------------|-----|--------|------|
| Ortalama | Based on Mean | 1.438 | 3 | 103 | .236 |
| | Based on Median | 1.358 | 3 | 103 | .260 |
| | Based on Median and with adjusted df | 1.358 | 3 | 96.223 | .260 |
| | Based on trimmed mean | 1.415 | 3 | 103 | .243 |

Tablo 59-2'e bakıldığında zaman, anlamlılık düzeyi $.236 > .05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik. Tablo 59-1 ve 59-2'de üçüncü alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 59-3. ANOVA

| Ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | .483 | 3 | .161 | .279 | .841 |
| Within Groups | 59.510 | 103 | .578 | | |
| Total | 59.993 | 106 | | | |

Tablo 59-3'e göre hesaplanan $p = .841 > .05$ olduğu için öncelikli sosyal medya kullanım amacı ile Instagram kullanım motivasyonu ve yaşadıkları yer arasında anlamlı farklılık bulunmamaktadır.

4. Alt Problem: Aile Gelir Düzeyi

Ankete katılan katılımcıların aile gelir düzeyi ile Instagram kullanım motivasyonları arasında anlamlı farklılıklar olup olmadığını tespit etmek için Anova yapılmıştır.

Tablo 60-1. Tests of Normality

| | 4. Ailenizin aylık ortalama geliri ne kadardır? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | 0 - 1000 TL | .217 | 6 | .200* | .881 | 6 | .276 |
| | 1000 - 2000 TL | .117 | 15 | .200* | .952 | 15 | .553 |
| | 2000 - 3000 TL | .155 | 21 | .200* | .924 | 21 | .105 |
| | 3000 - 4000 TL | .087 | 33 | .200* | .984 | 33 | .897 |
| | 4000 TL veya daha fazla | .093 | 32 | .200* | .979 | 32 | .765 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 60-1'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05'ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 60-2. Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|----------|--------------------------------------|------------------|-----|--------|------|
| Ortalama | Based on Mean | 2.003 | 4 | 102 | .100 |
| | Based on Median | 1.692 | 4 | 102 | .158 |
| | Based on Median and with adjusted df | 1.692 | 4 | 83.435 | .159 |
| | Based on trimmed mean | 2.023 | 4 | 102 | .097 |

Tablo 60-2'ye bakıldığı zaman, anlamlılık düzeyi $.100 > .05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik. Tablo 60-1 ve 60-2'de dördüncü alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 60-3. ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|----------|----------------|----------------|-----|-------------|-------|------|
| Ortalama | Between Groups | 6.115 | 4 | 1.529 | 2.894 | .026 |
| | Within Groups | 53.878 | 102 | .528 | | |
| | Total | 59.993 | 106 | | | |

Tablo 60-3'e bakıldığında Anova çıktısında Sig. $.026 < .05$ bulunduğu için aylık ortalama gelir düzeyi grupları arasında anlamlı bir fark olduğu bulunmuştur. Hangi gruplar arasında fark olduğunu tespit etmek için çoklu karşılaştırma testleri (Post-Hoc Tests) yapılmıştır.

Tablo 60-4. Multiple Comparisons

Dependent Variable: Ortalama

Bonferroni

| (I) 4. Ailenizin aylık ortalama geliri ne kadardır? | (J) 4. Ailenizin aylık ortalama geliri ne kadardır? | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|-----------------------|------------|-------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| 0 - 1000 TL | 1000 - 2000 TL | .60267 | .35107 | .891 | -.4047 | 1.6100 |
| | 2000 - 3000 TL | -.20068 | .33644 | 1.000 | -1.1660 | .7647 |
| | 3000 - 4000 TL | .12267 | .32256 | 1.000 | -.8029 | 1.0482 |
| | 4000 TL veya daha fazla | .24746 | .32333 | 1.000 | -.6803 | 1.1752 |
| 1000 - 2000 TL | 0 - 1000 TL | -.60267 | .35107 | .891 | -1.6100 | .4047 |
| | 2000 - 3000 TL | -.80336* | .24570 | .015 | -1.5084 | -.0984 |
| | 3000 - 4000 TL | -.48001 | .22632 | .364 | -1.1294 | .1694 |
| | 4000 TL veya daha fazla | -.35522 | .22742 | 1.000 | -1.0078 | .2973 |
| 2000 - 3000 TL | 0 - 1000 TL | .20068 | .33644 | 1.000 | -.7647 | 1.1660 |
| | 1000 - 2000 TL | .80336* | .24570 | .015 | .0984 | 1.5084 |
| | 3000 - 4000 TL | .32335 | .20288 | 1.000 | -.2588 | .9055 |

| | | | | | | |
|-------------------------|-------------------------|---------|--------|-------|---------|--------|
| | 4000 TL veya daha fazla | .44814 | .20411 | .304 | -.1375 | 1.0338 |
| 3000 - 4000 TL | 0 - 1000 TL | -.12267 | .32256 | 1.000 | -1.0482 | .8029 |
| | 1000 - 2000 TL | .48001 | .22632 | .364 | -.1694 | 1.1294 |
| | 2000 - 3000 TL | -.32335 | .20288 | 1.000 | -.9055 | .2588 |
| | 4000 TL veya daha fazla | .12479 | .18031 | 1.000 | -.3926 | .6422 |
| 4000 TL veya daha fazla | 0 - 1000 TL | -.24746 | .32333 | 1.000 | -1.1752 | .6803 |
| | 1000 - 2000 TL | .35522 | .22742 | 1.000 | -.2973 | 1.0078 |
| | 2000 - 3000 TL | -.44814 | .20411 | .304 | -1.0338 | .1375 |
| | 3000 - 4000 TL | -.12479 | .18031 | 1.000 | -.6422 | .3926 |

*. The mean difference is significant at the 0.05 level.

Aile aylık ortalama gelir düzeyi gruplarından 1000 – 2000 TL ile 2000 – 3000 TL arasında Sig. .015 < .05 olduğu için anlamlı bir fark olduğu tespit edilmiştir.

5. Alt Problem: Cep Telefonu İnternet Kotası

Ankete katılan katılımcıların cep telefonu internet kotası ile Instagram kullanım motivasyonları arasında anlamlı farklılıklar olup olmadığını tespit etmek için Anova yapılmıştır.

Tablo 61-1. Tests of Normality

| | 5. Cep telefonu internet kotanız ne kadardır? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | 0 - 2 GB | .160 | 7 | .200* | .944 | 7 | .676 |
| | 2 - 4 GB | .103 | 28 | .200* | .971 | 28 | .613 |
| | 4 - 6 GB | .138 | 27 | .200* | .913 | 27 | .026 |
| | 6 GB'dan fazla | .085 | 45 | .200* | .988 | 45 | .928 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 61-1'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05'ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 61-2. Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|----------|--------------------------------------|------------------|-----|--------|------|
| Ortalama | Based on Mean | 1.066 | 3 | 103 | .367 |
| | Based on Median | .764 | 3 | 103 | .517 |
| | Based on Median and with adjusted df | .764 | 3 | 85.852 | .518 |
| | Based on trimmed mean | .960 | 3 | 103 | .415 |

Tablo 61-2'ye bakıldığı zaman, anlamlılık düzeyi .367 > .05'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik. Tablo 61-1 ve 61-2'de beşinci alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 61-3. ANOVA

| Ortalama | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 2.305 | 3 | .768 | 1.372 | .256 |
| Within Groups | 57.688 | 103 | .560 | | |
| Total | 59.993 | 106 | | | |

Tablo 61-3'e göre hesaplanan $p = .256 > .05$ olduğu için öncelikli sosyal medya kullanım amacı ile Instagram kullanım motivasyonu ve yaşadıkları yer arasında anlamlı farklılık bulunmamaktadır.

Katılımcıların sosyal medya ve Instagram kullanım motivasyonları (Faktör Analizi)

Balcı & Ayhan'ın (2007) çalışmalarında internet kullanım motivasyonlarını belirlemek amacıyla faktör analizi yapılmış ve motivasyonlar için alt boyutlar tespit edilmiştir:

“Likert ölçeğiyle düzenlenen 57 maddeye verilen cevaplar doğrultusunda faktör analizi uygulanmış ve 6 faktör grubunun ele alınabileceği görülmüştür. Faktör gruplarının sınıflandırılma ve değerlendirilmesinde Varimax rotasyonlu tablo dikkate alınmıştır. Faktör analizine sokulan maddelerin özdeğeri (eigen value) 1’den daha büyük ve minimum yükleme büyüklüğü 0.40 kriteri kullanılmıştır. Faktör analizine dâhil edilen maddelerin güvenilirlik katsayısı (Cronbach’s α = .9369) genel olarak yüksek bulunmuştur. Analiz sonucu ortaya çıkan altı faktör, internet kullanma motivasyonlarındaki toplam varyansın %49.58’ini açıklamaktadır. Tablo 57’de faktör analizi sonuçlarını ayrıntılı olarak göstermektedir.”

Tablo 62. Instagram Kullanım ve Doyumlarına İlişkin Faktör Analizi Sonuçları

| INSTAGRAM kullanıyorum çünkü... | \bar{X} | SD | Yük. | E.Val | Vary. | α |
|--|-----------|------|------|--------------|--------------|------------|
| Sosyal Kaçış Motivasyonu | | | | 12.21 | 15.99 | .91 |
| 54. Ev, okul ve arkadaş çevremdeki dertlerimi unutturuyor | 2.7 3 | 1.38 | .742 | | | |
| 40. Kendimi daha az yalnız hissetmemi sağladığı için | 2.7 1 | 1.34 | .696 | | | |
| 34. İçimdeki duygu ve heyecanları açığa çıkardığı için | 2.7 0 | 1.30 | .682 | | | |
| 21. Bir gruba aitmiş duygusu hissedebilmek için | 2.2 1 | 1.22 | .680 | | | |
| 20. Beni başka bir dünyaya götürdüğü için | 3.1 1 | 1.31 | .633 | | | |
| 27. Dinlenmeme yardımcı olduğu için | 2.6 5 | 1.30 | .626 | | | |
| 28. Arkadaş bulmak, yeni insanlarla tanışmak için | 2.6 2 | 1.41 | .594 | | | |
| 47. Kafamı boşaltmaya yardımcı olduğu için | 3.1 8 | 1.27 | .587 | | | |
| 11. Beni sıkın insanlardan kurtulmamı sağladığı için | 2.4 1 | 1.37 | .567 | | | |
| 17. Konuşacak birisi olmadığında bana arkadaşlık ediyor | 3.0 9 | 1.43 | .563 | | | |
| 25. Yapacak daha iyi bir işim olmadığında beni oyalıyor | 2.8 5 | 1.40 | .478 | | | |
| 13. Kendimi özgürce ifade edebilmek için | 2.9 7 | 1.30 | .444 | | | |
| Bilgilenme Motivasyonu | | | | 3.90 | 8.61 | .78 |
| 30. Başka bir yerde ulaşamadığım bilgilere ulaşmak için | 4.4 1 | 0.83 | .685 | | | |
| 23. Bir konuda fikir sahibi olmama yardımcı olduğu için | 4.1 1 | 1.00 | .591 | | | |
| 19. Üniversitemdeki gelişmeler ve aktiviteler hakkında bilgi sahibi olmak için | 4.2 1 | 0.99 | .565 | | | |
| 15. Güvenilir bir haber kaynağı olduğu için | 3.7 1 | 1.11 | .547 | | | |
| 51. Derslerime yardımcı kaynak olması açısından | 4.2 3 | 1.02 | .546 | | | |
| 10. Yaşadığım yöredeki gelişmeler ve etkinlikleri takip etmek için | 3.6 3 | 1.15 | .513 | | | |
| 6. Dünyada ve Türkiye’de meydana gelen olayları anında öğrenmek | 4.2 6 | 0.81 | .495 | | | |
| Boş Zamanları Değerlendirme Motivasyonu | | | | 2.43 | 7.32 | .76 |
| 32. Boş zamanımı değerlendirmede bana çeşitli alternatifler sunuyor | 3.9 5 | 1.06 | .632 | | | |
| 44. Instagram kullanmak zevkli | 4.0 3 | 1.01 | .565 | | | |
| 31. Instagram kullanmayı seviyorum | 4.1 | 0.99 | .528 | | | |

| | | | | | | |
|---|----------|------|------|-------------|-------------|------------|
| | 2 | | | | | |
| 8. Sıkıldığımda vakit geçirmek için | 3.8 1 | 1.18 | .514 | | | |
| 46. İlginç şeyler bulmak için | 3.9 2 | 1.06 | .489 | | | |
| Ekonomik Fayda Motivasyonu | | | | 1.53 | 7.00 | .77 |
| 14. Ürün ve hizmetlerin indirimli olanlarını bulmak için | 2.9 9 | 1.33 | .652 | | | |
| 50. Instagram’da alışveriş etmenin kolaylığını/uygunluğunu seviyorum | 2.7 0 | 1.36 | .648 | | | |
| Sosyal Etkileşim Motivasyonu | | | | 1.47 | 6.18 | .75 |
| 55. Tanıdığım insanlarla iletişimde bulunmak için | 4.0 6 | 1.05 | .655 | | | |
| 9. Ailem ve dostlarımla iletişimde bulunmak için | 4.1 6 | 1.06 | .579 | | | |
| 49. Diğer insanlarla bilgi paylaşımında bulunabildiğim için | 3.6 4 | 1.19 | .557 | | | |
| 41. Edindiğim bilgiler hakkında başkalarıyla iletişim kurabilmek için | 3.5 7 | 1.21 | .479 | | | |
| 53. Başkalarından destek almak için | 3.0 8 | 1.28 | .470 | | | |
| 52. Instagram’ı her zaman ve her yerde kullanabildiğim için | 3.8 6 | 1.14 | .414 | | | |
| Eğlence Motivasyonu | | | | 1.25 | 4.45 | .59 |
| 12. Oyun oynamak için | 2.6 3 | 1.45 | .586 | | | |
| 16. Instagram eğlence ihtiyacımı karşılıyor | 3.3 6 | 1.32 | .498 | | | |
| 37. Çeşitli müzikler dinlemek için | 4.1 2 | 1.13 | .461 | | | |

Bu sonuçlara göre kullanım motivasyonlarını etkiliye faktörlerden birincisi “Sosyal Kaçış” motivasyonudur. Bu sonuç öğrencilerin Instagram kullanımına yönelten motivasyonlardan en etkili olanının “sosyal kaçış” olduğunu göstermektedir. Diğer faktörler sırasıyla “Bilgilenme”, “Boş Zamanları Değerlendirme”, “Ekonomik Fayda”, “Sosyal Etkileşim” ve “Eğlence” motivasyonlarıdır.

Tablo 63. KMO ve Bartlett’s Test

| KMO and Bartlett's Test | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .803 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 3646.817 |
| | df | 1275 |
| | Sig. | .000 |

Kaiser-Meyer-Olkin (KMO) örnekleme yeterliliği ölçüsü .803 değerine sahiptir. Örneklemin yeterli (iyi) olması için KMO’nun değerinin en az .70 olması gerekmektedir, .80 ile .89 arasında olması “çok iyi” olduğu kabul edilir (Yaratan, 2017, s. 231). Bu sonuçlara göre örneklemin yeterli olduğu sonucuna varılmıştır.

Pearson Korelasyon Analizi

Diğer yandan faktörler arasındaki ilişki şiddetini belirlemek açısından korelasyon analizine bakıldığında en güçlü ilişkiler sosyal kaçış ve eğlence ($r = .77, p < .01$); “sosyal kaçış” ve “boş zamanları değerlendirme” ($r = .71, p < .01$); “eğlence” ve “bilgilenme” ($r = .69, p < .01$) motivasyonları arasında olduğu dikkati çekmektedir. Bu sonuçlara göre “sosyal kaçış” motivasyonunu önemseyenler; aynı zamanda “eğlence” motivasyonunu da önemsemekte oldukları sonucuna varılmıştır. Aynı şekilde Instagram kullanımında “sosyal kaçış” motivasyonuna önem verenler; diğer motivasyonlar arasında özellikle “boş zamanları değerlendirme” ve “eğlence” motivasyonuna da önemsemektedirler. Boş zaman ve eğlence ($r = .69, p < .01$) motivasyonları arasında da anlamlı

pozitif bir ilişki söz konusudur. Boş zaman ve bilgilenme ($r = .51, p < .01$) ile boş zaman ve ekonomik fayda ($r = .49, p < .01$) arasında nispeten daha düşük düzeyde anlamlı pozitif ilişki söz konusudur. Tablo 64’de tüm motivasyonlar arasındaki ilişkiler gösterilmiştir.

Tablo 64. Correlations

| | | Faktör 1 - Sosyal Kaçış | Faktör 2 - Bilgilenme | Faktör 3 - Boş Zaman | Faktör 4 - Ekonomik Fayda | Faktör 5 - Sosyal Etkileşim | Faktör 6 - Eğlence |
|-----------------------------|---------------------|-------------------------|-----------------------|----------------------|---------------------------|-----------------------------|--------------------|
| Faktör 1 - Sosyal Kaçış | Pearson Correlation | 1 | | | | | |
| | Sig. (2-tailed) | | | | | | |
| Faktör 2 - Bilgilenme | Pearson Correlation | .673** | 1 | | | | |
| | Sig. (2-tailed) | .000 | | | | | |
| Faktör 3 - Boş Zaman | Pearson Correlation | .710** | .507** | 1 | | | |
| | Sig. (2-tailed) | .000 | .000 | | | | |
| Faktör 4 - Ekonomik Fayda | Pearson Correlation | .589** | .651** | .492** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | | |
| Faktör 5 - Sosyal Etkileşim | Pearson Correlation | .636** | .643** | .599** | .575** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | |
| Faktör 6 - Eğlence | Pearson Correlation | .765** | .693** | .685** | .582** | .599** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed).

TARTIŞMA VE SONUÇ

Son dönem tüm dünyada yaşanan ivmeli teknolojik gelişmelerin son noktasında ortaya çıkan sosyal medya kavramının mobil cihazların yaygınlaşması, internet hızlarının artması ve mobil cihaz internet kotalarının yükselerek gündelik hayata girmesi ile birlikte insanların iletişim alışkanlıklarını da değiştirmeye başlamıştır. Sosyal medyanın artık kişiler arası iletişimin çok ötesinde bir kitle iletişim aracı olarak getirdiği imkanlarla yaşam biçimlerine yerleşmiş, yaşam tarzlarını ve kültürleri şekillendiren bir noktaya ulaştığını söylemek mümkündür.

Artık insanların gerçek sosyal yaşamı ile sanal yaşamı birbirine geçmiş adeta aradaki çizgi silinmiştir. İlk dönemlerin sanal, yapay, soğuk olarak adlandırılan sosyal medya bugün hayatın içerisine eklenmiş, adeta bir parçası olmuş ve devlet başkanlarından, sanatçılara, şirket CEO’larından öğrencilere kadar olan çok çeşitli ve değişik seviyelerde kullanılmaktadır. Son on yıl için değerlendirildiğinde, sosyal medya kullanımı; Facebook’tan Youtube’a, Snapchat’ten Whatsapp’a ve Instagram’a (vd. birçok yeni medya kitle iletişim aracını dahil edebiliriz) özellikle de üniversite öğrencileri arasında yaşamın gereklilikleri arasındadır. Facebook’un karmaşık dünyasının karşısında oldukça sade, daha çok görsel olarak fotoğraf ve video öncelikli bir platform olan Instagram ise öğrencilerin en aktif kullandıkları uygulamalardan birisidir.

Bu çalışmada İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarını ortaya çıkarmaya yönelik değerlendirmeleri incelenmiştir. 2018-2019 Eğitim ve Öğretim Yılında Sakarya Üniversitesi İletişim Fakültesi’nin Halkla İlişkiler Bölümü ve İletişim Tasarımı ve Medya bölümü öğrencilerinin Instagram kullanım motivasyonları incelenmiştir.

Çalışmada cinsiyet farklılığına göre verilen cevaplara uygulanan T-testi ile kadın ve erkek arasından sorulara verilen cevaplarda belirgin fark bulunamamıştır ve ilk varsayım olan “İletişim Fakültesi öğrencilerinin Instagram kullanım tercihlerinde cinsiyetler arasında anlamlı farklılıklar vardır” hipotezi reddedilmiştir. İkinci varsayım olarak “İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarında okudukları bölüme göre anlamlı farklılıklar vardır” hipotezi, Halkla İlişkiler Bölümü ile İletişim Tasarımı ve Medya Bölümü olarak One-Way Anova ile test edilmiş ve çıkan sonuç $< .05$ olduğundan bu hipotez kabul edilmiştir. Üçüncü hipotez “İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonları ile yaşadıkları yere göre anlamlı farklılıklar vardır” hipotezi One-Way Anova ile test edilmiş ve çıkan sonuç $> .05$ olduğundan bu hipotez de reddedilmiştir. Dördüncü hipotez “İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonlarında aile gelir düzeyi arasında anlamlı farklılıklar vardır.” hipotezi One-Way Anova ile test edilmiş ve çıkan sonuç $< .05$ olduğundan bu hipotez kabul edilmiştir. Çoklu karşılaştırma Bonferroni testi çıktılarına göre 1000 – 2000 TL ile 2000 – 3000 TL arasında anlamlı bir fark olduğu tespit edilmiştir. Beşinci hipotez “İletişim Fakültesi öğrencilerinin cep telefonlarında kullandıkları internet kotası arasında anlamlı farklılıklar vardır” hipotezi One-Way Anova ile test edilmiş ve çıkan sonuç $> .05$ olduğundan bu hipotezde reddedilmiştir.

Çalışmada İletişim Fakültesi öğrencilerinin Instagram kullanım motivasyonları ile cinsiyet, yaşadıkları yer ve cep telefonu internet kotası arasında anlamlı bir ilişki olmadığı tespit edilmiştir. Ancak okudukları bölüm ve

aile gelir durumlarının Instagram kullanım motivasyonlarını etkilediği tespit edilmiştir. Sonuç olarak günümüzde genç kesimin -özellikle de üniversite öğrencilerinin- Instagram kullanmayı sevdikleri, çoğunlukla sosyal kaçış, boş zaman etkinliği ve eğlence amaçlı kullandıkları ortaya çıkmaktadır.

Öneriler

Çok sınırlı örneklem üzerinde yapılan bu araştırma özellikle Instagram ile kullanımlar ve doyumlar kuramını birlikte incelemek isteyen başka çalışmalar için bir adım niteliğindedir. Araştırmamızın evreni sadece İletişim Fakültesi Halkla İlişkiler ve İletişim Tasarımı ve Medya bölümü öğrencileridir. Çalışmanın diğer bölümler ve fakültelerde yapılarak genişletilmesi sonucunda sosyal medya kullanım motivasyonlarını daha açıklıklar belirlemek mümkün olabilir.

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LEARNING MOTIVATION: THE IMPETUS BEHIND SELF-DIRECTED LEARNING

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ABSTRACT

Self-directed learning is a well-known term that continuously receives attention in the 21st century's learning framework and is acknowledged as meaningful for learning experiences in a transforming world. Self-directed learning is furthermore imperative for empowering students to mature in autonomous learning skills, and a sense of accountability and decisiveness that are indispensable qualities for education. Self-directed learning provide emphasis in choosing one's own learning path; in effect, motivation and more specifically intrinsic motivation, is critical to self-directed learning. Self-directed learning rests on a change that necessities to be a thoughtful change in an aspect of who you are or who you want to be, or both (intrinsic motivation). The process of change into more intrinsically motivated and engaged self-directed students requires that students need to know themselves and recognise not only their strong points but also their flaws. Nevertheless, the absence of intrinsic motivation and inspirations is a main distress in students' willingness to participate in self-directed learning and enduring motivation is indispensable and it needs to imitate a student's willingness to learn in a more self-directed style.

This theoretical paper encompasses that motivation is an imperative factor influencing students' self-directedness in learning, since motivated students a) are more involved in their own learning experiences and processes than students that are not motivated; b) show more interest in their academic progress; c) achieve better results in reaching higher levels of competence; and finally d) motivated students demonstrate more satisfaction with the objectives they have reached and react positively to the self-directed teaching-learning opportunities (self-directed learning activities) offered to them. The author is of opinion that motivation is thus significant for students in self-directed learning environments because learning motivation need to be the drive behaviour of self-directed learning and students need to know that motivation determines, directs, and sustains what they do to learn.

Keywords: Motivation, learning motivation, self-directed learning, change, students,

MATEMATİK EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN DİZİ KAVRAMI İLE İLGİLİ HATALARI

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ÖZET

Bu çalışma Matematik ve Fen Bilimleri Eğitimi Bölümü üçüncü sınıfına devam eden öğretmen adaylarının; dizi ve dizinin yakınsaklığı kavramlarının tanımlarına yönelik yaptıkları hataların belirlenmesi üzerinedir. Nitel araştırma deseninin kullanıldığı çalışmanın verileri bir devlet üniversitesinde Matematik ve Fen Bilimleri Eğitimi Bölümüne devam eden 87 öğretmen adayına uygulanan 2 adet açık uçlu sorulara verilen yanıtlardan elde edilmiştir. Sorular birbirinden bağımsız iki alan uzmanı tarafından analiz edilmiş ve bulgular temalar altında sunulmuştur. Araştırma sonucunda dizi tanımını hatasız olarak yapan öğretmen adayı sayısının az olduğu görülmüştür. Temalar altında incelenen dizinin yakınsaklığı tanımı sorusunda ise öğretmen adaylarının formal tanım yapmakta daha başarılı oldukları gözlemlenmiştir.

Anahtar kelimeler: Matematik eğitimi, dizi kavramı ile ilgili hatalar

MATHEMATICAL MODELING OF PARABOLAS: EXAMPLES FROM ARCHITECTS

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ABSTRACT

Conic sections are curves with a cone and a plane intersection. These curves can be seen many places in daily life. One of these curves is parabola curve. The most common uses of these curves in real life is architecture. In this study, mathematical modeling studies in architectural works were carried out in the analytical examination of the parabola concept to the secondary school mathematics teacher candidates. The purpose of this application is to enable individuals to learn what they have learned in different situations, to understand and interpret the modeling process, and to manage the process. At the end of the subject narration to the teacher candidates, it was asked to examine the construction of an architecture containing parabolas, to find their equations and to create a model. In this process, researchers worked as guides. With the evaluations made in this process, it was ensured that the existing deficiencies and misconceptions of the students were identified and eliminated and effective learning was realized. During the course of the application, it was observed that students use active mental abilities such as inquiry, creativity, problem solving, active and in-depth participation.

INTRODUCTION

Geometric curves and shapes can be seen in everyday life. These shapes are often regular or irregular, convex or concave polygons, as well as various curves. The best known geometric curves are the conic section curves obtained section from a plane of a double cone (Leopard & Caniglia, 2005; Duren, 1997). One of these curves is parabola curve (see Figure1).

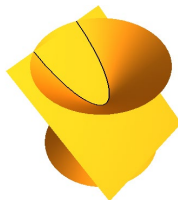


Figure 1. The intersection of a plane with a double cone is parabola

The most common uses of the parabola in real life is architecture. When the architectural structures are examined, parabola curve is used in both historical buildings and modern buildings. In Figure1, Çifte Bridge in Artvin, Turkey built in 18th century. These bridges are still used.



Figure 2. Historical bridges with parabola curve

In Figure 3, eco building in Kent, England can be given as an example of a modern building with a parabola curve modern building.



Figure 3. Modern building with parabola curve

According to Ada, Kurtuluş & Yanik (2015, p. 282), the real life activities provided the student with the opportunity to observe and practise the concept of a parabola in Euclidean geometry. In this study, mathematical modeling studies in architectural works were carried out in the analytical examination of the parabola concept to the secondary school mathematics teacher candidates.

METHODOLOGY

The purpose of this study is to enable individuals to learn what they have learned in different situations, to understand and interpret the modeling process, and to control the process. At the end of the subject to the teacher candidates, it was asked to examine the construction of an architecture containing parabolas, to find their equations and to create a model. In this process, researchers worked as guides. This study is a qualitative case study that examines the process of mathematical modeling of parabola with artistic examples from architecture in analytical analysis of parabola. Qualitative research results do not describe a specific situation and make generalizations (Büyükoztürk et al., 2013).

Participants

Purposeful sampling method was used to determine the study group. In the purposeful sampling, depending on the purpose of the study, it was aimed to conduct in-depth research by selecting participants at different levels in terms of information-rich knowledge level. For this purpose, 15 prospective teachers who took Analytical Geometry I course in elementary mathematics teaching program in a public university were studied.

Application process

The application process of the study consists of four stages (see Figure 4). In the first stage, the subject of analytical examination of the parabola was given to the prospective teachers together with the examples in the textbook depending on the course content of Analytical Geometry. Secondly, mathematical modeling of parabola with artistic examples from architecture was conducted to evaluate prospective teachers at the end of the subject. The aim of the activity is to determine the learning deficiencies of the prospective teachers in the analytical examination of the parabola. In the third stage, the problems and solutions that the participants create mathematical modeling of parabola with artistic examples from the architecture were analyzed. Finally, as a result of the analysis, the learning deficiencies of the participants were identified and shared with them.

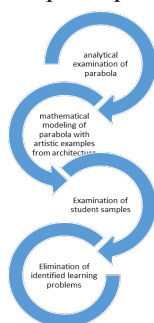


Figure 4. The application process

In this section, examples of mathematical modeling of parabolas in architecture created by prospective teachers were given with direct quotations. In Figure 4 was given model of the participant with code 1.

FINDINGS

When the problems and solutions that the participants create mathematical modeling of parabola with artistic examples from the architecture were analyzed, findings are presented under the headings “Content of problems posed by students” and “Content of the architectural structure chosen by the students” (see Table1 and Table 2).

Table 1: Content of problems posed by students

| Content of problems | Participants | Frequency(f) |
|---|--------------------------------------|--------------|
| Determination of the status of three different parabola | 2, 5, 7, 10, 12 | 5 |
| Forming the equation by determining the cutting points of the axes in the coordinate system of the parabola | 1, 4, 9 | 3 |
| Writing the equation by using the positions of the parabola in the image in the coordinate system and the determined peak point | 3, 6, 8, 11 | 4 |
| Determination of equations of non-intersecting parabola | 2, 9, 12, 14, 15 | 5 |
| Using a centralyl parabola | 1, 2, 4, 6, 8, 9, 11, 12, 13, 14, 15 | 11 |
| Using a non-centralyl parabola | 3, 5, 7, 10 | 4 |

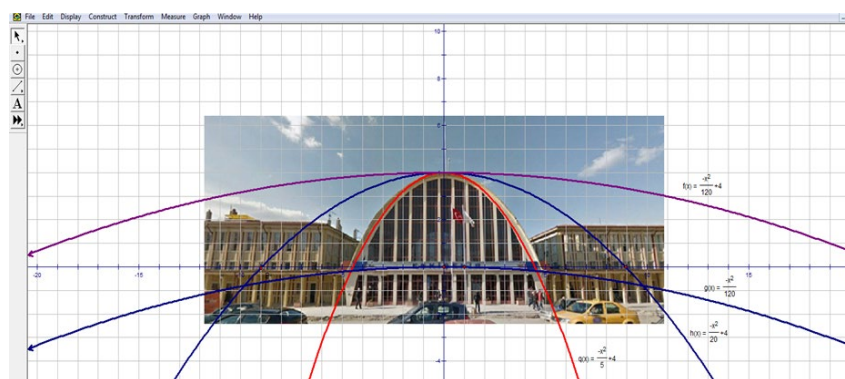
In Table 1, 6 themes were identified when the problems posed by the students were examined. Eleven of the participants used centralyl parabola and 4 of them used non-centralyl parabola. While five of participants identified 3 different parabola, others have posed problems involving only one or two parabola.

Table 2: Content of the architectural structure chosen by the students

| Content of architectural structure | Participants | Frequency(f) |
|---|--------------------------------------|--------------|
| Considering the infinite curve in finite case | 1, 3, 6, 8,13 | 5 |
| 3-dimensional shape selection | 2, 3,7,10,11,12,14,15 | 8 |
| Boundary curve of 3D object on paper | 1, 2, 3, 4, 7,8, 9, 11,12,13, 14, 15 | 12 |
| Two-dimensional curve selection of the shape | 4, 5 | 2 |

In Table 2, four themes were identified when the architectural structure chosen by the students were examined. 12 of the participants received boundary curve of 3D object on paper. 8 of the participants selected the 3-dimensional shape and 2 of them selected two-dimensional curve of the shape.

In this section, examples of mathematical modeling of parabolas in architecture created by prospective teachers were given with direct quotations. In Figure 5 was given model of the participant with code 1.

**Figure 5.** Model of the participant with code 1

In Figure 5 photography, Eskişehir Station is the main train station in Eskişehir, Turkey. It was built in 1955. This built photography has only one parabola. Using parabola modeling and using a dynamic geometry program to create this model in Figure 5, he/she has been able to reach the correct parabola model and equation by drawing parabolas with different equations. The way the red parabola and its corresponding equation is the right mathematical model for this example. In this example, he/she has been selected boundary curve of 3D object on paper.

In Figure 6 was given model of the participant with code 2.

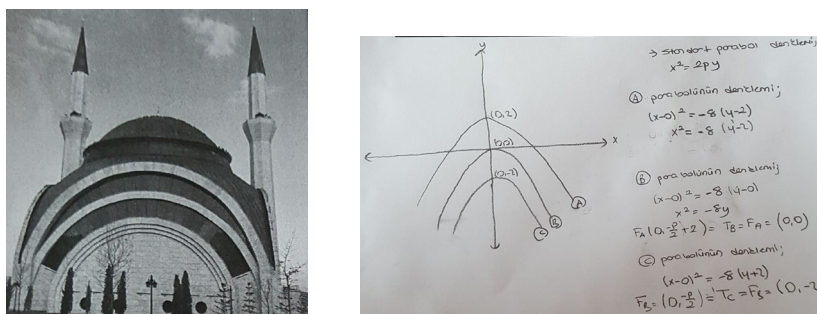


Figure 6. (a) Mosque with parabola columns, (b) Model of the participant with code 2

In the sample building, two of the parabola columns are intersect and the two are at equal distances (see figure 6(a)). The participant with code 2 modeled three parabola columns equal to each other in the mathematical model and did not fully reflect the actual situation in the building. The participant model was drawn by hand in the coordinate system and found the equations corresponding to three parabola in Figure 6(b)). In this example, he/she has been determined of the status of three different parabola.

In Figure 7 was given model of the participant with code 3.



Figure 7. (a)Istanbul Airport with parabola ceiling, (b) Model of the participant with code 3

In the Istanbul airport building has numerous of the parabola on the ceiling. These parabolas are not intersect (see figure 7(a)). The participant 3 correctly modeled these parabolas in the mathematical model and did fully reflect the actual situation in the building. The participant model was drawn by using dynamic computer software in the coordinate system and found the equations corresponding to these parabola in Figure 7(b). In this example, he/she has been written the equation by using the positions of the parabola in the image in the coordinate system and the determined peak point.

In Figure 8 was given model of the participant with code 7.

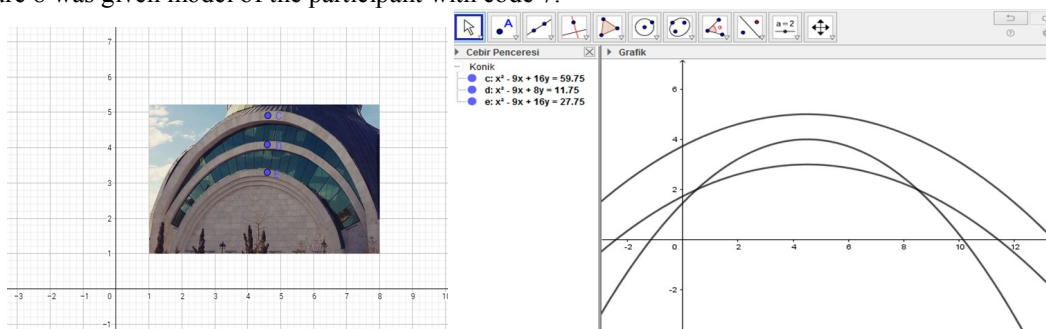


Figure 8. (a) Mosque with parabola columns, (b) Solution of the participant with code 7

The student with code 7 has posed his problem “The parabola with corner points $C(9/2, 5)$, $D(9/2, 4)$ and $E(9/2, 3)$ are given as $y = 9$, $y = 6$ and $y = 7$ respectively. Based on this information, find the parabola equations

and foci respectively. Place their focus in the picture.” using the visual (see Figure 8(a)). The participant model was drawn by using dynamic computer software in the coordinate system and found the equations corresponding to these parabola in Figure 8(b). In this example, he/she has been determined of the status of three different parabola and used boundary curve of 3D object on paper.

In Figure 9 was given model of the participant with code 5.



Figure 9. Model of the participant with code 5

In Figure 9, the photography has only one non-central parabola. The participant model was drawn by using parabola modeling and using a dynamic geometry program to create this model in Figure 9. The way the red parabola and its corresponding equation is the right mathematical model for this example. In this example, he/she has been selected two-dimensional curve.

CONCLUSIONS

The results obtained from the findings of the studies conducted in order to determine the learning deficiencies of the participants in the analytical study of the parabola can be summarized as follows; Pre-service teachers created the graphics by placing the parabola or parabolas in the architectural structure in the coordinate system. It has been observed that the pre-service teachers do not take into account their status in relation to each other in more than one parabola in the selected architectural structures.

By using dynamic geometry software, it is ensured that the equations of these parabola do not reflect the situation in the visual of their choice. In this case, they were able to determine what they should pay attention to by examining the correct equations.

Half of the pre-service teachers used the geometry software to find the equations of the parabola or parabola in the architectural structure and to check the accuracy of the program by drawing all the graphs. The other half has been a tool for them to see the correct graphs and correct their errors by writing the equations they have determined in order to see their errors in the dynamic program.

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MEASUREMENT OF HIGH SCHOOL STUDENTS' PERCEPTIONS OF INDUSTRIAL CHEMISTRY COURSE LEARNING ENVIRONMENT

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ABSTRACT

The aim of this study is to measure the perceptions of vocational high school students towards the learning environment of industrial chemistry course. The study was conducted in five vocational high schools in Kocaeli. 193 students participated in the study. Quantitative method was adopted in the research. Industrial chemistry learning environment scale was used in the research. The reliability coefficient of the scale was calculated as 0.78. The scale consists of 37 questions. In the scale form, there are four demographic questions such as gender, maternal education, father education and class. SPSS 21 program was used in the analyze. It will be examined whether there is a relationship between the demographic characteristics of students and their perceptions about the learning environment of industrial chemistry course.

Keywords: industrial chemistry course, learning environment, vocational high school students

INTRODUCTION

Research on the learning environment seems to have started since the late 1960s. The learning environment has become the subject of research in which researchers deal with the classroom environment and examine the effects of this environment on students' perceptions and attitudes (Çakıroğlu et. all., 2003).

The learning environment is a process that includes "identifying the teaching approach in which learning will be realized effectively and designing, planning and conducting the teaching staff to comply with this situation" (Keser and Akdeniz, 2002).

The place where the educational activities are carried out, the environment in which the communication and interaction is carried out in line with the educational purpose of the elements that are included in the scope of the building and the training organization, personnel, tools and equipment are defined as the "educational environment" (<http://formasyon.erdogan.edu.tr>).

The rich design of the learning environment is important in terms of facilitating the student's learning, making their own choices in the learning process, and providing learning efficiency (Cengizhan, 2008; Uluyol and Karadeniz, 2009). Learning environments improve students' ability to reason while giving them the chance to analyze and criticize (Günhan, 2006). In this respect, learning environments are a concept that needs to be emphasized in science learning, especially in science and mathematics education.

The capacity of the students should be taken into consideration when designing the learning environment, especially when determining the tools and equipment to be used (Öztürk and Güven, 2012). In addition, it is important for teachers to prepare learning environments that motivate learning and to increase their equipment continuously (Güneş, 2008).

When all these statements are taken into consideration, the assessment of the learning environment is an essential element for the development of education and training. How the students perceive the classroom environment, the curriculum used in education affects teachers' self-learning environment (Yeşilyurt et. all., 2013).

As a result of the literature review, it was seen that there were not many studies in which students' perceptions of industrial chemistry classroom learning environment were measured. The aim of this study is to examine the relationship between gender, class and parental education level which is thought to affect students' perceptions of industrial chemistry learning environment.

RESEARCH METHOD AND FRAMEWORK

Quantitative research was conducted to determine the factors that affect students' perceptions about the industrial chemistry course learning environment.

The universe of the study consists of 5 high schools providing education in Kocaeli. The sample of the study consists of students who prefer to participate in voluntarily. 223 questionnaires were distributed to students. However, 193 were included in the analysis. The sample consisted of 193 students. Data were collected in the spring half of 2018-2019.

The first part of the research consists of industrial chemistry classroom learning environment scale and the second part is composed of demographic questions of students. Industrial Chemistry Classroom Learning Environment Scale (ICCLE); Hofstein et al. (2000). The scale was translated into Turkish by Tosun et al. (2009). The scale consists of thirty-seven items and is 4-point Likert type. Demographic questions Demographic questions were divided into four groups as gender, parent education level and class.

The data were analyzed with SPSS 21 program and significance level was determined as 0.05. According to factor analysis results, Kaiser-Meyer-Olkin (KMO) coefficient was 0.835; X^2 is 2163,817. The degree of freedom of the Barlett Sphericity test was found to be 666, with a p value of 0,000. The results show that sufficient sample volume is reached. According to the results of the normality test, the data ($p = 0.001 < 0.05$) were distributed normally.

FINDINGS

The highest factor load value of Industrial Chemistry Classroom Learning Environment Scale was 0,632; the lowest factor load value is 0.554. Factor load value up to 0.30 'can be specified as a sufficient size (Büyüköztürk, 2002). The total variance ratio explained by the scale is 58,063.

The Cronbach Alpha α coefficient of the Industrial Chemistry Classroom Learning Environment scale was determined by Tosun et al. (2009) found it to be 0.78. As a result of the reliability analysis, Cronbach Alpha α coefficient value was found to be 0.864. Cronbach Alpha value was between 0,41 $< \alpha < 0,60$, the scale had low reliability, 0,61 $< \alpha < 0,80$, the scale had medium reliability, 0,81 $< \alpha < 1,00$, the scale had high reliability. It can be said that (Yaşar, 2014). As the scale α coefficient is over 0.70, the reliability of the scale is within the "reliable" limits (Büyüköztürk, 2002).

Table 1: Explanatory Values of the Scale

| Scale items | Mean | SD | Scale items | Mean | SD |
|-------------|------|-------|-------------|------|-------|
| ICCLE 1 | 2,16 | ,797 | ICCLE 20 | 2,59 | 1,835 |
| ICCLE 2 | 2,29 | ,848 | ICCLE 21 | 2,65 | 2,378 |
| ICCLE 3 | 2,18 | 1,265 | ICCLE 22 | 2,49 | ,952 |
| ICCLE 4 | 2,59 | ,914 | ICCLE 23 | 2,53 | ,989 |
| ICCLE 5 | 2,48 | ,941 | ICCLE 24 | 2,44 | ,934 |
| ICCLE 6 | 2,20 | ,875 | ICCLE 25 | 2,53 | ,957 |
| ICCLE 7 | 2,06 | ,881 | ICCLE 26 | 2,44 | ,900 |
| ICCLE 8 | 2,30 | ,903 | ICCLE 27 | 2,41 | ,886 |
| ICCLE 9 | 2,26 | ,901 | ICCLE 28 | 2,37 | ,911 |
| ICCLE 10 | 2,72 | ,985 | ICCLE 29 | 2,57 | 1,730 |
| ICCLE 11 | 2,37 | 1,231 | ICCLE 30 | 2,31 | ,912 |
| ICCLE 12 | 2,23 | ,920 | ICCLE 31 | 2,45 | ,918 |
| ICCLE 13 | 2,39 | ,901 | ICCLE 32 | 2,46 | ,962 |
| ICCLE 14 | 2,15 | ,905 | ICCLE 33 | 2,39 | ,930 |
| ICCLE 15 | 2,45 | ,962 | ICCLE 34 | 2,38 | ,956 |
| ICCLE 16 | 2,18 | ,931 | ICCLE 35 | 2,30 | ,948 |
| ICCLE 17 | 2,24 | ,882 | ICCLE 36 | 2,22 | ,883 |
| ICCLE 18 | 2,36 | ,898 | ICCLE 37 | 2,29 | ,930 |
| ICCLE 19 | 2,39 | ,907 | | | |

Explanatory values of the scale are shown in Table 1. The lowest mean value of the scale items was 2,06; the highest is 2,65. When the standard deviation value of the scale items were examined, the highest value was 2,378; the lowest was ,797.

Table 2: Demographic Variables

| Variables | N | % | Variables | N | % |
|--------------------------------|-----|------|--------------------------------|-----|------|
| <i>Gender</i> | | | <i>Father education status</i> | | |
| Male | 50 | 25,9 | Primary edu | 105 | 54,4 |
| Female | 143 | 74,1 | High school | 71 | 36,8 |
| <i>Mother education status</i> | | | Graduate | 12 | 6,2 |
| Primary edu | 138 | 71,5 | Postgraduate | 5 | 2,6 |
| High school | 48 | 24,9 | <i>Class level</i> | | |
| Graduate | 3 | 1,6 | 1.class | 21 | 10,9 |
| Postgraduate | 4 | 2,1 | 2.class | 37 | 19,2 |
| | | | 3.class | 97 | 50,3 |
| | | | 4. class | 38 | 19,7 |

When the demographic variables of the students were examined; 25.9% were male and 74.1% were female students; 71.5% of the students had primary school education, 24.9% had high school education, 1.6% had graduate

degree, 2.1% had postgraduate education, 54.42% had fathers education level of primary education, 36%, 8 of them were high school, 6.2% were graduate and 2.6% were postgraduate. It was determined that 10.9% of the students were in the first class, 19.2% were in the second class, 50.3% were in the third class and 19.7% were in the fourth class.

Table 3: Gender with Industrial Chemistry Classroom Learning Environment Analysis (t-test)

| Scale | Gender | N | SD | t | F | p |
|---|--------|-----|-------|------|------|------|
| Industrial Chemistry Classroom Learning Environment | Male | 50 | 17,02 | ,858 | ,619 | ,432 |
| | Female | 143 | 15,97 | | | |

According to the results of t-test, it was found that the variances were equal in terms of gender and industrial chemistry learning environment. According to this result, there was no significant difference between gender and industrial chemistry learning environment ($p = 0,432 > 0.05$).

Table 4: Mother Education Status With Industrial Chemistry Classroom Learning Environment Analysis (anova)

| Scale | Mother Education Status | N | SD | F | p |
|---|-------------------------|-----|-------|------|------|
| Industrial Chemistry Classroom Learning Environment | Primary edu | 138 | 87,70 | ,851 | ,468 |
| | High school | 48 | 87,45 | | |
| | Graduate | 3 | 99,66 | | |
| | Postgraduate | 4 | 95,75 | | |

According to the results of the Anova test ($p = 0,468 > 0.05$), it was found that there was no statistically significant difference between mother education level and industrial chemistry learning environment.

Table 5: Father Education Status With Industrial Chemistry Classroom Learning Environment Analysis anova)

| Scale | Father Education Status | N | SD | F | p |
|---|-------------------------|-----|---------|------|------|
| Industrial Chemistry Classroom Learning Environment | Primary edu | 105 | 87,4571 | ,187 | ,905 |
| | High school | 71 | 88,7324 | | |
| | Graduate | 12 | 86,8333 | | |
| | Postgraduate | 5 | 91,6000 | | |

According to the results of Anova test ($p = 0,905 > 0.05$), it was not found statistically significant difference between father education level and industrial chemistry learning environment.

Table 6: Class Level with Industrial Chemistry Classroom Learning Environment Analysis anova)

| Scale | Class Level | N | SD | F | p |
|---|-------------|----|-------|-------|------|
| Industrial Chemistry Classroom Learning Environment | 1.class | 21 | 14,98 | 1,316 | ,270 |
| | 2.class | 37 | 16,10 | | |
| | 3.class | 97 | 15,95 | | |
| | 4. class | 38 | 17,50 | | |

According to the results of the Anova test ($p = 0,270 > 0.05$), it was found that there was no statistically significant difference between classroom level and industrial chemistry learning environment.

DISCUSSION AND CONCLUSION

Industrial chemistry classroom learning environment scale includes the students' relationship with the educator, classroom environment, students' attitudes towards the course, and opinions about various elements such as tools and materials used in the course. No significant relationship was found between gender, parental education level and class level, which were thought to affect students' perception of learning environment.

The number of students in the learning environment and the capacity of the technology used in the learning environment can also change the students' perception of the learning environment. The learning environment can be examined at the same time from the eyes of both teachers and students. This study was applied to students

studying at secondary education levels. For future research, it is recommended that the learning environment be implemented in universities that are thought to be structured more appropriately for diversity and professional competence.

Students may also be asked what they can suggest or think about in order to enrich the learning environment and make it more interesting. In this respect, qualitative research is also recommended.

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METAPHORS ABOUT THE TREATMENT OF PATIENTS WITH JOINT, NEUROLOGICAL AND SPORTS DISORDERS DURING REHABILITATION

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ABSTRACT

Metaphors can transfer information from a traditional similar field to a new and unknown area. Metaphors are particularly effective in understanding abstract concepts that can be learned indirectly. The health field, like other areas, uses metaphors to provide an understanding of complex concepts.

In this study, the metaphors about “treatment” of 114(Female: 40; Male 74) participants who ongoing treatment in a physical therapy center was analysed. The comparison of the metaphor was made between joint disorders, neurological disorders and sports disorders patient. Among the 114 participants, the most frequent metaphor encountered was “pain / pleasure” (26.3%, n=30). In both women (27.5%, n=11) and males (25.7%, n=19) the most highly expressed metaphor category was “pain/pleasure”. In this context, there is no difference between the most expressed metaphor categories among genders. There was a difference in the distribution of metaphor categories among disease groups. The most encountered categories, were “Exploring/Uncovering” for 30% of the orthopaedic (joint disorder) patients, were, “Pain/Pleasure” for 27.1% of neurological patients and “Disappearance/Unknown situation” for 35.7% of the sportive patients.

Metaphors are a way for the therapeutic therapist to communicate a complex psychological concept and theories for patients and also to coexist in processes. A metaphoric language used under appropriate conditions can affect the patient's motivation and ability in the rehabilitation process. It is considered that metaphors indicating the patients' perspectives on treatment should be taken into consideration when planning rehabilitation programs for orthopaedic joint disorders, neurological and sportive patients

INTRODUCTION

Metaphors are concepts that we frequently use in our understanding of the world we live in, to express ourselves differently in society and to convey our thoughts in a different way, but we do not realize much when using them.

Metaphors are generally consisted of information transformation from similar area to genuine, and mostly unknown area. Metaphors are one of the powerful mental tools that unconsciously construct, direct and control our thoughts about the occurrence of events and people (Çolak, 2015). The use of personal metaphors is a method of restructuring (Boylstein et al. 2007).

Metaphors first came into being with the “mental metaphor theory” developed by Lakoff and Johnson in the 1980s. According to this theory, if our concept system is largely metaphoric, our way of thinking and the situations we experience are in a sense metaphoric.

Metaphors are particularly effective in understanding abstract concepts that can be learned indirectly (Lakoff and Johnson 1980). Metaphor is, for many people, is a poetic imagination and rhetoric demonstration trick; in other word, it is not an issue of usual language, but rather of unusual language. The essence of the metaphor is to understand and experience one kind of thing according to another (Lakoff and Johnson 2005). In traditional social psychology, metaphor is a good way to express non-verbal thoughts (Kramsch 2003). Metaphor is more than a way of speaking. It can also be a powerful learning model (Baker ve Partyka 2012).

Just like other fields, the field of health uses metaphors to understand complex concepts (Neilson 2015). The aim of this study was to determine the metaphor perceptions of patients who had rehabilitation after joint, neurological and sports disorders. There was not enough metaphor studies related to the health field in literature searches (Neilson 2015, Mancopes ve Schultz 2008, Schwartz 2015) and there was no study measuring metaphor perceptions developed by rehabilitation patients about their treatment. The treatment process of patients receiving rehabilitation is a long and extremely difficult period. Therefore, it is important to determine the reflection of this process in patients metaphorically and to determine the reasons for using the metaphors they have expressed to explain the process. In this study, we think that it will help to understand the perspectives of patients who have been rehabilitated after joint, neurological and sporting disorders and the reasons for their view. In this respect, we believe that our study will also contribute to the literature on producing solutions by making suggestions in the planning of treatment.

METHOD

Working Group

Our study was approved by the Non-Interventional Clinical Research Ethics Committee of the University. A total of 137 patients who were treated in Physical Therapy and Rehabilitation Hospital participated in our study voluntarily. At the same time, Metaphors, where the bond between the subject and the source are unclear, unused or irrelevant, were eliminated at this stage (n = 23). The study was continued with a total of 114 patients. Among the patients who participated in the study; they were asked to state their diagnosis, age, educational status, gender, occupation, disease duration, and complaints. Patients are classified as orthopedic, neurological and sportive groups. 25.43% of the patients are in the orthopedic group, 62.28% are in the neurological group and 12.29% are in the sports group. 35.1% of the participants were female and 64.9% were male.

In this study, it was requested that the patients undergoing rehabilitation produce a metaphor including their thoughts and feelings about their treatment.

Data Collection

In order to facilitate the production of metaphors to the participating patients, the metaphor was explained and examples were given to them. In the distributed form patients were asked to complete the sentences like “Treatment is similar to , because” by producing metaphors. In order to understand the metaphor more clearly and to categorize it easily, patients were asked to provide a justification for the concept of “Because” (Çolak 2014).

Data Analysis

The metaphors developed by 114 orthopedic, neurological and sportive patients in the Physical Therapy and Rehabilitation Hospital were analysed and interpreted in three stages (Wells 2015).

Description of metaphors and elimination phase: In the identification and elimination of metaphors, it was examined whether the metaphors produced by the participants were expressed clearly or not. At the same time, metaphors, where the bond between the subject and the source was unclear, unused or irrelevant, were eliminated at this stage (n=23). Finally, 114 metaphors which meet the criteria were included in this study.

Stage of classification, and categorization: Metaphors were classified and categorized using 6 different conceptual categories. These categories were : 1. Disappearance/Unknown status 2. Hopeless struggle, 3. Pain/pleasure, 4. Exploration/Uncovering, 5. Guidance/Investment in knowledge, and 6. Finding a Solution (Aktekin 2010).

Stage of validity and reliability: In the validity and reliability stage, metaphors were divided into 6 different categories using different studies. (Aktekin 2010, Colak 2014). The created metaphors did not fall into the common category, or definitions. Metaphors which fall into two different categories were eliminated (n=23).

FINDINGS

86 metaphors collected from participants were categorised in 6 groups and the reasons for these metaphors was noted. The distribution of metaphor types by other categories, respectively; Missing/Unknown status (n=13);

Desperate challenge (n=7); Bitterness/Pleasure (n=30); Discovering/Revealing (n=24); Guidance/Investment to the knowledge (n=25); Finding a solution to a problem (n=15). The division of metaphors by categories are demonstrated in Table 1.

Table 1: Categorical distributions of metaphors

| Metaphor Categories (n=6) | Frequency (n=86) | Metaphor |
|--|------------------|---|
| 1. Disappearing / Unknown situation | N=13 %11,4 | Process(2), Cope(1), Forget(1), In Need(1), Sleep(1), Penalty(2), Patience(3), Cartoon(1), Activity(1), Start(2), Target(1), Renewal(2), Medicine(1), Grow Stronger(1), |
| 2. Desperate challenge | N=7 %6,1 | Chance(1), Obligation(1), Difficulty(1), Be bored(1), Knit(1), To Be Limited(1), Boring(1) |
| 3. Bitterness/Pleasure | N=30 %26,3 | Snowball(2), Be drowned(1), War(1), Food(3), Bitterness(5), Heal(6), Torture(6), pain(1), Innovation(1), Cleaning(1), Motivation(1), Independence(1), Health(3), Relaxation(2), life water(1), love(1), life (3), lose(1), Comfort(1) |
| 4. Discovering/Revealing | N=24 %21,1 | Construction (1), Freedom (2), Gift (1), Sun (1), Time (2), Grow (1), Produce (1), Step (4), Learn (2), Recognize (1), Sport (7), Fix (1), Run (1), Walk (2), Born (1) |
| 5. Guidance/ Investment to the knowledge | N=25 %21,9 | Childhood (1), hold(1), friend(3), Breakfast (1), Hope (6), Interests(1), Training(1), Continuity (1), Discovery(1), Design(1), Occupation (1), Treatment (1), Movement(2), Healing(2), Medicine(1), Chauffeur(1), Talking(1) |
| 6. Finding a solution to a problem | N=15 %13,2 | Effort(1), Happiness (3), Rejoining (1), Love(1), Work(2), Irrigate(1), Development(1), Solution(1), Laugh(1), Live(1), Get better(1), Repair(2), Accomplish (1), Success(1) |

The most produced metaphor related to treatment was in the “Pain/Pleasure” category with 26.3%. Metaphors of “healing and torture” were the most mentioned in this category (n=6). In all categories the most commonly used metaphor word was “sports” from “Discover/Reveal” category (n = 7).

Table 2: Metaphor category distribution by gender

| Metaphor Categories | Number and percentage of gender in categories | |
|---------------------------------------|---|--------------------|
| | Female %35,1 N:40 | Male %64,9 N:74 |
| Disappearing / Unknown situation | N=6 %15 | N=7 %9,5 |
| Desperate challenge | N=4 %10 | N=3 %4,1 |
| Bitterness/Pleasure | N=11 %27,5 | N=19 %25,7 |
| Discovering/ Revealing | N=7 %17,5 | N=17 %23,0 |
| Guidance/ Investment to the knowledge | N=7 %17,5 | N=18 %24,3 |
| Finding a solution to a problem | N=5 %12,5 | N=10 %13,5 |

When metaphors were examined considering the gender distinction between men and women; Bitter/Pleasure is the category with the most metaphor on both sides (M: 25.7% n = 19; F: 27.5% n = 11). The distinctions of other categories according to gender are given in table-2.

Table 3: Distribution of orthopedics, neurology and sportive patients by metaphor categories

| Metaphor Categories | Distribution of orthopedics, neurology and sporting patients | | |
|---|--|-------------------------|------------------------|
| | Orthopedics %26,3 N=30 | Neurology %61,4 N=70 | Sportive %12,3 N=14 |
| Disappearing/Unknown situation | %13,3 N=4 | %5,7 N=4 | %35,7 N=5 |
| Desperate challenge | %0,0 N=0 | %8,6 N=6 | %7,1 N=1 |
| Bitterness/Pleasure | %26,7 N=8 | %27,1 N=19 | %21,4 N=3 |
| Discovering/Revealing | %30 N=9 | %17,1 N=12 | %21,4 N=3 |
| Guidance/Investment to the knowledge | %20 N=6 | %25,7 N=18 | %7,1 N=1 |
| Finding a solution to a problem | %10 N=3 | %15,7 N=11 | %7,1 N=1 |

When metaphors were examined in three different points in orthopedics, neurology and sporting patient groups, there are numerical differences in “Pain/Pleasure category which has the highest number of metaphors. 26.7% of the metaphors they produced about treatment in the orthopedic group and 27% in the neurology group were in the “Pain / Pleasure category; In the sport group, this rate declines to 21.4%. On average (n = 114); the relevant category has a frequency of 26.3% N = 30. In addition, none of the patients in the orthopedic group produced a metaphor for the desperate struggle category.

CONCLUSION

Metaphors are concepts that we frequently use in our understanding of the world we live in, to express ourselves differently in society and to convey our thoughts in a different way, but we do not realize much when using them. Metaphors generally involve the transfer of information from a similar domain to a new and often unknown domain. Metaphors are one of the powerful mental tools that unconsciously construct, direct and control our thoughts about the occurrence of events and people (Çolak 2015). Metaphor-related studies are available in the literature to explain and better understand complex and abstract concepts in different fields (Çolak et al. 2016a, Çolak et al. 2016b).

The field of health uses metaphors to provide an understanding of complex concepts such as other fields (Neilson 2015). In this context, the metaphor perceptions of patients who were rehabilitated after joint, neurological and sporting disorders were tried to be determined. There are metaphor studies related to the field of health in literature searches (Neilson 2015, Mancopes and Schultz 2008, Schwartz 2015).

In this study, metaphors of 114 participants were examined. There was a difference in the distribution of metaphors between categories. Among the metaphor categories, 26.3% (n=30) of the 114 participants stated that the highest metaphor frequency category was “pain / pleasure. This metaphor category was the most metaphor category expressed between genders, 27.5% (n=11) of women and 25.7% of men (n=19). Two genders expressed the most this category.

In our study, according to metaphors about treatment of patients who were rehabilitated after joint, neurological and sporting disorders, the most expressed metaphor category in orthopedic patients was “discovery / revealing” with 30%. Since the functional limitations of orthopedic patients returned as regaining mobility at the end of the rehabilitation process, they were thought to express this metaphor the most. The least metaphor category of orthopedic patients was, “Disappearance/Unknown” status with 13.3%. The minimum “disappearance / unknown status” metaphor category was expressed with 5.7% of neurological patients. Since orthopedic and neurological patients have a long rehabilitation process and are likely to gain functionality, they have expressed the least “disappearance / unknown status” category. The most metaphor categories expressed by neurological patients were, “pain / pleasure” (n=27) at 27.1%. These patients lose their identity after the illness and enter a new identity formation process. As the metaphor used to describe the paralysis experience changes, the self-perception changes (Boylstein et al. 2007). The reason that neurological patients express this metaphor category the most maybe that the rehabilitation process is long and challenging and the process of accepting the change of self-perception is long, but it is thought that individuals will be able to continue a more comfortable and active life after rehabilitation.

The most common metaphor categories of sports patients were “disappearance/unknown” status with 35.7%. The reason for this category being expressed the most can be that if the rehabilitation of sports patients does not achieve the expected success, the difficulty of returning to their professional life may lead to an unknown situation. The least metaphor categories of these patients were expressed as “Hopeless Struggle (n=7) with 7.1% and Investment in Guidance / Knowledge. It is thought that these patients have high hopes for the future related to the rehabilitation process and it is less necessary for them to invest in knowledge for a new beginning in their lives.

Met Disappearance / unknown condition, which is the most metaphor category expressed by sporty patients, was the least expressed in neurology and orthopedic patients. The reason for this is the fact that the anxiety that sportive patients may endanger their professional lives at the end of the rehabilitation process is interpreted as more expressed in this metaphor category of sport patients. Neurological and orthopedic patients should be able to express at least this category and know that they will make functional progress at the end of rehabilitation process and continue to live a more comfortable life.

Metaphors convey the potentially complex psychological concepts and theories of the therapist to patients during the treatment process and at the same time offer a way to become part of the change process. A metaphoric language used under appropriate conditions may affect the patient's motivation and ability in the rehabilitation process. It was concluded that the metaphors showing the treatment perspectives of patients should be taken into consideration when planning rehabilitation programs of joint, neurological and sporting patients.

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MISSION AND VISION ANALYSIS IN THE DETERMINATION OF NEW TRENDS IN DISTANCE EDUCATION: EADTU AND AAOU EXAMPLE

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ABSTRACT

International partnerships and unions are becoming increasingly important as they provide a convenient environment for close monitoring and rapid dissemination of developments. This situation is also valid for the field of distance education. The institutions which want to follow the developments in the field of distance education and which are open to international collaborations are becoming members of these associations. The starting point of membership in these associations is shared values and targets, and these values are often included in the vision and mission statements. In this research, the vision and mission statements of AAOU and EADTU member universities were analyzed and it is aimed to examine current trends in distance education. Vision and mission statements are valuable to observe and analyze educational trends. Comparison of similar research results related to vision and mission statements gives insight about the changes in educational trends. So this research is also important in terms of providing comprehensive data to similar studies. Similarities and differences related to the point of view of AAOU and EADTU universities are also presented. A total number of 64 universities, 40 of which were from AAOU and 24 from EADTU, were included in the sample group. In this study, which was designed in descriptive research model, the data were analyzed by using the content analysis method (Nvivo 12). Mission and vision statements found on the websites were scanned, grouped under certain themes and concept maps were created; then frequencies were determined. The comparison of the elements emphasized in the vision and mission statements of the two organizations was realized by the word clouds.

VISION AND MISSION IN EDUCATION AND INTERNATIONALIZATION

In today's competitive environment, institutions, that want to preserve their presence and improve their position, emphasize the importance of meeting requirements for strategic management. The increasing importance of strategic management has led to gain popularity of vision and mission statements as well as being one of the topics frequently studied. Many studies have been carried out in different dimensions related to vision and mission concepts. Although there are different reasons why the mission and vision are popular and on the agenda; perhaps the most important one is that the mission and vision explain simple but very critical questions for the organization like “Why are we here?”, “What is our purpose?”, “What are we trying to achieve?”. These questions can be considered as the beginning of all strategic intentions and activities.

The word vision which is used intensively in management literature and comes from French is based on the Latin word “visio (opinion, sight)”. It has been defined as “forward vision, ideal and righteousness” by the Turkish Language Association (<http://www.tdk.gov.tr>). Lucas (1998) sees the vision as “an organizational manifesto of fundamental values and principles” and “the source of our priorities, plans and objectives”. On the other hand, the mission is expressed as a long-term task or purpose for distinguishing the organization from its competitors (Doğan, 2002). It is defined in summary with the words “task and purpose” (<http://www.tdk.gov.tr>).

Visions and mission statements are distinguished by their focus and purpose. Vision statements focus on the destination—where the organization aims to go—whereas mission statements focus on the journey—how the organization moves forward to reach that vision. Vision statements are the impetus for mission statements and they therefore guide policy, practice, decisions, and operations (Rozycki, 2004). Similarly, Bowen (2018) mentioned that vision and mission statements are both based on the core ethical values of an organization and are essential to its success because they give it direction. Vision statements drive the long-term goals that determine where the organization would eventually like to be in the competitive landscape. Mission statements are more concrete and specific to an organization's competitive advantage, and are used to prioritize activities. Furthermore, Anthony (2012: 389) emphasizes that the statements of vision and mission have a role to accelerate the activities of organizations.

Educational institutions, which are considered as a social entity and provide services in a wide perspective, need to express their vision and missions as well as organizations operating in other sectors. Although they aim to meet human needs such as other businesses; they distinguish from other businesses in terms of qualitative characteristics (Ocak and Karabulut, 2017). They are based on the training qualified individuals and the progress increasingly depends upon these educated minds/individuals. As UNESCO (2002) mentioned, education is the most effective means that society possesses for confronting the challenges of the future and education will shape the world of tomorrow. So all these make the role of the vision and mission statements more critical in educational perspective. The existence of such statements has been identified as an important factor for creating effective educational institutions that positively contribute to learning outcomes. Institutions' vision and mission statements are also valuable to educational researchers to observe and analyze educational trends in terms of the purpose that they see themselves (Allen, Kern, Vella-Brodrick, & Waters, 2018).

Indeed, vision and mission statements "arise from a set of values that answer fundamental questions about the purpose of education and how educational programs should be carried out" (Boerema, 2006, p. 182). These set of values outlined in V/M statements are considered as an unspoken contract between the school and its various stakeholders. They provide a framework for action, promote collaboration, and incorporate goals for the future (Jones & Crochet, 2007; Manley & Hawkins, 2009; Allen, Kern, Vella-Brodrick, & Waters, 2018).

On the other hand, educational systems have a responsibility to give students the knowledge and skills necessary to become productive members of society. In the twenty-first century, this responsibility means preparing students to be globally literate so that they can accept responsibility for world citizenship (Spaulding, Mauch, and Lin, 2001). So it can be accepted that education has now become a real part of the globalization process and this is one of the most important factors that bring the internationalization of education to the agenda. Internationalization especially in higher education is the process of integrating an international / intercultural dimension into the teaching and research (Knight, 2006). Also internationalization of education is one of the routes for achieving an equitable globalization. The combination of the effects of globalization on education with the developing technological opportunities has made the alternative education models such as distance education increasingly widespread and popular. Internationalization, follow-up of global developments, cooperation and partnerships are also very important in terms of distance education practices that eliminate boundaries and limitations. Marmolejo (2011) conclude that internationalization of higher education is no longer just about the mobility of students. Issues now include facts like "brain drain" versus "brain circulation," the internationalization of research, and foreign partnerships. Together with these changes and transformations, international partnerships gain more importance. International partnerships and unions in the field of distance education provide a favorable environment for close monitoring and rapid dissemination of developments. The institutions that want to follow the developments in the field of distance education and which are open to international collaborations are becoming members of these associations.

INTERNATIONAL DISTANCE EDUCATION ASSOCIATIONS: EADTU AND AAOU

The European Association of Distance Teaching Universities (EADTU) is Europe's leading institutional association in online, open and flexible higher education, and is at the heart of the modernization agenda of European universities. They define themselves through three critical features of European open and distance higher education: (1) student-centered learning based on high quality online learning environments; (2) Openness to learners achieved through flexible, inclusive structures and methods that take higher education to students when and where they need it; (3) networked education and mobility, where students can learn across national, sectoral and institutional boundaries. EADTU's mission is to empower and support its members by: Fostering the development of open and flexible higher education; developing and sustaining sectoral leadership at national, European and international level; leveraging its QA capabilities by creating an internationally recognized quality system in open and flexible higher education; supporting the extension of learning opportunities and student mobility through networking and collaboration between institutions.

Asian Association of Open Universities (AAOU) is a non-profit organization of higher learning institutions that are primarily concerned with open and distance education. It strives to widen the educational opportunities available to all people in Asia and to improve the quality of the institutions in terms of their educational management, teaching and research. It promotes education by distance teaching systems, as well as professional and ethical standards; develops potentialities of open and distance education; cooperates with official bodies and others directly or indirectly interested in education at a distance; and facilitates cooperation with other similar regional and international bodies. Members share a common belief that the development of distance education can be obtained

through friendship and close exchanges among institutions of open higher learning. It provides a focal point for bringing everyone up to date on the issues, ideas and developments in the field of open distance learning.

METHODOLOGY

The aim of this study was to examine current trends in distance education by analyzing the vision and mission statements of AAOU and EADTU full member universities. In this study, which was designed in descriptive research model, the data were analyzed by using the content analysis method (Nvivo 12) as one of the qualitative research methods. Mission and vision statements found on the websites of the member universities were scanned and grouped under certain themes, then their frequencies were determined. Comparison of similar research results related to vision and mission statements gives insight about the changes in educational trends. So this research is important in terms of providing comprehensive data to similar studies.

AAOU and EADTU are considered to be among the leading international organizations in the field of distance education. This research is important in terms of comparing the vision and mission statements of AAOU and EADTU full member universities and also in revealing similarities and differences. In addition, it is thought that it will provide important expansions in terms of seeing the effects of cultural differences and understanding the place of universities in different cultures. In the preliminary examination, there are no studies revealing the similarities and differences of the vision and mission statements of the Asian and European organizations in the field of distance education. Therefore, it is aimed to reveal the elements used in the vision and mission statements of AAOU and EADTU member universities and to determine the similarities and differences between them. Vision and mission statements were analyzed separately for both institutions and consequently concept maps were created. The comparison of the elements emphasized in the vision and mission statements of the two organizations was realized by the word clouds formed as a result of the coding process. In order to be able to clarify the most emphasized elements in vision expressions, word clouds are composed of 15 words most commonly used in coding.

The target audience of the research is the universities which have full membership to AAOU and EADTU. In this context, a total of 64 universities, 40 of which were from AAOU and 24 from EADTU, were included in the research sample. The distribution of member universities is given below.

AAOU Full Member Universities (40)

(1)Al-Madinah International University (2)Allama Iqbal Open University (3)Indira Gandhi National Open University (4)Bangladesh Open University (5)Institute of DOL, Gauhati University (6)International Center for Academics (7)Jiangsu Open University (8)Karnataka State Open University (9)Ho Chi Minh City Open University (10)Korea National Open University (11)Payame Noor University (12)Sukhothai Thammathirat Open University (13)Tamilnadu Open University (14)The Open University of Hong Kong (15)The Open University of Kaohsiung (16)The Virtual University of Pakistan (17)Tianjin Open University (18)UNITAR International University (19)University of the Philippines Open University (20)Al-Quds Open University (21)Asian e-University (22)Beijing Open University (23)Dr. B.R.Ambedkar Open University (24)Polytechnic University of the Philippines Open University System (25)Hanyang Cyber University (26)Krishna Kanta Handiqui State Open University (27)Chongqing University (28)School of Open Learning, University of Delhi (29)Shanghai Open University (30)Singapore University of Social Sciences (31)Symbiosis Centre for Distance Learning (32)The Open University of Japan (33)The Open University of Sri Lanka (34)Universitas Terbuka (35)Wawasan Open University (36)Yashwantrao Chavan Maharashtra Open University (37)Yangon University of Distance Education (38)Uttarakhand Open University (39)Open University Malaysia (40)Hanoi Open University

EADTU Full Member Universities (24)

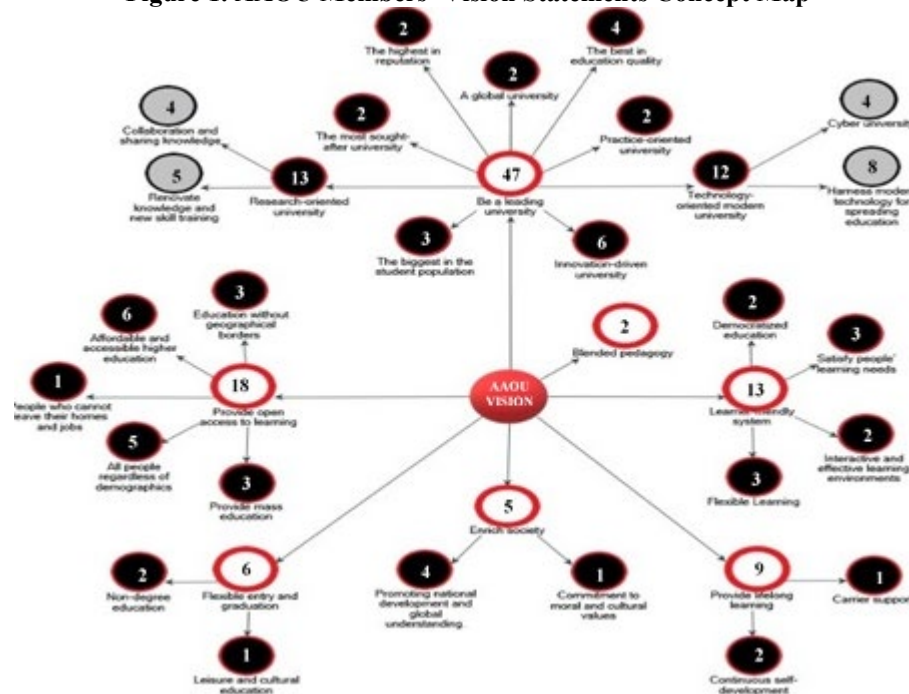
(1)Anadolu University (2)FernUniversität in Hagen (3)Hellenic Open University (4)Open University of the Netherlands (5)The Open University (6)Open University of Cyprus (7)Universidade Aberta (UAb) (8)Università Telematica Internazionale UNINETTUNO (9)Universitat Oberta de Catalunya (10)Swiss Distance Learning University (11)The Open University of the University of Jyväskylä (12)Akademia Górniczo-Hutnicza (13)Consorzio NETTUNO (14)Danish Association of Open Universities (15)Distance Education Centre of Latvia (16)National Institute for Digital Learning (17)Polish Virtual University (18)Tampere University of Applied Sciences (19)Centre for Distance Studies Austria (20)Open University of Israel (21)Universidad Técnica Particular de Loja (22)Fédération Interuniversitaire de l'Enseignement à Distance (23)Lithuanian National Distance Education Association (24)The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku)

FINDINGS

Findings related to the vision statements of AAOU member universities are given in Figure 1. As it seen in the Figure 1, the most emphasized vision expression was "being a leading university" with a frequency of 47. It is followed by the "provide open access to learning" with the frequency of 18 and "learner-friendly system" with the frequency of 13. The lowest frequency is belong to blended pedagogy with 2 expressions. When we look at the details about "being a leading university" as the most emphasized one, it can be seen that being "a research oriented" and "technology oriented" university are the most popular leading categories. The fact that the institutions that do not research, do not follow the developments and innovations will be left behind in adapting to the competition and global education, is also manifested by these results. It is also accepted that distance education cannot progress without a technology-centered understanding. In this context, being a leading technology and research-oriented university is most emphasized facts by Asian distance education institutions. From this point on, it would not be wrong to say that universities give priority to continuous improvement and renewal by researches and new technologies.

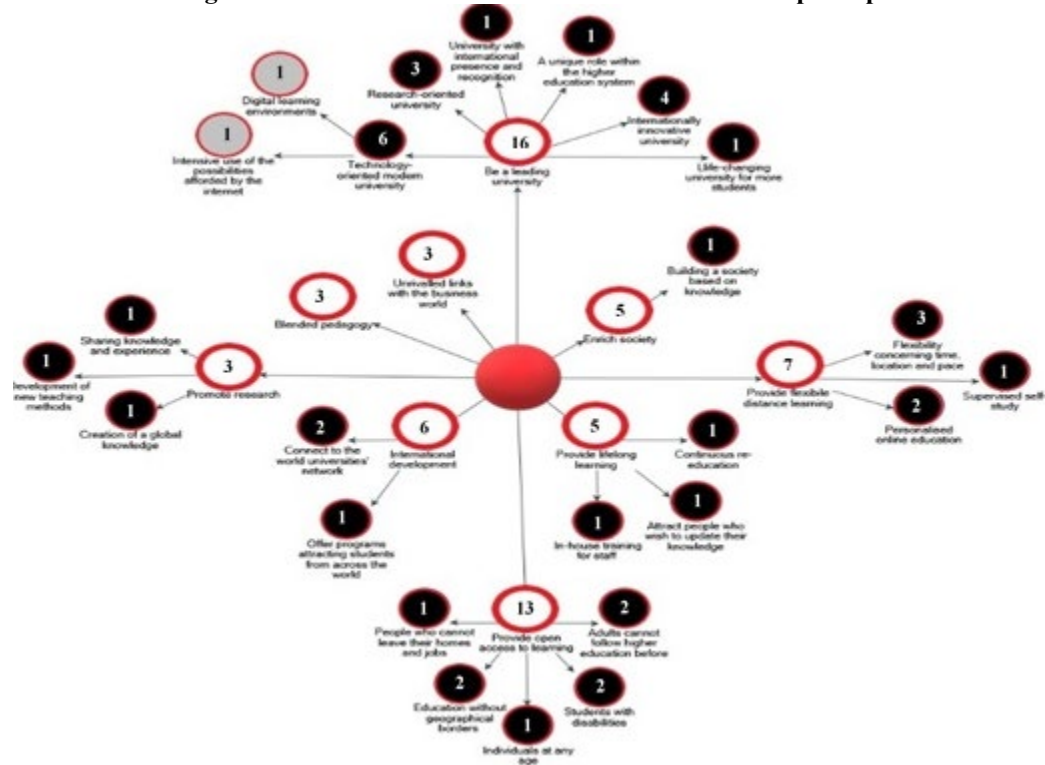
Another point that draws attention about vision statements is the emphasis on cultural education. Cultural values and non-diplomatic cultural education have been addressed both in terms of flexible entry-graduation and enrichment of society.

Figure 1. AAOU Members' Vision Statements Concept Map



Findings related to the vision statements of EADTU member universities are given in Figure 2. It is seen that the most frequently mentioned vision expressions are almost the same as those in the AAOU. "Being a leading university" and "provide open access to learning" are the most emphasized vision statements with the frequency of 16 and 13. It is followed by the "provide flexible distance learning (7)" and "international development (6)". The details about "being a leading university" as the most emphasized one, is also similar with the AAOU results. Being technology oriented university ranks first leading category. The second one is being internationally innovative university. This can be thought as a distinctive element in the vision statements of EADTU members that they emphasized internationality in both independent vision statements and in the leading institution category. In this context, it can be thought that internationalization and international initiatives are considered more important by EADTU members. This can be interpreted as the EADTU members are emphasizing international values rather than cultural values.

Figure 2. EADTU Members' Vision Statements Concept Map



The word clouds formed according to the frequency of the words used in vision expressions are given in Figure 3. When the prominent words in the vision statements were compared, the most repeated four words (university, education, learning, openness) appear to be the same. Considering the differentiated words, it is seen that the word "international" is preferred in EADTU and "national" in AAOU. This differentiation between "international" and "national" is also seen in concept maps. The fact that word clouds and concept maps are parallel to each other is important in terms of consistency of results. EADTU has also come up with "innovation", "development" and "student" words as distinct from AAOU. More frequent use of the word "student" may suggest that student needs are more voiced or student satisfaction is considered more in EADTU. On the other hand, AAOU has come up with "quality" and "lifelong" words as distinct from EADTU. This can be interpreted as the priority of AAOU is quality and lifelong education.

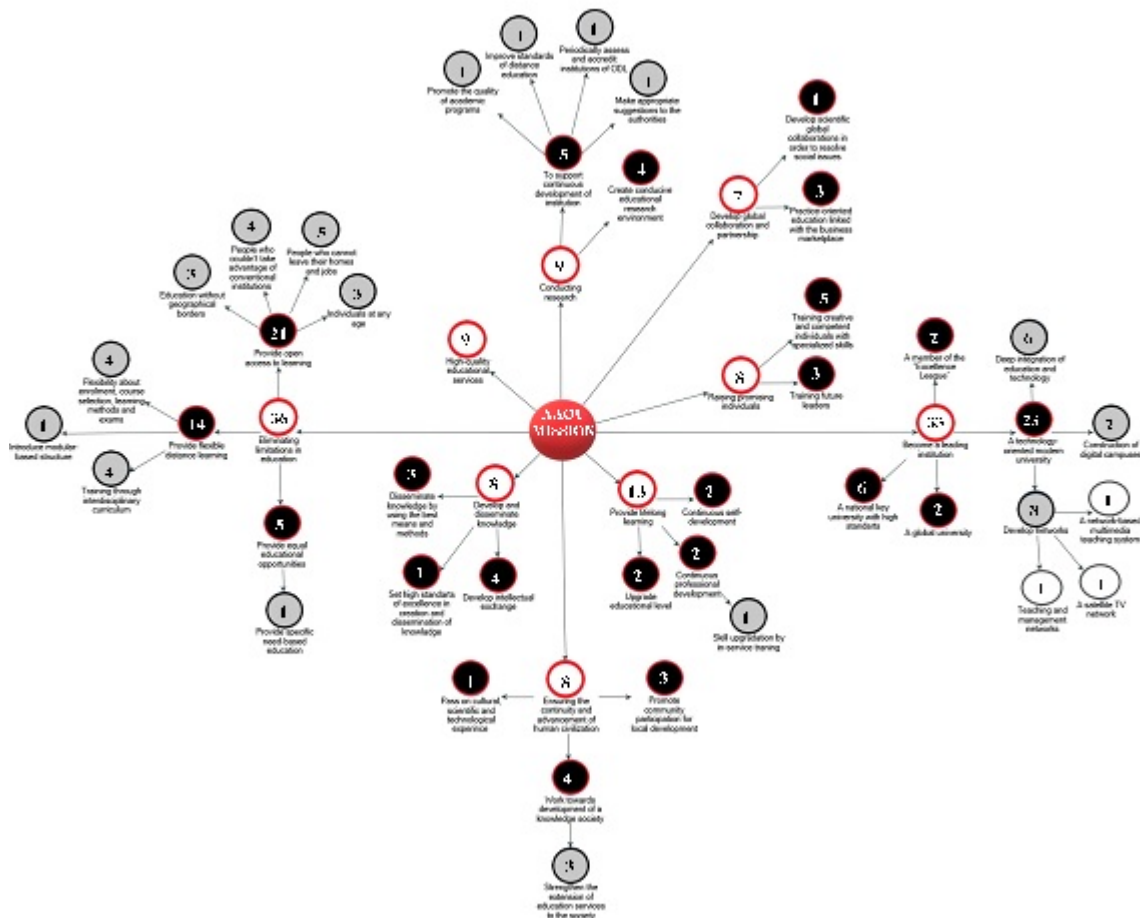
Figure 3. AAOU and EADTU Members' Vision Statements Word Clouds



The concept maps of the mission statements are more comprehensive than the vision maps. Since the mission explains the path to vision, it is usual that the statements are more comprehensive and detailed. Findings related to the mission statements of AAOU member universities are given in Figure 4. As it seen in the Figure 4, the most emphasized mission expression was "eliminating limitations in education" with a frequency of 36. It is followed by the "become a leading institution" with the frequency of 33 and "providing lifelong learning" with the frequency of 13. The lowest frequency is belong to "developing global collaboration and partnership" with 7 expressions. On the other hand, ensuring the cooperation is the third highest frequency among EADTU mission statements as seen in

Figure 5. In this context, it can be said that the two organizations disagree on the priority of global cooperation and partnership. When we look at the details about “eliminating limitations in education” as the most emphasized one, the sub themes are “provide open access to learning (21)”, “provide flexible distance learning (14)” and “provide equal educational opportunities (5)”.

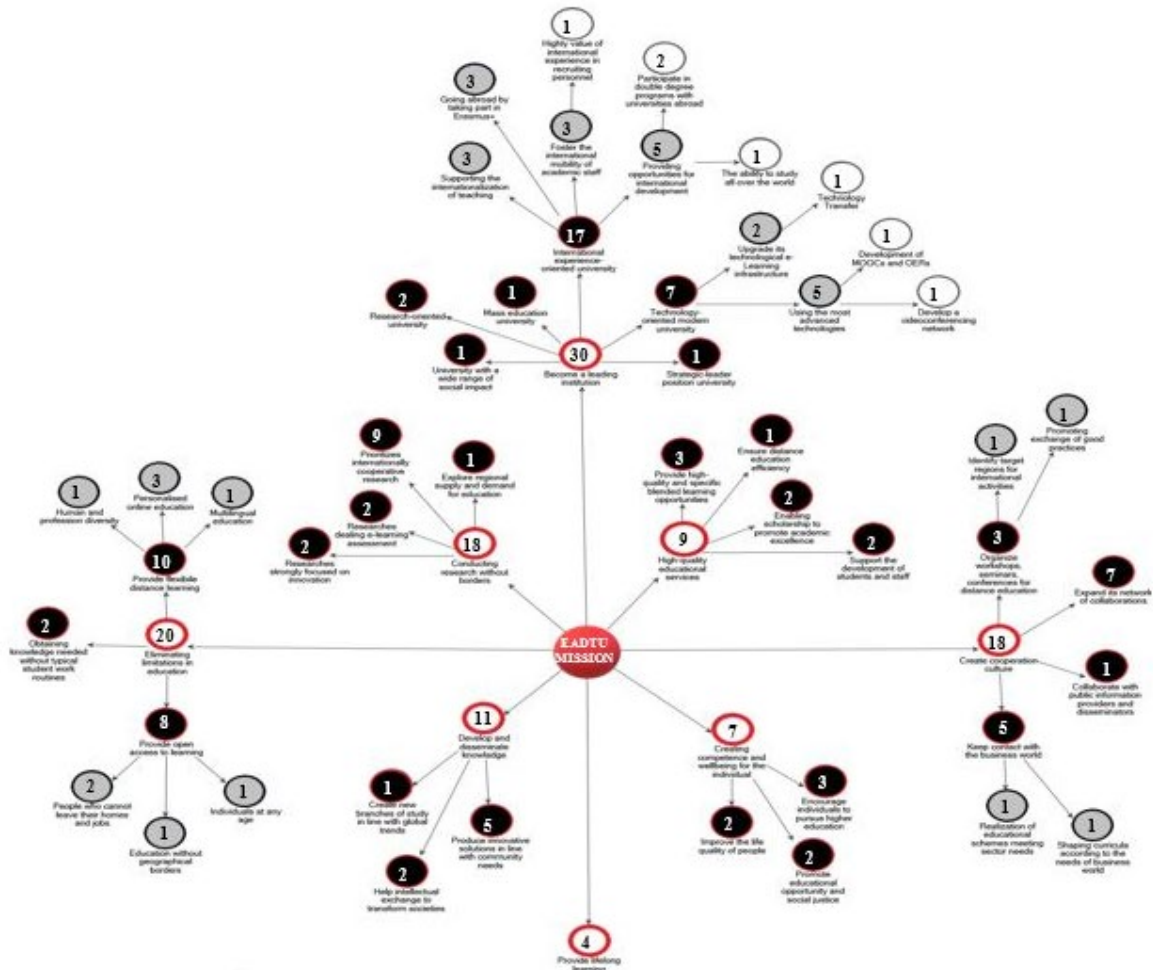
Figure 4. AAOU Members’ Mission Statements Concept Map



When the details of “being a leading university” - as the second most emphasized mission statement - are examined, the most underlying sub-theme is “being a technology-oriented university” with the frequency of 23. This shows that the use of technology and the ability to follow current technologies are priorities for the majority of institutions.

Findings related to the mission statements of EADTU member universities are given in Figure 5. It is seen that the most frequently mentioned vision expression is “Become a leading institution” with the frequency of 30. Parallel to their prioritization of cooperation, they stated that they want to lead by becoming a university focused on international experience and cooperation. Similar to the AAOU mission statements, “eliminating limitations in education” is one of the most emphasized mission statements with the frequency of 20. In the context, it is seen that the focus is especially on flexibility (10) and open access (8). It is followed by the “conducting research without borders (18)” and “create corporation culture (18)”. The lowest frequency is belong to “providing lifelong learning” with 4 expressions.

Figure 5. EADTU Members' Mission Statements Concept Map



In order to compare the EADTU and AAOU mission statements and to see the fundamental differences between them, word clouds were formed. The word clouds formed according to the frequency of the words used in mission expressions are given in Figure 6. When the prominent words in the mission statements were compared, the most repeated three words (education, learning, university) appear to be the same.

Figure 6. AAOU and EADTU Members' Mission Statements Word Clouds



Considering the differentiated words in Figure 6, it is seen that while the words "international" and "cooperation" were not included in the AAOU mission statements, they were frequently repeated in EADTU statements. These differentiation is in parallel with concept maps. On the other hand, "technology" and "quality" are the concepts that are emphasized by AAOU but not by EADTU. These highlighted words are related with the priorities in their roles

determined for themselves. Based on differentiating points, it can be said that AAOU prioritizes “technology” and “quality”, and EADTU prioritizes “cooperation” and “internationalization” concepts.

RESULTS AND SUGGESTIONS

To summarize the most noteworthy results, although the most prominent words in the vision statements (university, education, learning, openness) appear to be the same; there are also elements and highlights that make a difference. It is seen that EADTU members emphasize international concepts and processes in vision statements, while AAOU members emphasize national values and cultural education. This difference was observed in both concept maps and word clouds. In addition, EADTU has come up with “innovation”, “development” and “student” words, while AAOU has come up with “quality” and “lifelong” words. As a result, the concepts highlighted for the members of the two organizations differ from each other. It is similar for the mission statement. The most prominent words in the mission statements (university, education, and learning) also appear to be the same. But EADTU members emphasize elements related with “international” and “cooperation” concepts, while AAOU members emphasize technology and quality elements.

On the other hand, it is noteworthy that vision and mission findings support each other and show parallelism. AAOU members emphasizing the concept of nationality in their vision statements did not give up on the issue of “global cooperation and partnership” in the mission statements and mentioned the expansion of cultural education opportunities. In the same way, EADTU members, who emphasized international relations in their visions, focused on international cooperation and partnerships in their missions.

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MÜFREDAT VE PROGRAM AÇISINDAN İLAHİYAT FAKÜLTELERİNİN YAPILANMASI VE GELECEĞİ MESELESİ

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GİRİŞ

Yüksek din öğretiminin nasıl yapılacağı ya da yapılması gerektiğine yönelik tartışmalar Osmanlı Devleti'nin son yıllarında başlamış, Cumhuriyet'in ilanından sonra da farklı boyutlarıyla devam etmiştir.

Tarihsel süreç içerisinde yüksek din eğitimi tartışmalarının pek çok faktörden beslenerek şekillendiğini söylemek mümkündür. Öncelikle altını çizmemiz gerekir ki zamanın ruhu (zeitgeist) nasıl bir din eğitimi yapılacağı ya da yapılması gerektiği tartışmalarında belirleyici olmuştur. Bu da aslında doğaldır. Çünkü insan, sosyalleşme sürecinde farkında olarak ya da olmayarak az ya da çok yaşadığı devrin dünya görüşünü (weltanschauung) içselleştirir. Bu dünya görüşü onun bireysel ve sosyal hayatını, doğa ile ilişkilerini, toplumsal düzen ve devlet telakkisini, din algılarını ve dindarlık şekillerini biçimlendirmede işlevseldir.

Yüksek din öğretiminde program ve yapılanmaya yönelik tartışmalar temelde *nasil bir din* anlayışından hareket edileceği/edildiği ile yakından ilişkilidir. Eğer din sadece kutsal ya da aşkın/transandantal olanın mahiyeti üzerinden tanımlanacak olursa özsel (*substansif*) bir din tanımı benimsenmiş demektir. Bu durumda din eğitimi “teoloji”ye indirgenmiş olur. Şayet din aşkın olan paranteze alınarak bireysel ve toplumsal işlevlerine (*fonksiyonel*) göre tanımlanırsa bu durumda din eğitimi psikoloji ve sosyolojiye dayanmış olur. Şayet din olgusu özsel ve işlevsel boyutlarıyla bir bütün olarak ele alınacak olursa³ karşımıza nev-i şahsına münhasır bir ilahiyat eğitimi çıkmaktadır. Aynı şekilde dindarlığın⁴ ne olduğu ve nasıl tanımlanacağı meselesi de yüksek din öğretiminden ne beklediğimizi etkilemektedir. Eğer dindarlıktan kastımız sadece kitabî referansları kuvvetli kurumsal bir dindarlıkta bu durumda bunu besleyen unsurlar (mesela tefsir, hadis, fıkıh, kelim vb. derslerin öğretimi) ön plana çıkmaktadır. Şayet dindarlıktan kastımız bireyin/bireylerin ve/veya toplumun/toplumların din ve maneviyat olarak algıladığı hususlar ise din sosyolojisi, din psikolojisi, dinler tarihi vb. derslerden müteşkil bir eğitim ile karşı karşıya kalırız. Ancak dindarlık denince kitabî-kurumsal temel ile geleneğin iç içe girdiği, her iki unsurun karşılıklı etkileşim içinde bireyi ve toplumu şekillendirdiği kabul edilirse, yine nev-i şahsına münhasır bir ilahiyat eğitimi ortaya çıkmaktadır. Kuşkusuz dindarlıkların şekillenmesinde din anlayışları belirleyicidir. Tam bu noktada, *“toplum olarak nasıl bir din algısına sahibiz, ihtiyaçlarımız neler, ilahiyatı şekillendirmek isteyenler nasıl bir din algısından hareket ediyorlar?”* vb. sorular hayatî öneme sahiptir. Daha net ifadeyle şöyle sorabiliriz: *“Türk toplumu İlahiyat Fakültelerinden ne bekliyor?”*, *“YÖK ilahiyatları nasıl şekillendirmek istiyor?”*, *“Toplumsal talepleri ile YÖK'ün beklentileri uyuyor mu, uyumuyor mu?”*

Gerek konuyla ilgili tartışan akademisyenler gerekse YÖK'te sıklıkla şu husus dile getirilmektedir: *İlahiyatçı kimliğini temsil edebilen ilahiyatçılar yetiştirmeliyiz*. İlkesel olarak güzel bir yaklaşım. Ancak *“ilahiyatçı kimdir, nedir, nasıl olmalıdır?”* sorusu ya cevapsız kalmakta ya da herkes kendi özneliği içinde geliştirdiği ideal bir ilahiyatçı imajını olması gereken şekilde dayatmaktadır. Maalesef bugün sadece *“ilahiyatçı kimdir, nedir, nasıl olmalıdır?”* meselesi değil *“akademisyenlerin ilahiyatçı algısı ve beklentisi nedir?”*, *“Halk, ilahiyatçılardan ne beklemektedir?”* vb. sorular da bilimsel araştırmalara yeterince konu edilmemiştir. Dolayısıyla herkesin ilahiyatçı algısı kendi meşrebi, mezhebi, din algısı, dindarlık şekli ve dünya görüşüne göre değişmektedir⁵.

İlahiyat Fakülteleri yapılanma ve program açısından hemen her siyasal dönemde tartışılmıştır. Bugün bu tartışma daha da yoğunlaşmıştır. Çünkü mevcut ilahiyat programlarından ne siyasî iradenin desteğini alan YÖK, ne de ilahiyat camiası memnundur. Değişim ve dönüşümün gerekli olduğu konusunda herkes hemfikir. Asıl mesele

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³ Din tanımları ile ilgili olarak bk. Asım Yapıcı, *Ruh Sağlığı ve Din: Psiko-Sosyal Uyum ve Dindarlık*, Karahan Yayınları, Adana, 2007, s. 7-19; Jean-Paul Willaime, *Sociologie des Religions*. PUF, Paris, 1995, s. 114-125; Recep Yaparel, “Dinin Tarifi Mümkün mü?” *Dokuz Eylül Üniversitesi İlahiyat Fakültesi Dergisi IV*, 1987, 403-414.

⁴ Dindarlık tanımları ile ilgili olarak bk. Yapıcı, *Ruh Sağlığı ve Din*, s. 20-39; Yıldız, M. (2006). *Ölüm kaygısı ve dindarlık*, İzmir İlahiyat Vakfı Yayınları, İzmir, s.77-101.

⁵ Örneğin bk. Necdet Subaşı, “İlahiyat Nedir?” *Tezkire 31-32*, 2003, s. 65-74; Ömer Özsoy, “İlahiyatın Meşruiyet Krizi ve Üç tarzı Siyaset”, *Star Açık Görüş* (5 Ekim 2013); Hidayet Şefkatli Tuksal, “Köy İmamı Gibi İlahiyatçı Yetiştirmek” (<http://www.eilahiyat.com/index.php/arsiv1/kategoriler/ilahiyat-uzerine/2557-koeye-imam-gibi-ilahiyatci-yetistirmek>); Haşmet Babaoğlu, “İlahiyatçılar”, *Sabah Gazetesi* (20 Ağustos 2010) Hayrettin Karamanla İlahiyat Fakülteleri Üzerine Röportaj (<http://www.hayrettinkaraman.net/yazi/hayat/0205.htm>); Faruk Beşer, “İlahiyatçıların kafası neden karışık?” *Yeni Şafak* (5 Ağustos, 2013); Erhan Kırmızı, “Kafası Karışık İlahiyatçılar Nelerden Hoşlanır?”, *Çoruh Postası* (4 Mart 2014); Ayrıca ilahiyat ve ilahiyatçılarla ilgili farklı noktalara atıf yapan yazılar için bk. <http://www.eilahiyat.com/index.php/arsiv1/kategoriler/ilahiyat-uzerine?start=30>.

değişim ve dönüşümün yönü ve niteliğinin ne olacağına düğümlenmektedir. İşte bu noktada tarafların din ve dindarlık anlayışlarındaki farklılıklar devreye girmekte, ilahiyat programı siyasi-ideolojik ve dinsel kaygılarla tartışılmaktadır.

Hatırlanacağı üzere Yükseköğretim Kurulu, 15.08.2013 tarihli oturumunda, hazırlanan bir program taslağının İlahiyat, İslâmî İlimler, İlahiyat Bilimleri, Dinî İlimler, Uluslararası İslâm ve Din Bilimleri Fakültelerinde uygulanmasını oy çokluğuyla kararlaştırmış, dahası “*noktasına virgülüne dokunmadan*” uygulanması gerektiği ifade edilmiştir. Bu süreçte ulusal basında ve sosyal medyada söz konusu “*Yeni İlahiyat Programı*” tartışılmaya başlamıştır. Tartışmalar genellikle felsefe dersleri etrafında yürütülmüştür. Bu durum bir açıdan olumlu olmuş, bir başka açıdan olumsuz sonuçlar doğurmuştur. Olumlu olmuştur; çünkü konu felsefe dersleri olunca ulusal basın ve entelektüeller meseleye daha fazla sahip çıkmıştır. Olumsuz sonuçlar doğurmuştur; çünkü programa felsefe dersleri konulunca sanki her şey güllük gülistanlık olacakmış gibi bir algı oluşmuştur⁶.

Kuşkusuz felsefe dersleri ilahiyat eğitiminde önemli ve gereklidir. İlahiyatçının bakış açısını zenginleştirir. Ancak unutulmaması gerekir ki 15.08.2013 tarihinde oy çokluğu ile kabul edilip zorunlu bir şekilde uygulanması istenen program, program geliştirme ilkelerine uygun olarak geliştirilmemiştir. Bu anlamda bilimsel ve pedagojik değildir. Programda felsefe derslerinin olmamasından öte dayatılan programın felsefesi yoktur. Yine o dönemde İlahiyat Fakültelerinin İslâmî İlimler Fakültelerine dönüştürülmesi yönünde yoğun çabaların var olduğu da bilinmektedir. Bu noktada hatırlatmakta fayda vardır ki, İlahiyat Fakültelerinin vizyonu ve misyonu İslâmî İlimler Fakültesinin vizyonu ve misyonu aynı değildir. Bu arada İslâmî ilimlerin ne kadar universal olabileceği ayrıca tartışmaya açıktır. İslâmî ilimler -adı üstünde- sadece “İslâm âlimi” yetiştirmeyi, ilahiyat ise hem “İslâm âlimi” hem de “teolog” yetiştirmeyi amaçlar. Bu anlamda İlahiyat Fakültelerinden gelenek ile modern, eski ile yeni, Doğu ile Batı, vahiy ile aklı, din ile ahlâkı, din ile sanatı, din ile beşerî bilimleri şahsında mezcedebilmiş kişilerin yetiştirilmesi hedeflenmektedir⁷. Kuşkusuz çoğulcu bir yaklaşım benimsenerek bazı üniversiteler bünyesinde bölümlenmesi, programı, müfredatı ve istihdam alanları farklılaşmış İslâmî İlimler, hatta yine aynı kriterlere uygun olarak Din Bilimleri fakülteleri kurulabilir. Ancak bölümlenmesi, programı, müfredatı ve istihdam alanları belirlenerek yahut yeniden düzenlenerek bize has ve özgün şekliyle İlahiyat Fakülteleri varlıklarını devam ettirmelidir.

ARAŞTIRMA VE YÖNTEM

Bu çalışmada “program ve müfredat açısından ilahiyat fakülteleri yeterli midir?” ve “İlahiyat fakültelerinden beklentiler nelerdir?” sorularına cevap aranmaktadır. Nitel desenli bu araştırmada veriler yarı yapılandırılmış mülakat tekniğiyle toplanmıştır. Bu bağlamda üç farklı kesimden toplam 58 kişiyle görüşme yapılmıştır. Bunlar Çukurova Üniversitesi öğretim elemanları (İlahiyat Fak., Eğitim Fakültesi, İİBF, Tıp Fakültesi), Adana İl Milli Eğitim Müdürlüğü bünyesinde görevli öğretmenler (DKAB ve İHL meslek dersleri öğretmenleri), Adana İl Müftülüğü bünyesinde görevli imam-hatiplerdir. Mülakata katılanların 45’i yüksek din öğretiminin yapıldığı ilahiyat fakültelerinden, 13’ü ise seküler bölümlerden mezun olup 17’si akademisyen, 30’u öğretmen, 11’i ise din görevlisidir. Cinsiyet bakımından 40’ı erkek, 18’i kadındır. Veriler içerik analizi ile çözümlenmiş, anlayıcı geleneğe bağlı olarak yorumlanmıştır.

BULGULAR

Nitel veriler kümelenecek analiz edildiğinde şu sonuçlara ulaşılmıştır.

1) Mevcut İlahiyatçıdan İdeal Müslümana Tasavvuruna

- Geleneği koruyan mı, geleneği reddeden mi?
- Akılcı mı, nakilci mi?
- Sadece zihne hitap eden kalbi ihmal eden bir eğitim mi?
- Dini konuda her şeyi bilen mi, yoksa belli konularda uzmanlaşan mı?

2) Mevcut İlahiyat Fakülteleri ile İdeal İlahiyat Fakülteleri Arasında Sıkışmışlık

- Nicelikle Öğünenler
 - İF’ler mutlaka var olmalı ve sayıları daha da artırılmalı. «el-hamdülillah gittikçe çoğalıyoruz.»
- Niteliğe dikkat çekenler
 - İF’lerin sayıca çok olması değil, kaliteli olmasına vurgu yapanlar

⁶ - Yeni ilahiyat programına ulusal, yerel ve sosyal medyada gösterilen tepkiler için bk.

<http://serdargunes.wordpress.com/2013/09/06/yeni-ilahiyat-mufredati-ve-tepkiler/>
<http://www.eilahiyat.com/index.php/ilahiyat-haberler/2850-felsefe-tartismalari-ikiye-boldu>

⁷ Asım Yapıcı, “Yeni İlahiyat Programına Neden Hayır Demek Zorundayız?” *Adanapost* (9 Eylül 2013); *Milliyet Blog* <http://blog.milliyet.com.tr/yeni-ilahiyat-programina--neden--hayir-demek-zorundayiz-/Blog/?BlogNo=428501>; (11 Eylül 2013); Rasim Özdenören, “İlahiyat fakültesi mi İslami İlimler Fakültesi mi?”, *Yeni Şafak* (12 Eylül 2013).

- c) Medreseleşen İlahiyatı savunanlar
 - İF'ler sadece İslamî ilimlerin öğretildiği kurumlar olmalı.
 - Alim Yetiştiren İlahiyatı önceleyenler
- d) İlahiyat medreseleşirse ilahiyat özelliğini kaybeder, diyenler
 - İF'ler dini konularda yetkin, sosyal bilimlere hakim, çağı okuyabilen öğrenciler yetiştirmeli
- e) Meslekte Uzmanlaşmada ısrar edenler
 - Din hizmetleri, öğretmenlik, dini-manevi danışmanlık bölümleri olmalı

3) Sosyokültürel işlevleriyle İlahiyat fakültelerinden beklentiler

- a) Medeniyet inşasına katkıda bulunan ilahiyat
- b) Din ile modern bilimleri şahsında harmanlamış bir ilahiyat
- c) Cemaat ve tarikatların sosyal etkisini azaltan bir ilahiyat
- d) Cemaatleri ve tarikatları reddetmeyen ilahiyat

Bulgulardan Tipllemelere

İlahiyatçı Algısı

- a) Seküler ilahiyatçı (modernliğe tutsak)
- b) Liberal ilahiyatçı (dini yorumlarda serbest davranan)
- c) Geleneksel-muhafazakâr ilahiyatçı (değişime açık olmakla birlikte geleneği koruyan ve yaşatan)
- d) Dogmatik ilahiyatçı (değişime tamamen kapalı, hayatı siyah beyaz algılayan, caiz-caiz değil üstünden yorumlayan)

TARTIŞMA

İlahiyat fakültelerinin, bu bağlamda yüksek din öğretiminin tartışılması bir yönüyle kültür ve medeniyet üzerinde tartışma yapmak demektir. Çünkü ilahiyat programlarının tartışılması aslında nasıl bir gelecek arzuladığımızla, nasıl bir medeniyet inşa etmeye çalıştığımızla yakından ilişkidir.

Genel bir çerçeve içinde tanımlanacak olursa medeniyet; bir toplumu başka toplumlardan ayıran, onu kendine özgü kılan yaşam şekillerinin, kullanılan alet ve teknolojinin, çalışma tarz ve yöntemlerinin, inançların, düşünsel ve sanatsal faaliyetlerin, siyasal ve sosyal örgütlenme biçimlerinin bütünüdür. Bu nedenle medeniyet bir toplumun kendi mayasını, benlik ve kimliğini kaybetmeden, diğer ulusların da mayalarını öğrenme, anlama ve kullanma uğraşdır. Çünkü hiçbir toplum, dünyada tek başına yaşayamaz. Diğer toplumlarla alış-veriş yapmak zorundadır. Bu alış-veriş, yalnız ticarî ve sınırlı alanla da sınırlı değildir. Toplumlar, dünyada bağımsız yaşayabilmek için ticaret yarışına katıldığı kadar, uygarlık yarışına da katılmak zorundadırlar. Bir toplumun mayasını kaybetmeden özerk olarak yaşayabilmesi, diğer toplumların kültür ve medeniyet düzeylerini ve muhtevalarını öğrenme ve bilmeyi gerektirir. Kısaca içe kapanarak medeniyet oluşturulmaz, oluşturulsa bile onun varlığını devam ettirmesi meşhûktür⁸.

Bir toplumun birikimli kültürü olarak kavramlaştırılabileceğimiz medeniyeti oluşturan unsurlar arasında değerler sistemini şekillendiren “din”, “felsefe” ve “sanat” merkezî öneme sahiptir. Fen ve matematik bilimleri ile medeniyetler inşa edilemez. Aksine felsefe, sanat ve teoloji üçgeninde oluşan medeniyet algısına göre bilim ve teknoloji üretilir. İslâm medeniyetinde de bu durum aynen geçerlidir. İlahiyat fakültelerinin akademik anlamda nev-i şahsına münhasır bölümlenmesi “*Temel İslâm Bilimleri*”⁹, “*Felsefe ve Din Bilimleri*” ile “*İslâm Tarihi ve Sanatları*” şeklindedir. Burada teoloji, felsefe ve sanat iç içe girmiştir. Bu yapının korunması elzemdir. Çünkü İslâm medeniyetinin dinamikleri buradadır.

Bilindiği üzere İlahiyat Fakülteleri Temel İslâmî Bilimler üstüne kuruludur. Ancak Temel İslâmî Bilimlerin sağlıklı değerlendirilmesi için öncelikle Felsefe ve Din Bilimlerine ihtiyaç duyulmaktadır. Tarihsel birikim ve estetik değerlerin aktarılması ise İslâm Tarihi ve Sanatları ile mümkündür. Her üç alana mutlaka ihtiyaç vardır. Bunlardan birisinin feda edilmesi telafisi zor acılar yaşatabilir. Çünkü İslâm kültür ve medeniyetinin sürekli yeniden inşası din, felsefe ve estetik ile mümkündür. Gerek bireysel gerekse sosyal hayatta yaşanan değişimlere intibak edebilmek ve üst düzey dengeye ulaşmak -Piaget'nin de vurguladığı üzere- malumatın sadece özümsemesi ile değil, belki daha fazla uyumsanmasıyla ve malumatlar arasında organizasyonun sağlanmasıyla gerçekleşir.

⁸ Kültür ve medeniyetin tanımı, bileşenleri, oluşumu ve gelişim süreci ile ilgili olarak bk. Will Duran, *Medeniyetin Temelleri*, Çev. Nejat Muallimoğlu, Erguvan Yayınevi, İstanbul, 2007; Thomas Stearn Eliot, *Kültür Üzerine Düşünceler*, Çev. S. Kantarcıoğlu, Ankara, Kültür Bakanlığı, 1981; Erol Güngör, *Kültür Değişmesi ve Milliyetçilik*, Ötüken Yayınevi, İstanbul, 1986; Cemil Meriç, *Kültürden İrfana*, İstanbul, İnsan Yayınları, 1986; Cemil Meriç, *Ümrandan Uygarlığa*, İletişim Yayınları, İstanbul, 2013; Nurettin Topçu, *Kültür ve Medeniyet*, Dergâh Yayınları, İstanbul, 2011; Yılmaz Özakpınar, *Kültür ve Medeniyet Üzerine Denemeler*, Ötüken yayınları, İstanbul, 1998.

⁹ Bu arada “Temel İslâm Bilimleri” ifadesindeki “temel” kelimesi hem yanlış anlaşılmalara sebebiyet verdiği hem de kullanım hatası içermesi nedeniyle sıkıntılıdır. İlgili bölümün adının sadece “İslami İlimler” olarak kullanılmasının daha sağlıklı olacağı kanaatindeyiz.

Yükseköğretim kurumları günümüz dünyasında özellikle istihdam alanlarına göre uzmanlaşmış, kaliteli bireyler yetiştirmek amacındadır. İlahiyatlar yüksek din öğretimi yapan kurumlar olduğuna göre mezunlarının belli istihdam alanlarına göre yetiştirilmesi çağın getirdiği zorunluluktur. Eğer ilahiyatlar tek program ile devam edecek olursa pratisyen ilahiyatçı olarak yetişme durumunda kalacaklardır. Bu ise istihdam alanlarında sıkıntı yaratmaktadır.

Küreselleşen dünyada hizmet kalitesi ve verimliliği artırılmak isteniyorsa uzmanlaşmaya önem vermek durumundayız. Bunun için de İlahiyat Fakülteleri “*Din Kültürü ve Ahlak Bilgisi Öğretmenliği*”, “*İmam-Hatip Lisesi Meslek Dersleri Öğretmenliği*”, “*Din Hizmetleri ve Vaizlik*”, “*Dinî Danışmanlık ve Manevî Bakım*”, hatta okul öncesi ve ilkokula yönelik “*Ahlâk ve Değerler Eğitimi*” gibi programlarla alanında yetkin mezunlar yetiştirmelidir. Eğer İlahiyat Fakülteleri çok programlı bir hale getirilmezse tek bir işi yapmaya bile muktedir olmayan bir eğitimden geçen bireylere beş farklı iş alanı yüklenmiş olur. Tek programdan beş tane uzman yetiştirmeye çalışmak rekabet gücü zayıf, işini hakkıyla yapamayan, sadece ekmek kaygısıyla istihdam edilmiş mezunlar üretmeye sebebiyet verecektir. Ayrıca uzmanlaşmanın olmadığı yerde kaliteli eleman yetiştirmesi/yetiştirilmesi mümkün görünmemektedir.

İlahiyatların çok programlı bir yapıda eğitim vermesi iki farklı modelde olabilir: Birincisi, bahsi geçen beş program, yakın zamana kadar varlığını sürdüren müstakil İlköğretim DKAB Bölümü örneğinde olduğu gibi, kendi içinde bir bütünlük oluşturacak şekilde uygulanabilir. İkincisi, öğrenciler ilk iki yıl ortak son iki yılda uzmanlık alanına göre farklılaşan bir eğitime tâbi tutulabilir. Kanaatimizce bu model daha sağlıklıdır. Ancak her iki modelde de ilgili programlara ya da bölümlere yerleşme üniversiteye giriş sınavıyla yapılmalı, diplomalar farklı verilmelidir. Bölümler arasında çift ve yan dal eğitimi yapılmasının yolu gerekli düzenlemeler yapılarak açılabilir.

SONUÇ

- İlahiyat Fakültesi öğrencileri, öğretim elemanları, DKAB ve meslek dersleri öğretmenleri, din görevlileri ilahiyat ve ilahiyatçı konusunda
 - Şizofrenik bir durum sergiliyorlar. Bu anlamda Doğu ile Batı arasında sıkışmışlık yaşıyorlar.
 - İdeolojik tutumlar ilahiyat ve ilahiyatçı algısını değiştiriyor.
 - Gerekli ama dini ve bilimsel anlamda yetersiz (!) bir kurum olarak algılıyorlar.
 - Modern dünyanın dönüştürdüğü ilahiyat ve ilahiyatçılar (modernleşen Müslüman tipi ya da
 - Modern dünyaya meydan okuyan ilahiyat ve ilahiyatçılar (ama nasıl?)
 - Halkın kafasını karıştıran ilahiyatçılar.

ÖNERİLER

- 1- İlahiyat Fakülteleri, “DKAB Öğretmenliği” yanında “İHL Meslek Dersleri Öğretmenliği”, okul öncesi ve ilkokullar için “Ahlak ve Değerler Eğitimi Öğretmenliği”, “Din Hizmetleri ve Vaizlik”, “Dinî Danışmanlık ve Manevî Bakım” gibi farklı uzmanlaşma alanlarına sahip çok programlı bir yapıya kavuşturulmalıdır.
- 2- İlahiyat bünyesindeki tüm programlar, hazırlık hariç ilk iki yıl ortak programa tâbi tutulmalıdır.
- 3- İlahiyat fakülteleri bünyesinde yer alan farklı programlar arasında çift ana dal ve yan dal uygulaması yapılabilir.
- 4- Halen İlahiyat Fakülteleri bünyesinde yer alan “Temel İslâm Bilimleri”, “Felsefe ve Din Bilimleri” ile “İslâm Tarihi ve Sanatları” bölümleri akademik bölümler olarak varlıklarını sürdürmelidirler. Söz konusu bölümler içerisinde yer alan anabilim dalları korunmalıdır.
- 5- Lisansüstü eğitimin kalitesini artırmak için acilen tedbir alınmalıdır. İlahiyat alanında lisans üstü eğitimin sorunları geniş katılımlı sempozyum ve çalıştaylarla tartışılmalıdır. Yeni açılmış, daha ayaklarının üzerinde durmakta zorlanan İlahiyat/İslâmî İlimler Fakültelerinde yüksek lisans ve doktora programlarının açılmasına izin verilmemelidir.
- 6- İkinci öğretimler acilen kapatılmalıdır, birinci öğretimler için de öğrenci kontenjanı makul ölçülere çekilmelidir.
- 7- İLİTAM programları ya tamamen kapatılmalı ya da revize edilerek yeniden şekillenmelidir.

NEW AND EMERGING STUDY RESOURCES AS ENRICHMENT AND REPLACEMENT OF TRADITIONAL SCHEME OF INTRODUCTORY MATHEMATICAL COURSES IN HIGHER EDUCATION

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ABSTRACT

In this paper we examine the use of new and emerging study resources (mobile applications, video tutorials, massive open online courses etc.) by undergraduate students as complementing or replacing a traditional higher education scheme of courses based on lectures, recitations and textbooks. The data used for our examination were gathered by distributing questionnaires among students of an introductory courses *Mathematics for Economists* and *Mathematics for Informatics* taught at the University of Economics, Prague, Czech Republic. The responses show that although the majority of students would welcome other study resources than textbooks and use video tutorials during their self-study time, most of them are not familiar with such platforms and projects as edX, Coursera, Khan Academy, or WolframAlpha. We argue that implementing video tutorials and other online resources into the scheme of the courses mentioned above would not only correspond to students' self-assessment of their study experiences and needs, but also allow more time for direct interaction between teachers and students in class, leading to both better mastery of higher mathematics and final test results.

INTRODUCTION

A traditional undergraduate course in mathematics usually consists of two basic components – lectures and recitations. During the lectures, attended by a large number of students in one group, the lecturer presents the topic, explains theory, gives basic examples and solves a few typical problems related to that topic; students are usually expected to follow the lecture completely without or with only limited interaction between them and the lecturer. The lecture is then followed by recitations; students are divided into a larger number of smaller recitation groups and engage the studied topic individually or in small groups under the observation and in interaction with teacher's assistant, solving problems, discussing challenging topics, and recalling the theory they learned during the lecture. A textbook or a number of them, supplemented by problem sets and additional printed or printable materials (list of formulas, lecture notes) constitute the body of materials available to students for their home-study.

The courses *Mathematics for Economists* and *Mathematics for Informatics* have been taught this way for more than 10 years. These are one-semester undergraduate courses offered to students of University of Economics in Prague both during the winter and summer term. As compulsory subjects for various study programs, they are attended every year by a large number of students from six different faculties of the university. In the winter semester 2018/2019, 1042 students (divided into 7 lecture groups and 37 recitation groups) were enrolled in the course *Mathematics for Economists* and 406 students (divided into 2 lecture groups and 14 recitation groups) were enrolled in the course *Mathematics for Informatics*; so in both cases the recitation groups comprised of about 30 students. Students are expected to spend 26+26 (resp. 26+52) hours per semester attending lectures and recitations in *Mathematics for Economists* (resp. *Mathematics for Informatics*), 26+26 hours preparing for them, 13+13 hours preparing for the interim and final test and 26 hours preparing for the final oral exam; the expected workload makes these course worth 6, resp. 7 ECTS credits. The course covers basic topics in undergraduate mathematics – linear algebra and matrices, convergence, differentiation, integration, functions of two variables and differential equations; the course *Mathematics for Informatics* includes also basics of mathematical logic and modular algebra. Apart from the lectures and recitations, another study resource is available to students – the textbook *Mathematics for University of Economics* [Klůfa, 2016], written especially for these courses.

Our primary interest was to find out whether students tend to use modern study resources and tools (mobile applications, video tutorials, massive open online courses etc.) during their self-study time, whether they consider them beneficial as compared to attending lectures and recitations and whether they would welcome usage of some of these resources and tools as part of the on-campus course. Based on our findings we sketch possible enrichment or partial replacement of some components of the traditional lecture-recitation scheme of the above-mentioned courses.

METHODOLOGY

During the winter term of the academic year 2018/2019, the author of this paper was employed as an assistant professor at the University of Economics in Prague, Czech Republic and lead six recitation groups of the courses *Mathematics for Economists* and *Mathematics for Informatics*. During the final week of the semester, the students were asked to fill in an anonymous on-line survey. We managed to collect 80 individual responses.

The questions and possible answer choices are presented below.

1. Which course are you enrolled in?
 - a. *Mathematics for Economists*
 - b. *Mathematics for Informatics*
2. What is your Faculty?
 - a. Faculty of Finance and Accounting
 - b. Faculty of International Relations
 - c. Faculty of Business Administration
 - d. Faculty of Informatics and Statistics
 - e. Faculty of Economics
 - f. Faculty of Management
3. Is this your first enrollment in this course or do you repeat this course?
 - a. This is my first enrollment.
 - b. This is my second enrollment
 - c. This is my third or further enrollment.
4. What percentage of lectures did you attend?
 - a. 100-80%
 - b. 79-60%
 - c. 59-40%
 - d. 39-20%
 - e. 19-0%
5. What percentage of recitations did you attend?
 - a. 100-80%
 - b. 79-60%
 - c. 59-40%
 - d. 39-20%
 - e. 19-0%
6. Do you or do you intend to hire a private mathematics tutor?
 - a. Yes
 - b. No
7. Not including the preparation for the interim test, how many hours per week did you spend home-studying for the course? (open question, numerical answer required)
8. How many hours did you spend home-studying for the interim test? (open question, numerical answer required)
9. How many hours do you expect to spend home-studying for the final exam? (open question, numerical answer required)
10. Have you ever heard of MOOC courses (e.g. edX, Coursera, Udacity)?
 - a. Yes
 - b. No
11. Have you ever been enrolled in an MOOC course?
 - a. Yes
 - b. No
12. If so, what course and on what platform? (open question)
13. Do you know the Khan Academy project?
 - a. Yes
 - b. No
14. If so, have you ever used it while home-studying for this course?
 - a. Yes
 - b. No
15. Have you ever systematically studied mathematics on Khan Academy?
 - a. Yes
 - b. No

16. Do you know the WolframAlpha project (wolframalpha.com)?
 - a. Yes
 - b. No
17. If so, have you ever used it while home-studying for this course?
 - a. Yes
 - b. No
18. If so, how did you use it? What topics did you study? (open question)
19. Have you ever watched video tutorial on Youtube or similar servers while home-studying for this course?
 - a. Yes
 - b. No
20. If so, how beneficial do you consider these tutorials in comparison to lectures and recitations?
 - a. More beneficial than lectures
 - b. As beneficial as lectures
 - c. Less beneficial than lectures
 - d. More beneficial than recitations
 - e. As beneficial as recitation
 - f. Less beneficial than recitation
21. Besides the above mentioned (MOOC courses, Khan Academy, WolframAlpha, video tutorials), have you ever used other modern study resources or tools (e.g. mobile applications, internet forums or chat groups, social networks, on-line materials) while home-studying for this course?
 - a. Yes
 - b. No
22. If so, which? (open question)
23. Besides classical textbooks and printed problem sets, would you like other study resources and tools like those mentioned above to be available for this course?
 - a. Yes
 - b. No
24. If so, which of them would you most use while home-studying for this course? (open question)

The questionnaire was designed to gather data not only for this paper, but for other research as well. That is why we will not include all the questions in our analysis; nevertheless, for the sake of completeness, we present the questionnaire as a whole.

DESCRIPTION OF STUDY RESOURCES AND TOOLS

In this section we briefly describe the study resources and tools that were mentioned in the questionnaire above.

MOOC courses

The term *massive open on-line course* (abbreviated as MOOC) was probably first used [Cormier, 2008] for the course *Connectivism and Connective Knowledge*, which is today considered one of the first MOOCs. Nowadays there are many platforms offering MOOC courses, some of them with close connections to world's best universities, as in the case of edX and Coursera. EdX was established in 2012 as a result of cooperation of Massachusetts Institute of Technology and Harvard University. Coursera was founded in the same year by Andrew Ng and Daphne Koller, two Stanford University professors.

The courses offered on platforms like edX and Coursera in some aspects closely resemble traditional university courses. Pre-recorded video lectures (sometimes actual on-campus university lectures) often form a backbone of a MOOC course, supplemented by on-line (sometimes interactive) study resources and lecture notes, moderated discussion forums, on-line tests and individual assignments, even group activities. To complete a course students usually have to complete some assignments (these may or may not have real-time deadlines), often there is a final exam, much like in the case of typical university course. Many of the MOOC courses are actually online versions of real on-campus university courses of the universities in the given MOOC platform. For an overview of MOOC courses see [Baturay, 2018].

Khan Academy

Khan Academy was founded in 2008 by Salman Khan as a non-profit organization providing online educational resources and tools. The trademark of Khan Academy is a "blackboard-style" video lecture, where the voice of a

tutor explains a given topic and comments on formulas, graphs, charts, solved examples etc. being written on a black background. Nowadays, Khan Academy makes these videos and additional materials available in complete courses on various topics in mathematics, science and engineering, arts and humanities, computing, finance and more for pupils and students ranging from preschool to college. The video tutorials are recorded in English, but are being translated into many languages, usually by groups of volunteers creating subtitles. Khan Academy understands its role as providing supports and supplement materials to students involved in in-class learning. [Timcenko, Triantafyllou, 2015] discussed how students themselves perceive possible benefits of using Khan Academy videos as part of their home-study.

WolframAlpha

WolframAlpha is a computational engine developed by Wolfram Research based on its well-known computing system Wolfram Mathematica. Its first version was released on-line in 2009. It allows its users to submit queries using a text field and produces a structured “answer” based on the data available in its knowledge base. Probably the most typical use of WolframAlpha by students in mathematics is to input a formula defining a function to which WolframAlpha produces a structured answer including the graph of the function, its limits, derivative, antiderivative, and so on, offering also a step-by-step explanations of these (i.e. how to compute the derivative and so on). [Perry, Thrasher, 2015] describes how WolframAlpha can be used to improve mathematics classroom practice and student’s technological literacy.

Youtube and similar servers

Youtube and other video-sharing websites are today used by many individuals and institutions to upload and share recorded lecture, video tutorials and other educational resources. Since these websites make it possible for almost anyone to upload a video material with minimal resources, the quality of the educational videos available there varies greatly. One can find lectures recorded at the worlds prestigious universities as well as first attempts of high school students to explain to others topic they barely understand themselves. Unlike in the case of MOOC platforms or Khan Academy, Youtube is primarily video-sharing website, so apart from discussion threads under the individual videos, it does not provide any easy way to complement the video lectures and tutorials by additional materials like on-line tests, lecture notes and so on.

DATA ANALYSIS AND SUMMARY

The data gathered from the questionnaires show the following:

- Out of 88 students, 22 payed or intended to pay a private tutor to help them study for the course.
- On average, students spent 3 hours per week preparing for the course during the semester.
- On average, students spent 12.7 hours preparing for the interim test.
- On average, students expected to spend 38.8 hours preparing for the final test and oral exam.

During the semester, students are expected to spend 1.5 hours per week at lectures and 1.5 hours per week at recitations. Thus, spending 3 hours per week preparing for the course at home makes home-study as time-consuming activity as attending both lectures and recitations. Another more than 50 hours spent in preparation for the interim test and final exam and the fact, as is shown below, that many students actually don’t attend the lectures they are expected to, clearly shift the students’ focus from in-class time to home-study time even more.

Figures 1 and 2 summarize students’ attendance of lectures and recitations. In the case of lecture attendance, we consider worth noting that only slightly more than half of the students (54.4%) attended most, i.e. 80-100%, of the lectures, while 15.2% of the students attended almost no, i.e. 0-19%, of the lectures. The case of recitations is notably different, 73.3% of the students attended most of the recitations, while only 3.8% attended almost none.

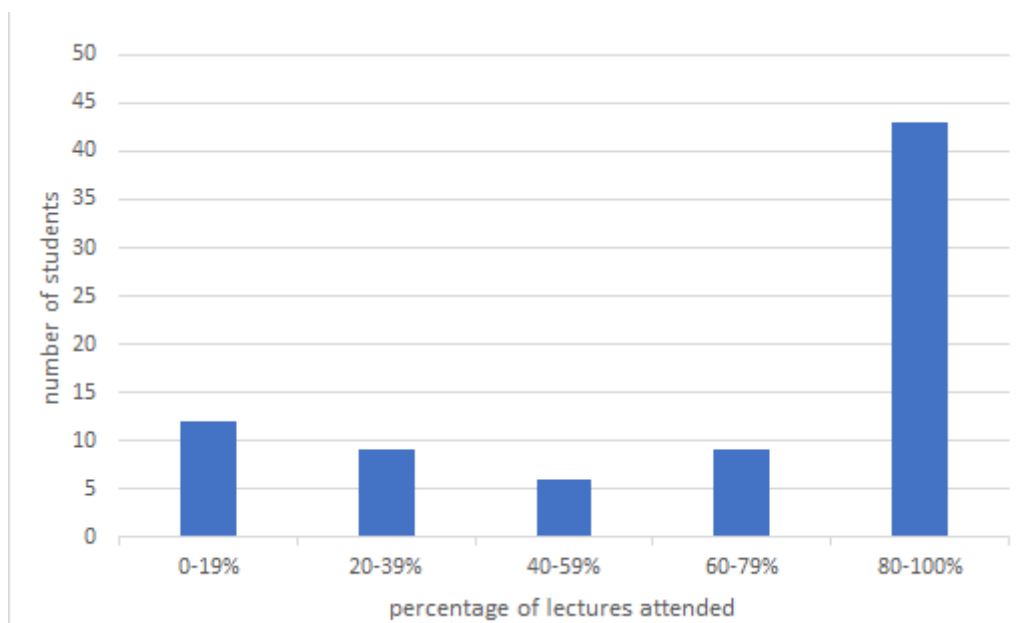


Figure 1

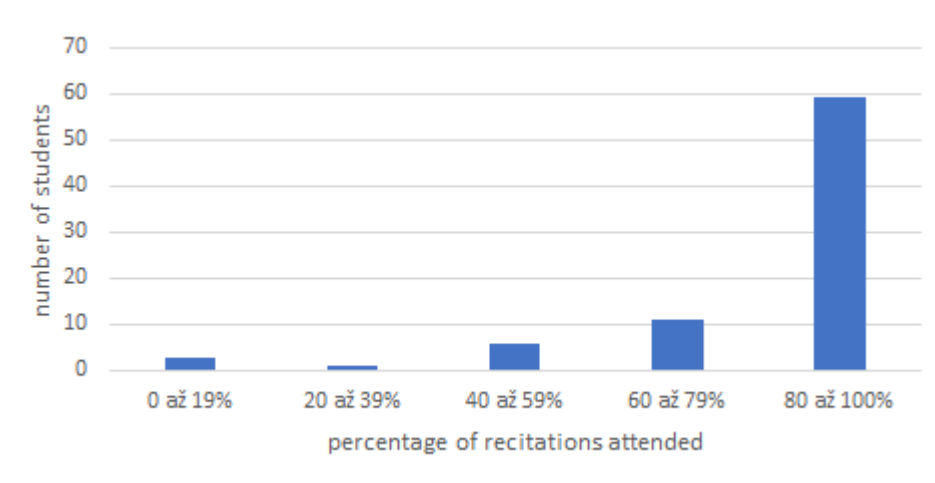


Figure 2

As for the students' familiarity with and usage of modern study resources and tools, our findings are as follows:

- Only 7 out of 80 students ever heard of MOOC courses.
- Of those 7, 4 have been enrolled in an MOOC course (on platforms edX, Coursera, Udemy and Udacity).
- 24 out of 80 students have heard of Khan Academy, 3 have ever used it as part of their home-study for the course, and 1 has used it systematically.
- 29 out of 80 students know the project WolframAlpha, 14 have used it as part of their home-study for the course. The usage was to draw graphs of functions and determine their domain and range, to compute limits of functions, and to compute derivatives and antiderivatives.
- 64 out of 80 students have watched video tutorials on Youtube or similar servers as part of their home-study for the course. Figure 3 show how the students compare the benefits of watching these tutorials to benefits of attending lectures and recitations.
- 49 out of 80 students would welcome other study resources and tools like those mentioned above to be available for the course besides textbooks and problem sets.

Thus, our findings show that with the exception of video tutorials most students are either not aware of existence of some of the well-known modern study resources or have heard of them do not use them, nonetheless. This may be a bit surprising in the time of almost unlimited access to the online tools through students' smartphones

and other devices and suggests that as far as education is in question, students still tend to depend on the materials provided by the university and their teachers.

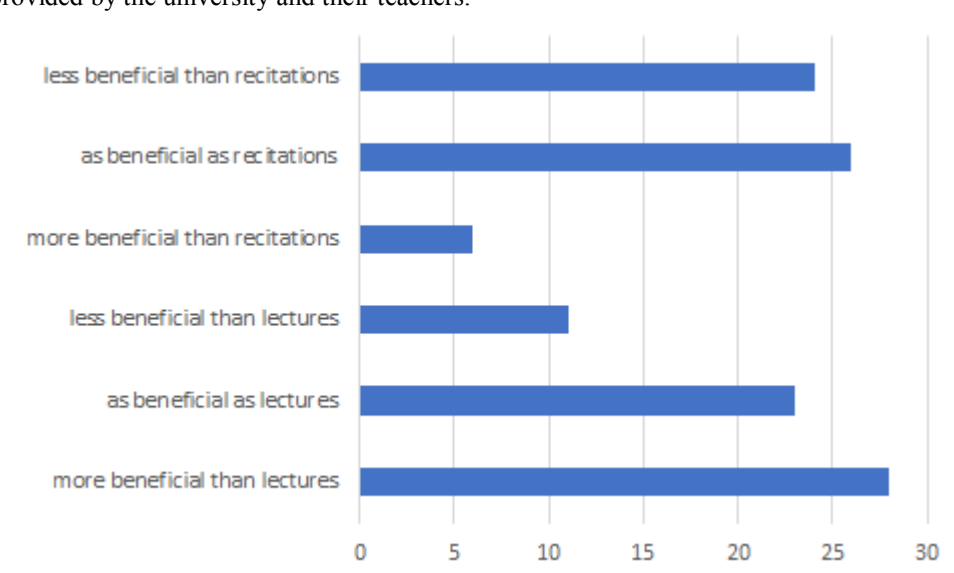


Figure 3

CONCLUSIONS

As we have seen a typical student spends more time studying at home than on in-class activities, while often skipping lectures but tending to attend as many recitations as possible. During the home-study time she probably watches video tutorials and maybe uses WolframAlpha to check some graphs or limits of functions. She finds the video tutorials more beneficial than lectures, maybe that is why she tends to skip them, and probably slightly less or as beneficial as recitations, which explains why she usually does not skip those as she does with lectures.

This suggests that from the students' perspective, it would make sense to replace some of the in-class lectures by pre-recorded video lectures that could be watched at students' own schedule. Studies [Cardall, Krupat, Ulrich, 2008] show that students tend to find them more valuable than live lectures. From the author's experience as a university teacher and from conversations with students, pre-recorded lectures are preferred mainly for three reasons. First, as we have already mentioned, they can be watched at students' own schedule; second, they can be paused and replayed as many times as the student wishes, in case she find some part of the lecture challenging and hard to understand; third, they can be watched again at the end of the semester as a suitable refresher material while the student is studying for the final exam.

From the perspective of the faculty, replacing some lectures by videos also seems reasonable, as it would free some of the teachers' time that could be dedicated to either more recitations (which again would seem to benefit the students who attend the recitations significantly more than lectures), or to other pedagogical or scientific work.

Our findings show that most students are not familiar with platforms and services like edX, Coursera, Khan Academy, and WolframAlpha, so rather than using those as help in their preparation for the course and final exam, about a quarter of them considers hiring or actually hires a private tutor. This, together with the strong tendency to attend recitations rather than lectures suggests that students value quite highly the direct interaction that is possible with teachers assistant during recitations or with private tutor. Nonetheless, since most of the students are simply not aware of the existence of the above mentioned platforms and services, rather than being aware of them but not using them anyway, it is impossible to even guess from our findings whether some of these would have the potential to at least partially replace or supplement the direct teacher-student contact. This would not seem totally unreasonable, since unlike in the case of video tutorials, MOOC platforms or Khan Academy offer moderated discussion forums where students can ask questions and get answers either from creators or moderators of the course or from other students. Yet, this remains a topic for a possible further research.

ACKNOWLEDGMENT

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OKULLARINDA YABANCI UYRUKLU ÖĞRENCİ BULUNAN OKUL YÖNETİCİLERİNİN KARŞILAŞTIĞI GÜÇLÜKLER

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ABSTRACT

Education is an important tool for migrants to adapt to new environments and living conditions and to escape from negative past life experiences. The purpose of this study is to reveal the difficulties faced by school administrators in schools with foreign students. This research was planned based on qualitative research design and case study model. The study group consists of 24 school administrators working in private and public schools with foreign students in the province of Rize in 2018-2019 academic year. The study group was determined by maximum variation sampling method which is one of the purposeful sampling methods. Data was obtained by a semi-structured interview form developed by the researchers. 86 sub-themes and 17 main themes were identified related to the difficulties faced by school administrators with foreign students. School principals state that the problems faced with foreign students are mostly due to language, cultural and family adaptation problems. School principals state that it is necessary to provide psychological support to the students in solving the problems encountered in the education of foreign students, to provide preschool language education, to educate families and to enable teachers to be competent in the education of foreign students.

ÖZET

Eğitim, göçmenlerin yeni ortamlara ve yaşam koşullarına uyum sağlamaları ve geçmiş yaşamın olumsuz deneyimlerinden uzaklaşmaları için önemli bir araçtır. Bu çalışmanın amacı, yabancı uyruklu öğrencisi bulunan okul yöneticilerinin karşılaştıkları güçlükleri ortaya koymaktır. Bu araştırma, nitel araştırma deseninde durum çalışması modelinde planlanmıştır. Araştırmanın çalışma grubunu, 2018-2019 eğitim - öğretim yılında yabancı uyruklu öğrencisi bulunan Rize il merkezindeki özel okul ve devlet okullarında görevli 24 okul yöneticisi oluşturmaktadır. Araştırmanın çalışma grubu, amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme yöntemiyle belirlenmiştir. Veriler araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu ile elde edilmiştir. Okulunda yabancı öğrenciler olan okul yöneticilerinin karşılaştıkları güçlüklerle ilgili olarak 17 ana tema ve 86 alt tema belirlenmiştir. Okul müdürleri, yabancı öğrencilerde karşılaştıkları güçlüklerin çoğunlukla dil sorunu, kültürel sorunlar ve aile uyum sorunlarından kaynaklandığını belirtmektedir. Okul müdürleri, yabancı uyruklu öğrencilerin eğitiminde karşılaşılan sorunların çözümünde, öğrencilere psikolojik destek vermenin, okul öncesi dil eğitimi sağlamanın, aileleri eğitmenin ve öğretmenlerin yabancı öğrencilerin eğitiminde yetkin olmalarını sağlamanın gerekli olduğunu ifade etmiştir.

GİRİŞ

Türkiye’de 82 milyonluk nüfus esas alındığında 3 milyon üzerinde Suriyeli sığınmacı ile Irak, Pakistan ve Afganistan gibi farklı ülkelerden 350 bin olmak üzere toplam nüfusa oranla yüzde %4 üzerinde göçmen yaşamaktadır. Araştırmalar gelecek 5- 10 yılda başka etnik kimlikten insanların da Türkiye’ye göç edebileceği ve

hali hazırda bulunan mültecilerin % 80'inin Türkiye'de kalıcı olacağı tahminini yansıtmaktadır (Tanrıku, 2017). Günümüzde savaş, göç, eğitim ya da ekonomik sebeplerden dolayı devletlerin ve milletlerin birbirleriyle olan etkileşimi geçmişe kıyasla çok artmıştır. Rize İl Milli Eğitim Müdürlüğünden resmi olarak alınan bilgilere göre Suriye, Kırgızistan, Özbekistan, Gürcistan, Ürdün, Azerbaycan, Ukrayna, Almanya, Rusya, Suudi Arabistan, İran ve Afganistan uyruklu öğrenciler Rize'de öğrenim görmektedir. Suriye'de 2011 yılında başlayan iç savaş nedeniyle, Türkiye'ye akın eden Suriyeli göçmenlerin bir kısmı Rize'de iskân edilmiştir. Bu nedenle Rize'deki yabancı uyruklu göçmenlerin önemli bir bölümünü Suriyeli göçmenler oluşturmaktadır. Sonuç olarak, Suriye'nin en büyük sınır komşusu olan Türkiye ile eşzamanlı olarak Avrupa ülkeleri de tarihin kayıt ettiği en büyük göç sorunuyla karşılaşmıştır. Türkiye'deki göçmenlerin yarısından fazlasının - özellikle de Suriyeli göçmenlerin - eğitim çağındaki çocuklardan oluşması, konunun kayda değer diğer bir boyutudur. Göçmenlerin, yaşadıkları ülkelerde güven içinde yaşama haklarının yanı sıra temel bakım, güvenlik, sağlık, beslenme ve eğitim konularında temel hakları bulunmaktadır. Bu konularda göçmenler için ek önlemler alınması oldukça önemlidir. Özellikle birçok ülkede mülteci çocuk sayısında yaşanan artışlar, çocukları yeni bir göçmen grup olarak ortaya çıkarmıştır (Topçuoğlu, 2012). Bu durum ise ülkelerin göçmen politikasında çocukları dikkate almasını gerekli kılmıştır. Dolayısıyla göçmen çocuklara yönelik eğitim politikaları da tartışılmaya başlanmıştır.

Göç İdaresi Genel Müdürlüğü verilerine göre, 912.741'i okul çağına olmak üzere Türkiye'de geçici koruma altında bulunan toplamda 3.606.737 Suriyeli mülteci bulunmaktadır (GİGM, 2019). Türkiye'de 1.490.033 Suriyeli çocuk kayıtlı bulunmaktadır. Bu bağlamda Suriyeli göçmenlerin çoğunluğunu çocukların oluşturduğu açıktır. Yapılan araştırmalarda, 1.490.033 Suriyeli çocukta ancak %21,8'nin eğitim aldığı bilinmektedir (UNICEF, 2016). Türkiye'de kayıtlı Suriyeli çocukların %23,1'i devlet okullarına devam etmektedir (Emin, 2016). Türkiye'de yabancı uyruklu çocukların ve özelde de Suriyeli çocukların eğitime yönelik son zamanlarda çok sayıda çalışma yer alsa da bu çalışmalar nitel boyutta olup daha çok eğitim gördükleri sınıflarda yaşadıkları sorunlar üzerinde yoğunlaştığı görülmektedir (Akar-Vural, Karabacak, Küçük, Sezer ve Çelik, 2018; Altıntaş, 2018; Erdem, 2017; Güngör, 2015; Kaysılı, Soylu ve Sever, 2019; Kiremit, Akpınar ve Tüfekçi-Alkan, 2018; Morali, 2018; Sarıtaş, Şahin ve Çatalbaş, 2016; Şimşir ve Dilmaç, 2018; Taşkın ve Erdemli, 2018). Yabancı uyruklu öğrencilerin Türkiye'nin çeşitli illerinde yaşadığı bu sorunları, benzer şekilde Rize'de eğitim gören çocuklar da yaşamaktadır.

Rize'de çok sayıda göçmen aile yaşamasına rağmen bu aileler ve çocuklarının eğitimi için ne Rize İl Milli Eğitim Müdürlüğü tarafından ne de sivil toplum kuruluşları tarafından okula ve çevreye uyum sağlama konusunda sistemli bir çalışma yapılmamaktadır. Bu göçmen ailelerin çocukları, okula ve çevreye uyum sağlama konusunda herhangi bir eğitim almadan doğrudan okul eğitimine başlamaktadır. Bu nedenle başta okula uyum olmak üzere eğitim öğretim sürecinde çeşitli sorunlar yaşamaktadırlar. Öte yandan, yabancı uyruklu öğrencilerin eğitim gördüğü okulların okul yöneticileri ve öğretmenleri de uyum sorunu yaşayan yabancı uyruklu öğrenciler nedeniyle çeşitli zorluklarla karşılaşmaktadır. Bu bağlamda bu çalışmanın amacı, yabancı uyruklu öğrencisi bulunan okullarda okul yöneticilerinin karşılaştıkları güçlükleri ortaya koymaktır. Bu amaçla, aşağıdaki sorulara yanıt aranmıştır:

1. Okul yöneticilerinin yabancı uyruklu öğrencilerin sergilediği uyum sorunları ile ilgili görüşleri nelerdir?
2. Okul yöneticilerinin yabancı uyruklu öğrencilerin öğrenme güçlüğü hakkındaki görüşleri nelerdir?
3. Okul yöneticilerinin yabancı uyruklu öğrencilerin davranışsal problemleri hakkındaki görüşleri nelerdir?
4. Okul yöneticilerinin okullarında yabancı uyruklu öğrencilerden kaynaklanan sorunların azaltılmasına ilişkin görüşleri nelerdir?

YÖNTEM

Bu araştırma nitel araştırma deseninde durum çalışması modelinde gerçekleştirilmiştir. Nitel araştırmalar, bir konu hakkında kapsamlı bilgi elde etmek için kullanılır (Denzin ve Lincoln, 2005; Marshall ve Rossman, 2006; Patton, 2014; Singh, 2007). Durum çalışması, gerçek yaşam olaylarının bütünsel ve anlamlı özelliklerini koruyarak araştırmaya ve aktarmaya olanak sağlayan bir çalışmadır. Bu yöntem, araştırmacıların belirli bir alandaki verileri yakından incelemelerini sağlar (Fidel, 1984; Yin, 2003; Zainal, 2007).

Çalışma Grubu: Araştırmanın çalışma grubunu, 2018-2019 eğitim - öğretim yılında Rize İl Milli Eğitim Müdürlüğüne bağlı ilköğretim, ortaokul ve liselerde yabancı uyruklu öğrencisi bulunan özel okul ve devlet okullarında görevli 24 okul yöneticisi oluşturmaktadır. Çalışma grubu, amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme yöntemiyle belirlenmiştir. Çalışma grubu 5 kadın (% 20.8), 19 erkekten (% 79.2) oluşmakta ve yaş ortalaması 38.2'dir. Katılımcıların meslek kıdemleri ortalaması 14,8'dir. Okul yöneticilerinden 9'u ilçede, 15'i ise şehir merkezindeki okullarda çalışmaktadır. Katılımcıların sekizi ilköğretim, sekizi ortaokul, dördü akademik lise ve dördü meslek lisesinde görevlidir. Okul yöneticilerinin hiçbirisi hizmet içi eğitim almamış ya da yabancı öğrencilerin eğitimi ile ilgili hizmetiçi çalışmalarına katılmamıştır.

Veri Toplama Aracı: Veriler, araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu ile elde edilmiştir. Görüşme formu iki bölümden oluşmaktadır. Birinci bölümde, okul yöneticilerinin cinsiyet, yaş, mesleki

kıdem, görev yeri ve okul türünü belirlemeyi amaçlayan 5 demografik soru bulunmaktadır. İkinci bölümde, yabancı uyruklu öğrencilerin eğitim sorunlarını belirlemek amacıyla okul yöneticilerine yönlendirilen dört açık uçlu sorudan oluşmaktadır. Bu sorular literatüre dayalı olarak hazırlanmıştır. Eğitim alanında üç uzmandan kapsam geçerliği, iki uzmandan da dil geçerliği için görüş istenmiştir. Görüşme formunun güvenilirliği için 3 okul yöneticisiyle pilot görüşme yapılmıştır.

Veriler, okul yöneticileri ile yüz yüze görüşülerek toplanmıştır. Yabancı uyruklu öğrencilerin eğitim gördüğü okul yöneticilerinden randevu alınarak görüşmeler gerçekleştirilmiştir. Görüşmeler ses kaydıyla alınmış ve not tutmayla desteklenmiştir. Okul yöneticileriyle yapılan görüşmeler, 45-60 dakika sürmüştür.

Veri Analizi: Veriler, tanılayıcı analiz ve içerik analiz teknikleri ile analiz edilmiştir. Veriler, öncelikle okul yöneticilerinin yabancı uyruklu öğrencilerin eğitimi hakkındaki görüşleri anlamlı birimler oluşturacak şekilde kodlanmıştır. Kodlanan verilere bağlı olarak ana temalar ve alt temalar belirlenmiştir. Ana ve alt temalara bağlı olarak tablolar hazırlanmıştır. Bu tablolarla birlikte, katılımcıların ana temaları açıklayan çarpıcı görüşleri sunulmuştur.

BULGULAR

1. Yabancı Uyruklu Öğrencilerin Uyum Sorunları

Uyum sorunu ile ilgili dört ana tema ve 20 alt tema belirlenmiştir. Ana temalar (1) iletişim, (2) sosyalleşme, (3) kültüre uyum, (4) güven şeklindedir.

Tablo 1’de uyum sorunu alt problemlerine ilişkin ana temalar ve alt temalara yer verilmiştir.

Tablo 1. Uyum sorununa ilişkin ana tema ve alt temalar (N=24)

| Ana Tema | Alt Temalar | Katılımcı |
|--------------|---|--------------------------|
| İletişim | İletişim problemi yaşıyorlar | K3, K4, K5, K7, K19, K22 |
| | İletişim kurmaktan kaçınıyorlar | K9, K11, K17 |
| | İçe kapanıklar. Arkadaşları onlarla konuşmadığı sürece pek konuşmuyorlar | K12 |
| | Öncelikle dil sorunu yaşıyor | K6 |
| | Dil problemi nedeniyle arkadaşlarıyla anlaşmazlıklar yaşıyorlar | K14 |
| | Çocuklardaki dil sorunu bütün sorunları içinde taşımaktadır | K21 |
| Sosyalleşme | Arkadaşlarıyla uyum sorunu yaşıyorlar | K4, K8, K15, K21 |
| | Türkçe bilmedikleri için arkadaşlık kurmada sorun yaşıyorlar | K5, K11, K17, K22 |
| | Sosyalleşme konusunda sıkıntıları var | K2 |
| | Bu öğrenciler, gruptan dışlanmakta ve kendilerini yalnız hissetmektedirler | K6 |
| | İlk defa geldikleri bir ortamda nasıl davranmaları gerektiği konusunda sıkıntı yaşıyorlar | K14 |
| | Özellikle Türk öğrencilerle oyun oynamıyorlar | K16 |
| | Bazılarının psikolojik sorunları var ve uyumsuz davranışları Türk öğrencileri olumsuz etkiliyor | K24 |
| Kültüre Uyum | Kültürel uyum sorunları yaşıyor | K4, K5, K6, K12 |
| | Kültürel farklılıklar nedeniyle farklı davranışlar sergiliyorlar | K15 |
| | Aileler çocuklarının Türkçe öğrenmesini istemiyorlar | K16 |
| Güven | Genelde içe kapanık, çekingen, korkak davranışlar gözleniyor | K7, K23 |
| | Güven sorunu yaşadıklarını düşünüyor | K1, K18 |
| | Grup etkinliklerine katılmama ve yalnız kalma isteği gözlemleniyor | K9 |

Tablo 1’de, iletişim ana teması kapsamında yabancı uyruklu öğrencilerin genellikle iletişim problemi yaşadıkları, iletişim kurmaktan kaçındıkları ve dil problemi yaşadıkları görülmektedir. Yabancı uyruklu öğrencilerin sosyalleşme ana teması kapsamında, arkadaşları ile uyum sorunu yaşadıkları, arkadaşlık kurmada zorlandıkları, sosyalleşme sorunları ve Türk öğrencilerle oyunlar oynamaktan kaçındıkları görülmektedir. Kültüre uyum ana teması bağlamında ise yabancı uyruklu öğrencilerin kültürel uyum sorunları yaşadıkları, tedirginlik ve korku yaşadıkları, bazı ailelerin çocuklarının Türkçe öğrenmelerini istemedikleri görülmektedir. Güven ana teması kapsamında ise yabancı öğrencilerin içe kapanık çekingen ve korkak davranışlar sergiledikleri ve güven sorunu yaşadıkları görülmektedir.

Aşağıda yabancı uyruklu öğrencilerin iletişim sorunlarına ilişkin çarpıcı görüşlere yer verilmiştir:

‘Dili öğrenme ve kullanma ile ilgili sorunlar iletişim problemleri oluşturmaktadır’ [K3]. ‘Türkçeyi yeterince konuşamamaları iletişim sorunlarına neden olmaktadır’ [K5]. ‘Öncelikle dil sorunu yaşıyor’ [K6]. ‘Dil uyumsuzluğu nedeniyle iletişim kurmakta sıkıntı yaşamaktalar’ [K9]. ‘Türkçe bilmediklerinden iletişim konusunda sıkıntılarımız var’ [K22].

Aşağıda yabancı uyruklu öğrencilerin sosyalleşme sorunlarına ilişkin çarpıcı görüşlere yer verilmiştir: ‘Yabancı uyruklu öğrencilerin sosyalleşme konusunda problemleri var’ [K2]. ‘Arkadaş çevresine uyum sağlamada sorunlar yaşıyorlar’ [K15]. ‘Bu öğrenciler, gruptan dışlanmakta ve kendilerini yalnız hissetmektedirler’ [K6]. ‘İlk defa geldikleri bir ortamda nasıl davranmaları gerektiği konusunda sıkıntı yaşayabiliyorlar’ [K14]. ‘Hatta bazılarının psikolojik sorunları olduğunu düşünüyorum. Uyumsuz davranışlarının Türk öğrencileri olumsuz etkilediğini düşünüyorum’ [K24].

Aşağıda yabancı uyruklu öğrencilerin Türk kültürüne uyum sorunlarına ilişkin görüşlere yer verilmiştir: ‘Farklı bir kültür ve farklı insanlarla karşılaştıkları için bir tedirginlik ve korku yaşadıklarını düşünüyorum’ [K1]. ‘Kültürel bütünleşme sorunları yaşıyor’ [K12]. ‘Farklı kültürlerden geldikleri için ülkemizin sosyal ve kültürel ortamına uyum sağlamakta zorlanmaktadır’ [K6]. ‘Aileler çocuklarının Türkçe öğrenmesini istemiyorlar’ [K16].

Aşağıda yabancı uyruklu öğrencilerin güven sorunlarına ilişkin görüşlere yer verilmiştir: ‘Güvenli bir ortamda olup olmadıkları konusunda sorun yaşadıklarını söyleyebilirim’ [K1]. ‘Genelde içe kapanık, çekingen, korkak davranışlar gözleniyor’ [K7]. ‘İçine kapanıklık, çekingenlik, grup etkinliklerine katılmama ve yalnız kalma isteği gözlemlenmiştir’ [K9].

2. Yabancı Uyruklu Öğrencilerin Öğrenme Güçlüğü

Öğrenme güçlüğü sorunu ile ilgili beş ana tema ve 23 alt tema belirlenmiştir. Bu ana temalar (1) okuma-yazma (2) anlama (3) motivasyon-ilgi (4) ifade etme (5) akademik düzeydir.

Tablo 2’de öğrenme güçlüğü alt problemlerine ilişkin ana temalar ve alt temalar yer almaktadır.

Tablo 2. Öğrenme güçlüğü ana temasına ilişkin alt temalar (N=24)

| Ana Tema | Alt Temalar | Katılımcı |
|-----------------|--|--------------------|
| Okuma-yazma | Okuma ve yazma konusunda problemler yaşıyor | K1, K14, K21 |
| | Öğrendiğini sınav kâğıdına aktaramıyorlar | K3 |
| | Okuma yazma öğretirken zorlanıyoruz | K22 |
| | Bazı öğrenciler kendi alfabelerindeki gibi tersten yazıyor | K23 |
| Anlama | Okuduğunu anlamada sorunlar yaşıyor | K4, K7, K12 |
| | Dilden kaynaklı anlama güçlüğü yaşıyorlar | K1, K2, K10 |
| | Anlama ve ifade edememe sorunları yaşıyor | K6, K8, K20 |
| | Ders içeriğini anlamada sorun yaşıyorlar | K3, K14 |
| | Kültür derslerini anlamada zorlanıyorlar | K11 |
| | Kültürel öğeleri anlamlandırmada zorluk çekiyorlar | K19 |
| | Mecazlı söyleşileri anlamakta güçlük çekiyorlar | K24 |
| Motivasyon-ilgi | Devamsızlık nedeniyle öğrenme sorunları yaşıyor | K18, K20 |
| | Motivasyonları yetersiz | K10, K15 |
| | Yabancı öğrenciler öğrenme sürecine katılmıyor | K9, K12 |
| | Öğrenmeye ilgi duymuyorlar | K5 |
| | Genel olarak çok gayretli değil | K13 |
| İfade etme | Öğrenmeyle ilgili herhangi bir hedefleri yoktur | K21 |
| | Dil sorunu nedeniyle kendilerini ifade edemiyorlar | K11, K17, K19, K24 |
| | Çocuk öğrense bile bunu ifade edemiyor | K7, K20 |
| | Kendilerini ana dillerinde ifade etmeye çalışıyorlar | K21 |
| Akademik düzey | Akademik başarı düzeyleri çok düşük | K11, K12 |
| | Akademik olarak akranlarından geri düzeydeler | K7 |
| | Sınıfın genel öğrenme düzeyini yakalayamıyorlar | K23 |

Tablo 2’de, okuma-yazma ana temasına ilişkin alt temalar, okuma-yazmada problemlerin yaşanması, öğrenilenlerin sınav kâğıdına aktarılamaması, öğretmenlerin okuma –yazma öğretiminde zorluklar yaşaması şeklindedir. Anlama ana temasına ilişkin alt temalar, okuduğunu anlamada sorunlar yaşanması, dilden kaynaklı anlama güçlüğü yaşanması, anlama ve ifade edememe sorunlarının yaşanması ve ders içeriğini anlamada sorunlar yaşanması şeklindedir. Motivasyon-ilgi ana temasına ilişkin alt temalar devamsızlık nedeniyle öğrenme sorunları yaşanması, motivasyon eksikliği, öğrenme süreçlerine katılmama ve öğrenmeye ilgisizlik şeklindedir.

İfade ana temasına ilişkin alt temalar, dil sorunu nedeniyle kendini ifade edememe, öğrense bile bildiklerini söyleyememe ve kendisini ana dilinde ifade etme şeklindedir. Akademik düzey ana temasına ilişkin alt temalar akademik başarı düzeylerinin düşü olması, akranlarından geri olmaları ve sınıfın genel öğrenme düzeyini yakalayamamalarıdır.

Aşağıda yabancı uyruklu öğrencilerin okuma-yazma sorunlarına ilişkin çarpıcı görüşlere yer verilmiştir: *‘Okuyup yazamıyorlar’* [K1]. *‘Okuma ve yazma ile ilgili problem yaşıyorlar’* [K3]. *‘Okuma-yazmadaki yetersizlikleri nedeniyle dersleri anlamada zorlanıyorlar’* [K21]. *‘Bazı öğrenciler, kendi alfabelerindeki gibi tersten yazıyor’* [K23].

Aşağıda yabancı uyruklu öğrencilerin anlama sorunlarına ilişkin çarpıcı görüşlere yer verilmiştir: *‘Kelime ve cümleleri anlayamıyorlar’* [K1]. *‘Anlama ve ifade etmede sorunlar yaşıyorlar’* [K6]. *‘Dili anlamada öğrenme güçlüğü yaşıyorlar’* [K10]. *‘Kültürel öğeleri anlamlandırma sorun yaşıyorlar’* [K19].

Aşağıda yabancı uyruklu öğrencilerin motivasyon- ilgi sorunlarına ilişkin çarpıcı görüşlere yer verilmiştir: *‘Öğrenmeye ilgi duymuyorlar’* [K5]. *‘Yabancı öğrenciler öğrenme sürecine katılmıyor’* [K9]. *‘Genel olarak çok gayretli değiller’* [K13]. *‘Öğrenmeyle ilgili hedefleri yoktur’* [K21].

Aşağıda yabancı uyruklu öğrencilerin ifade etme sorunlarına ilişkin çarpıcı görüşlere yer verilmiştir: *‘Yabancı uyruklu öğrenciler öğrenmiş olsa bile ifade edemiyorlar’* [K7]. *‘Dil problemleri nedeniyle kendilerini ifade edemiyorlar’* [K17]. *‘Ana dillerinde kendilerini ifade etmeye çalışıyorlar’* [K21]. *‘Dil sorunu, kendilerini ifade etmelerini engelliyor’* [K24].

Aşağıda yabancı uyruklu öğrencilerin akademik düzeylerine ilişkin çarpıcı görüşlere yer verilmiştir: *‘Akademik olarak akranlarından geri olmaları, bütün derslerde öğrenmelerini olumsuz etkiliyor’* [K7]. *‘Akademik gelişim açısından çok iyi değiller’* [K11]. *‘Sınıfın genel öğrenme düzeyini yakalayamıyorlar’* [K23].

3. Yabancı Uyruklu Öğrencilerin Davranış Sorunları

Yabancı uyruklu öğrencilerin davranış sorunlarına ilişkin üç ana tema ve 18 alt tema belirlenmiştir. Ana temalar (1) şiddet (2) tepkisellik (3) kurallara uymamadır.

Tablo 3’te davranış sorunlarına ilişkin ana temalar ve alt temalara yer verilmiştir.

Tablo 3. Yabancı öğrencilerin davranış sorunlarına ilişkin ana tema ve alt temalar (N=24)

| Ana Tema | Alt Temalar | Katılımcı |
|------------------|--|------------------|
| Şiddet | Dikkat çekmek için kavga ediyorlar | K6 |
| | Fiziksel ve duygusal şiddet sergiliyorlar | K9 |
| | Şiddet uygulama eğilimi var | K14 |
| | Erkek öğrencilerde şiddet eğilimi | K21 |
| | Türk öğrencilerle kavga etme | K22 |
| | Agresif ve saldırgan davranma | K24 |
| Tepkisellik | Hırçınlık, öfke patlamaları | K3, K7 |
| | Çabuk sinirlenme | K19, K24 |
| | Aşırı tepkisel davranışlar sergileme | K7 |
| | Anlamsızca bağırma | K17 |
| Kurallara uymama | Devamsızlık yapma | K5, K9, K16, K18 |
| | Dersin akışını bozma | K1, K15 |
| | Kurallara uymama ve başına buyruk hareket etme | K4 |
| | Dikkati dağıtan hareketler sergileme | K6 |
| | Verilen görevleri yapmama | K9 |
| | Okuldan izinsiz ayrılma | K12 |
| | Okulu sahiplenmeme | K18 |
| | Okul ve ders saatlerine uymama | K24 |

Tablo 3’te şiddet ana temasına ilişkin alt temalar, dikkat çekmek için kavga etme, fiziksel ve duygusal şiddet sergileme, kavga etme ve saldırganlık şeklindedir. Tepkisellik ana temasına ilişkin alt temalar hırçınlık, öfke patlamaları, çabuk sinirlenme, aşırı tepkisel davranışlar sergileme ve anlamsızca bağırma şeklindedir. Kurallara uymama ana temasına ilişkin alt temalar devamsızlık yapma, dersin akışını bozma, başına buyruk davranma, sınıfta dikkati dağıtma ve verilen ödevleri yapmama şeklindedir.

Aşağıda şiddet ana temasının ilişkin çarpıcı görüşlere yer verilmiştir:

‘Yabancı uyruklu öğrenciler fiziksel ve duygusal şiddet yönelimliler’ [K9]. ‘Erkek öğrencilerde, ciddi bir biçimde şiddet eğilimi var’ [K21]. ‘Türk öğrencilerle çatışma/kavga içindeler’ [K22]. ‘Yabancı öğrenciler agresif ve saldırgan bir tutuma sahipler. Birbirlerine vurduklarında oyun oynadıklarını söylüyorlar’ [K24].

Aşağıda tepkisellik ana temasının ilişkin çarpıcı görüşlere yer verilmiştir:

‘Hırçınlık, öfke patlamaları, sürekli ağlama davranışları sergiliyorlar’ [K3]. ‘Aşırı tepkisel davranışlar sergiliyorlar’ [K7]. ‘Anlamsızca bağırıyorlar’ [K17]. ‘Çabuk sinirleniyorlar’ [K19].

Aşağıda kurallara uymama ana temasının ilişkin çarpıcı görüşlere yer verilmiştir:

‘Dersin akışını bozuyorlar’ [K1]. ‘Kurallara uymamakta ve başına buyruk hareket etmekte’ [K4]. ‘Devamsızlık sorunu çok fazla’ [K16]. ‘Okuldan izinsiz ayrılıyorlar’ [P12].

4. Yabancı Uyruklu Öğrencilerden Kaynaklı Sorunların Azaltılması

Yabancı uyruklu öğrencilerden kaynaklı sorunların azaltılmasıyla ilgili beş ana tema ve 25 alt tema belirlenmiştir. Ana temalar (1) eğitim desteği (2) kültürel destek (3) psikolojik destek (4) ailelerin desteklenmesi (5) öğretmenlerin desteklenmesidir.

Tablo 4’te, yabancı uyruklu öğrencilerden kaynaklı sorunların azaltılmasına ilişkin ana tema ve alt temalara yer verilmiştir.

Tablo 4. Sorunların azaltılmasına ilişkin ana tema ve alt temalar (N=24)

| Ana Tema | Alt Tema | Katılımcı |
|-----------------------------|---|----------------------|
| Eğitim desteği | Önce Türkçe dil eğitimi verildikten sonra okullara kayıtları yapılmalı | K3, K6, K11, K5, K15 |
| | Öncelikle dil probleminin çözülmesi gerekir. | K2, K12, K14, K21 |
| | Bu tip öğrenciler önce dil hazırlık okullarına yerleştirilmeli | K1, K4, K24 |
| | Yabancı öğrencilere temel eğitim veren okullar açılabilir | K7 |
| | Yabancı öğrencilere okul dışı Türkçe eğitimi verilmeli | K8 |
| | Okul öncesi eğitimle dil problemi çözülmeli | K16 |
| Kültürel destek | Yabancı öğrencilere kaynaştırma eğitimi verilmeli | K13 |
| | Türk kültürü öğretilmeli | K4, K6, K10, K19 |
| | Değerler ve toplumsal kültür eğitimi verilmeli | K3 |
| | Ailelerin de Türk kültürünü öğrenmeleri sağlanmalı | K16 |
| Psikolojik destek | Aileler korunmanın günah olmadığı konusunda eğitilmeli | K22 |
| | Uzmanlardan psikolojik destek sağlanmalı | K2, K6, K7, K24 |
| | Rehber öğretmenler destek olmalı | K10, K20 |
| | Türk öğrencilerle kaynaştıracak çalışmalar yapılmalı | K23 |
| | Öğretmenler bu çocuklarla özel olarak ilgilenilmeli | K19 |
| Ailelerin desteklenmesi | Türk öğrencilerin önyargılardan kurtulması sağlanmalı | K23 |
| | Ailelere dil eğitimi verilmeli | K5, K11, K17, K24 |
| | Velilere uyum eğitimi verilmeli | K16, K22 |
| | Ekonomik durumlarını iyileştirecek çalışmalar yapılmalı | K6 |
| | Velilere Türkçe öğrenmenin önemi anlatılmalı | K18 |
| Öğretmenlerin desteklenmesi | Öğretmenler anne babaları ile daha sık iletişime geçmeli | K20 |
| | Öğretmenlere dil eğitimi verilmeli | K9, K10 |
| | Hizmetiçi eğitimler yaygınlaştırılmalı | K17 |
| | Sınıf öğretmenler yabancı uyruklu öğrencilerin eğitimi konusunda yetkinleştirilmeli | K20 |

Tablo 4’te, eğitim desteği ana temasına ilişkin alt temalar, dil eğitimi verildikten sonra okula kaydedilmesi dil probleminin çözülmesi, dil hazırlık okullarına kaydedilmesi ve bu çocuklar için farklı okullar açılmasıdır. Kültürel destek ana temasına ilişkin alt temalar Türk kültürünün öğretilmesi, değerler ve toplumsal kültür eğitimi verilmesi, ailelerin de Türk kültürünü öğrenmesinin sağlanması şeklindedir. Psikolojik destek ana temasına ilişkin alt temalar, uzmanlardan psikolojik destek sağlanması, rehber öğretmenlerin desteklemesi, Türk öğrencilerle kaynaştıracak etkinlikler planlanması ve öğretmenlerin bu çocuklarla özel olarak ilgilenmesidir. Ailelerin desteklenmesi ana temasına ilişkin alt temalar, ailelere dil eğitiminin verilmesi, velilere uyum eğitimi verilmesi ve velilerin ekonomik yönden desteklenmesi şeklindedir. Öğretmenlerin desteklenmesi ana temasına ilişkin alt temalar öğretmenler dil eğitimi verilmesi, hizmetiçi eğitimlerin yaygınlaştırılması ve öğretmenlerin yabancı öğrencilerin eğitimi konusunda yetkinleştirilmesi şeklindedir.

Aşağıda eğitim desteği ana temasına ilişkin çarpıcı görüşlere yer verilmiştir:

‘Okula başlamadan önce ciddi bir dil eğitimi verilmelidir’ [K2]. ‘Önce Türkçe okuma ve yazma dersleri verildikten sonra okullara kayıtları yapılmalıdır’ [K5]. ‘Önce, dil probleminin çözülmesi gerekiyor’ [K12]. ‘Yabancı öğrencilerin eğitimine ilişkin okullar açılmalıdır’ [K7].

Aşağıda kültürel destek ana temasına ilişkin çarpıcı görüşlere yer verilmiştir:

‘Değerler eğitimi verilmeli toplumsal kültür öğretilmelidir’ [K3]. ‘Türk kültürü öğretilmelidir’ [K6]. ‘Ailelere de Türk kültürü öğretilmelidir’ [K16]. ‘Türk kültürüne adaptasyonu arttırmak için oryantasyon hizmetleri verilmelidir’ [K19].

Aşağıda psikolojik destek ana temasına ilişkin çarpıcı görüşlere yer verilmiştir:

‘Okulda psikolojik destek verilmeli’ [K2]. ‘Uzmanlardan psikolojik destek sağlanmalı’ [K6]. ‘Öğretmenler bu çocuklarla özel olarak ilgilenilmeli’ [K19]. ‘Rehber öğretmenlerden destek alınmalı’ [K20]. ‘Türk öğrenciler önyargılı davranmamalıdır’ [K23].

Aşağıda ailelerin desteklenmesi ana temasına ilişkin çarpıcı görüşlere yer verilmiştir:

‘Ailelere dil eğitimi verilmelidir’ [K2]. ‘Ailelerin ekonomik durumlarını iyileştirecek çalışmalar yapılmalıdır’ [K6]. ‘Aileler, halk eğitim merkezlerinin Türkçe kurslarına yönlendirmelidir’ [K17]. ‘Öğretmenler, bu grupta yer alan çocukların anne babaları daha çok iletişim kurmalıdır’ [K20].

Aşağıda öğretmenlerin desteklenmesi ana temasına ilişkin çarpıcı görüşlere yer verilmiştir:

‘Öğretmenlere dil eğitimi verilmelidir’ [K9]. ‘Hizmet içi eğitimler yaygınlaştırılmalıdır’ [K17]. ‘Sınıf öğretmenlerine yabancı uyruklu öğrenciler için ders içerikleri hazırlama ve öğretimi konusunda yeterlik kazandırılması gerekir’ [K20].

SONUÇ

Okullarında yabancı uyruklu öğrenci bulunan okul yöneticilerinin karşılaştığı güçlüklerle ilişkin 17 ana tema ve 86 alt tema belirlenmiştir. Okul müdürleri, yabancı uyruklu öğrencilerle karşı karşıya kalınan uyum sorunlarının çoğunlukla iletişim, sosyalleşme, kültürel uyum ve güven faktörüne bağlı olarak ortaya çıktığını ifade etmektedir. Benzer şekilde Erdem (2017) tarafında yapılan araştırmada öğretim sürecinde temel sorunun dil sorunu olduğu, katılımcı öğretmenlerin mülteci öğrencilerin ihtiyaçlarına göre içeriği düzenlemedikleri, öğretmenlerin bu öğrenciler için materyal gereksinimleri olduğu, değerlendirme sürecinde nesnel bir yöntem geliştirmedikleri gibi bulgulara ulaşılmıştır. Özer, Komsuoğlu ve Ateşok (2016) yaptıkları araştırmada, göçmenlerin Türkiye’deki hayatlarında kendilerini güvende hissettikleri ortamın kurulması, göçmenlerin uyumuna yönelik çok kültürlülüğü görünür kılmak ve farklı kültürlerin birbirlerini tanımalarını sağlamak gerektiğini dile getirmektedir. Benzer şekilde, Taşkın ve Erdemli (2018) tarafından yapılan araştırmada öğretmenler, sığınmacı öğrencilerin eğitim sürecinde en fazla karşılaştıkları sorunların dil probleminin yanı sıra kültürel uyum problemi olduğunu ifade etmektedir.

Okul müdürleri yabancı uyruklu öğrencilerin eğitiminde karşılaşılan sorunların okuma-yazma, anlama, motivasyon ve ilgi eksikliği, ifade becerilerinin zayıf olması ve akademik gelişim düzeylerinin çok düşük olmasından kaynaklandığını ifade etmektedir. Okul müdürleri ayrıca yabancı uyruklu öğrencilerin davranış sorunlarının temelinde şiddet eğiliminin, tepkisel tutum sergileme ve kurallara uyma konusunda özenli davranmamalarının etkili olduğu şeklinde görüşler dile getirmektedir. Bu nüfusun en iyi şekilde eğitiminin sağlanamaması durumunda, çözümü daha zor sorunlar ortaya çıkabilir. Tanrıku (2017) sığınmacı nüfusun büyük oranda gençlerden oluşması nedeniyle, hem eğitim hem de uyum açısından avantajlara işaret ettiği kadar, iyi yönlendirilmemesi halinde risklere de işaret ettiğini ifade etmektedir. Benzer şekilde, Taşkın ve Erdemli (2018) tarafından yapılan araştırmada öğretmenler, sığınmacı öğrencilerin disiplin sorunları arasında şiddet eğilimi sergileme ve olumsuz davranışlar sergilemeyi göstermektedir.

Okul müdürleri, yabancı uyruklu öğrencilerin eğitiminde karşılaşılan sorunları çözmede öğrencilere dil ve kültür eğitimi desteği vermenin, psikolojik destek vermenin, aileleri eğitmenin ve öğretmenlerin yabancı öğrencilerin eğitiminde yetkinleştirilmesinin gerekli olduğunu vurgulamıştır. Benzer şekilde Levent ve Çayak (2017) tarafından yapılan araştırmada, okul müdürleri tarafından Suriyeli öğrencilerin eğitim sorunlarının çözümünde Türkçeyi doğru ve etkin bir şekilde kullanabilmeleri için okullarda yaş gruplarına uygun olarak Türkçe derslerinin yaygınlaştırılması, öğretmenlere eğitim hizmetini en iyi şekilde sunabilmeleri için çok kültürlü eğitim seminerleri verilmesi önerilmektedir. Benzer şekilde, Özer, Komsuoğlu ve Ateşok (2016) yaptıkları araştırmada, yabancı uyruklu öğrencilerin uyum sorunlarını azaltmada, Türkçe hazırlık sınıfı ve anadilde ek ders gibi uygulamalarla göçmenlerin/mültecilerin hem ana dillerinde hem de Türkçe dilinde yeterliliklerinin sağlanması, öğretmenlerin farklı kültürden öğrencilerle bir arada olma, travma yaşamış göçmen çocuklara nasıl davranılacağı, çeşitli

alanlarda desteğe ihtiyacı olan öğrencilerle baş edebilme gibi alanlarda yeterliliklerinin geliştirilmesi önerilerinde bulunmaktadır.

Çalışmadan elde edilen bulgulara dayanarak, yabancı uyruklu öğrencilerin eğitiminde karşılaşılan sorunların çözümünde, öğrencilere dil desteği, kültüre uyum desteği ve psikolojik destek verilmesi gerektiği söylenebilir. Ayrıca yabancı uyruklu öğrencileri ailelerine de dil ve kültüre uyum eğitimi verilmelidir. Öğretmenlerin yabancı uyruklu öğrencilerin eğitiminde yetkinleştirilmesi konusunda hizmet içi eğitim sağlanmalıdır.

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On the Alert: Korean-styled Yutori Education

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ABSTRACT

1. Background/ Objectives and Goals

The term of “yutori” generation seems to have a cute sound, but in Japan many people voice concern about it. It indicates a generation born in 1987-1996, mostly in their 20s and 30s who didn’t only receive the so-called yutori (relaxed or pressure-free) education,[1] but also enjoyed their school days with relaxation. The yutori education enforced in 2002 claimed to advocate creativity & autonomy education by avoiding competition & cramming education. However, it was abolished in 2007 after five years, because of marked decline in students’ scholastic ability and achievement gaps among students.

Recently, this euphonic word “yutori” is frequently cited in Korean education world. In 2014 Korean left-wing camps produced 13 education superintendents in the election. These left-wing superintendents are pushing ahead with Korean-styled yutori education policies: (1) three prohibition policies and (2) three “noes” policies. Three prohibition policies are the three “bans” on prerequisite learning, universities’ own written admission tests, and out-of- school activities (school excursion). On the other hand, three noes policies are no-exam, no-homework, and no-discipline. Why is the policy - proven to be a “failure” and completely discarded - revived again in South Korea?

The goal of this paper is to assess the problems of Korean-styled yutori education, and to draft possible solutions to prevent students from being newly problematic “free-exam generation” derived from yupori generation or chilpo generation (seven giving-up generation).[2]

2. Methods

This paper is based on comparative research methods (South Korea vs. Japan) through the analysis of qualitative data including government policy reports, newspapers, survey research, participant observation, and secondary data, etc.

3. Expected Results/ Conclusion/ Contribution

The current left-wing government is pushing for the fulfillment of Korean-styled yutori education that aims to reduce the scope of student education and make academic standards easier. Left-wing superintendents criticize excessive “competition” in entrance examinations and obsession with education and they are concentrating their energy on relieving the academic burden of students. However, the model of “innovation school”[3] they are zealously pushing forward, as part of Korean-styled yutori education is largely responsible for the “drops” in students’ scholastic ability. For reference, 11.9% of innovation school students are placed in the ‘deficient’ category. This figure is 2.6 times higher than the average of other ordinary high schools across the nation (4.5%) in 2016.

The structural problems of Korean education are in the pattern of low efficiency and high expenditure. What is the main cause of collapse in the public education? Because it is caught in a “trap” of left-wing values including the standardization policy, equalitarianism, education socialism, etc. Let’s see how socialist the current state of Korean education is. First, school tuition fees are regulated by law. It seems equal to a control of commodity prices. As a result, the rational distribution of educational resources is relatively distorted. Second, there is no “option” or right to select schools and students. It is the same with the socialist distribution system to provide a school to students and to allocate students to each school in the name of standardization education. Egalitarianism, education without competition, and left-wing “true” education result in ruin of public education, weakening of national competitiveness, slowdown in economic growth and progressive decline in human growth potential.

This paper is divided into five sections: (I) Introduction (II) Problems of Korean-styled yutori education (III) Three prohibition policies and three “noes” policies in the name of equality (IV) Solution plans for the future of Korean education under the shadow of socialism (V) Conclusion.

[1] It is a Japanese education policy which reduces the hours and the content of the curriculum in primary education.

[2]Seven giving-up generation is a neologism in South Korea referring to a generation that gives up courtship, marriage, having kids, social life, house ownership, dreams and hopes.

[3]The innovation schools have been established in 2011 to innovate the public education. The number of innovation schools increased into 119 elementary, middle and high schools in 2016.

Keywords: Yutori Education

ON THE RELATION BETWEEN ATTITUDES AND SCHOOL ACHIEVEMENT OF VOCATIONAL SCHOOL STUDENTS

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ABSTRACT

Mathematical subjects are accepted to be most difficult study area for students from all over the world. In this study, the students were selected from one of the vocational schools in Turkey. The participants were the 142 first year students from different departments that accounting and task, business management and marketing who were selected by probability random sampling method. To obtain students' idea about their attitudes and school performance, we applied them to answer the research questionnaires. First, it was gathered the socio-demographic situation of the students. Secondly, the attitudes of the students about mathematics were adopted to reach their ideas. And finally, students' academic achievement math lecture was gathered from their basic mathematics lecture grade, it was discussed the relationship between students' attitudes and school achievement in math lecture at the conclusion part of the study. One of the main results of the study that vocational school students had positive attitudes about math lecture but their attitudes for this course was not positive or negative. According to the results of this study, we can say that the respondents' attitudes are an important factor for their school performance.

Key words: attitude, academic performance, vocational school student

INTRODUCTION

The development of countries and the growth of their vision in the world are directly related with education performance, motivation to teaching-learning subjects and especially the level in mathematics. Mathematics is necessary not only for scientific studies but also for all people because of the power it's in daily life activities to solution of the problems when they are faced (Capuno et al., 2019). For this reason, the countries that are aware of the importance of mathematics pay special attention to teaching and learning mathematics, organizing mathematics lectures in curricula and teacher training programs (Liljedahl et al., 2009). According to many countries focusing on this lecture carefully, the academic results of the countries are not sufficient standards by the view of national or international examinations results as PISA. But some countries' academic plans for mathematics lectures and academic performance are parallel to South Korea and Finland (Sakirudeen and Sani, 2017).

Study habits are one of the essential elements that have a direct effect on students' academic performance. There are not enough academic studies on this subject so; it could be conducted research studies to solve this problem. That is not only for academic performance but also it is necessary to get daily life habits and to be able to plan all activities in life as a father or as a mother or as a business man. In their studies, Moenikia and Babelan, (2010) determined some attitudes towards math that items contain positive and negative items about the subject analyzing students' feelings. There is a positive correlation between students' habits and their academic performance, also it takes time to develop the positive study habits, teachers and families pay consistent attention to enhance this habit (Khoo & Ainley, 2005; Atanasova, 2015). Many papers on students' habit showed that students' attitudes toward mathematics lecture have a powerful effect on their study times, their role in mathematics lectures and their approach to the any mathematical subjects (Bloom, 1984; Chamot, 2004; DuFour & Mattos, 2013).

Positive attitudes toward mathematics also make positive approaches to the other lectures' learning and on students' all school life (Rashbarry et al., 2011). Sirmaci (2010) focused the relationship between learners' academic performance and their attitudes in mathematics lecture by the help of math attitude scale. He showed that the correlation between students' performance and their attitudes toward math lecture is significant level and positive way. In another study conducted by Karianto (2017), it was analyzed university students' attitude toward basic mathematics lecture using a scale of attitudes towards mathematics.

The aim of this paper is to determine the attitudes, study habits and academic performance of a vocational school student in accounting & task, business management and marketing departments. The following items are the main headlines of this study;

- General profile of the students
- Study habits in mathematics
- Students' attitude towards mathematics lecture
- Relationship between the attitudes and academic performance

METHOD

In this study, we are focusing on the relations between attitudes and study habits of the students and their academic performance in mathematics lecture by using a descriptive correlation method. Before the determining of this relation, we analyzed students' habits, attitudes and academic performance at the mathematics lecture. The study was applied to a vocational school of a university in Turkey. The students taking math lectures were 142 at the first year of their departments. The data were statistically analyzed by using frequency, percentage and mean. The scale had main three parts;

- The socio-demographic ways of the students
- The attitudes of the students towards mathematics
- The study habits of the students

The statements about the attitudes of the students toward mathematics adopted the scale by Tapia and March (2004). It contains four subgroups such as self-confidence of students, Value of Math, Motivation and Enjoyment. 12 elements for self-confidence in math that 7 of them positively expressed and 5 of them negatively expressed. 7 elements for value of math and 9 elements for enjoyment in math and 4 elements for the motivation in mathematics. Totally 32 elements in the scale were settled by 5-point Likert scale as 1 has lowest point that means very negative attitude and 5 has highest point that means very positive attitude for mathematics.

The statements about the study habits of the students toward mathematics adopted the scale by Charles, Ogan and Alamina (2014). It contains totally 9 positively expressed elements in the scale were settled by 5-point Likert scale as 1 has lowest point that means very poor and 5 has highest point that means excellent for mathematics. The students' first mathematics exam points were used to determine their performance in mathematics.

FINDINGS

First, the basic demographic structure of the participants in terms of their gender, departments were presented in Table 1.

Table 1. Gender and department of the participants.

| Departments | Male (n = 53) | | Female (n = 89) | | Total (N = 142) | |
|-------------------|------------------|------|--------------------|------|--------------------|------|
| | f | % | f | % | f | % |
| Accounting & Task | 14 | 26.4 | 28 | 31.4 | 42 | 29.5 |
| Business | 18 | 33.9 | 36 | 40.4 | 54 | 38.0 |
| Marketing | 21 | 39.7 | 25 | 28.2 | 46 | 32.5 |

According to Table 1, the number of female students were approximately the same in Marketing department but in Accounting & Task and Business department the number of females was double the number of male students. The total number of the students from all the departments was approximately the same level.

Table 2. Academic Performance of the Students in Mathematics

| Performance Level | Grade | f | % |
|-------------------|----------|----|------|
| Perfect | 90 – 100 | 6 | 4.3 |
| Very Good | 85 – 89 | 11 | 7.8 |
| Good | 80 – 84 | 13 | 9.1 |
| Successful | 75 – 79 | 29 | 20.4 |
| Sufficient | 65 – 74 | 40 | 28.1 |
| Failure | Below 65 | 43 | 30.3 |

The above academic performance of the students in basic mathematics lecture taught in the first year of their two-years education program were taken from first exam points (Table 2).

According to the analyzing of Table 2, we see that the academic performance points of the students were centered at the intervals “Successful” (75 -79) & 29 students, “Sufficient” (65 -74) & 40 students and “Failure” (Below 65) & 43 students. The meaning of this data is clear, and it say that the academic performance of these students is very low, and need be promoted. Especially, high level points of students were very low that “Perfect” (90-100) & 6 students, “Very Good” students (85-89) &11 students and “Good” level (80-84) & 13 students.

Table3. Self-Confidence of the Respondents in Mathematics

| Indicators | Mean St Dev. | | Verbal |
|---|--------------|-------|-------------|
| | | | Description |
| 1. I hate mathematics. | 2.91 | 0.823 | Neutral |
| 2. I couldn't make connection between my brain and mathematical ideas when study math or listen math. | 3.21 | 1.012 | Neutral |
| 3. I don't feel relax when study math or listen math | 2.81 | 1.136 | Neutral |
| 4. Mathematics makes me feel uncomfortable. | 2.73 | 1.225 | Neutral |
| 5. In my speech situation, when the subject is math, I feel boring. | 3.37 | 1.346 | Positive |
| 6. Mathematics doesn't fright me in anywhere at any time. | 2.80 | 0.849 | Neutral |
| 7. I am fearlessness for mathematical subjects and problems | 1.83 | 0.421 | Negative |
| 8. I don't feel any trouble when listen math or learn new math subjects | 1.79 | 0.327 | Negative |
| 9. I can take good exam points when I take a mathematical quiz. | 2.01 | 0.715 | Neutral |
| 10. I am not confused in math lectures. | 3.17 | 1.310 | Neutral |
| 11. I understand and learn math easily. | 1.92 | 0.462 | Negative |
| 12. According to me, I am good problem solver in mathematics | 1.83 | 0.398 | Negative |

Table 3 shows the attitudes of the students about mathematics in that four factors were used as self-confidence, value of math, enjoyment from math and motivation in mathematics lectures.

According the table, we can say that students had neutral attitudes for learning mathematics. The social program students from Business, Marketing, Accounting and Task departments believed that mathematics was difficult because of its nature and inability of their background. We know that there is direct connection mathematical knowledge and attitudes for learning this course. Analyzing the perceptions of the students on enjoyment from math was not positive (mean 3.37 and stand. div. 1.346). So, mathematics is an absolute lecture for these students. They had a self-confidence problem for mathematics; they were fearing when facing with mathematical

subjects and problems, were troubling when listening math or learning new math subjects and were not understanding math easily.

Table 4. Study habits of the students

| Indicators | Mean | Std. Dev | Verbal Description |
|--|-------------|--------------|-----------------------|
| <u>1 I pay attention mathematics if I don't feel good.</u> | <u>1.78</u> | <u>0.356</u> | <u>Unsatisfactory</u> |
| <u>2 I study mathematics by motivating to problematic parts for me</u> | <u>3.89</u> | <u>1.499</u> | <u>Satisfactory</u> |
| 3. I usually study mathematics about 40 minutes intervals and 20 minutes break times. | 3.32 | 1.213 | Satisfactory |
| <u>4 I usually use math books when I study math for exams or for learning.</u> | <u>1.54</u> | <u>0.658</u> | <u>Unsatisfactory</u> |
| 5. I usually make group studies with my friends on mathematics homework and studies for math exams. | 2.18 | 0.859 | Satisfactory |
| <u>6 When I am listening math, I give special attention to critical points.</u> | <u>2.35</u> | <u>0.680</u> | <u>Satisfactory</u> |
| 7. I spend time for mathematics without making any time limitation for my homework or to lean any subject. | 2.15 | 0.787 | Satisfactory |
| <u>8 I feel happy when I solve any math problem</u> | <u>4.15</u> | <u>1.612</u> | <u>Satisfactory</u> |
| <u>9 I give high level attention when I listen mathematics.</u> | <u>2.31</u> | <u>1.103</u> | <u>Satisfactory</u> |

According Table 4, Ours students have normal level study habits and we can say that it could be accepted as satisfactory. Especially, they have much happiness when they solve any math problems by themselves or when they understand well a math subject. They usually copy teachers' solutions and try to adapt teachers' solution to their problems. So, solving any math problems for themselves is rarely situation at math lectures. As unsatisfactory situations for the students, they don't use textbooks when they study mathematics for exams or for learning to the subjects. Another words, they only use their class notes to learn math, to do homework or to study for the exams. For one reason to this situation, they are a social program student or they believe that math is not an important part of their education program.

CONCLUSIONS

The attitudes and study habits of the students have a powerful effect their academic performance in mathematics lectures for the social department's students in the vocational school. By the changing and improving of students' attitude and math study habits, their academic performance will be enhanced. For this reason, social programs' mathematic lectures curricula and weekly lecture plan should be renewed. Also, teachers' motivation on the lecture should be determined by workshop studies and some necessary activities and daily life applications need to be added in the semester program. Finally, all research study about the attitudes toward mathematics and study habit of students are directly connected their academic performance, their daily lifestyles and enhancing of all school achievement.

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ON THE ROLE OF PLAY IN MATHEMATICS

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ABSTRACT

In this paper, it was given some perspectives of the researchers on the role of play in mathematics and mathematics education. According to many researchers, mathematics and play have a rich connection on children education life. Understanding of the role of play in education is not easy and sometimes could appear complex. For mathematics teaching, teachers' don't have a unique definition of play, so they couldn't know the meaning of play in their teaching. Many researchers focused the question that "what is the role of play for education?" The main result came from the past researches is that play has an efficient role to help the learners exposing their learning style. To reach the essential aim of the play in education, it is important that "play" should be organized and selected by learners and not be serviced by trainers. In other words, play should come from learners' own interests and social environments.

It was focused that the role of play in mathematics and the connection between play and basic mathematical concepts as numbers, shapes, measurement and classifications. Also, it was dealing with a way of play which helps learners' learning of the language of mathematics by the view of some mathematics teachers.. We believe that the approach in this study gives a theoretical support for case studies. Moreover, this paper provides a perspective for learners' understanding style and their ability to organize mathematical symbols and mathematical ideas.

Key words: mathematics, play, education, learning

INTRODUCTION

Play is accepted as an important element of children education program and pedagogical development. As a tool for learning of children, play is also recognized a concept that they show their special way of teaches (Wood, 2007). But, teachers usually have difficulties to explain the connection play and mathematics in that they use this role of play to make easier understanding of concepts of mathematics. Van Oers (1996) stressed that the advantage of play to facilitate students' mathematical thinking directly depends on teachers' applications for this connection. According to Ginsburg (2006), this way of teachers needs mathematical background, information of the nature students' play, especially the way of play which develops mathematical learning and understanding (Bobis at al. 2010).

Many researchers expressed that play couldn't be defined by its subject. For example, McLane (2003) stayed that play is a special situation for elements, thinking and applications but it is not elements, thinking and applications themselves. In other words, play is a very special correlation of thinking and doing. He explains this situation as expressed by the words "what if" and "in which point, some special steps are applied". We can say that for this special approach that many alternative and possible answers come as a true result of the problem. So, the application steps of play give students a rich tool that it has not an absolute control of the mathematical context.

It has been conducted some researches on play and math learning. We can summarize briefly as below (Ryan & Goffin, 2008; Bobis at al., 2010);

- children go to any school with little background about mathematics and play connection
- there is a positive correlation between early play habits and later mathematical accomplishment
- children usually have the capacity of engaging in mathematical concepts and play

According to these researchers, teachers should have an active role to conduct the teaching of mathematical context with play.

PLAY ACTIVITIES WITH MATHEMATICAL SUBJECTS

By the analyzing of some researches on play and mathematics, we shorted the following relations between mathematics and play activities. Each of them was determined by the observation of students in their learning activities with the careful studies of teachers or mathematics education researchers. The main characteristic specialties of these subjects were their observation numbers and indexing in many research papers (Babis at al. 2010).

Numerical Studies

Many researches have been operated about academic differences in elementary school students' mathematical achievement (Okamoto, Miura, Suomala & Curtis, 1996; Mullis, Martin, Gonzalez, & Chorostowski, 2004). Also, many countries participated to comparisons studies about children's mathematical developments (Stevenson, Lee, & Graham, 1993; Stigler & Perry, 1990). But, we observed that preschool students' numerical skills didn't study much.

It could be easily expressed that numbers were the most usually repeated, mentioned, analyzed concepts in the educational studies focused by the author. These studies usually conducted with children that the age interval was (5, 9). In the numerical categories, it was added forward and backward counting series, representing of objects by numbers and counting operations for quantification (Burton, 1994).

Shape Models

The abilities of young children with geometrical figures were expressed the simple definition of geometrical properties of familiar figures and names of famous and simple shapes (Pound, 2006; Mulligan, Mitchelmore & Prescott, 2006; English, 2004). Studies with geometrical shape are one of the most widely papers in mathematics educational literature. The subjects for shape commonly used are the classification of figures as shape, the determination of the name of shape and the observation of the similarities and differences of the figures.

Measurement of the objects

Exploring measurement of concrete objects were the most widely studied category of educational studies in the context play and mathematics cooperation (Wellman & Gelman, 1992; Spinath, 2005). Exploration of volume for some well-known objects, using of different measuring equipment and measurement of length for simple subject were the most focused studies at the literature.

Classification of the Similar Items

Mathematical classification activities has a powerful effect to develop children's skills and mental developments. Classification or composing of groups with some similarities of the objects should be given the children in early years to characterize the mathematical objects, concrete and simple answers for problems which has daily activities application and to classify all kind of objects as cities, students, animal and flowers (Babbington, 2003). The basic idea for the classification that teachers transform to their students is group of objects has different group selection by means of your own special target to make group. We can say that classification activities with play are a basic step for students to construct mathematical patterns.

TEACHERS' IDEAS ON PLAY AND MATHEMATICS

A special way of education is analyzing in this study that a balanced coordination of play and mathematics. The best thing that children like to do is play and they learn everything through play and they always need help of another person to accomplish what they learn. Also, we believe that play is a sociological and pedagogical instrument for children education especially for mathematic teaching and learning to accomplish the aim of the education. One of the main aims of the study is to give teachers' ideas on the effect of play to learn mathematics by the view of their mathematic lecture experiences. For this reason, we conducted some interviews with the two elementary school mathematics teachers.

Teachers' first stressed point in these interviews was that play is an effective part of learning mathematics. They accepted play as a main part of education. In this education, play has a special role on teaching that they (play and mathematical subject) enrolled together to complete the lecture program.

Teacher A: In my mathematic lectures, play was an essential part of the teaching. Most of my students understand some mathematical concepts fully when I give some play modification of the lecture. Maybe sometimes it took much time to complete the curricula with play activities but I believe that this is not waste of time.

Teacher B: Using of play and mathematics together has a clear meaning in my teaching that listening of the students, follow and observe their actions than help them if necessary to accomplish the study. For this reason, teacher first needs to understand what children try to do than he/she can guide. As a guide, teacher doesn't have an active role in the play activities of the student. When I understand that the child feel and connect the role of play with the mathematical concept, I accept it as teaching with play activities reach the target.

On the role of teachers at this special teaching as a part of the play and a teacher of mathematics the following expressions were presented by the participants. Such a multi designed teaching; the experience of teachers has a big effect on the student's accomplishment. The teachers having this effective role are able to organize the education with their pedagogical experiments which play has the most important role of students' learning. Also,

teachers have a good motivation for the development of the students' abilities such as advancing of their confidence.

Teacher A: students always want to play the games they know before than doing mathematics. It is easy for them because they know the some basic information and rules about natural numbers and operations (as plus and minus) which teacher are planning to use these knowledge in the teaching. Also, they want to repeat the play activities before going to next step of teaching category.

Student B: When students understand well the concept via plays than feel happy and they want to try to teach the concept to friends with the play activities that were used in the learning steps. Children believe that they will have good experience of mathematical concept by repeating the game activities. They believe that accomplishing all the activities by themselves from start to end would give them a powerful confidence for mathematical concepts.

Another important point about the observation of the teacher that students who were enrolling with the play activities could make adoption of their mathematical knowledge to their special educational activities as portfolio studies or homework activities. The teachers believe that the development was the because of this teaching strategy. Also, the teachers had aware of the difference that some of the students were able to manage the information and the abilities had got via the play materials adopted into the game.

Teacher A: Step by step I aware of that we as teacher should separate the games and we don't use them at the same time because of that we organized play A and then showed play B later as next step activities which they like it also, then students were getting play B to connect to play A. At the end of the activities, they were doing the all steps of the play activities.

Teacher B: Our teaching activities with plays make them some positive effects on their learning activities with play. Sometimes the activities which they made by themselves were not the same the activities which we they showed them before.

In all above from the expressions, it can be extracted that students were motivated to play activities. In these activities, teachers' role was to follow their steps and connect play with mathematical concept at an appropriate time. So, they were able to control students' role to enhance students' learning.

THE DEFECTIVENESS OF PLAY IN THE EDUCATION PROGRAMS

Many schools administrators are not aware of the role of play for learning and teaching all over the world. For this reason, this defectiveness causes students' learning of mathematical concepts out of the effective role of play in education. According to school administrators, they accept that play for learning activities is not an important and necessary activity, and also they express that teach with play take much time, so they couldn't finish school curricula at the end of the semester. These expressions are not valid and true as educationally. But, it has turned out to be the students' mathematics education without play. These misconceptions also change families' ideas about play and mathematics and they also could not want to play activities in school activities (Blair, Gamson, Torne and Baker, 2005).

In many countries, curricula and teaching criteria don't have play activities for mathematics education. Also some these programs have little play activities for learning and teaching standards. An interesting point and a contradiction is that they have at their registered material some expressions on the role of play activities to students' development as an effective method.

As an additional reason, we can say that lack of educational personal especially teachers backgrounds for learning and teaching with play activities. They don't have enough information about the adaptation of play activities in their mathematics lectures and applications. Also, these teachers usually believe that equipment for teaching mathematics are only mathematics books, notebooks, students' portfolios, and sometimes technological materials. Maybe, if they know the role of play activities has powerful effects on the teaching and learning mathematics and its desirable motivational power on the students learning, they could add it to their educational materials and methods. According to some teachers, they sometimes want to add play activities to their school activities but they don't have necessary material for play activities in their school. Additionally, they believe that learning and teaching with play activates not necessary and applicable in crowded classrooms (Holton, Ahmed, Williams, & Hill, (2001).

The volume and big capacities of classrooms in the school that has negative effects on student's free behaviors are other reasons for the defectiveness of play in the program. For example, if there are more than thirty or thirty-five

students at an inadequate classroom, this is a difficult to transform teachers' necessary experiences to students with material used in play activities. The disadvantage of big classrooms is that helping of teachers to students' play activities with dialogs is not easy.

CONCLUSION

When we teach mathematics with play, children begin to learn and understand quickly mathematics language of the basic math concepts as numbers, shapes, classifications and the other concepts. They can compose simple number sequences, and make simple planning with times. Teachers can help children to develop math language with play activities as short-long, full-empty and especially using the materials from the environment of children. To reach better results in teaching and learning mathematics, we need to use play in mathematics education effectively. For this reason, administrators of schools and education system need to support play activities in mathematics. And finally, mathematics teachers, especially early childhood education and at first years of elementary schools should be professional at learning and teaching with play activities.

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ON THE USE OF E-PORTFOLIO OPINIONS OF SCHOOL ADMINISTRATIVE CANDIDATES

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Summary

Teachers have to make use of the opportunities of the information society in order to enable them to realize the most effective learning in line with the expectations of the information society and to renew themselves.

In line with the developing and changing technology every day, training programs develop and change itself. Portfolio evaluation, which is one of the alternative measurement and evaluation methods, develops aspects of taking responsibility and cooperation in the student's own learning process, while e-portfolios carried out in electronic environment with the help of technology enable the development of technological skills and away from portfolio presentation.

The aim of this study is to determine the opinions of the school management candidates for the use of e-portfolio applications in schools and professional development as a performance evaluation tool.

The study group of the study consisted of 127 teachers (school management candidates) working in schools affiliated to the Ministry of National Education of Northern Cyprus and participating in in-service training courses in 2017-2018 Fall academic year.

Research is an action research which is one of the qualitative research methods. Participants were selected for purposeful sampling from non-random sampling methods.

Within the scope of the in-service training course in which the research was conducted, e-portfolio was used as an assessment tool, and school administrators were informed about the application and use of e-portfolio method. At the end of the training, semi-structured interview questions were asked to the research participants and their opinions about the e-portfolio method were applied.

As a result of the research, the school management candidates stated that e-portfolios are an effective and efficient alternative evaluation approach because of the ease of use and storage of the course and the possibility of monitoring the learner development easily.

Key words: e-portfolio; school management candidate; alternative assessment

INTRODUCTION

In general, the electronic portfolio is defined as a scalable and comprehensive method for documenting the personal development of an organization for defined goals and objectives, evaluating the effectiveness of commercial activities, supervising projects, supporting learning, professional development, auditing and participating in public companies.

The e-portfolio is developed in many fields and sectors, it is used for different users for different purposes and provides many advantages (Buzzetto-More, 2010).

In education, e-portfolio, from the student's point of view, develops an academic e-portfolio, enables students to learn to make themselves more autonomous in the learning process and to encourage decision-making under the guidance of the teacher.

E-portfolios allow students to be more active participants and organize their own learning processes. It is often used as an evaluation system integrated into the teaching and learning process (Barberà et al., 2006).

Within the files presented by the student, they are necessarily subjected to a process of reflection and realization that establishes a relationship between what is taught and what is learned. This allows the learner to determine his or her own learning process and study rhythm by assessing what and how he / she has learned.

It constantly leads to the use of e-portfolios as a tool for the evaluation and evaluation process within formative and summarizing systems. The student becomes the main focus of the learning-teaching and evaluation process, recognizing his own progress and assuming which aspects will be mastered and which aspects should be improved.

In this context, we need to keep in mind that e-portfolios are often used as an evaluation tool and that the reflection process is often gone. Therefore, the use of portfolios to improve the work of teachers and students is used as an assessment and reflective tool.

This includes a number of examples that allow the student a period of time to achieve a specific goal (Barberà et al., 2006). The teacher ensures that the student shows the level of learning while following the process.

In the electronic portfolio literature, e-portfolio (Ergün, 2012), electronic portfolio, digital portfolio (Zubizarreta, 2009) or web foil (web-based portfolio), computer-aided individual development file (Baki and Birgin, 2004) and electronic development file (Kazan, 2006) can also be called.

Moreover, the e-portfolio, which is used in blended or distance courses, has become an innovative tool that improves the continuous monitoring of students through counseling and follow-up. It can classify existing education e-portfolios in two different ways:

1. Allow interaction between different content, scope and evaluation. Therefore, these tools are designed as an educational tool, teaching and assessment, conducted and managed by the teacher / school head.
2. According to autonomy, these are self-management tools that own their own learning processes.

Using E-Portfolio

After deciding to implement the use of e-portfolio in the educational process for students, it is necessary to plan and organize the work of the portfolio (Prendes Espinosa and Sánchez Vera, 2008). Six steps for the implementation of the e-portfolio are recommended:

1. Giving information at the beginning of the process. Clearly communicating the purpose of the portfolio, the criteria set for production and evaluation, to all students participating in the process.
2. Limiting the number of components.
3. Define the evaluation criteria of the portfolio.
4. Teaching and facilitating self-reflection and self-evaluation processes. This is an important step because students often do not have enough information on how to deal with them,
5. Specifying the appropriate time for the portfolio,
6. Provide advice and prepare students for the process for the portfolio.

When creating e-portfolios, evidence of the course syllabus and / or educational programming, nature, types, timing, teaching-learning activities should be planned in advance. It is common to use e-portfolios with online or mixed learning tools. In this case, e-portfolios focus on monitoring students' work based on the progress that students have developed during their work. (Barberà et al., 2006).

Therefore, the achievement levels of the students at the same level show the support of e-portfolios for the development and progress of education. Therefore, with the support of teachers or school administrators who continuously give feedback to students by using e-portfolio, it enables students to gain and guide their professional skills. Such e-portfolios are generally defined by three non-consecutive complementary stages (Barberà et al., 2006):

- Presentation and content: This stage shows the personal and academic records of the students.
- Evidence collection, selection, reflection and publication: This stage requires self-regulation of the learning process by providing evidence. The key element at this stage is the reflection of why the student chooses this evidence and chooses its relationship with learning.
- Assessment: The assessment of the evidence presented by the student is continued by the teacher or administrator. It is important that the criteria are known from the beginning of the teaching-learning process. Students need to know their proficiency levels in relation to learning assessment. They also have better measurable visions of visions once they determine their assessment criteria and their success levels. Therefore, one of the key points of electronic portfolios is the external feedback that the student needs to receive, and if it has sufficient details, the automation of communication encourages the development that students need to develop immediately. The pedagogical use of e-portfolios is often an important process for teachers and administrators, while focusing on the student's perspective or use (Prendes Espinosa and Sánchez Vera, 2008).

Parents have been involved in student learning outside the classroom at all levels of education since the preschool period and have proven to be effective in the process of preparing e-portfolio (Buzzetto-More, 2010).

In the process of implementing e-portfolios in education, it has some advantages over classical portfolios. These; time, storage facilities, ease of transportation, contributions to education (Kutlu, Dogan and Karakaya, 2009). And also; It is emphasized that it affects students' motivation positively in terms of teaching understanding and teaching environment it presents to the student (Gürol & Demirli, 2006).

Students have the chance to submit their work, even when they are away and outside the school. Likewise, teachers can control the work from any place and time (Wade, Abrami & Sclater, 2005). It provides access to information without time and environment limitation (Aktürk, Şahin & Sünbül, 2008).

Although e-portfolios offer a different perspective to the teacher, they offer a critical reflection on their own teaching, an exchange of experiences with others, and an effort to assist new teachers or to assist in early teaching practices.

To summarize, teachers or school administrators can use the e-portfolio to:

- Train and evaluate professional performance and its reflection in teaching work.
- Encourage professional discussion about teaching procedures.
- To ensure that families actively participate in education.

E-Portfolio can eliminate some difficulties and limitations compared to classical porphyria, and can produce different limitations. In fact, e-portfolios can eliminate the concept of time and place due to their technology support, and different results can occur if each student does not have equal access to technology. In addition,

each student's level of information and communication technologies use and skills may be at the same level, which leads to the disadvantage of self-expression, preparing the e-portfolio. The aim of this study is to determine the opinions of the school managers about the use of e-portfolio.

METHOD

The research carried out within the scope of certain professional development courses aimed at obtaining the opinions of the school management candidates is a research in the action model. Prospective school managers were selected by means of purposeful sampling from non-random sampling methods. In addition to the semi-structured interview technique which is one of the qualitative research approaches, the candidate candidates applied the e-portfolio method within the scope of the course and their opinions were analyzed.

The study group of the study consisted of 127 teachers (school management candidates) working in schools affiliated to the Ministry of National Education of Northern Cyprus and participating in in-service training courses in 2017-2018 Fall academic year.

FINDINGS

Findings Related to E-Portfolio and Importance

What do you think is the e-portfolio? And why is it important? . The opinions of the participants are given under the frequency and themes indicated in Table 1.

| Theme | Featured Reviews | Views |
|-------------------------------------|---|-------|
| Observing student development | .See what an individual can do <ul style="list-style-type: none"> • Facilitates access to information. • Provides efficient use of the Internet. | 63 |
| Facilitating the evaluation process | <ul style="list-style-type: none"> • Facilitates teacher access. • Evaluation is faster and more effective. • Supports healthy decision-making. | 57 |
| Develop creativity | <ul style="list-style-type: none"> • Supports creativity. • Has the opportunity to compare. • Provides professional and educational development. | 34 |
| Provides success | <ul style="list-style-type: none"> • Increases self-discipline and responsibility. • The student also observes his / her own development. | 42 |

Findings Regarding the Scope of the e-Portfolio

The participants were asked what are the points to be considered while preparing the e-portfolio and their opinions are given in table.2.

| Theme | Featured Reviews | Views |
|---|--|-------|
| Student potential | <ul style="list-style-type: none"> • Considering the current situation and requirements of the student • Information should be conveyed to the student accurately and clearly • Student's age, level of development and cognitive intelligence should be taken into consideration | 46 |
| Parent participation | <ul style="list-style-type: none"> • Enabling parent participation in the process • Parent should be informed | 32 |
| It should be for evaluation purposes, not grade | <ul style="list-style-type: none"> • Must be for student development • Necessity and order should be clearly stated • Regular and sequential recording • Target and purpose should be specified | 78 |

Findings Related to Problems in Preparing E-Portfolio

The participants were asked to state the problems they experienced during the preparation of the e-portfolio and their answers were as indicated in Table 3.

| Theme | Featured Reviews | Views |
|------------------------------|--|-------|
| Loading | • No Problems | 17 |
| | • Slow loading | 68 |
| | • Insufficient memory | |
| | • File size | |
| Lack of sufficient resources | <ul style="list-style-type: none"> • Inability to reach the desired resource easily • Subject complexity • Inadequate information | 32 |
| Use of technology | • Difficult to find content | |
| | • Merge files | 44 |
| | • Not knowing the method to be used | |
| | • Internet disconnection | |
| | • Limited knowledge of computer use | |

Findings of the Skills Acquired by the e-Portfolio Process

Within the scope of the research, pre-service teachers gained certain observations and experiences by applying the e-portfolio process. The participants were asked which skills they contributed to the development and their opinions were examined.

| Theme | Featured Reviews | Views |
|-----------------------------|---|-------|
| Ability to use technology | <ul style="list-style-type: none"> • Editing files • Using a computer • Presentation preparation | 78 |
| Self-control and creativity | <ul style="list-style-type: none"> • Observing the student's development and improving the process • Increases awareness of responsibility • Improves cognitive and social skills • Improves research and thinking skills | 38 |
| Research skills | <ul style="list-style-type: none"> • Access the information about the research topic • Access to different sources • Finding appropriate activities for research | 29 |

RESULT

School management candidates agree that e-portfolios are an effective and efficient method because of their ease of use and storage, and the ability to easily monitor the course and learners' development. Korkmaz and Kaptan (2005) emphasized that participants increased their ability to evaluate their professional development through e-portfolio process.

In their study, Gürol and Demirli (2006) found that e-portfolio process positively affected students' motivation both in terms of their teaching understanding and the teaching environment they offered to students.

In some studies conducted in the literature, it is stated that learners cannot use e-portfolio process effectively in line with the problems experienced in accessing and using the internet. In this study, it was concluded that the participants had more problems in terms of loading and inadequacy than access. In addition, it has been emphasized in the studies that e-portfolio studies have pros and cons according to their application forms (Sanalan & Altun, 2002).

Nowadays, it is essential to include the developing and developing technology in the training and evaluation process. However, for this to be carried out efficiently and effectively, the necessary infrastructure must be provided and learners should have equal conditions.

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ONLINE INFORMATION SEARCHING STRATEGIES OF OPEN AND DISTANCE LEARNERS: ANADOLU UNIVERSITY SAMPLE

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ABSTRACT

Nowadays, internet environments, which provide time and space-independent access to information, have almost started to play a primary role among the information sources. Although there are questions about the validity, reliability and accuracy of the information accessed on the internet; Internet is an important tool that can be used to enrich students' learning habits and experiences. It should be noted that there is no mechanism to control the information published on the Internet. In addition, the ever-changing structure and magnitude of information within the internet is an important problem in searching and finding the right information. In this regard, it is emphasized that individuals should have advanced strategies for searching online information. These online information-searching strategies have critical importance in the field of education, especially in open and distance learning where the internet is considered as an effective and essential tool. Finally, it is suggested that students' online searching strategies in ODL are one of the most important factors that affect students' performance. In this context, this study aims to determine the online searching strategies of open and distance learners. "Online Information Searching Inventory" which was developed by Tsai (2009) was used for data collection. The research population consists of totally 925.058 students enrolled in Anadolu University OES in the 2017-2018 academic year. The research sample consists of 3.357 students who voluntarily responded questionnaire. Determining whether these strategies differ according to gender, age and enrollment type constitute the sub-objectives of the study. In order to determine whether the information searching strategies differ according to gender, T-test was applied. In addition, One-way ANNOVA analysis was applied to determine whether it varies according to age and enrollment type. Following the ANOVA analysis, Post-hoc comparisons were performed to determine which group was the cause of the difference.

Keywords: Distance education, distance learners, educational technology

ORTAOKUL ÖĞRENCİLERİNİN YAPILANDIRMACI ÖĞRENME ORTAMINA İLİŞKİN GÖRÜŞLERİ

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ÖZET

Yapılandırmacılık yaklaşımında öğrenen, öğretme-öğrenme sürecinde etkin bir role sahiptir. Bu nedenle yapılandırmacı sınıf ortamı, bilgilerin aktarıldığı bir yer olmaktan ziyade öğrencinin etkin katılımının sağlandığı, problemlerin çözüldüğü bir yerdir. Bu araştırmanın amacı, ortaokul öğrencilerinin yapılandırmacı öğrenme ortamına ilişkin görüşlerini incelemektir. Bu çalışmada diğer çalışmalardan farklı olarak 6, 7 ve 8. sınıf ortaokul öğrencilerinin Matematik, Sosyal Bilgiler -İnkılap Tarihi- ve İngilizce derslerinde ölçeğe verdiği cevaplar ile öğrencilerin cinsiyet, sınıf düzeyi ve not ortalaması gibi değişkenler arasındaki ilişki betimlenmiştir. Araştırma, 2014–2015 eğitim öğretim yılında Aydın İlinde Milli Eğitim Bakanlığına bağlı resmi bir ortaokulda 6, 7 ve 8. sınıflarda öğrenim gören 120 öğrenci üzerinde yürütülmüştür. Araştırmada betimsel tarama modeli kullanılmış olup örnekleme “basit seçkisiz örnekleme yöntemi” ile seçilmiştir. Araştırma verileri, “Yapılandırmacı Öğrenme Ortamlarını Değerlendirme Ölçeği” ile elde edilmiştir. Verilerin çözümlenmesinde SPSS 21 paket programı kullanılmıştır. Frekans, yüzde, aritmetik ortalama, standart sapma, bağımsız gruplar t testi, tek yönlü varyans analizi, regresyon tekniği, Pearson korelasyon analizi ile veriler çözümlenmiş ve gruplardaki farklılığın kaynağını belirlemek için Tukey HSD testleri yapılmıştır. Araştırmanın sonucunda, regresyon katsayılarının anlamlılık testleri göz önüne alındığında yordayıcı değişkenlerden sadece matematik dersi yapılandırmacı öğrenme ortamları toplam puanlarının başarı üzerinde anlamlı yordayıcı olduğu; değişkenler ile genel başarıları arasındaki ilişkiyi belirlemek üzere yapılan Pearson korelasyon analizi sonucunda puanlar arasında istatistiksel açıdan düzeyinde pozitif yönde anlamlı bir ilişki tespit edilmiştir. Ayrıca ulaşılan sonuçlar doğrultusunda çeşitli öneriler geliştirilmiştir.

ORTAÖĞRETİM 5. VE 6. SINIF ÖĞRENCİLERİNİN SOSYAL DUYGUSAL ÖĞRENME BECERİLERİ İLE BİLGİSAYAR OYUN BAĞIMLILIĞI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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ÖZET

Bu çalışma, 5. ve 6. sınıf öğrencilerinin bazı özelliklerine göre sosyal duygusal öğrenme becerilerinin ve bilgisayar oyun bağımlılık düzeylerinin anlamlı farklılık gösterip göstermediğini, sosyal duygusal öğrenme becerileri ile bilgisayar oyun bağımlılığı arasında anlamlı bir ilişki olup olmadığına ve katılımcıların sosyal duygusal öğrenme becerilerinin bilgisayar oyun bağımlılığının anlamlı bir yordayıcısı olup olmadığına dair incelemeyi amaçlamaktadır. Araştırma katılımcılarını Ege Bölgesinde bulunan bir kentteki iki özel okul ve bir devlet okulundan 307 öğrenci oluşturmuştur. Araştırmada, Kabakçı (2006) tarafından geliştirilen Sosyal Duygusal Öğrenme Becerileri Ölçeği (SDÖBÖ) ve Horzum, Ayas ve Balta (2006) tarafından çocukların bilgisayar oyun bağımlılığı ölçeği (BOB) kullanılmıştır. Veriler SPSS 18 paket programı ile analiz edilmiş ve verilerin analizinde değişkenlere bağlı olarak bağımsız örneklem t-testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Sosyal duygusal öğrenme becerileri ve bilgisayar oyun bağımlılığı ölçeklerinin sonuçları arasındaki ilişkiye bakmak üzere Pearson Korelasyon tekniği kullanılmıştır. Sosyal duygusal öğrenme becerilerinin bilgisayar oyun bağımlılığının anlamlı bir yordayıcısı olup olmadığını saptamak için de basit doğrusal regresyon analizine başvurulmuştur. Araştırma sonucunda ise bilgisayar oyun bağımlılığının erkek öğrencilerde daha yüksek olduğu gözlenmiştir. 5. sınıf öğrencilerinin sosyal duygusal öğrenme becerilerinin 6. sınıf öğrencilerine göre daha çok gelişmiş olduğu görülmüştür. Ayrıca sosyal duygusal öğrenme becerileri ve bilgisayar oyun bağımlılığı düzeyleri arasında negatif yönlü anlamlı bir ilişki olduğu belirlenmiştir. Katılımcıların sosyal duygusal öğrenme becerileri, bilgisayar oyun bağımlılığının %14'ünü açıklamaktadır.

THE EXAMINATION OF THE RELATION BETWEEN SOCIAL EMOTIONAL LEARNING AND COMPUTER GAME ADDICTION OF 5TH AND 6TH GRADE STUDENTS IN THE SECONDARY SCHOOLS

ABSTRACT

This study aims to examine the relationship between social emotional learning (SEL) skills and computer game addiction (CGA) levels according to the characteristics of the students in the 5th and 6th classes (age, gender and class) and whether there is a significant relationship between social emotional learning skills and computer game addiction and emotional learning skills are a significant predictor of computer game addiction. The study group consists of 307 students from 2 private schools and 1 public school in Aydın. The scales used in the study are Children's computer game addiction scale (CGDS) developed by Horzum, Ayas and Balta (2006) and the Social-Emotional Learning Skills Scale (SELSS) developed by Kabakçı (2006). Datas were analyzed with SPSS 18 packet program and independent sample t-test, one way analysis of variance (ANOVA) was used in the analysis of the data depending on the variables. The Pearson Correlation technique was used to observe at the relationship between the results of social emotional learning abilities and computer game addiction scales. Also, simple linear regression analysis was used to determine whether social emotional learning skills were a significant predictor of computer game addiction. As a result of the research, it was found out that computer game addiction was higher in male students. Besides, social emotional learning skills of 5th grade students are higher than 6th grade students. According to an analysis of a significant relationship between levels of social emotional learning abilities and levels of computer game addiction, it has been determined a significant relationship at a high level in a negative way. In addition, participants' social emotional learning skills have accounted for 14% of computer game addiction.

ÖN LİSANS HALKLA İLİŞKİLER ÖĞRENCİLERİNİN SÖZLÜ İLETİŞİM BECERİLERİ: BİLECİK ŞEYH EDEBALI ÜNİVERSİTESİ GÖLPAZARI MESLEK YÜKSEKOKULU ÖRNEĞİ

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ÖZET

İletişim bütün meslekler için önemlidir. Fakat halkla ilişkiler mesleğinin olmazsa olmazıdır; özellikle sözlü iletişim. Yüz yüze görüşmeler, toplantılardaki konuşmalar, halka hitaplar gibi birçok faaliyette önemli rol oynayan sözlü iletişim becerileri; potansiyel bir halkla ilişkiler personeli olan halkla ilişkiler öğrencileri için son derece önemli bir gerekliliktir. Bu sebeple çalışmanın konusunu, “Ön Lisans Halkla İlişkiler Öğrencilerinin Sözlü İletişim Becerileri: Bilecik Şeyh Edebalı Üniversitesi Gölpazarı Meslek Yüksek Okulu Örneği” oluşturmaktadır.

Çalışmanın amacı; ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim becerilerinin ölçülmesidir. Çalışma, halkla ilişkiler öğrencileri için çok önemli bir gereklilik olan sözlü iletişim beceri düzeylerinin tespit edilmesi ve yorumlanması bakımından önemlidir. Bu çalışmanın kapsamı; ön lisans halkla ilişkiler öğrencileri ve bu öğrencilerin sözlü iletişim becerileriyle sınırlı tutulacaktır. Çalışma teorik ve ampirik olmak üzere iki kısımdan oluşacaktır. Çalışmanın teorik kısmında ön lisans eğitimi, halkla ilişkiler, iletişim, sözlü iletişim, sözlü iletişim becerileri, sözlü iletişim becerilerinin halkla ilişkiler disiplindeki önemi konuları ele alınacaktır. Çalışmanın ampirik kısmında ise; Bilecik Şeyh Edebalı Üniversitesi Gölpazarı Meslek Yüksek Okulu Halkla İlişkiler Öğrencilerine yönelik ampirik bir çalışma yapılacaktır. Bu bağlamda veri toplamada anket yöntemi kullanılacaktır.

Bu çalışma, ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim becerilerinin düşük olacağı varsayımına dayanmaktadır. Çalışmanın sonucunda elde edilecek veriler değerlendirilecek ve bu değerlendirmeler neticesinde öneriler geliştirilecektir.

Anahtar Kelimeler: Ön Lisans, Halkla İlişkiler, İletişim, Sözlü İletişim.

GİRİŞ

İnsan sosyal bir varlık olduğu için toplu halde yaşama gereksinimi duymaktadır. Bu gereksinim iletişim ihtiyacını doğurmuştur. Bu noktadan hareketle iletişim insanla başlamıştır; insanın olduğu her yerde iletişim vardır: “iletişimsizlik mümkün değildir”.

Hayatımızı kolaylaştıran bir olgu olarak iletişimin; bilgilendirme, denetleme, yönlendirme, eğitime, duyguları aktarma, sosyalleşme, eğlendirme ve bunun gibi daha birçok işlevi vardır. Dolayısıyla iletişim kurmak bir isteğin ötesinde bir zorunluluktur (Yaymoğlu, 2007, s.14). İnsanların sosyal çevrede sağlıklı ve mutlu bir yaşam sürdürebilmeleri, sosyal, psikolojik, kültürel, siyasal ve ekonomik gereksinimlerini giderebilmeleri hususlarında iletişimin etkin bir işlevi vardır.

İnsanın hayatta kalma mücadelesinde başarılı olabilmesi, birlikte yaşayabilmesi ve ortak anlamlar üreterek hayatın daha anlamlı ve yaşanabilir olması bakımından iletişim önemli bir rol oynamaktadır. Özellikle “iletişim çağı” olarak adlandırılan günümüzde iletişim en önemli silahtır. Özellikle örgüt ve grup yönetiminde insanların davranışlarını kontrol etmek ve eş güdümlenmenin sağlanması bakımından hayatidir. Bu açıdan bakılacak olursa iletişim sadece bir ileti alışverişi değil; insanların sosyalleşme sürecinde kolektif bir faaliyet şeklidir (Sezgin ve Akgöz, 2009, s.7).

İletişim, aynı zamanda epistemolojik bir bilimdir. Siyaset, ekonomi, psikoloji, sosyoloji, hukuk vb. disiplinlerle kesişmektedir. Bu doğrultuda iletişim; bireysel ve toplumsal bir ihtiyaç, politik bir araç, iktisadi bir güç, kültürel bir miras, teknolojiye ise ufkun kaynağı kabul edilebilir. Bu noktadan hareketle iletişim toplumdan kopuk soyutlanmış sadece haberleşme, konuşma, okuma ve yazma ile sınırlı bir işlevi yoktur (Kılıçaslan, 2011, s.10-11).

İletişim bütün örgütlerde önemini korumaktadır. Fakat öğrenme ve öğretme faaliyetlerinin temelinde sözlü iletişim becerisi olduğu için eğitim kurumlarında iletişim daha fazla önem arz etmektedir. Dolayısıyla bu çalışma bir eğitim kurumu olan meslek yüksekokulunda ön lisans halkla ilişkiler programı öğrencilerine yönelik bir çalışmadır. Bu nedenle ön lisans eğitimi ile ilgili kısa bir bilgi vermek yararlı olacaktır. 2547 sayılı Yükseköğretim Kanunu 3. madde (1) bendine göre; ön lisans eğitimi, belirli mesleklere yönelik nitelikli insan gücü yetiştirmeyi amaçlayan, yılda iki veya üç dönem olmak üzere iki yıllık eğitim-öğretim sürdüren, ön lisans derecesi veren bir yükseköğretim kurumu olarak tanımlanmaktadır (YÖK, 2017).

Ön lisans, üniversitelerin meslek yüksekokullarında verilen lisans öğretiminin ilk kademesini oluşturan bir eğitimidir. Meslek yüksekokullarının ülkemiz yükseköğretiminin önemli bir bileşeni olduğu söylenebilir. Meslek yüksekokulları, ülkemizde kamu ve özel sektörün ihtiyaç duyduğu, yüksek donanımlı, teknik ve sosyal alanlarda bilgi ve becerilere sahip, belirli mesleklere yönelik ara elemanlar yetiştirmeyi amaçlayan yükseköğretim kurumlarıdır (Yıldırım vd, 2017, s. 288).

Üniversitelere bağlı olarak çeşitli dallarda iki yıllık ön lisans eğitimi verilen meslek yüksekokullarında bir taraftan öğrencilere teorik bilgiler verilirken, diğer taraftan uygulamalı olarak pratik mesleki uygulama eğitimleri verilmektedir (Gökdoğan ve Sarıgöz, 2012, s. 1092).

Meslek Yüksekokullarında verilmekte olan ön lisans eğitimi sonucunda, mezunların sahip olması beklenen bilgiler, beceriler, yetkinlikler, (bağımsız çalışabilme ve sorumluluk alabilme yetkinliği, öğrenme yetkinliği, iletişim ve sosyal yetkinlik, alana özgü yetkinlik vb.) Yüksek Öğretim Kurumu (YÖK) tarafından belirlenmiştir. Bu yeterlilikler ile uyumlu olarak meslek yüksekokullarında eğitim programlarının geliştirilmesi çalışmaları yapılmaktadır.

Buna göre halkla ilişkiler ve tanıtım ön lisans programı öğrencilerinden beklenen yetkinlik, bilgi ve beceri genel olarak şöyle özetlenebilir: Yenilikleri takip edebilecek, öğrenen, öğreten, kendisini ve örgütünü güncelleyen, çeşitli iletişim beceri ve tekniklerine sahip, kendisini sözlü, sözsüz ve yazılı olarak ifade edebilen, çağdaş düşünce sistemine sahip nitelikli insan gücünü iletişim sektörüne ara eleman olarak kazandırmayı amaçlamaktadır.

Bu amaç doğrultusunda öğrencilere halkla ilişkiler mesleğinin çıktıları kazandırılmaya çalışılmaktadır. Çünkü günümüzde halkla ilişkiler cazip bir meslek haline gelmiştir. Hatta şöyle yaygın bir söylem bile geliştirilmiştir: “Halkla ilişkiler mesleği 21. yüzyılın altın çocuğudur”.

Peki nedir bu 21. yüzyılın altın çocuğu olan halkla ilişkiler? Halkla ilişkilerin modern başlangıcı olarak kabul edilen 20. yüzyılın başlarından itibaren halkla ilişkilerin kuramsal ve uygulama açısından amaç ve yönlerini kapsayacak geniş bir tanım yapılamamıştır (Okay ve Okay, 2011, s.9).

Halkla ilişkiler; halkın fikirlerini değerlendirerek, bir bireyin ya da örgütün halkın menfaatine uyacak politikalar belirlemesi ve buna uygun planlar yapmasını sağlayan bir yönetim fonksiyonudur. Amerikan Heritage Sözlüğüne göre ise halkla ilişkiler, “Bir örgütün halkla iyi ilişkiler geliştirebilmek için giriştiği tüm eylemlerdir” (Karalar, 2007, s.7-8).

Bu çalışmanın esas mevzuu olan sözlü iletişim konusuna değinmeden önce iletişimin tanımına değinmekte fayda vardır. İletişim; “bilgi düşünce, tutum, duygu ve davranışların bir kişi grup ya da örgüt tarafından diğer kişi/kişiler, grup/gruplara uygun semboller kullanılarak aktarılmasıdır” (Tengilimoğlu ve Yüksel, 2004, s. 55). Belki de bu aktarabilme yeteneği, insanları soyut düşünebilmeye itmiş; ilkel bir yaşamdan daha çağdaş bir hayata kavuşturmuştur.

Tam bu noktada yani aktarım noktasında, sözlü iletişim becerisi etkin bir rol oynamaktadır. Genel olarak sözlü iletişim sadece konuşma olarak algılanmaktadır. Oysa ki insanoğlunun en geleneksel haberleşme yöntemi olarak görülen sözlü iletişim toplumların kültürel kimliklerinin korunmasında, geleneklerinin yaşatılmasında oldukça önemli olduğu bilinmektedir.

Sözlü iletişimin kültürel mirası zenginleştirmesinin yanı sıra insanların isteklerini, duygu ve düşüncelerini tam olarak anlatabilmeleri hususunda da işlevsel bir role sahiptir. Çünkü insanların kendilerini sözlü iletişimi kullanarak ifade etmesi her zaman kolay olmamaktadır. Bazen kullanılan kavramlar doğru seçilmediği için iletiler yanlış algılanmaktadır.

Yanlış algılanma ihtimalinin en yüksek olduğu iletişim çeşitlerinden biri olan sözlü iletişim hayatımızı kolaylaştırdığı gibi doğru kullanılmaması durumunda zorlaştıra da bilir. Bu bakımdan sözlü iletişimi zorlaştırabilecek faktörler şöyle sıralanabilir: Toplumsal baskı, özgüven eksikliği, yanlış yapma endişesi, olumsuz bir tepki alma kaygısı, bilgi, yetenek ve tecrübe eksikliği, dikkat dağınıklığı ve unutkanlık (Kılıçaslan, 2011, s. 36).

Sözlü iletişim beceri ve gücü, insanların sosyal ve iş hayatındaki toplumsallaşabilme başarısıdır. Dolayısıyla sözlü iletişimde bahsettiğimiz bu engellerin kaldırılması gerekmektedir. Çünkü sözlü iletişim hayatımızın her alanında herkesin kullanmak zorunda olduğu bir iletişim türüdür.

Bu denli hayati bir iletişim çeşidi olan sözlü iletişim; bireyler arasında gerçekleşen her türlü karşılıklı konuşmalar ve yazışmaları kapsamaktadır. Kişiler arası ilişkide sözlü iletişim ses ve kulağa dayanan dil yetisi aracılığıyla yapılan iletişimidir.

Söz, ilişkinin kurulması ve yürütülmesi için bir araçtır. Sözle emir vererek, rica ederek, bağırarak ilişki gerçekleştirilmesi için gerekli bildirim yapılır (Erdoğan, 2011, s. 285).

Hem kişiler arası ilişkide hem de iş hayatında, hayatımızın her noktasında sözlü iletişim bizimle iç içedir. Buna karşılık halkla ilişkiler mesleğinin uygulamalarında da sözlü iletişim yoğun olarak kullanılmaktadır.

Fakat bu iletişim türünün yanlış anlaşılmalara sebep olma gibi risklerinden dolayı doğru, yeterli, açıklayıcı ve etkili şekilde kullanılması özellikle halkla ilişkiler mesleği ve potansiyel halkla ilişkiler personeli olan halkla ilişkiler programı öğrencileri için de önem teşkil etmektedir.

Günümüzde teknoloji vb. gelişmeler sayesinde mesajımızı iletebilmek çok büyük uğraşlar vermiyoruz. Fakat kendimizi doğru ifade edebilmek ve doğru anlaşılabilirlik adına kişilerarası iletişimin o karmaşık yapısıyla bir şekilde baş edebilmek durumundayız.

Seçilen ses tonu, üslup, dil, sergilenen tutum ve yaklaşımlar, mesajın iletilmesinde zamanlama bugün de M.Ö. 400 yılındaki ehemmiyetini korumaktadır (Barry, 2003, s.15). Dolayısıyla teknoloji, yönetim anlayışı vb. birçok şey değişse de sosyal hayatta ve özellikle de halkla ilişkiler mesleğinde değişmeyen tek şey sözlü iletişimin gerekliliğidir.

Halkla ilişkilerde esas konu insan olduğu için insan ilişkileri halkla ilişkilerin temel unsurudur (Yavuz, 2008, s.7). Dolayısıyla yüz yüze ve telefonla yapılan görüşmeler, hitaplar, toplantılar, bilgilendirme sunumları, sempozyum, panel, konferans, seminer, açık oturum, fuar, sergi buna benzer birçok halkla ilişkiler faaliyetinde sözlü iletişim becerilerine gereksinim vardır.

Bu sebeple sözlü iletişim halkla ilişkiler eğitiminde ve mesleğinde önemli bir yer kaplamaktadır. Öte yandan sözlü iletişimin doğru kullanılması da önemlidir. Bunun için; konuşma, dinleme, soru sorma ve geri bildirim hususlarında eğitim gerekmektedir.

Bu çalışmada genelde bilgi çağının insanında bulunması gereken, ama daha da önemlisi halkla ilişkiler mesleği dolayısıyla halkla ilişkiler öğrencileri için olmazsa olmaz becerilerden biri olan sözlü iletişim becerisi üzerinde durulmuştur. Çünkü insan toplumdan bağımsız değildir, çevresiyle iletişim kurma gereksinimi vardır. Bu bağlamda her ne kadar teknolojinin gelişmesiyle birlikte geleneksel kitle iletişim araçları ve yeni medya iletişim platformları artsa da insan doğduğu andan itibaren en çok sözlü iletişimi kullanır. Bireysel ve toplumsal hayatta böyle olduğu gibi; halkla ilişkiler mesleğinde de birçok alternatif iletişim yöntemi olmasına rağmen en büyük gereklilik sözlü iletişim becerisidir.

AMAC

İletişimin öncelikle insanın gündelik hayatında pek çok işlevi vardır. Bununla birlikte meslek hayatında da önemli bir yer kaplamaktadır. İletişimin hem insanın gündelik hayatında hem de iş hayatında bu kadar büyük bir yer kaplaması, olumlu ve olumsuz etkileriyle insan ve toplum hayatını derinden etkilemesi vb. faktörler iletişim alanında daha çok çalışma yapılması gerekliliğini ortaya çıkarmıştır.

Literatür incelendiğinde sosyal bilimler alanında medya ile ilgili pek çok araştırma yapıldığı gözlemlenmiştir. Bu araştırma konularına kısaca değinecek olursak şöyledir: İletişimin tarihsel gelişimi, geleneksel medya, yeni medya, kitle iletişim araçlarının etkileri, medyanın toplum üzerindeki etkileri, yeni medya ve çocuk, medyada eşik bekçileri, medyanın kültür üzerine etkisi vb. birçok araştırma konusu sayılabilir. Literatür taraması neticesinde medya alanında çok sayıda çalışma olmasına rağmen, en eski, insanların doğduğu andan itibaren kişilerarası iletişimde en yoğun kullandığı iletişim çeşitlerinden biri olan sözlü iletişimle ilgili çalışmaların yetersiz olduğu anlaşılmıştır.

Bu bağlamda bu çalışmanın temel amaçlarından biri; ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim düzeylerini ölçerek literatüre katkı sunmaktır. Çünkü halkla ilişkiler mesleği ve potansiyel halkla ilişkiler uygulayıcıları olan halkla ilişkiler öğrencileri için sözlü iletişim, mesleğin uygulanması bakımından en önemli ve en çok aranan kriterdir.

Biyolojik bir engeli olmayan insanların büyük çoğunluğu konuşmaktadır. Dili, sözcükleri kullanarak hem biyolojik hem de sosyal ihtiyaçlarını karşılamaktadırlar (Kılıçaslan, 2011, s.7).

Fakat doğru ve etkili bir iletişim kurmak, doğru algılanmak çok kolay bir faaliyet değildir. İnsanların çok az bir kısmı sözcükleri, dili, tonlamayı ve üslubu doğru kullanarak etkili iletişim kurmaktadır. İnsanlar doğru iletişim kuramadıkları için birbirlerine karşı anlayış geliştirememekte, aralarına mesafe koymakta sonuç olarak çatışma ve karmaşa yaşamaktadırlar. Bu durum hem sosyal hayatta hem de iş hayatında birçok soruna neden olmaktadır. İnsan ilişkileri zarar vermekte ve işlerin aksamasına sebep olmaktadır. Dolayısıyla bireysel, toplumsal, mesleki vb. birçok alanda iletişim önemli bir unsurdur.

İletişimin gerekli olmadığı bir yer ve zaman yoktur. İletişim her yerde, her zaman, her çeşit ilişki ve meslekte hayati bir gerekliliktir. Buna karşılık iletişim halkla ilişkiler mesleğinin temelidir. Başat ögesidir. Olmazsa olmazdır.

Halkı bilgilendirmek, güdülemek, karşılıklı anlayış geliştirmek için şarttır. Buradan hareketle bu çalışmada temel amaç; ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim düzeylerini ölçerek literatüre katkı sunmaktır. Bununla birlikte genel olarak ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim beceri ve düzeylerine yönelik aşağıda sıralanan konularda birtakım tespitlerin yapılması amaçlanmıştır:

Ön lisans halkla ilişkiler programı öğrencilerinin sözlü iletişimde başarılı olup olmadıkları tespit edilecektir.

Ön lisans halkla ilişkiler öğrencilerinin sınav kağıtlarında, ödev sunumlarında ve kendilerini ifade etmede problem yaşamalarının sözlü iletişim konusundaki yetersizliğiyle ilgisi olup olmadığı irdelenecektir.

Önlisans halkla ilişkiler programı öğrencilerinden anket yöntemiyle veri toplamanın yanı sıra; halkla ilişkiler programı öğrencileriyle gruplar halinde yüz yüze görüşmeler yapılarak sözlü iletişim konusunda yaşadıkları sorun ve eksikliklerle ilgili veri toplamak amaçlanmıştır.

Ön lisans halkla ilişkiler öğrencilerinin sözlü iletişimde başarısız olmaları kendi kişisel özelliklerinden mi kaynaklanmaktadır yoksa; verilen halkla ilişkiler eğitiminin yetersizliğinden mi kaynaklanmaktadır sorularına cevap aranacaktır. Bunlarla birlikte ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim düzeylerinin yetersizliğine yönelik bir takım iyileştirici öneriler geliştirmek amaçlanmaktadır.

ÖNEM

Hayatımızda edindiğimiz birçok kazanımı değerlendirdiğimizde karşımıza hep iletişim çıkar. Çünkü öğrenme ve öğretme iletişimin neticesinde elde edilmektedir. Bireyler çeşitli konularda eğitim alırken öğrenme faaliyetlerini sözlü iletişim becerilerini etkin kullanmalarına bağlıdır.

Öğrenmemenin temelinde duygu ve düşüncelerini doğru ve anlaşılır, yalın ve etkili bir şekilde ifade edememek, yani düşünmemek ve dolayısıyla örgüt ya da sınıftaki faaliyetlere katılmamak yatmaktadır. İletişim ve eğitim konusunda yapılan çalışmalara bakıldığında “sınıf içi ve sınıf dışı etkin öğrenmede öğrencilerin sözlü iletişim becerilerinin” etkili olduğu anlaşılmaktadır (Sezgin ve Akgöz, 2009, s.45).

İletişim birçok meslekte bir gerekliliktir. Fakat halkla ilişkiler mesleğinde bir zorunluluktur. Bireylerin mesleklerinde başarılı olabilmesi, öğrenme ve öğretme faaliyetlerini gerçekleştirebilmesi için kendilerini yalın ve net şekilde ifade etmeleri, kişilerarası iletişime etkin katılmaları gerekmektedir.

Dolayısıyla toplumun birçok biriminde işlerin aksamadan başarılı bir şekilde yürüyebilmesi için konuşmaya, sormaya, istişareye ihtiyaç vardır. Tüm bu faaliyeti gerçekleştirebilmenin temelinde de iletişim yatmaktadır. Hem birey hem de toplum açısından önemli olan sözlü iletişim becerisi halkla ilişkiler mesleğinde neredeyse başarı kriteri olarak değerlendirilmektedir. Dolayısıyla bu çalışmada ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim becerilerini ölçmek amacıyla yola çıkılmıştır. Çünkü sözlü iletişim becerisi gelişmiş bir öğrenci; soru soran, düşünen, düşündüren, değerlendirip yorumlayan başarılı bir öğrenci olmaktadır.

Literatür incelendiğinde iletişim alanında çalışmalar yapılmış olsa da ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim beceri düzeylerini ölçmeye yönelik çalışmaların yetersiz olduğu görülmüştür. Bu çalışma bu boşluğa katkı sunması bakımından önem teşkil etmektedir. Çalışma “halkla ilişkiler öğrencileri için çok önemli bir gereklilik olan sözlü iletişim beceri düzeylerinin tespit edilmesi” bakımından önemlidir. Çalışmada elde edilen sonuçlar doğrultusunda probleme yönelik değerlendirmeler ve çözüm önerileri geliştirilmesi çalışmanın diğer önemli noktasıdır.

Çalışma, halkla ilişkiler bölümü öğrencilerinin sözlü iletişim beceri düzeyinin yetersiz olduğu varsayımına dayanmaktadır. Araştırma sonucunda bu varsayım doğrultusunda bulgular elde edilmesi durumunda öğrencilerin sözlü iletişim beceri düzeyini iyileştirebilmek, güçlendirebilmek ve etkin hale getirebilmek adına öneriler geliştirilecektir.

Halkla ilişkiler bölümündeki mevcut durumun ortaya çıkması ve bu duruma ilerletici çözümler sunulması çalışmanın önemli bir yönüdür. Ayrıca; Çalışmanın Habermas’ın iletişimsel etkinlik kuramına dayandırılması; çalışmanın niteliğine, güvenilirliğine ve geçerliğine katkı sunması ve bir bilimsel temele dayandırılması bakımından önemlidir.

Çalışmada elde edilen sonuçlarla birlikte ön lisans halkla ilişkiler öğrencilerinin iletişim düzeylerinin düşük olmasının sebepleri irdelenecek ve bu eksikliğin giderilebilmesi ve iyileştirilmesi adına planlamaların yapılması çalışmanın önemli bir noktasıdır.

Çalışmada elde edilen sonuçlar ön lisans halkla ilişkiler programı öğrencilerinin sözlü iletişim becerilerine yönelik bir durum değerlendirmesi yapılmasına olanak sağlayacaktır. Dolayısıyla meslek yükseköğretimindeki mevcut duruma yönelik genel bir fikir vermesi bakımından da önemlidir.

Çalışmada elde edilen veriler değerlendirildikten sonra problemin kaynağı tespit edilecek ve çok boyutlu bir bakış açısıyla değerlendirilecektir. Bu bağlamda, ön lisans halkla ilişkiler öğrencilerinin sözlü iletişim becerilerinin düşük olmasının sebebi genel olarak: Öğrencinin kişisel özelliklerinden, eğitimcilerin ya da halkla ilişkiler programının yetersizliğinden mi kaynaklandığına yönelik farklı bakış açısı ve çözüme yönelik bakış açısı ve öneriler geliştirilmesi bakımından önemlidir.

KURAMSAL TEMELLER

Sektörde ve iletişim fakültelerinde çalışan insanlar arasında kuramlar genellikle önemsenmemektedir. İletişim fakültelerinde kuramlara sadece geçilmesi gereken bir ders olarak bakılmaktadır. Sektörde ise pratik olarak işlerine yaramayacak değerlendirmeler olarak kabul edilmektedir (Yaylagül, 2006, s.5).

Oysa ki 21. yüzyılda, iletişim disiplini, dolayısıyla iletişim kuramları geçmişten çok daha fazla önem kazanmıştır. Teknolojik gelişmelerle desteklenen yeni ulusal ve uluslararası koşullar; yeni yapılanmalar, fikirler ve yeni ilişki biçimleri vb. dönüşümlere sebep olmuştur (Erdoğan ve Alemdar, 2005, s.12). Epistemolojik bir bilim olması sebebiyle iletişim alanı bu dönüşümlerden etkilenecek daha karmaşık ve anlaşılması güç bir karakter kazanmıştır.

Dolayısıyla iletişimi anlamak için; sosyal, ekonomik, siyasi ve toplumsal boyutlarıyla ele almak gerekmektedir (Aymaz, 2018, s.124). İletişim, düşünce, bilinç ve dilsel faaliyetlerin üretilmesi, insanların üretim faaliyetlerinin bir parçası ve sonucudur. Dolayısıyla insan düşüncesinin ön koşulu tarihsel ve sosyal yaşam süreçleridir.

“İletişim kuramları da dahil” her türlü olguyu anlamlandırmak için gerçek yaşamın sürecine ve bu sürecin neticesi olan fikirlere bakmak gerekmektedir (Yaylagül, 2006, s.7).

Bu bağlamda karmaşıklığın anlaşılması, çalışmanın daha nitelikli, güvenilir olması ve bilimsel temellere dayandırılması amacıyla bu çalışma, konumuzla alakalı olan Habermas'ın "İletişimsel Eylem Kuramı" ile ilişkilendirilmiştir.

İletişimsel eylem kuramı, anlaşma ve uzlaşmaya, kültürel bilginin zenginleşmesine, toplumsal birlikteliğe, bireysel kimliğin oluşturulmasına katkıda bulunur (Habermas, 2001, s.571).

Habermas'ın "iletişimsel eylem kuramı" iki soruya cevap aramaktadır: Birinci soru; özgürleşme ve disiplin söylemi arasındaki karmaşa nasıl çözüme kavuşturulacak; ikinci soru; kişisel bağımsızlık ölçütünün "öteki tarafı" olarak betimlenen uzlaşma nasıl oluşturulacak (Yıldırım, 2006, s.250-251). İletişimsel eylem kuramı bu soruları, "iletişimsel yöntemlerle" anlamayı ve çözmeyi hedeflemektedir.

Habermas, "iletişimsel eylem kuramında" toplumsal bireylerin çift yönlü olarak birbirlerini anlamaları ve eylemlerini koordine etmelerinin ancak dil ve dil aracılığıyla oluşturulan çeşitli simge ve sembollere bağlı olduğunu ileri sürer (Deflem ve Yükselbaba, 2014, s.879).

Bu bağlamda iletişimsel eylem, dil ve eylem becerisine sahip en az iki kişinin bireylerarası etkileşimi ile oluşan, eylem planlarını fikir birliğine varmak amacıyla gerçekleştirdikleri uzlaşma hedefiyle ilgilidir (Yıldırım, 2006, s.259). Fakat iletişimsel eylem, sadece bir anlaşma ve uzlaşma süreci değildir. Aynı zamanda, sosyal gruplara katılmak ve kendi kimliklerimizi tanımlamakla da ilgilidir (Habermas, 2001, s.572).

Habermas'ın iletişimsel eylem kuramında, sosyal aktörlerin toplumlarının kurallarına uygun davranmalarını ve toplumsal çevreleriyle uyumlu davranabilmeleri bireylerin sosyalleşme ve interaktif yeteneklerine bağlı olduğunu savunmuştur (Deflem ve Yükselbaba, 2014, s.880).

Kuramlar iletişim devriminde, çağdaş toplumların dönüşüm sürecinin ulaştığı dönüm noktasının simgeleridir (Kumar, 1999, s.10). Dolayısıyla çalışmaların ilişkili kuramlara dayandırılması, kuramların çalışmalara bilimsel bir rehberlik etmesi son derece önemlidir. Belirttiğimiz gibi özellikle iletişim alanında var olan kuramlar değerlendirildiğinde, bu çalışma ifade ettiği ve savunduğu düşünce bakımından Habermas'ın "iletişimsel eylem kuramına" dayandırılmıştır. Bu bağlamda Habermas'ın iletişimsel eylem kuramıyla ilgili daha detaylı bir bilgi vermek ve kuram ile çalışma konumuzun ilişkili olduğu noktaların daha iyi anlaşılması bakımından faydalı olacaktır.

Habermas iletişimsel davranış üzerinde çalışmıştır. Bu kurama göre kültürü tanımlayabilmek ve anlayabilmek için iletişim önemlidir. Habermas'ın iletişimsel eylem kuramı insan bilgisi, evrensel pragmatics, iletişimsel eylem ve eleştirel kuram olmak üzere dört aşamadan oluşmaktadır. Her aşamada Habermas dile yönelik gerçeği anlamayı engelleyen karmaşıklığı çözmeye çalışmıştır (Erdoğan ve Alemdar, 2005, s.337-338). Kuram bu yönüyle çalışma konumuzda da bahsettiğimiz gibi kültürün anlamlandırılmasında, aktarılmasında ve etkili iletişimde dil'in önemini vurgulamıştır. Ve dilin doğru kullanılmadığında çarpıklıklara ve karmaşaya sebep olacağını belirtmiştir. Kuram; iletişimin önemini vurgulaması bakımından da çalışma konumuza kuramsal bir nitelik kazandırmaktadır.

Habermas'ın iletişimsel eylem kuramına göre; insanlar semboller aracılığıyla etkileşimi sağlarlar. Ona göre iletişim etkinliği için konuşabilen ve uygulamaya geçebilen en az iki kişi olmalıdır. Habermas'a göre iletişimsel eylemin işlevleri şunlardır: Kültür formasyonunun iletilmesi, toplumsal uyum ve grup desteği, kişisel kimlik ve Habermas iletişimsel eylem dünyalarını ise üçe ayırır: Nesnel dünya: kelime ve varlıklardan oluşur, toplumsal dünya: kişiler arası ilişkiler vardır, öznel dünya: konuşmacının tecrübelerinden oluşur (Erdoğan ve Alemdar, 2005, s.338-340).

İletişimsel eylem kuramına göre "iletişimsel eylem" birlikte yapılan yorumlama faaliyetidir. Bu faaliyete dahil olanlar, mevzu olarak iletişimsel eylem dünyalarından sadece birini vurgulasalar bile; nesnel, toplumsal ve öznel dünyalara eş zamanda göndermiş olurlar. (Habermas, 2001, s.552).

Çalışmamızda sözlü iletişim alanında daha fazla araştırmalar yapılması gerekliliği vurgulanmıştır. Gerekçe olarak da Habermas'ın "iletişimsel etkinlik kuramında" belirttiği gibi, kişisel kimlik kazanılmasında, etkili iletişimsel becerilerle karmaşıklıklardan kurtulmada, kişilerarası iletişimin dil ve semboller aracılığıyla gerçekleştirilmesinde, kültürel bilginin anlamlandırılması ve aktarılmasında, bireylerin sosyalleşmesinde, grup iletişiminde, kişisel kimlik kazanılmasında sözlü iletişimin önemli bir beceri olduğu faktörleri sunulmuştur.

LİTERATÜR TARAMASI

Literatür incelendiğinde araştırma konumuzla ilgili birçok çalışma yapıldığı gözlemlenmiştir. Çalışma konumuzla benzer olan çalışmalardan birincisini; Aydın ve Başoğlu'nun (2014) yaptığı konuşma becerileri özyeterlik algısı ile ilgili çalışmadır. Bu çalışmada, Çaycuma Meslek Yüksekokulu Örneği ele alınmıştır."

Çalışmanın, çağrı merkezi birimlerinde çalışacak adayların konuşma becerilerini belirlemek, sektörde karşılaşılabilecek sorunları önlemek; sektördeki hizmetin ve verilen yükseköğretim eğitiminin kalitesini arttırmak açısından önemli olduğu belirtilmiştir. Araştırmanın amacı, çağrı merkezi elemanı adaylarının konuşma becerilerine dair özyeterlik algılarını tespit etmektir. Araştırmada yöntem olarak tarama modeli kullanılmıştır, veri toplamak için ise "Konuşma Becerileri Özyeterlik Algısı Anketi" uygulanmıştır. Araştırmanın çalışma grubunu 2013-2014 eğitim-öğretim yılı Bülent Ecevit Üniversitesi Çaycuma Meslek Yüksekokulu Çağrı Merkezi Hizmetleri programı 1. sınıf öğrencileri (86 öğrenci) oluşturmaktadır.

Araştırmanın sonucunda; öğrencilerin nezaket kurallarına uygun, muhatabına saygılı, dinleyici odaklı konuşmada özyeterlik algılarının yüksek olduğu görülmektedir; öğrencilerin diksiyon, dil bilgisi, İstanbul Türkçesiyle konuşma, düzenli kitap okuma konularında algılarının kısmen düştüğü sonucuna ulaşılmıştır.

Bu çalışmanın araştırma konumuzla pek çok yönden ortak noktası bulunmaktadır. Çalışmanın meslek yüksekokulu öğrencileri üzerinde uygulanması, yöntem olarak anket yönteminin kullanılması; özellikle öğrencilerin “konuşma becerileri” özyeterlik algılarını ölçmesi bakımından çalışma konumuzla ilişkilidir. Çünkü bizim çalışmamızda da ön lisans halkla ilişkiler programı öğrencilerinin “sözlü iletişim becerilerini” ölçmek amaçlanmıştır. Çalışmamızda elde edilen bulgulardan yola çıkarak yükseköğretim ve sözlü iletişim eğitiminin artırılması hedeflenmiştir. “Sektördeki hizmetin ve verilen yükseköğretim eğitiminin kalitesini arttırmak” açısından çalışma konumuzla benzer öneme sahiptir.

Çalışma konumuzla benzer olan ikinci çalışma; Özgan ve Aslan’ın (2008) ele aldıkları sözlü iletişim türünün öğretmenlerin motivasyonuna etkisinin incelenmesi ile ilgili çalışmadır. Bu çalışma, okul müdürlerinin sözlü iletişim biçiminin öğretmenlerin motivasyonuna olan etkisini ortaya koyma amacıyla yapılmıştır. Araştırma, nitel bir çalışmadır. Örneklem, rastgele örnekleme yöntemi ile seçilmiştir ve on üç kişiden oluşmaktadır. Araştırma verileri görüşme yöntemi ile elde edilmiştir. Veriler, içerik analizi yöntemi kullanılarak analiz edilmiş ve yorumlanmıştır.

Bu çalışmanın sonucunda şu verilere ulaşılmıştır: Yöneticilerin sözlü iletişim biçiminin öğretmenlerin motivasyonunu etkilemektedir. Öğretmen ve yönetici görüşleri arasında farklılıklar vardır. Bu bulgular ilgili literatür çerçevesinde tartışılarak öneriler geliştirilmiştir.

Yapılan bu çalışma ile ele aldığımız çalışma arasında benzer bağlantılar bulunmaktadır. Çalışmada; “ilköğretim okul müdürlerinin sözlü iletişim biçiminin öğretmenlerin motivasyonuna etkisi” konusu ele alınmıştır. Özellikle çalışmanın “sözlü iletişimi” ele alması çalışma konumuzla esas itibarıyla ortaktır. Bu çalışmada ilköğretim okul müdürlerinin sözlü iletişim biçiminin öğretmenlerin motivasyonuna etkisi konusu ele alınırken bizim çalışmamızda da öğrencilerin sözlü iletişim becerilerinde eğitimcilerin katkısı var mı sorusuna yanıt aranacaktır. Bu çalışmada sözlü iletişimin motivasyon üzerinde etkili olduğu vurgulanmıştır. Çalışmamızda da “sözlü iletişimin öğrenme motivasyonunda” son derece etkili olduğu vurgulanmıştır. Her iki çalışmada konuya ilişkin geliştirici ve çözümleyici nitelikte önerilerde bulunulması ve her iki çalışmanın da eğitim kurumlarında uygulanması diğer benzer hususlar arasında yer almaktadır. Öte yandan çalışmaların yapılış amaçları benzer olmasına rağmen, çalışmalar arasındaki temel farklılıklar vardır. Bu temel farklılığın en önemlisi “yöntem” farklılığıdır. Özgan ve Aslan (2008) çalışmalarını nitel bir yöntem olan “görüşme” yöntemini kullanarak veri analizi yapmışlardır.

Çalışma konumuzla ilgili olan üçüncü araştırma; Akın’ın (2018) ele aldığı iletişim becerilerinin geliştirilmesinde grup çalışmasının etkisi ile ilgili çalışmadır. Bu çalışmada; İzmit Atatürk Mesleki ve Teknik Anadolu Lisesinde iletişim temelli problemler yaşayan öğrencilerin iletişim becerilerinin geliştirilmesi amaçlanmıştır. Bunun için çözüm odaklı grup çalışması yapılarak, grup çalışmasının etkisi belirlenmek istenmiştir. Yüksek lisans okul sosyal hizmeti stajı uygulamasında yapılan bu grup çalışması okul psikolojik danışmanı ve sosyal hizmet uzmanı işbirliği ile yürütülmüştür. Grup üyelerine İletişim Becerileri Ölçeği grup öncesinde ve grup sonrasında uygulanmıştır.

Çalışma sonucunda Ön test ve son test puanları arasında istatistiksel olarak anlamlı bir fark bulunmuştur. Özellikle akademik başarı, düşük veli katılımı düzeyi ve sosyo-ekonomik sorunların diğer liselere göre daha yoğun yaşandığı endüstri meslek liselerinde çözüm odaklı grup çalışmasının iletişim becerilerinin artırmada kullanılabileceği önerilmektedir. Çözüm merkezli yaklaşımla temellendirilen grup çalışmaları katılımcıların kendi potansiyellerini fark etmesini sağlamıştır.

Bu çalışma incelendiğinde ve kendi çalışacağımız konu ile mukayese edildiğinde birçok ortak nokta bulunduğu gözlemlenmiştir. Bu çalışmada; İzmit Atatürk Mesleki ve Teknik Anadolu Lisesinde iletişim temelli problemler yaşayan öğrencilerin iletişim becerilerinin geliştirilmesi amacıyla “çözüm odaklı grup çalışması” yapılarak etkisi belirlenmek istenmiştir. Bu bağlamda çalışmada iletişim problemi yaşayan öğrencilerin iletişim becerilerinin geliştirilmesi amaçlanmıştır. Aynı şekilde ele aldığımız çalışmamızda da öğrencilerin sözlü iletişim beceri düzeyini ölçerek sözlü iletişimin sosyal hayatta, grup çalışmalarında ne denli önemli olduğu vurgulanmıştır. Bu bakımından her iki çalışma özellikle ele aldığı konu ve amacı itibarıyla birbiriyle ilişkilidir. Çalışmanın eğitim kurumunda ve öğrenciler üzerinde uygulanması da benzer noktalar arasında yer almaktadır.

Çalışma konumuzla benzer yönleri olan dördüncü çalışma, Katrancı ve Kuşdemir’in (2015) ele aldıkları sözlü anlatım dersine yönelik olan bir uygulama araştırmasıdır. Bu çalışmada, sözlü anlatım dersinde yapılan uygulamaların öğretmen adaylarının konuşma kaygıları üzerindeki etkisinin incelenmesi amaçlanmıştır. Deneme öncesi desenlerden Tek Grup Ön Test - Son Test Modeliyle gerçekleştirilen araştırma, 2013-2014 eğitim yılında 212 öğretmen adayının katılımıyla yapılmıştır. Veri toplama aracı olarak araştırmacıların oluşturduğu iki kategorili sorular ve Sevim’in (2012) geliştirdiği “Öğretmen Adaylarına Yönelik Konuşma Kaygısı Ölçeği” kullanılmıştır.

Çalışma sonucunda elde edilen bulgulara göre, sözlü anlatım dersinden sonra öğretmen adaylarının Türkçeyi doğru ve akıcı konuşma ile bir topluluk karşısında konuşmaya yönelik olumlu görüşlerinde artış olduğu

sonucuna varılmıştır. Sözlü anlatım dersinden sonra öğretmen adaylarının konuşma kaygı düzeylerinde azalma olduğu belirlenmiştir. Uygulama sonrasında cinsiyet değişkenine göre yapılan karşılaştırmada kızların konuşma kaygı düzeylerinin erkeklere göre daha düşük olduğu tespit edilmiştir. Ayrıca uygulama sonrasında en düşük konuşma kaygısına sahip olan grubun okul öncesi öğretmen adaylarından oluştuğu belirlenmiştir.

Yapılmış olan bu çalışma ile kendi yapacağımız çalışma arasında bazı benzer hususlar bulunmaktadır. Yapılmış çalışmada “sözlü anlatım dersinde” yapılan uygulamaların öğretmen adaylarının “konuşma kaygıları” üzerindeki etkisinin incelenmesi amaçlanmıştır. Bizim çalışmamızda da öğrencilerin “sözlü iletişim becerisi” gerektiren “sunum ödevlerinde” konuşma kaygısı yaşayıp yaşamadıkları sorusuna yanıt aranacaktır. Çalışma bu bakımdan benzerdir. Yine çalışmanın eğitim kurumunda uygulanması, esas itibarıyla sözlü iletişimi ele alması ve sözlü iletişim becerisinin eğitim kurumlarındaki eğitmen ve öğrenci bakımından önemini vurgulaması yönleriyle de birbiriyle ilişkilidir.

Çalışma konumuzla benzer olan beşinci çalışma; Ay’ın (2015) ele aldığı, eğitimcilerin iletişim becerileri ile ilgili olan çalışmasıdır. Araştırmada eğitimin etkili bir şekilde gerçekleşmesi için etkili iletişimin önemli olduğu vurgulanmıştır. Bu araştırmanın temel amacı sınıf öğretmeni adaylarının gözlemlerine dayalı olarak eğitimcilerin etkili iletişim becerilerinin değerlendirilmesidir. Araştırma kapsamında 149 sınıf öğretmeni adayından 4 hafta süre ile eğitimcileri etkili iletişim becerileri açısından gözlemlenmeleri istenmiştir. Öğretmen adaylarından elde edilen 149 günlüğün tamamı içerik analizi yoluyla analiz edilmiştir.

Çalışmada şu bulgulara varılmıştır: Araştırma sonucunda öğretim üyelerinin etkili iletişim becerilerine ilişkin elde edilen sonuçların tüm alt boyutlar için genellikle olumlu yönde olduğu; sınıf öğretmenlerine ilişkin olarak diksiyon alt boyutu dışında diğer alt boyutlarda olumlu ifadeler yer verildiği görülmüştür. Sınıf öğretmeni adaylarına ilişkin olarak sözlü iletişimin konuşmanın akıcılığı, ses tonu, açık ve net ifadeler kullanma, vurgulamalar ve diksiyon alt boyutlarına ilişkin olumsuz gözlemlere yer verildiği belirlenmiştir. Okul yöneticilerine ilişkin olarak sözlü iletişim konusunda genellikle olumlu ifadeler yer verildiği; sözsüz iletişimde göz teması, mesafe ve bedensel temas alt boyutları dışında boyutların çoğunda olumlu ifadelerin yer aldığı belirlenmiştir.

Bu çalışmanın yapacağımız çalışma ile en önemli ortak yönü her iki çalışmanın da “eğitimde etkili iletişimin gerekliliğini” vurgulamasıdır. Çalışmalarda veri toplamak amacıyla kullanılan yöntem farklı olsa da her iki çalışmada temel amaç eğitimde, “iletişim beceri düzeyinin/sözlü iletişim beceri düzeyinin” incelenmesidir. Her iki çalışmanın uygulama alanı eğitim kurumudur. Bir diğer ortak nokta ise her iki çalışmanın sözlü iletişimin alt boyutlarına (konuşmanın akıcılığı, ses tonu, açık ve net ifadeler kullanma, vurgulamalar ve diksiyon) vurgu yapmasıdır. Özellikle kullanmış olduğumuz anket formunda iletişimin alt boyutlarını ölçmeye yönelik soruların bulunması buna bir göstergedir.

Çalışma konumuzla benzer yönleri olan altıncı çalışmada, İlkhan ve Özençel (2014) çok modellenli iletişim tasarımı ile ilgili olan çalışma konusunu ele almışlardır. Çalışmada genel olarak çok modellenli iletişim, seyirci odaklı dil tasarımı, kısmi iletişim, sözlü iletişim, yazılı iletişim konuları ele alınarak kavramsal bir çerçeve oluşturulmuştur. Dilin farklı kültürel kodlar içerisinde kullanıldığı çoğulcu bir toplumda çok modellenli ve seyirci odaklı dil tasarımı kullanılarak iletişimin sağlanabileceği savının göreceli olduğu savunulmuştur. Her ne kadar Christoph Sauer üzerinde durduğu çok modellenli iletişim ve seyirci odaklı dil tasarımının iletişim sürecine katkısı olduğunu savunsa da iletişim sürecinde bazı engeller ortaya çıkmakta ve süreç istenen sonuca ulaşamamaktadır.

Bu çalışmada elde edilen bulgular genel olarak şunlardır: Öznelleşen ve nesnelleşen iletişim, toplumun değişkenliği ile doğru orantılı olarak da değişim göstermektedir. Sauer’in görüşlerini destekleyen görsel ve dilsel unsurlar bireylerde her zaman özdeşleşmeyebilir. Bireylerdeki kültürel birikimin ve edinimlerin farklılığı iletişimin sağlıklı kurgulanması ile ilgili sorunlar çıkarabilir. Yazara göre: “Sağlıklı bir iletişim, dil ile fikir kozalarının iyi örülüp, önermelerin kültürel ve kültürlerarasılık esas alınarak kurgulanması gerekir. Seyirci odaklı görsel görüntüler ve resimler iletişimin nesnelleşmesine katkı sağlayabilir. Ancak bu şekilde seyirci ve dinleyici odaklı bir iletişimin gerçekleşmesi mümkün olabilir.”

Ele alınmış olan bu çalışma ile yapacak olduğumuz çalışma birlikte değerlendirildiğinde her iki çalışmada ilişkili noktalar olduğu görülmüştür. Özellikle her iki çalışmada da “sözlü iletişim” konusunun ele alınması ve “bireylerin anlaşılabilirliği ve kültürel kodların” oluşabilmesinde “sözlü iletişim ve dil” faktörünün gerekliliğinin vurgulanması çalışmanın ortak noktaları arasında yer almaktadır. Özellikle çalışmada Habermas’ın “İletişimsel Eylem Kuramından” bahsedilmesi ve bu kurama atıfta bulunulması her iki çalışmanın da esas itibarıyla aynı kurama dayandırıldığına göstergesidir.

Çalışma konumuzla benzer bir çalışma olan yedinci çalışmayı Çınar’ın (2010) ele aldığı, okul müdürlerinin iletişime etkisi ile ilgili olan bir çalışma oluşturmaktadır. Çalışmada eğitim kurumlarının toplumun gelişmesi ve eğitim ihtiyacını sağlıklı bir şekilde karşılaması için eğitim kurumlarının son derece önemli olduğunun altı çizilmiştir. Toplumun eğitim ihtiyacını karşılamada önemli bir yere sahip olan okulların iyi yönetilmesi eğitim sisteminin başarısına etki eden bir konudur. İletişim, örgütsel amaçların gerçekleştirilmesinde yöneticilerin kullandığı temel araçlardandır. Okulların görevlerini başarılı bir şekilde yerine getirebilmeleri, okul müdürlerinin iletişim sürecinde etkili olmalarına bağlıdır. Bu çalışmada öğretmenlerin algılarına göre okul müdürlerinin iletişim sürecindeki etkililiği incelenmiştir.

Bu çalışma neticesinde elde edilen bulguya göre, öğretmenler, okul müdürlerinin iletişim sürecindeki etkililik düzeyini olumlu olarak değerlendirmişlerdir. Araştırmaya katılan öğretmenler; okul müdürlerinin iletişim sürecine yönelik konsantrasyonunu, tercih ettikleri iletişim yöntemini ve bunun öğrenime katkısını olumlu değerlendirmişlerdir. Bu çalışmanın örneklemini 2008 yılı Nisan ayında Ağrı ilindeki on ilköğretim okulunda görev yapan 191 öğretmen oluşturmaktadır. Veri toplama aracı olarak “Okul Yöneticilerinin İletişim Sürecindeki Etkililiği Ölçeği”, istatistiksel analizlerde ise frekans, yüzde, ortalama, t testi ve varyans analizi kullanılmıştır.

Araştırılan bu çalışma ile yapacağımız çalışma analiz edildiğinde problem başlığının esas vurgusunun “iletişim” olduğu görülmüştür. Her iki çalışmada eğitimin dolayısıyla toplumun ve kültürün gelişmesi için; eğitimcilerin ve öğrenciler arasındaki sağlıklı iletişimin önemli olduğu vurgulanmıştır. Her iki çalışmada veri toplamak için nicel bir yöntem olan anket yöntemi kullanılmıştır. Çalışmanın uygulandığı alanın eğitim kurumu olması, iletişimin; eğitim kurumlarındaki önemi, etkisi ve rolünün ortaya atılması bakımından her iki çalışma da benzer öneme sahiptir.

Çalışma konumuzla benzer yönleri olan sekizinci çalışma Fidan ve Küçükali’nin (2014) ele aldığı yöneticilerin iletişim becerileri ve örgütsel değerleriyle ilgili olan çalışmasıdır. Bu çalışmada temel olarak “iletişim becerilerinin eğitim kurumları” için çok önemli olduğu vurgusu hakimdir. Araştırmada, ilköğretim kurumlarında görev yapan yöneticilerin “iletişim becerileri” ile örgütsel değerler arasındaki ilişki incelenmektedir. Bu amaçla Erzincan ili merkez ilköğretim kurumlarında 2012-2013 eğitim öğretim yılında görev yapan öğretmenlerden tabakalı örnekleme yöntemiyle seçilen 210 ilkokul ve 252 ortaokul öğretmeniyle çalışılmıştır. Değişkenler arasındaki ilişkiyi ve yordama düzeyini belirlemede Pearson Korelasyon Katsayısı Hesaplama ve Çoklu Doğrusal Regresyon Analizi kullanılmıştır.

Araştırma sonucunda şu bulgulara erişilmiştir: İlköğretim kurumlarında yöneticilerin iletişim becerileri ile kurumların örgütsel değerleri arasında, orta düzeyde, pozitif ve anlamlı bir ilişki belirlenmiştir. Bu ilişki, iletişim becerilerinin alt boyutlarından “göreve yönelik iletişim” ile düşük “bilgilendirmeye yönelik iletişim”, “geribildirim” ve “tutum ve davranışa yönelik iletişim” ile de orta düzeyde pozitif ve anlamlı bir şekilde bulunmuştur. Bu sonuç; eğitim kurumlarında iletişim becerilerinin ve örgütsel iletişimin önemini göstermesi bakımından önemlidir. Ayrıca iletişim becerileri ölçeğinin bilgilendirmeye ve davranışa yönelik iletişim alt boyutları ve toplam puanları birlikte, ilköğretim kurumlarındaki örgütsel değerlerin % 49’unu açıklamaktadır.

Yapılmış olan bu araştırma incelendiğinde kendi çalışmamızla en önemli ortak noktasının problem başlığı olarak “eğitim kurumlarında iletişim becerilerini” ele alması ve benzer noktalara vurgu yapmasıdır. Vurgulanan ve çalışma konumuzda da altı çizilen nokta şudur: “Eğitim kurumlarında yöneticilerin iletişim becerilerinin ve örgütsel değerleri önemlidir.” Kendi çalışmamızla kıyaslandığında temel fark, bu vurgunun öğrencilere yönelik bir vurgu olmasıdır. Ortak noktalardan bir diğeri ise araştırma modelinin benzerliğidir.

Çalışma konumuzla benzer bir çalışma olan dokuzuncu çalışma, Arı’nın (2016) sözlü iletişim ile ilgili olan çalışmasıdır. Çalışmada esas itibarıyla “sözlü iletişim” ele alınmıştır. Sözlü iletişimin öğrenme alanındaki etkisi değerlendirilmiştir. Bu bağlamda “dinleme/izleme ve konuşma becerileri, sözlü iletişimi” oluşturan temel unsurlardır. Bir önceki programda dinleme/izleme ve konuşma kazanımları farklı öğrenme alanları iken 2015 yılında hazırlanan Türkçe Dersi (1-8. Sınıflar) Öğretim Programı’nda bu alanlar “sözlü iletişim çatısı” altında birleştirilmiştir. Bu çalışmanın amacı “sözlü iletişim öğrenme alanındaki kazanımları özcü değerlendirme yaklaşımıyla değerlendirmek,” kazanım ifadeleriyle ilgili sorunları tespit etmektir.

Bu çalışmada şu bulgulara ulaşılmıştır: Sonuçta önceki öğretim programında ayrı ayrı işlenen bazı kazanımların yeni programda binişik şekilde ifade edildiği, kazanımlardan bazılarının sürekliliği bozduğu, bazılarının karmaşık, bazılarının eksik ve yanlış ifade edildiği belirlenmiştir. Bazı kazanımların daha doğru biçimde ifade edilmesi için öneriler sunulmuştur. Kazanım ifadelerindeki hataların, ölçme ve değerlendirme açısından birtakım sorunlara neden olabileceği öngörülmüştür. Çalışmada nitel araştırma tekniklerinden doküman incelemesi kullanılmıştır. Program’da ardışıklık ve binişlikle ilgili sorunlar belirlenmiş; kazanım ifadelerindeki muğlaklıklar, dinleme/izleme ve konuşma çerçevesinde, diğer öğrenme alanlarıyla ilişkilendirilerek irdelenmiştir.

Araştırılan bu çalışmanın kendi çalışmamızla en önemli benzer yönü sözlü iletişimin sadece konuşmaktan ibaret olmadığı aynı zamanda “dinleme/izleme ve aktarma, becerilerinin de sözlü iletişime dahil olduğunu vurgulaması ve bu konuları kavramsal çerçeveyi oluştururken ele almasıdır. Bununla birlikte yine uygulama alanının bir eğitim kurumu olması bakımından da benzerdir. Ayrıca muğlaklıklar, dinleme/izleme ve konuşma çerçevesinde, diğer “öğrenme alanlarıyla ilişkilendirilerek” irdelenmesi çalışmamızla benzerdir.

Çalışma konumuzla benzer noktaları olan onuncu çalışma, Bingöl ve Demir’in (2011) iletişim becerileriyle ilgili olan çalışmasıdır. Çalışmada bazı değişkenlere göre iletişim becerisi algılarının anlamlı bir farklılık yaratıp yaratmadığı da analiz edilmiştir. Çalışma 232 öğrencinin oluşturduğu bir örneklem üzerinde yapılmıştır. Çalışmada veriler Korkut (1997) tarafından geliştirilen üniversite öğrencileri üzerinde daha sonra geçerliği ve güvenilirliği yapılan “İletişim Becerilerini Değerlendirme Ölçeği (İBDÖ)” kullanılmıştır. Veriler; SPSS 11.5 istatistik programında değerlendirilmiş, verilerin analizinde; frekans, Kruskal-Wallis H (KW), Mann-Whitney U (U) testleri kullanılmıştır. İstatistikî analizlerde anlamlılık düzeyi $p < 0.05$ olarak seçilmiştir.

Araştırmada elde edilen bulgular: Amasya Sağlık Yüksekokulu öğrencilerinin iletişim becerisi algılarının oldukça yüksek olduğunu göstermiştir (X:101.69). Araştırmada devam edilen bölüm ve öğrencilerin akademik

başarı düzeyi ile iletişim becerilerine ilişkin algıları arasında anlamlı ilişki bulunurken, diğer değişkenlerin iletişim becerisi algısı üzerinde anlamlı farklılıklar oluşturmadığı saptanmıştır.

Araştırılmış olan bu çalışma konusu pek çok yönden kendi araştırma konumuzla ilişkilidir. Araştırmanın bir eğitim kurumu olan yüksekokulda uygulanması ve yüksekokul öğrencilerine yönelik olarak yapılması ve bu öğrencilerin iletişim becerilerini ölçmeyi amaçlaması çalışma konumuzla bağlantılı noktaları oluşturmaktadır. Ayrıca, öğrencilerin iletişim becerilerindeki eksikliği giderecek ve çözüm odaklı önerilerde bulunulması çalışmamızın ortak hedefleri arasındadır. Araştırmada “Korkut (1997) tarafından geliştirilen İletişim Becerilerini Değerlendirme Ölçeği (İBDÖ)”nin kullanılması çalışmamızın ortak olan diğer bir yönüdür. Özetle araştırma hem kavramsal çerçeve olarak hem de kullanılan yöntem olarak benzer yönleri olan bir çalışmadır. Çalışma konumuzla benzer olan bu çalışmaların incelenmesi, literatürdeki eksikleri görebilmek ve bu eksikliklere katkıda bulunmak adına faydalı olmaktadır.

YÖNTEM

Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu ön lisans halkla ilişkiler bölümü öğrencilerinin sözlü iletişim beceri düzeyini ölçebilmek amacıyla bu çalışmada nicel araştırma yöntemlerinden biri olan anket yöntemi kullanılacaktır. Anket, bilgi alınacak katılımcıların şahsen okuyarak cevap verecekleri bir soru formunun hazırlanması biçiminde uygulanan bir yöntemdir (Seyidoğlu, 2003, s. 37).

Anket yöntemi genellikle kitlelere uygulanır ve elde edilen bulgular istatistiksel olarak değerlendirilir. Nicel bir veri toplama yöntemi olan anket yönteminde bulguların istatistiksel olarak değerlendirilmesi çalışmanın güvenilir ve geçerliğine katkı sağlayacaktır.

Problem Cümlesi

Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu ön lisans halkla ilişkiler bölümü öğrencilerinin sözlü iletişim beceri düzeyi yeterli midir?

Alt Problemler

1. Ön lisans halkla ilişkiler öğrencileri, kendilerini “anlaşılır” bir biçimde ifade edebiliyorlar mı?
2. Ön lisans halkla ilişkiler öğrencilerinin, sözlü iletişimin alt boyutlarına (Dinleme, ses tonu, tonlama, beden dili, göz teması, mesafe vb.) hakimler mi?
3. Ön lisans halkla ilişkiler öğrencileri, karşısındaki bireyi “kasıt olmadan/önyargısız” dinleyebiliyor mu?
4. Ön lisans halkla ilişkiler öğrencileri, olaylara “değişik açılardan” bakabiliyor mu?
5. Ön lisans halkla ilişkiler öğrencileri, derste/sosyal hayatında rahatlıkla “soru sorabiliyor” mu?
6. Ön lisans halkla ilişkiler öğrencileri, karşısındaki bireyi “dinleyip algılayabiliyor” mu?
7. Ön lisans halkla ilişkiler öğrencileri, “sözlü iletişimde üslubun öneminin” farkında mı?
8. Ön lisans halkla ilişkiler öğrencileri, anlaşmazlık durumlarında soru sorabiliyor mu?

Araştırma Modeli

Bu çalışmada öncelikle araştırma sorusu oluşturulmuştur. Çalışmanın araştırma sorusu;” Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu ön lisans halkla ilişkiler bölümü öğrencilerinin sözlü iletişim beceri düzeyi yeterli midir? olarak belirlenmiştir. Bu soruya cevap bulabilmek amacıyla nicel araştırma yöntemlerinden biri olan anket yöntemi kullanılacaktır. Bu doğrultuda iletişim becerilerini değerlendirme ölçeği’ne göre bir soru formu hazırlanarak, 2018-2019 eğitim-öğretim yılı halkla ilişkiler bölümü öğrencileri üzerinde uygulanacaktır.

Öte yandan çalışma Habermas’ın “İletişimsel Eylem Kuramına” dayandırılmıştır. Çalışmanın kavramsal çerçevesini oluşturabilmek ve çalışma konumuzla ilgili literatürde ne tür çalışmaların yapıldığını analiz etmek adına çalışma konumuzla ilgili literatür taraması yapılmıştır.

Evren

Çalışmanın evrenini, Bilecik Şeyh Edebali Üniversitesi halkla ilişkiler bölümünde okuyan bütün öğrenciler oluşturmaktadır.

Örneklem

Bu çalışmanın örneklemini; 2018-2019 eğitim ve öğretim yılında Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu’nda ön lisans halkla ilişkiler bölümünde eğitim gören “rastgele yöntemle” seçilmiş olan 100 öğrenci oluşturmaktadır. Ön lisans halkla ilişkiler bölümünde eğitim gören öğrencilerin sözlü iletişim beceri düzeyleri bu örneklem çerçevesinde ölçülmeye çalışılmıştır.

Veri Toplama Aracı

Bu çalışmada nicel yöntem çeşitlerinden biri olan anket yöntemiyle veri toplanacaktır. Bu bağlamda çalışmada Korkut (1996) tarafından geliştirilen 25 maddeden oluşan “İletişim Becerilerini Değerlendirme Ölçeği”

(İBDÖ) kullanılacaktır. Bu ölçekle hazırlanmış olan anket formunda; araştırma çalışması için faydalı olacağını düşündüğümüz demografik sorular ile araştırma problemine cevap bulabileceğimiz sorular bulunmaktadır.

Ölçeğin geçerliliği ve güvenilirliği Cronbach alfa katsayısı ile belirlenmiştir. Ayrıca “testin tekrarı yöntemi” ile ölçeğin güvenilirliğini test etmek amacı ile ölçek 191 öğrenciye üç hafta zaman aralıkları ile iki kez uygulanmıştır (Korkut, 1996, s. 21).

Ölçek, maddelerarası korelasyon çalışmasıyla 25 madde haline getirilmiştir. Ölçekte “testin tekrarı yolu” ile elde edilen güvenilirlik katsayısı .76; iç tutarlılık katsayısı ise .80 olarak saptanmıştır. İBDÖ’nün güvenilirlik ve geçerlik araştırmalarından elde edilen bulgulara göre ölçek “kullanılabilir bir ölçektir” (Korkut, 1996, s. 18).

Veri Toplama Analizi

İletişim Becerilerini Değerlendirme Ölçeği’nin (İBDÖ), maddeleri bireylerin kişilerarası iletişimlerinde “çoğu kez nasıl olduklarını düşünerek” cevaplayacakları 5-li Likert biçimindedir. Ankete katılan katılımcılardan, ölçekteki her bir maddenin karşısında yer alan (4) her zaman, (3) sıklıkla, (2) bazen, (1) nadiren ve (0) hiç bir zaman seçeneklerinden birisini seçmeleri istenmektedir (Korkut, 1996, s. 20). Verilerin çözümlenmesinde Windows için hazırlanmış SPSS programı kullanılacaktır.

Varsayımlar

- Bilecik Şeyh Edebalı Üniversitesi Gölpazarı Meslek Yüksek Okulu’nda eğitim gören “halkla ilişkiler” öğrencilerinin sözlü iletişim beceri düzeyi yetersizdir.
- Halkla ilişkiler bölümü ikinci sınıf öğrencilerinin sözlü iletişim beceri düzeyi daha yüksektir.
- Çalışmanın örneklem grubunu oluşturan halkla ilişkiler öğrencileri, anket sorularını dikkatle okumuşlardır ve sorulara dürüst bir şekilde cevap vermişlerdir.
- Çalışmada kullanılan iletişim becerilerini ölçme ölçeği gereken düzeyde geçerlik ve güvenilirliğe sahiptir.

Sınırlılıklar

Bu çalışma; 2018-2019 eğitim ve öğretim dönemi ile sınırlandırılmıştır. Ayrıca, Bilecik Şeyh Edebalı Üniversitesi Gölpazarı Meslek Yüksek Okulu’nda eğitim gören sadece “halkla ilişkiler” bölümünde eğitim gören öğrencileri ele alarak da sınırlandırılmıştır.

Tanımlar

Ön lisans; üniversitelerin meslek yüksekokullarında faaliyette olan, lisans öğretiminin ilk aşamasını oluşturan iki yıl süren bir eğitimidir.

Halkla ilişkiler; bir bireyin ya da örgütün kamu faydasına yönelik politikalar belirlemesi ve bu doğrultuda planlar yapmasını sağlayan tanıma ve tanıtmaya faaliyetine dayanan, halkın güven ve sempatisini kazanma odaklı olan bir yönetim fonksiyonudur.

İletişim; kişi, grup, ya da örgütlerin her türlü bilgi, düşünce, duygu ve davranışları ortak kodlar aracılığıyla diğer kişi, grup ya da örgütlere karşılıklı olarak iletmesidir.

Sözlü iletişim; kişiler arasında genellikle aynı zaman ve mekanda gerçekleşen her türlü karşılıklı konuşma ve yazışmalardır.

BULGULAR

Tablo 1: Katılımcıların Cinsiyeti

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Kadın | 39 | 52,0 | 52,0 | 52,0 |
| | Erkek | 36 | 48,0 | 48,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Katılımcıların cinsiyetini belirten Tablo 1’e bakıldığında ankete cevap veren katılımcıların % 52’si (39) kadın, % 48’i (36) ise erkektir. Örneklem grubundaki bireylerin cinsiyetine bakıldığında çoğunluğu kadınların oluşturduğu görülmektedir.

Tablo 2: Katılımcıların Yaşadığı Yer

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Büyük Şehir | 25 | 33,3 | 33,3 | 33,3 |
| | İl | 10 | 13,3 | 13,3 | 46,7 |
| | İlçe | 30 | 40,0 | 40,0 | 86,7 |
| | Kasaba | 1 | 1,3 | 1,3 | 88,0 |
| | Köy | 9 | 12,0 | 12,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Katılımcıların yaşadığı yere ilişkin bilgi veren Tablo 2'ye bakıldığında katılımcıların % 33,3'ü (25) büyük şehirde, % 13,3'ü (10) ilde, % 40'ı (30) ilçede, % 1,3'ü (1) kasabada, % 12'si (9) köyde ikamet etmektedir. Bu sonuca göre katılımcıların çoğunluğu ilçede ikamet etmektedir.

Tablo 3: Katılımcıların Aile Geliri

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 800-1600 | 23 | 30,7 | 30,7 | 30,7 |
| | 1600-2000 | 23 | 30,7 | 30,7 | 61,3 |
| | 2000-3000 | 15 | 20,0 | 20,0 | 81,3 |
| | 3000-4000 | 8 | 10,7 | 10,7 | 92,0 |
| | 4000 ve Üstü | 6 | 8,0 | 8,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Katılımcıların aile gelirini gösteren Tablo 3'e bakıldığında; % 30,7'sinin (23) aile gelirinin 800-1600 aralığında olduğu, % 30,7'sinin (23) 1600-2000, % 20'sinin (15) 2000-3000, %10,7'sini (8) 3000-4000, % 8'inin (6) 4000 ve üstü olduğu görülmektedir. Buna göre katılımcıların çoğunluğunun aile geliri 800-2000 aralığındadır.

Tablo 4: Katılımcıların Sınıfı

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | 1. Sınıf | 34 | 45,3 | 45,3 | 45,3 |
| | 2. Sınıf | 41 | 54,7 | 54,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Katılımcıların kaçınıcı sınıfta olduklarını gösteren Tablo 4'e bakıldığında; % 54,7'si (41) 2. sınıfta, % 45,3'ü (34) 1. sınıftadır. Buna göre ankete cevap veren katılımcıların çoğunluğunu 2. sınıf öğrencileri oluşturmaktadır.

Tablo 5: Sorunlarını dinlediğim insanlar yanımdan rahatlayarak ayrılırlar.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 1 | 1,3 | 1,3 | 1,3 |
| | Nadiren | 6 | 8,0 | 8,0 | 9,3 |
| | Bazen | 18 | 24,0 | 24,0 | 33,3 |
| | Sıklıkla | 27 | 36,0 | 36,0 | 69,3 |
| | Her Zaman | 23 | 30,7 | 30,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 5'e bakıldığında katılımcıların % 1,3'ü (1) hiçbir zaman, % 8'i (6) nadiren, % 24'ü (18) bazen, % 36'sı (27) sıklıkla, % 30,7'si (23) her zaman seçeneğini işaretlemişlerdir. Buna göre sorunlarını dinlediğim insanlar yanımdan rahatlayarak ayrılırlar ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini işaretlemişlerdir.

Tablo 6: Düşüncelerimi istediğim zaman anlaşılır biçimde ifade edebilirim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 2 | 2,7 | 2,7 | 2,7 |
| | Nadiren | 2 | 2,7 | 2,7 | 5,3 |
| | Bazen | 12 | 16,0 | 16,0 | 21,3 |
| | Sıklıkla | 27 | 36,0 | 36,0 | 57,3 |
| | Her Zaman | 32 | 42,7 | 42,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 6'ya bakıldığında katılımcıların % 2,7'si (2) hiçbir zaman, % 2,7'si (2) nadiren, % 16'sı (12) bazen, % 36'sı (27) sıklıkla, % 42,7'si (32) her zaman seçeneğini işaretlemişlerdir. Buna göre; düşüncelerimi istediğim zaman anlaşılır biçimde ifade edebilirim ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemişlerdir.

Tablo7: Başkalarını önyargısız dinlerim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 5 | 6,7 | 6,7 | 6,7 |
| | Bazen | 16 | 21,3 | 21,3 | 28,0 |
| | Sıklıkla | 23 | 30,7 | 30,7 | 58,7 |
| | Her Zaman | 31 | 41,3 | 41,3 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 7'ye bakıldığında katılımcıların % 6,7'si (5) nadiren, % 21,3'ü (16) bazen, % 30,7'si (23) sıklıkla, % 41,3'ü (31) her zaman seçeneğini işaretlemiştir. Buna göre; başkalarını önyargısız dinlerim ifadesine katılımcıların çoğunluğu her zaman demişlerdir.

Tablo 8: İletişimde bulunduğum insanları oldukları gibi kabul ederim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 1 | 1,3 | 1,3 | 1,3 |
| | Nadiren | 3 | 4,0 | 4,0 | 5,3 |
| | Bazen | 12 | 16,0 | 16,0 | 21,3 |
| | Sıklıkla | 27 | 36,0 | 36,0 | 57,3 |
| | Her Zaman | 32 | 42,7 | 42,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 8'e bakıldığında katılımcıların % 1,3'ü (1) hiçbir zaman, % 4'ü (3) nadiren, % 16'sı (12) bazen, % 36'sı (27) sıklıkla, % 42,7'si (32) her zaman seçeneğini işaretlemişlerdir. Buna göre; iletişimde bulunduğum insanları oldukları gibi kabul ederim ifadesine katılımcıların çoğunluğu her zaman demişlerdir.

Tablo 9: İnsanlarla konuşurken onların önemli ve değerli olduklarını düşünürüm.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 3 | 4,0 | 4,0 | 4,0 |
| | Bazen | 13 | 17,3 | 17,3 | 21,3 |
| | Sıklıkla | 20 | 26,7 | 26,7 | 48,0 |
| | Her Zaman | 39 | 52,0 | 52,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 9'a bakıldığında katılımcıların % 4'ü (3) nadiren, % 17,3'ü (13) bazen, % 26,7'si (20) sıklıkla, % 52'si (39) her zaman demişlerdir. Buna göre; insanlarla konuşurken onların önemli ve değerli olduklarını düşünürüm ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemişlerdir.

Tablo 10: Birisiyle ilgili bir karara ulaşmadan önce onunla ilgili gözlemlerimi gözden geçiririm.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 4 | 5,3 | 5,3 | 5,3 |
| | Bazen | 9 | 12,0 | 12,0 | 17,3 |
| | Sıklıkla | 21 | 28,0 | 28,0 | 45,3 |
| | Her Zaman | 41 | 54,7 | 54,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 10'a bakıldığında katılımcıların % 5,3'ü (4) nadiren, % 12'si (9) bazen, % 28'i (21) sıklıkla, % 54,7'si (41) her zaman seçeneğini işaretlemişlerdir. Buna göre; birisiyle ilgili bir karara ulaşmadan önce onunla ilgili gözlemlerimi gözden geçiririm ifadesine katılımcıların çoğunluğu her zaman demişlerdir.

Tablo 11: İletişim kurduğum kişilerin anlatmak istediklerini dinlemek için onlara zaman ayırırım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Bazen | 6 | 8,0 | 8,0 | 8,0 |
| | Sıklıkla | 26 | 34,7 | 34,7 | 42,7 |
| | Her Zaman | 43 | 57,3 | 57,3 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 11'e bakıldığında katılımcıların % 8'i (6) bazen, %34,7'si (26) sıklıkla, %57,3'ü (43) her zaman seçeneğini işaretlemişlerdir. Buna göre; iletişim kurduğum kişilerin anlatmak istediklerini dinlemek için onlara zaman ayırırım ifadesine katılımcıların çoğunluğu her zaman seçeneğini tercih etmişlerdir.

Tablo 12: İnsanlarla samimi bir iletişim kurarak konuşurum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 2 | 2,7 | 2,7 | 2,7 |
| | Bazen | 13 | 17,3 | 17,3 | 20,0 |
| | Sıklıkla | 22 | 29,3 | 29,3 | 49,3 |
| | Her Zaman | 38 | 50,7 | 50,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 12'ye bakıldığında katılımcıların % 2,7'si (2) nadiren, % 17,3'ü (13) bazen, % 29,3'ü (22) sıklıkla, % 50,7'si (38) her zaman seçeneğini tercih etmişlerdir. Buna göre; insanlarla samimi bir iletişim kurarak konuşurum ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemişlerdir.

Tablo 13: İnsanlara gerektiğinde yardıma ihtiyacı olup olmadıklarını sorarım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 1 | 1,3 | 1,3 | 1,3 |
| | Nadiren | 6 | 8,0 | 8,0 | 9,3 |
| | Bazen | 14 | 18,7 | 18,7 | 28,0 |
| | Sıklıkla | 26 | 34,7 | 34,7 | 62,7 |
| | Her Zaman | 28 | 37,3 | 37,3 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 13'e bakıldığında katılımcıların % 1,3'ü (1) hiçbir zaman, % 8'i (6) nadiren, % 18,7 (14) bazen, % 34,7 (26) sıklıkla, %37,3'ü (28) her zaman seçeneğini tercih etmişlerdir. Buna göre; insanlara gerektiğinde yardıma ihtiyacı olup olmadıklarını sorarım ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemişlerdir.

Tablo 14: Olaylara değişik açılardan bakabilirim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 4 | 5,3 | 5,3 | 5,3 |
| | Bazen | 15 | 20,0 | 20,0 | 25,3 |
| | Sıklıkla | 21 | 28,0 | 28,0 | 53,3 |
| | Her Zaman | 35 | 46,7 | 46,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 14'e bakıldığında katılımcıların % 5,3'ü (4) nadiren, % 20'si (15) bazen, % 28'i (21) sıklıkla, % 46,7'si (35) her zaman seçeneğini tercih etmişlerdir. Buna göre; olaylara değişik açılardan bakabilirim ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemiştir.

Tablo 15: Düşüncelerim, konuştuklarım ve yaptıklarım birbiriyle tutarlıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 1 | 1,3 | 1,3 | 1,3 |
| | Bazen | 11 | 14,7 | 14,7 | 16,0 |
| | Sıklıkla | 32 | 42,7 | 42,7 | 58,7 |
| | Her Zaman | 31 | 41,3 | 41,3 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 15'e bakıldığında katılımcıların % 1,3'ü (1) nadiren, % 14,7'si (11) bazen, % 42,7 (32) sıklıkla, % 41,3 (31) her zaman seçeneğini tercih etmişlerdir. Buna göre; düşüncelerim, konuştuklarım ve yaptıklarım birbiriyle tutarlıdır ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini işaretlemiştir.

Tablo 16: Sözlü iletişimimin daha iyiye gitmesi için üzerime düşeni yaparım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 3 | 4,0 | 4,0 | 4,0 |
| | Bazen | 12 | 16,0 | 16,0 | 20,0 |
| | Sıklıkla | 32 | 42,7 | 42,7 | 62,7 |
| | Her Zaman | 28 | 37,3 | 37,3 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 16'ya bakıldığında katılımcıların % 4'ü (3) nadiren, % 16'sı (12) bazen, % 42,7'si (32) sıklıkla, % 37,3 (28) her zaman seçeneğini tercih etmişlerdir. Buna göre; sözlü iletişimimin daha iyiye gitmesi için üzerime düşeni yaparım ifadesinde katılımcıların çoğunluğu sıklıkla ifadesini seçmişlerdir.

Tablo 17: Kendime ve başkalarına zarar vermeden içimden geldiği gibi davranıp, konuşabilirim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 3 | 4,0 | 4,0 | 4,0 |
| | Nadiren | 2 | 2,7 | 2,7 | 6,7 |
| | Bazen | 11 | 14,7 | 14,7 | 21,3 |
| | Sıklıkla | 21 | 28,0 | 28,0 | 49,3 |
| | Her Zaman | 38 | 50,7 | 50,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 17'ye bakıldığında katılımcıların % 4'ü (3) hiçbir zaman, % 2,7'si (2) nadiren, % 14,7'si (11) bazen, % 28, (21), sıklıkla % 50,7'si (38) her zaman seçeneğini işaretlemiştir. Buna göre; kendime ve

başkalarına zarar vermeden içimden geldiği gibi davranıp, konuşabilirim ifadesine katılımcıların çoğunluğu her zaman seçeneğini seçmiştir.

Tablo 18: Arkadaşlarımla beraberken daha rahat hissederek konuşabilirim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 1 | 1,3 | 1,3 | 1,3 |
| | Bazen | 8 | 10,7 | 10,7 | 12,0 |
| | Sıklıkla | 13 | 17,3 | 17,3 | 29,3 |
| | Her Zaman | 53 | 70,7 | 70,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 18' e bakıldığında katılımcıların % 1,3'ü (1) hiçbir zaman, % 10,7'si (8) bazen, % 17,3'ü (13) sıklıkla, % 70,7 (53) her zaman seçeneğini seçmiştir. Buna göre; arkadaşlarımla beraberken daha rahat hissederek konuşabilirim ifadesinde katılımcıların çoğunluğu her zaman seçeneğini işaretlemiştir.

Tablo 19: Yaşadığım olaylardaki coşkuyu tonlama, vurgulama yaparak ve beden diliyle destekleyerek başkalarına anlatabilirim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 7 | 9,3 | 9,3 | 9,3 |
| | Bazen | 11 | 14,7 | 14,7 | 24,0 |
| | Sıklıkla | 16 | 21,3 | 21,3 | 45,3 |
| | Her Zaman | 41 | 54,7 | 54,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 19'a bakıldığında katılımcıların % 9,3'ü (7) nadiren, % 14,7'si (11) bazen, % 21,3'ü (16) sıklıkla, % 54,7 (41) her zaman seçeneğini tercih etmişlerdir. Buna göre; yaşadığım olaylardaki coşkuyu tonlama, vurgulama yaparak ve beden diliyle destekleyerek başkalarına anlatabilirim ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemiştir.

Tablo 20: Konuştuklarımın nereye gittiğini anlamak için düşünmeye zaman ayırırım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 7 | 9,3 | 9,3 | 9,3 |
| | Bazen | 12 | 16,0 | 16,0 | 25,3 |
| | Sıklıkla | 36 | 48,0 | 48,0 | 73,3 |
| | Her Zaman | 20 | 26,7 | 26,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 20'ye bakıldığında katılımcıların % 9,3'ü (7) nadiren, % 16'sı (12) bazen, % 48'i (36) sıklıkla, % 26,7'si (20) her zaman seçeneğini tercih etmişlerdir. Buna göre; konuştuklarımın nereye gittiğini anlamak için düşünmeye zaman ayırırım ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini işaretlemiştir.

Tablo 21: Karşımdakini dinlerken anlamadığım bir ayrıntı olduğunda konunun açığa kavuşması için sorular sorarım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 1 | 1,3 | 1,3 | 1,3 |
| | Nadiren | 4 | 5,3 | 5,3 | 6,7 |
| | Bazen | 9 | 12,0 | 12,0 | 18,7 |
| | Sıklıkla | 31 | 41,3 | 41,3 | 60,0 |
| | Her Zaman | 30 | 40,0 | 40,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 21'e bakıldığında katılımcıların % 1,3 'ü (1) hiçbir zaman, % 5,3 (4) nadiren, % 12'si (9) bazen, % 41,3'ü (31) sıklıkla, % 40'ı (30) her zaman seçeneğini tercih etmişlerdir. Buna göre; karşımdakini dinlerken anlamadığım bir ayrıntı olduğunda konunun açığa kavuşması için sorular sorarım ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini işaretlemişlerdir.

Tablo 22: Benimle özel olarak konuşmak isteyen bir arkadaşım olduğunda konuyu ayaküstü konuşmamaya özen gösteririm.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 5 | 6,7 | 6,7 | 6,7 |
| | Nadiren | 3 | 4,0 | 4,0 | 10,7 |
| | Bazen | 7 | 9,3 | 9,3 | 20,0 |
| | Sıklıkla | 21 | 28,0 | 28,0 | 48,0 |
| | Her Zaman | 39 | 52,0 | 52,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 22'ye bakıldığında katılımcıların % 6,7'si (5) hiçbir zaman, % 4'ü (3) nadiren, % 9,3 (7) bazen, % 28'i (21) sıklıkla, % 52'si (39) her zaman seçeneğini tercih etmişlerdir. Buna göre; benimle özel olarak konuşmak isteyen bir arkadaşım olduğunda konuyu ayaküstü konuşmamaya özen gösteririm ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemişlerdir.

Tablo 23: Birisini anlamaya çalışırken sakın bir ses tonuyla konuşurum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 3 | 4,0 | 4,0 | 4,0 |
| | Nadiren | 2 | 2,7 | 2,7 | 6,7 |
| | Bazen | 9 | 12,0 | 12,0 | 18,7 |
| | Sıklıkla | 25 | 33,3 | 33,3 | 52,0 |
| | Her Zaman | 36 | 48,0 | 48,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 23'e bakıldığında katılımcıların % 4'ü (3) hiçbir zaman, % 2,7'si (2) nadiren, % 12'si (9) bazen, % 33,3'ü (25) sıklıkla, % 48'i (36) her zaman seçeneğini tercih etmişlerdir. Buna göre; birisini anlamaya çalışırken sakın bir ses tonuyla konuşurum ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemişlerdir.

Tablo 24: İlişkilerimi zenginleştiren eğlenceli, keyifli bir konuşma tarzım var.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 2 | 2,7 | 2,7 | 2,7 |
| | Nadiren | 8 | 10,7 | 10,7 | 13,3 |
| | Bazen | 13 | 17,3 | 17,3 | 30,7 |
| | Sıklıkla | 22 | 29,3 | 29,3 | 60,0 |
| | Her Zaman | 30 | 40,0 | 40,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 24'e bakıldığında katılımcıların % 2,7'si (2) hiçbir zaman, % 10,7'si (8) nadiren, % 17,3'ü (13) bazen, % 29,3'ü (22) sıklıkla, % 40'ı (30) her zaman seçeneğini tercih etmiştir. Buna göre; ilişkilerimi zenginleştiren eğlenceli, keyifli bir konuşma tarzım var ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemişlerdir.

Tablo 25: Birisine bir öneride bulunurken onun öneri vermemi isteyip istemediğini sorarım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 4 | 5,3 | 5,3 | 5,3 |
| | Nadiren | 7 | 9,3 | 9,3 | 14,7 |
| | Bazen | 23 | 30,7 | 30,7 | 45,3 |
| | Sıklıkla | 26 | 34,7 | 34,7 | 80,0 |
| | Her Zaman | 15 | 20,0 | 20,0 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 25'e bakıldığında katılımcıların % 5,3'ü (4) hiçbir zaman, % 9,3'ü (7) nadiren, % 30,7'si (23) bazen, % 34,7'si (26) sıklıkla, % 20'si (15) her zaman seçeneğini tercih etmişlerdir. Buna göre; birisine bir öneride bulunurken onun öneri vermemi isteyip istemediğini sorarım ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini işaretlemiştir.

Tablo 26: Birisiyle konuşurken ne karşılık vereceğimden çok onun ne demek istediğini anlamaya çalışırım ve onu dikkatlice dinlerim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 4 | 5,3 | 5,3 | 5,3 |
| | Bazen | 8 | 10,7 | 10,7 | 16,0 |
| | Sıklıkla | 29 | 38,7 | 38,7 | 54,7 |
| | Her Zaman | 34 | 45,3 | 45,3 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 26'ya bakıldığında katılımcıların % 5,3'ü (4) nadiren, % 10,7'si (8) bazen, % 38,7'si (29) sıklıkla, % 45,3'ü (34) her zaman seçeneğini tercih etmiştir. Buna göre; birisiyle konuşurken ne karşılık vereceğimden çok onun ne demek istediğini anlamaya çalışırım ve onu dikkatlice dinlerim ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemiştir.

Tablo 27: İletişim kurduğum insanlar tarafından anlaşıldığımı hissederim.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 2 | 2,7 | 2,7 | 2,7 |
| | Nadiren | 4 | 5,3 | 5,3 | 8,0 |
| | Bazen | 18 | 24,0 | 24,0 | 32,0 |
| | Sıklıkla | 34 | 45,3 | 45,3 | 77,3 |
| | Her Zaman | 17 | 22,7 | 22,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 27'ye bakıldığında katılımcıların % 2,7'si (2) hiçbir zaman, % 5,3'ü (4) nadiren, % 24'ü (18) bazen, % 45,3'ü (34) sıklıkla, % 22,7'si (17) her zaman seçeneğini tercih etmiştir. Buna göre; iletişim kurduğum insanlar tarafından anlaşıldığımı hissederim ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini işaretlemiştir.

Tablo 28: Bir yakınımla sorunum olduğunda bunu onunla suçlayıcı olmayan bir dille konuşmak için girişimde bulunurum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 5 | 6,7 | 6,7 | 6,7 |
| | Nadiren | 3 | 4,0 | 4,0 | 10,7 |
| | Bazen | 15 | 20,0 | 20,0 | 30,7 |
| | Sıklıkla | 21 | 28,0 | 28,0 | 58,7 |
| | Her Zaman | 31 | 41,3 | 41,3 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 28'e bakıldığında katılımcıların % 6,7'si (5) hiçbir zaman, % 4'ü (3) nadiren, % 20'si (15) bazen, % 28'i (21) sıklıkla, % 41,3'ü (31) her zaman seçeneğini tercih etmiştir. Buna göre; bir yakınımla sorunum olduğunda bunu onunla suçlayıcı olmayan bir dille konuşmak için girişimde bulunurum ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemiştir.

Tablo 29: Karşımdakini dinlerken kendi merakımı gidermek için ona özel sorular sormaktan kaçınırım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir Zaman | 4 | 5,3 | 5,3 | 5,3 |
| | Nadiren | 11 | 14,7 | 14,7 | 20,0 |
| | Bazen | 22 | 29,3 | 29,3 | 49,3 |
| | Sıklıkla | 21 | 28,0 | 28,0 | 77,3 |
| | Her Zaman | 17 | 22,7 | 22,7 | 100,0 |
| | Total | 75 | 100,0 | 100,0 | |

Tablo 29'a bakıldığında katılımcıların % 5,3'ü (4) hiçbir zaman, % 14,7'si (11) nadiren, % 29,3'ü (22) bazen, % 28'i (21) sıklıkla, % 22,7'si (17) her zaman seçeneğini tercih etmiştir. Buna göre; karşımdakini dinlerken kendi merakımı gidermek için ona özel sorular sormaktan kaçınırım ifadesine katılımcıların çoğunluğu bazen seçeneğini işaretlemiştir.

SONUÇ VE ÖNERİLER

Bu çalışmada Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulundaki halkla ilişkiler bölümü öğrencilerinin sözlü iletişim beceri düzeyini tespit etmeye yönelik bir araştırma yapılmıştır. Bu bağlamda Korkut (1996) tarafından geliştirilen iletişim becerilerini değerlendirme ölçeği kullanılarak anket yöntemiyle veri toplanmıştır. Bu veriler SPSS programında analiz edilmiştir. Bu analiz neticesinde katılımcıların demografik özelliklerine ilişkin şu bulgulara varılmıştır:

- Ankete cevap veren katılımcıların büyük çoğunluğunu kadınlar oluşturmaktadır.
- Katılımcıların büyük çoğunluğu ilçede ikamet etmektedir.
- Katılımcıların büyük çoğunluğunun aile geliri 800-1600 aralığındadır.
- Katılımcıların büyük çoğunluğunu 2. sınıf öğrencileri oluşturmaktadır.

Çalışmanın temel amacı halkla ilişkiler öğrencilerinde bulunması gereken önemli bir nitelik olan sözlü iletişim beceri düzeyini tespit etmektir. Bu bağlamda, anket formunda katılımcıların sözlü iletişim beceri düzeyini doğrudan ölçmeye yönelik ifadeler katılımcıların çoğunluğu şöyle cevaplar vermiştir:

- Düşüncelerimi istediğim zaman anlaşılır biçimde ifade edebilirim ifadesine katılımcıların çoğunluğu her zaman seçeneğini işaretlemiştir.
- İnsanlarla samimi bir iletişim kurarak konuşurum ifadesine katılımcıların çoğunluğu her zaman yönünde bir tutum sergilemiştir.
- Sözlü iletişimimin daha iyiye gitmesi için üzerime düşeni yaparım ifadesinde katılımcıların çoğunluğu sıklıkla ifadesini seçmiştir.
- Arkadaşlarımla beraberken daha rahat hissederek konuşabilirim ifadesinde katılımcıların çoğunluğu her zaman yönünde bir tutum sergilemiştir.
- Yaşadığım olaylardaki coşkuyu tonlama, vurgulama yaparak ve beden diliyle destekleyerek başkalarına anlatabilirim ifadesine katılımcıların çoğunluğu her zaman seçeneğini seçmiştir.
- Karşımdakini dinlerken anlamadığım bir ayrıntı olduğunda konunun açığa kavuşması için sorular sorarım ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini işaretlemiştir.
- Birisini anlamaya çalışırken sakın bir ses tonuyla konuşurum ifadesine katılımcıların çoğunluğu her zaman seçeneğini tercih etmiştir.
- İlişkilerimi zenginleştiren eğlenceli, keyifli bir konuşma tarzım var ifadesine katılımcıların çoğunluğu her zaman yönünde bir tutum sergilemiştir.
- İletişim kurduğum insanlar tarafından anlaşıldığımı hissedirim ifadesine katılımcıların çoğunluğu sıklıkla seçeneğini tercih etmiştir.
- Bir yakınımla sorunum olduğunda bunu onunla suçlayıcı olmayan bir dille konuşmak için girişimde bulunurum ifadesine katılımcıların çoğunluğu her zaman seçeneği yönünde bir tutum sergilemiştir.

Anket formundaki ifadelerin tamamı, katılımcıların iletişim beceri düzeyini ölçmeye yönelik ifadeler barındırmaktadır. Analiz sonucunda elde edilen bulgulara bakıldığında katılımcıların büyük çoğunluğu, likert ölçeğindeki en güçlü seçenek olan her zaman (5) ve sıklıkla (4) seçeneklerini seçme eğiliminde bulunmuştur. Öte yandan; likert ölçeğindeki iletişim becerisini ölçmeye yönelik en zayıf seçenek olan; hiçbir zaman (1), nadiren (2), bazen (3) seçenekleri katılımcılar tarafından hemen hemen hiç tercih edilmemiştir.

Tüm bu bulgulara dayanarak halkla ilişkiler bölümü öğrencilerinin konuşma, dinleme, soru sorma, kendisini rahat bir biçimde ifade etme, çevresiyle iletişim kurma, sosyalleşme, ses tonu, tonlama, vurgulama, beden dilini kullanma, anlama ve anlaşılma gibi sağlıklı bir sözlü iletişimin en önemli kriterleri hususlarında başarılı olduklarını düşünmektedirler. Buna göre; Bilecik Şeyh Edebali Üniversitesi Gölpazarı Meslek Yüksek Okulu ön lisans halkla ilişkiler bölümü öğrencilerinin sözlü iletişim beceri düzeyinin yüksek olduğu sonucuna varılmıştır.

Bu çalışmada sadece, iletişimin bir çeşidi olan sözlü iletişim becerileri boyutuna odaklanılmıştır. Kişilerarası iletişim alanında çalışma yapacak araştırmacılar, sözlü iletişimi desteklemesi bakımından önemli bir iletişim çeşidi olan beden dili ile ilgili çalışma yaparak aynı çalışmada, aynı örneklem grubu üzerinde beden dilinin sözlü iletişime etki / katkı düzeyini ölçebilirler. Çalışma sonucunda sözlü iletişim ile beden dili beceri düzeyi arasında anlamlı bir ilişki olup olmadığı tespit edilebilir.

Bu çalışma, sadece ön lisans halkla ilişkiler öğrencileri üzerinde gerçekleştirildi. Halkla ilişkiler öğrencilerinin sözlü iletişim beceri düzeyini ölçmek isteyen araştırmacılar, ön lisans ve lisans halkla ilişkiler öğrencilerine; aynı ölçekle araştırma yaparak, ön lisans ve lisans halkla ilişkiler bölümü öğrencilerinin sözlü iletişim beceri düzeyi arasında anlamlı bir farklılık olup olmadığı tespit edebilirler.

Bu çalışma, sadece halkla ilişkiler bölümünde eğitim gören öğrenciler üzerinde uygulanmıştır. Başka bir çalışmada, iki farklı bölümde eğitim gören öğrenciler üzerinde araştırma yapılarak, halkla ilişkiler öğrencilerinin sözlü iletişim beceri düzeyinin, diğer bölümlerde okuyan öğrencilere kıyasla daha yüksek olduğu “varsayımına” yönelik bir çalışma yapılabilir.

Çalışmamızda nicel bir yöntem olan anket yöntemi kullanılmıştır. Bu konuda çalışma yapacak olan araştırmacılar verilerin geçerlik ve güvenirlik düzeyini arttırmak adına, anket ile birlikte nitel bir yöntem olan görüşme yöntemini kullanarak karma bir yöntem tercih edebilirler. Çalışmada bulgulara ulaşmak için Korkut (1996) iletişim becerilerini değerlendirme ölçeği kullanılmıştır. Sözlü iletişim, iletişim becerileri, kişilerarası iletişim vb. konularında çalışma yapacak olan araştırmacılar Ersanlı ve Balcı'nın (1998) geliştirdiği iletişim becerileri envanteri ölçeğini kullanabilirler.

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PERCEPTIONS OF TEACHER CANDIDATES ABOUT THE USE OF INSTRUCTIONAL TECHNOLOGY IN THEIR FUTURE CAREERS

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ABSTRACT

This study investigated the intentions of teacher candidates about the utilization of instructional technology in their future careers. The questionnaire prepared was administered online to 112 students in the Faculty of Education at the Cyprus International University. Permission of the instructors were taken for the candidates to use their mobile devices during class hours to respond to the items of the instrument. Beside measuring the intentions of teacher candidates about the utilization of instructional technology the instrument also measured their planned frequency of use and their perceptions of the contribution of these devices to the teaching-learning environment. The results of the study revealed that although teacher candidates were generally positive about the use of instructional technology devices in their future classes, they suspected that the frequency of implementation of these devices would be below the desired rates due to some restrictions, mainly the lack of the technological means and the lack of knowledge about the use. Those teacher candidates who planned to use instructional technology constantly in their classes asserted that technology provides good control over learning and great communication opportunities, and easy access to information whenever and wherever needed.

Keywords: IT, Educational Technology

PERCEPTUAL LEARNING EXPERIMENTATION ON THE TEACHING OF MANUFACTURING PROCESSES CONCEPTS FOR DESIGN STUDENTS

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ABSTRACT

The primary objective of this research is to test the use of perceptual learning techniques for the teaching of concepts in design. The essential task of the experiment is the correct association of a target stimulus, that is, previously selected by the researcher, to a determined number of similar stimuli. The experiment had 29 participants, 04 professional designers that established the base parameters for the experimentation, 19 design students, and 06 lays on the subject people used as a control group. The research relies on the execution of a rapid and visual learning test of 20 formal concepts used to teach manufacturing processes in industrial design courses. Study participants initially are exposed to a prior visual or target stimulus for 5 seconds. Subsequently, the subjects chose from 20 visual stimuli referring to formal typologies presented every 3 seconds each. Thus, one cycle counted with the 5 seconds of the target image, besides the 20 images, that took exactly 1 minute. Participants did seven complete cycles and should indicate five typologies similar to the target stimulus. This research model is a replica of the classic study developed by Eleanor Gibson, from scribbles and also handwritten letters "D & V." Differentially, this experiment was carried out with the exposure of the stimuli in a video. Also, there were two different ways of collecting data in this research project: some participants experimented with digital forms, others on paper, with different variables selected for each group. Another important distinction is that in this study, there were no clues or confirmations on correct answers. As a result of data, the percentage of correct answers increased in all groups. Design students, in general, as predicted based on literature, achieved better results with a 30% increase in the percentage of visual pattern recognition in the paper experiment, and a 50% increase in the digital execution of the same experiment. The control group, in turn, achieved a percentage increase of 11% in paper execution, and a surprising 40% in the digital version, surpassing the assimilation rate of the design students who carried out the paper test. Unlike other experiments of this nature, where the stimuli were much more straightforward, no subject was able to finalize the test sessions with 100% accuracy. Still, in general, it was proved that the design students achieved better results than the laymen, due to prior knowledge and visual repertoire. Although the experiment has a small number of participants, it is possible to investigate in depth the results for the impact of the study of perceptive discrimination, and the development of derived educational technologies.

INTRODUCTION

Perceptual learning is the method known to be used by many language teaching software and applications, such as Duolingo and Rosetta Stone, which have abandoned the concept of traditional formal instruction to foster direct experience in language learning. Because of this approach, these digital learning platforms have reached impressive milestones, serving millions of people through direct, fast, and effective practice. By way of example, Duolingo offers 85 different language courses and is a company created in November 2011 that has reached over 300 million users (Data as of January 31, 2019, provided on the company's website). In addition to its efficient use for learning different languages, Google also, for example, already uses the same learning resource to provide free courses in digital marketing, content production, data analysis understanding and other topics related to its platform. Other websites and applications also use perceptual discrimination to quickly and effectively teach memorization concepts and techniques, as well as advanced use for teaching chess and math.

In this study, an experiment based on this theory will be presented, revealing the main concepts and mechanisms of this learning instrument in the context of design pedagogy. The primary objective of this research is to test the use of perceptual learning techniques for the teaching of concepts in design. The essential task of the experiment is the correct association of a target stimulus, that is, previously selected by the researcher, to a determined number of similar stimuli.

The most appropriate description for a technical presentation of the theory of perceptual discrimination, however,

is directed to the researcher who organized and presented this critical resource to the academic community. Gibson (1969) stated that "perceptual learning is a process of differentiating distinct characteristics of objects, permanent characteristics of spatial layout, and invariable events." The Perceptual Learning Institute states on its official website that the process involves incredible improvement in individual responsiveness to the environment. In 1978, similarly, Westheimer stated that throughout an organism's life, perceptual discrimination occurs successively and naturally, leading to functional and structural changes of neurons in the sensory cortex. As will be shown, in laboratory experiments, observations are more apparent that the use of this learning instrument improves the pattern recognition performance of interval tasks. In all cases presented, the individual who is repeatedly exposed to stimuli and information presents improved performance for the trained skill. Geller (2011) points out that perceptual discrimination can be defined as the process of changes induced by experience or practice in collecting information.

Carey (2014) presents a collection of studies to reveal the idea that the brain can be understood as a pattern-recognizing machine and, when properly focused, can quickly deepen one's understanding of a principle. In even more detail, Gibson (1969) reports that the three essential elements that guarantee the productive outcome of the practical application of the theory structured by it are:

1. The Specificity of Discrimination (What is Learned)
2. Attention Optimization (How Learning Occurs)
3. Increased Economy (Speed in Identifying Stimuli)

In a thorough review of the theory and its applications over time, Adolph and Kretch, (2015), reveal that the first paper published on the subject was a 1952 paper by Eleanor Gibson. From this year on, Gibson would produce numerous works until his last book published in 2002. In more than 70 years of research, according to the authors, Gibson and other associate researchers have presented how perception can be improved with experience. Her work was primarily characterized by the well-informed presentation of data, which was inspired by real situations and accurate simulations, even when it was necessary to take a chance into account. The work published in 1969 framed the vision of the ecological approach to perception and development culminated in the launch of the book entitled 'The Principles of Perceptive Discrimination and Development', cited 365 times in the first ten years, according to the mentioned in-depth review study.

Adolph and Kretch claim that this work presents the main ideas that underlie this whole field of research related to the areas of education, cognitive science, and psychology. Describing the theory in detail, Gibson would have triumphantly started a new field of inquiry, in which perceptual discrimination would be the key to knowing and understanding where it begins. The authors also emphasize the innovative character of the approach adopted, capable of providing an impact structure for hundreds of works related to the theme, even in the first decade after. During the 1990s, until 2002, the year of its last publication, Gibson would present the hallmarks of human behavior, in the practical investigative field and the theory of perceptive discrimination, they would be:

1. The agent - "who is the self in control."
2. Prospecting - "what is the prospective direction of the activity."
3. Flexibility - "how to transfer media and strategies to new situations."

These experiments are the initial applications that underpinned the theory of perceptive discrimination as predicted by Gibson. These studies used cards with visual stimuli and were applied to subjects of different age groups. They were generally asked to recognize similarity patterns after being presented to a target stimulus, or there is a guiding image. After this initial exposure, which lasted 5 seconds, participants were asked to identify four similar visual elements out of 20 cards presented every 3 seconds, one by one. After the sessions, Gibson computed the data and compared the unconscious learning agility between the different research subjects. Detailed information about the experiments, both in their scribble and handwriting form of the letters 'D' and 'V' is reported in Carey (2014), and in Adolph and Kretch (2015): "in some of the his early studies, (Gibson, 1949) found that children between 3 and 7 years old can learn to distinguish normal letters - like a 'D' or a 'V' - from deformed ones (...), they had no idea what letters they represented; they were not making associations between stimulus and response. Still, they quickly developed a knack for spotting subtle differences in the figures they had studied. It was this work that led to the classic scribble experiment Gibson conducted in 1949." (Carey, 2014)

The purpose of the experiments was to test how fast subjects could distinguish similar scribbles. Thirty-two participants, adults, and children, one at a time, were presented with a specific doodle printed on a card. This "target scribble" was presented for 5 seconds to the participant. The researchers then individually presented 34 other similar cards, one at a time for 3 seconds each. Participating subjects should point out four cards that would

be exact replicas, among the other 30 cards contained imperfect copies. Results achieved by the experiment it was reported that “adults need to scan the cards three times on average to get the answer right and identify the four replicas without a single mistake. Older children, between 9 and 11 years old, need five cycles to approach perfection — the youngest, between 6 and eight years old, seven times” (Gibson, 1949). The authors also point out that, “the participants were not making stimulus-response associations, so psychologists assumed a high degree of learning had occurred. Nor was his brain - according to the famous argument of the English philosopher John Locke in the seventeenth century - it was a blank slate or “tabula rasa,” which passively accumulated sensations. No, the brain was equipped with modules designed to make essential and subtle differentiation and to organize these different symbols into categories” (Carey, 2014).

There are four underlying mechanisms linked to perceptual discrimination (Gibson, 1969). They are:

1. Attention weighting: From this mechanism, we can adapt perception, with increased attention directed to relevant rather than irrelevant characteristics, for the given scenario.
2. Stimulus recording: which may be of the integer type, of specific characteristics, or of topological or superficial recording. In this mechanism, specialized receptors are stimulated in the brain, and information or specific pieces of information are recognized quickly from repetition. This mechanism, according to Goldstone (1998), is responsible for increasing the influence of speed and accuracy in information processing.
3. The differentiation: can occur in full, partial or dimensions of the stimulus in question, and also from categories. The Institute of Perceptive Discrimination points to the latter form of differentiation as the most commonly encountered in situations of expertise in particular areas.
4. Unity: According to Goldstone (1998), Kellman (2002), and Carey (2014), unitization is the ability to detect complex information units. It requires fast, fluent, and efficient processing of the subject evaluated. It refers to the multimodal information mentioned above, perceived by experts from various areas.

THE STUDY

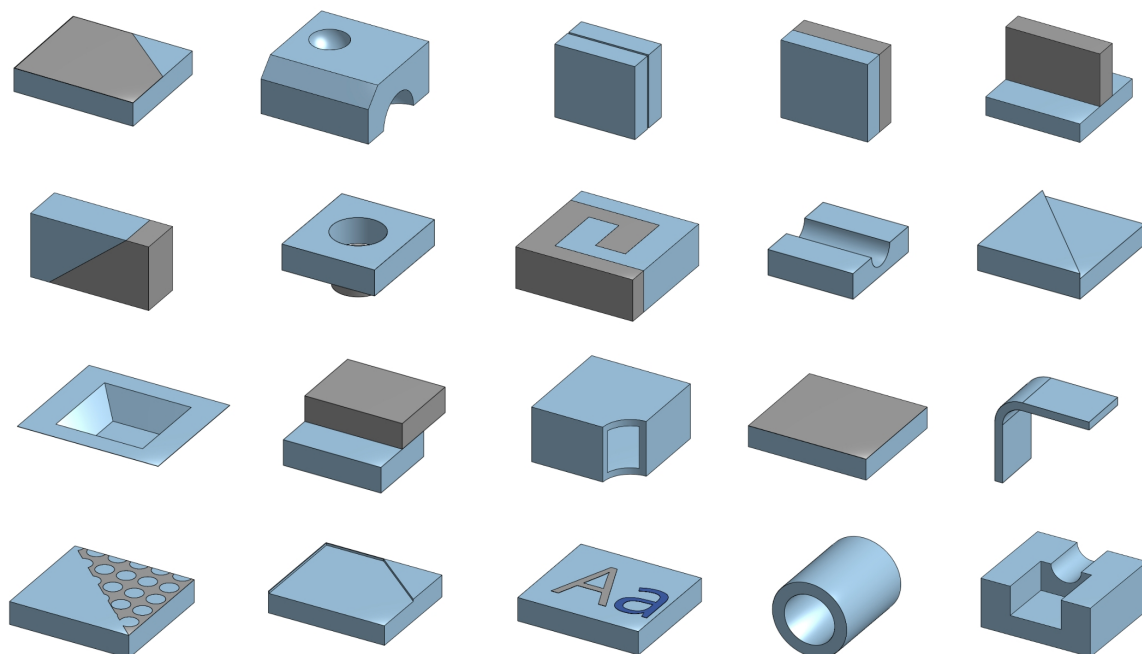
The primary objective of this research is to test the use of perceptual learning techniques for the teaching of concepts in design. The essential task of the experiment is the correct association of a target stimulus, that is, previously selected by the researcher, to a determined number of similar stimuli. The experimental study seeks to make visible and quantifiable data related to the subjective capacities of the subjects to learn new information and concepts even without the correct orientation. Thus, we understand that the research has a qualitative basis, but presents quantitative characteristics in the form of its presentation of the collected data.

As hypotheses for this study, it was foreseen the possibility of success concerning learning and assimilation of basic concepts and information by the brain, which could be understood as natural or spontaneous. The experiment had 29 participants, four professional designers that established the base parameters for the experimentation, 19 design students, and 06 lays on the subject people used as a control group.

The research relies on the execution of a rapid and visual learning test of 20 formal concepts used to teach manufacturing processes in industrial design courses. Study participants were exposed to a prior visual or target stimulus for 5 seconds. Subsequently, the subjects chose from 20 visual stimuli referring to formal typologies presented every 3 seconds each. Thus, one cycle counted with the 5 seconds of the target image, besides the 20 images, that took exactly 1 minute. Participants did seven complete cycles and should indicate five typologies similar to the target stimulus.

This research model is a replica of the classic study developed by Eleanor Gibson, from scribbles and also handwritten letters “D & V.” These experiments grounded the whole theory and experimental field of perceptual discrimination. Differentially, this experiment was carried out with the exposure of the stimuli in a video. Also, there were two different ways of collecting data in this research project: some participants experimented with digital forms, others on paper, with different variables selected for each group. Another important distinction is that in this study, there were no clues or confirmations on correct answers.

The images presented to the subjects are organized in Figure 01 and refer to representations of 3D shapes, used to teach basic categories of patterns in industrial manufacturing processes. Organized in four categories which are forming, cutting, joining and finishing, the twenty utilized visual concepts embrace most of the product design industrial processes. The forming typologies are bulk, internal, hollow, continuous, sheet and bend. In the cutting category the external, internal, channel and surface. The typologies from the joining group are formed, scarf, overlap, tee and butt. Finally, the finishing processes typologies are appearance, information, preparation, colour and protection.

Figure 1: Visual concepts of manufacturing processes typologies

FINDINGS

In Table 1, it is possible to acknowledge that all groups of participants improved in subsequent rounds of perceptual discrimination assessment, whether in paper form applications or digital form applications. The professionals were the only group that could correctly answer all the questions. By the fifth round, they could all quickly pinpoint all the images. In general, the average of the right answers of this group was superior to the average of the two other studied groups.

For both design students and laypeople, the digital version of the experiment, which contained the names of the concepts associated with each 3D representation, was the one that was able to improve results most significantly. For students, this improvement was not so salient as the second group, but for laypeople, the result was much more impactful.

Table 1: Percentage of correct answers of participants per round

| round | Professionals | Students | | Laymen | |
|---------|---------------|----------|---------|--------|---------|
| | Paper | Paper | Digital | Paper | Digital |
| 1 | 56 | 66 | 60 | 60 | 66 |
| 2 | 81 | 86 | 67 | 60 | 70 |
| 3 | 62 | 81 | 90 | 60 | 76 |
| 4 | 87 | 83 | 90 | 60 | 96 |
| 5 | 100 | 83 | 87 | 66 | 96 |
| 6 | 100 | 80 | 87 | 66 | 66 |
| 7 | 100 | 80 | 86 | 66 | 66 |
| average | 83,71% | 79,85% | 81% | 62,57% | 76,57% |

Although the initial hit averages of both groups were identical in the first round of the experiment, the groups achieved yield improvements in different ways. The student group, for both types of stimuli, managed to get out of an initial average of 63% hits and reach a maximum average of 88%. His test performance improvement was 80.42% at the end. In this sense, we see that even without the correct answer instructions, students were able to improve on average 17% on overall tests. (Table 2)

The lay participants in the study also obtained an average of 63% in the initial round. Their performance improved to the point of reaching a maximum average of 81%, and an overall average of 69.57%. It is essential to point out that although student performance was better than the laypeople, as predicted in the literature, the result of such a

rapid and challenging experiment demonstrates the potential of the technology, capable of increasing the recognition of visual concepts for laypeople in a few minutes.

Table 2: Comparison between the initial, top and overall averages of participants performance

| | Students | Laymen |
|-----------------|----------|--------|
| Initial average | 63 | 63 |
| Top average | 88 | 81 |
| Overall average | 80,42 | 69,57 |

Participants who conducted the research activities in digital format had access to the names of formal concepts and typologies of manufacturing processes. The performance of these participants was much higher than the others who performed the paper experiment. In the case of design students, the difference between initial round results, and the one with the best results was 9 in 30. Thus, rising from 18 hits to 27 hits, i.e., 50% percent increase, is the best result of the whole experiment. The laymen also managed to achieve impressive performance improvement in digital experiments, up 40%, from 10 up to 14 correct answers in the best round.

Participants who performed the physical format research activities had access to their responses from previous rounds. Students who took the physical format tests had the first performance of 43 correct answers on 65 questions. In the highest-scoring round, these participants scored 56 points, a percentage increase of 30%. The other group, in turn, achieved a percentage increase of only 11%, from 9 to 10 hits in 15 questions.

Table 3: Performance percentage increase by stimulus type

| | Students correct answers | | Laymen correct answers | |
|---------------------|--------------------------|---------|------------------------|---------|
| | Paper | Digital | Paper | Digital |
| First Round | 43/65 | 18/30 | 9/15 | 10/15 |
| Top-score | 56/65 | 27/30 | 10/15 | 14/15 |
| Percentage Increase | 30% | 50% | 11.11% | 40% |

CONCLUSIONS

Although the experiment has a small number of participants, it is possible to investigate the results for the impact of the study of perceptive discrimination and the development of derived educational technologies. Digital forms were quite superior in increasing the subjects' learning performance than the paper format. Apparently, seeing the names of the typologies aside the images can contribute more to the pieces of information assimilation than being able to see previous answers. As seen in the literature, especially in Gibson's works, the brain does learn automatically. All groups in both stimulus modes were able to improve their performance, even not receiving positive notifications when correctly associating the images.

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PHILOSOPHICAL MUSINGS ON BEING, CULTURE AND EXPERIENTIALITY

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ABSTRACT

Being is like a large looking glass, reflecting nested levels of existence. The idea of mirroring also implies a series of recurring reflections. A culture contains an image of itself that repeats its totality in the form of a diminished image. Internationality and nationality need each other. A one-sided emphasis on one's own history directs the gaze excessively inwards and simultaneously the future is closed off. Nevertheless, internationality needs a core of nationality. Understanding the importance of respecting the past and valuing a diversified future produces a harmonious image in the mirror of time. Being continues uninterruptedly from the bygone into new ages. Even though the harsh wind of change gusts across the landscape of humanity, there is nevertheless a place of shelter to be found in the essence of culture. It is an essential element in delivering a quality ideal of hospitality. It requires in-depth professionalism to be able to function so that selfness remains as selfness and otherness as otherness. Without mutual respect it cannot be done. At the banquet of life, everyone is an invited guest. How then do we read the signs of the times? How do we interpret the messages of the mirror of being? Life is a present tense narrative in whose words temporal dimensions reside. Language means being at home and in the world. Philosophy speaks the language of being. Each and every one of us should pause to listen to it.

THE WIND-RIPPLE OF BEING

1986 saw the posthumous publication of Pentti Saarikoski's book *The Philosophy of Poverty*. It includes the dramatic texts 'Loon Field', 'First Spring Catch' and 'Maria and Metodius', as well as a preface written by Saarikoski's widow, Mia Berner. From the perspective of our current deliberations, the key characterization can be found in Berner's shortish introductory chapter: "The name of the radio play *Loon Field* refers to the calm area of a lake's surface that is untouched by a breath of wind. The call of the loon echoes above the play's oppressive denouement" (Berner, 1986, p. 7.) Although a storm rages elsewhere, the essential core remains calm, unrippled, and perhaps even silent. This is a good place to start.

It's as if Kalastajatorppa, Fisherman's Croft, has two dimensions: the innermost part is Finnishness and the outermost part internationality. So, according to *mise en abyme* thinking, you could say that Kalastajatorppa is gazing into a mirror. Within the outer circle there is a smaller circle which repeats the pattern of the outer circle. In other words, submerged within the international Kalastajatorppa, there is immersed a smaller national Kalastajatorppa. And this gives rise to Kalastajatorppa's existential-spatial depth of being. (For more on the idea of *mise en abyme*, see also Makkonen, 1991, pp. 17–21; Rojola, 1995, pp. 32–65; Tiede, 2016.)

Yet the dimensions are not separated from each other, rather they inextricably reflect one another. Without national excellence, there cannot be international superiority. Or, to reverse the expression, national brilliance is not possible without international distinction. Without the past, the future dries up. Yet, the past in itself cannot create a present or future distinguished by a high level of hospitality and vocationally-refined professionalism. A blustery fringe has thus to be created around the tranquil centre. In other words, when you have the ability to look inwards, you can also turn your gaze outwards, beyond the horizon.

Perhaps it would be worthwhile also adding the dimension of double consciousness to that *mise en abyme* idea. Language alone is clearly not enough to give an in-depth characterization of the whole idea. It feels absolutely necessary to include a photograph.



Photograph 1: The camera that sees timelessness.

Photograph One shows the wind of time as it whistles its way across the water's surface. Somewhere, amidst that frantically forward-rushing ripple, there is a tranquil point: the loon field. There is also an element of dual consciousness associated with it. The researcher knows he is using the concept of the loon field in a symbolic sense. He is also aware of the fact that simple word-conveyed reality results in an overly vague expression of the situation. Therefore, I too have endeavoured to choose photographs rich enough in content. In other words, I have consciously put myself in the place of both narrator and reader. My author's roguish bravado leads me to make this kind of postmodern choice. So, in addition to writing, I am also able to comment on the role of the narrator and reader. The procedure means that at one and the same time I am researcher, narrator, reader, as well as recipient. By acting in this way, I might also be able to appear simultaneously as an employee and customer of Kalastajatorppa.

If we want the camera to achieve timelessness, it must look at the landscape from above: the bird's eye view. Then the camera is like the sky over the landscape during the cosmic age: it sees everything, and in it the full scope of being is mirrored. The structure could be called the intersection of time levels. From the perspective of service-mindedness and hospitality, it could also be termed the golden age of professional expertise or ideal presentness. In "loon field" terms, it would mean that even though the ideals of hospitality vary in different ages, there is always a windless core of quality. Without it, excellence vanishes. Then nothing else is required because non-existence always means ineptitude. (On the theme of time, see e.g. Itkonen, 2016a; 2016b; 2017.)

The Finnish version of Göran Schildt's interesting book *Diana's Island* was published in 1977. It contains a memorable description of Elysium or the ideal time. Schildt's text raises a whole host of other thoughts: "The Garden of Eden and the paradise of the blessed, happiness of the past and greatness of the future are mental pictures whose content originates in the misery of the present. They readily blend into one, so that the future transmutes into a return to the fountainhead. Just as for Christians sinlessness is dimly visible at both vanishing points of the time-perspective, Marx teaches us that mankind's starting point and terminal stage is a classless, collective society of happiness. [...] Someone sufficiently dedicated to the search for paradise cannot but understand the present only as a temporary, insignificant and degenerate by-product, resembling the shadow of a cloud passing over the landscape" (Schildt, 1977, pp. 229 and 233.)

Photograph One was taken in 1964. It's like a beautiful existential idyll, entirely free of evil, ugliness and dissent. If each moment of examining the picture means – to extend Schildt's thinking - the vanishing point of the time perspective, the beginning and the end are revealed in the picture. Nevertheless, I wouldn't regard the image's present moment as a mere "degenerate by-product" of temporality. On the contrary, I would argue that in every present moment there is the eternity of enlightened professionalism to be discovered.

TIMELESS KALASTAJATORPPA

According to postmodern or metafictional thinking, the choice of "Timeless Kalastajatorppa" as the main heading and title of this subsection was deliberate (for interpretation, see e.g. Haapala, 1991). The choice could also be considered a tribute to Peter von Bagh, and especially to his beautiful film reportage *Helsinki Forever* (2008). It's a story displaying a touching urban utopia, where existence is restored to some kind of "dreamlike original state" (docpoint, 2017; see also elonet, 2017). In Photograph One, Kalastajatorppa is in a timeless original state, which at the present moment in no way means transience. It is more of a question of permanence with which new presents are compared.

It is possible to claim that cohesion and wholeness is the ideal state of being. At different times, it must be possible to attain this ideal state of being in different ways. In other words, you have to know the tradition and believe in it. In addition, you must also be able to act as the herald of a new age: as a messenger of the future who is clear about things even before they arrive in the present. However, in describing the present moment I would nevertheless deviate from Schildt's use of 'vanishing point' and would instead use the phrase 'point of fulfilment'. It's true, though, that constant and fast-paced ephemerality belong to the nature of the present moment. Transience also means that the new is only new for a fleeting moment and in the very next moment will become old. Timelessness means the ability to create something in reality that is inaccessible to change. It is, of course, not beyond the passage of time, but it is able to remain fresh regardless of various fluctuations. Perhaps the appropriate term in this context would be "ever-currency" or "ever-verdancy". It perhaps also means the idea of upholding quality or a high level of quality. However, it cannot mean complete self-identity because being identical would mean that something earlier is precisely replicated sometime later. It could be a matter of also restoring the spirit. Then people would have the chance to come face to face with the spirit of a place – Kalastajatorppa – amidst freshly-felt present moments.

The impressive milieu shown in Photograph One could be a symbol of the whole essence of the hospitality ideal, while nevertheless also including features of an idyll. This is indeed how it has to be. A high level of excellence includes the possibility of some kind of yearning or enthusiastic anticipation. Then, in each and every present, the past and the future must be included as strong existential elements. Alongside observation, there always exist the dimensions of longing and dreaming. It opens up the way to go beyond everyday life: to experiencing something that gives strength to face difficult times. It's called an experience, a Kalastajatorppa experience.

PROLEGOMENA: THE CLOSING WORDS OF THE CLOSING WORDS

In 1945, the future professor of philosophy, Jussi Tenkku, published an interesting book entitled *Naked Man through the Looking Glass of a Time of Flux*. In it he commendably ponders the nature of technology and technicized culture. In particular, Tenkku seems to pay attention to the problematic nature of replicated recurrence: "The harsh battle of life has often forced people to value highest what is useful and economical. It is precisely here where the main focus of the whole of technical culture lies. Intellectual life is assigned to be a means to serve practical living. According to this, science and art must be evaluated from the perspective of their practical benefit. It is best to standardize furniture and produce works of art as serial products. Science and art are thought to be generated by money or by authoritative commands that can predict even the results in advance." (Tenkku, 1945, p. 108.)

The idea of self-aware being is now becoming evermore multilevelled and complex. The heading of this section, "Prolegomena: the closing words of the closing words", also points to the same thing. If the timeless essence of Kalastajatorppa was embedded in Photograph One, then included in these closing words of the closing words is a thumbnail picture of the whole idea of experimentation, of the closing words themselves and of the researcher's postmodernist role. It is nevertheless not just a matter of hedging the issue with the emphasis on wasteful self-efficacy. The aim is rather to do justice to the importance of Kalastajatorppa. An additional goal is to bring art and science closer together. This will only succeed through the development and diversification of the scientific mode of expression.

If hospitality is your profession, is it then at all possible to fall into the trap of technicization? If the national symbol of the accommodation business becomes part of an international hotel chain, is there then a risk that those lived moments will turn into a serially-produced experience? Here, too, the crucial role is probably the one

played by people: the one who is the customer and the one who serves the customer. Of course, it is true to say that when hospitality is a profession, there are also important economic factors involved. Still, a high level of quality cannot be achieved with money alone or with high-handed dictates. It is also true, though, that people are willing to pay for quality. However, it is not a simple fact that money or cost automatically leads to a spellbinding restaurant or hotel experience. Much more is needed.

There is only one Kalastajatorppa. Which is why there is also a unique Kalastajatorppa spirit. Continuing Tenkku's train of thought, I would argue that life and the art of hospitality are able to meet face-to-face at Kalastajatorppa. For this reason the most important value in the lived culture of customs and usage indeed lies in focussing on the person rather than on a mode of existence shaped by technology. In addition, achieving a high level of quality has required an existential polyphony, which has managed to survive across the decades only because we have fostered the ideal of quality in diversity. Popular culture and high culture, art and science, the domestic and the international, war and peace, past and future: all those dualities of being have found, are finding and will continue to find for themselves a harmonious and hospitable home in Kalastajatorppa.

POSTSCRIPT

In 1957, the famous psychologist and professor C. G. Jung published *Gegenwart und Zukunft* (The Undiscovered Self) dealing with the subject of intellectual culture. The Finnish version, *Nykyhetki ja tulevaisuus*, was published in 1960, translated by Kaj Kauhanen. Jung's book, written during the Cold War, was concerned with humanity and would also aptly describe modern times. I quote from the English translation: "What will the future bring? From time immemorial this question has occupied men's minds, though not always to the same degree. Historically, it is chiefly in times of physical, political, economic, and spiritual distress that men's eyes turn with anxious hope to the future, and when anticipations, utopias, and apocalyptic visions multiply. One thinks, for instance, of the chiliastic expectations of the Augustan age at the beginning of the Christian era, or of the spiritual changes in the West which accompanied the end of the first millennium. Today, as the end of the second millennium draws near, we are again living in an age filled with apocalyptic images of universal destruction. What is the significance of that split, symbolized by the "Iron Curtain," which divides humanity into two halves? What will become of our civilization and of man himself, if the hydrogen bombs begin to go off, or if the spiritual and moral darkness of State absolutism should spread over Europe?" (Jung, [1958]/1960, pp. 5–6.)

In the 1970s, there was talk of the Helsinki spirit. At the time Kalastajatorppa played an important part in efforts to promote the ideals of peace and humanity. The all-important term was *détente*: reducing international tension. Now, in the 2010s, once again the existential climate has been tightening alarmingly. Would there be any chance, we wonder, of finding the spirit of Finland or Europe? Of course, the most desirable thing would be to discover the spirit of globalness. If, to follow Jung's choice of words, humanity splits into two halves, then the nighttime of humanity will begin, or at least the twilight of humanity. Or should I already use the word 'when' instead of 'if'? Asking this question evokes a bleak view of existence. Can the light of being somehow be rekindled?

Yes, the light of being can be rediscovered and re-ignited to shine brightly. The future does not contain merely apocalyptic prospects. There is also the possibility of dreaming and believing in a happy future. It is to kindle a positive attitude to life that we need magical places like Kalastajatorppa. There, hospitality and the feeling of being looked after with genial warm-heartedness will push aside possible sorrows, somewhere out of reach of the passing moment. The reality of hosting and entertaining could be a key element of an education centred around culture, values and democracy. The culture of accommodation and food would be capable of promoting mutual understanding and the goal of conflict-free coexistence. In this ever more multicultural Finland, Kalastajatorppa would be an excellent implementation of peace education. Then perhaps a suitable motto might be the question: "Could food become the highway to open-minded world citizenship?" Why then couldn't we deck the table of being within the warmth of Kalastajatorppa for a celebratory meal of humanity, an occasion where we could think of all the guests as dignitaries. It would be a Kalastajatorppa celebration of being.

APPENDIX: ACTUAL CLOSING WORDS

I have consciously acted in the spirit of Søren Kierkegaard, and Immanuel Kant. For this reason, the closing words of the closing words have been placed before the actual closing words. Perhaps the process also reveals a hint of the experimental and impish ideal. Here we have indeed travelled a little further along the road than some of the more reputable philosophers: the space reserved for the introduction has been taken by the closing words of the closing words. This supplementary section will then, reversedly, present the actual closing words. A more thorough examination of the topic requires the illustrative and expressive power of two images.



Photograph 2: Time seen from the outside.



Photograph 3: Time seen from the inside.

Again, I need the support of Göran Schildt's discerning vision. Schildt completed his doctoral dissertation on art history in 1947. He had spent the period 1934-1935 studying in Paris at the renowned Sorbonne University. It was also in 1947 that the book *Cézanne*, a more popularized version of his dissertation, was published, with an impressive Finnish translation appearing in 1995, the result of Rauno Ekholm's excellent work. Schildt's deliberations on the dilemma of romanticism – dividing the observation of reality into two modes – are interesting. At the same time, he also looks at the concepts of 'everyday self' and 'ideal self'. Schildt's thoughts are also important in terms of the theme of timelessness: "Its roots lie in an aesthetic attitude towards life. We have grown to admire Great Art and learned to look at nature, society, history, and our neighbours from an artistic viewpoint. What then is more natural than to regard one's own self, one's own existence in the same way? But no one can look at themselves aesthetically, i.e., from the outside, and go unpunished. The inevitable result is that life fragments into two, the aesthetic half, which is absolute and where the ideal self dwells, and the practical half, which is relative and houses the everyday self. The person living in this dichotomy will try either to become like the ideal self or defiantly to dissociate from the everyday self and thus to identify with the ideal self." (Schildt, 1995, p. 25.)

It could perhaps be noted that time and Finnishness also gaze into the looking glass of being. To make a link with food culture, it might be interesting to talk about a time-pan, a chronological casserole. Perhaps it could also work to call it a lidded temporal tureen. An important point here is also the shape, namely its roundness or curvedness. Then the elements of convexity and concavity also combine to form the whole. In other words, the significant point is the direction of the gaze: time seen from the outside or from the inside. The place is also of great significance: Photograph Two shows Vyborg's Round Tower and Photograph Three the Round Room at Kalastajatorppa. In this pair of images, the past and the present meet, as do memory and observation. Probably the dimensions of longing and anticipation are also present.

In Photograph Two, Vyborg's present moment is located in the early autumn of 1941, while Photograph Three's presentness is in the early 1960s. Access to Round Tower time is closed off whereas it is still possible to step into the time of the Round Room. The difference is significant. Round Tower time is included within Round Room time. This is why it is only possible to observe Round Tower time from the outside. Or, adapting it to the idea of a time vessel, Round Tower time can no longer be seen from inside the chronological casserole. Either way, the notion of experimenting with a temporal tureen or time-pan needs to be studied in more detail. The idea of having a lid is a key element. The time of Kalastajatorppa's Round Room is also temporal tureen time. It can be observed both from the outside and from the inside. However, the more significant ingredient is now the dimension of internality.

As the lid of the chronological casserole slides aside, new instants of convexity and concavity are created. And, combined with Round Room time, within the slimmer lid part there can be found moments of expecting, hoping, anticipating, and outlining. They are the time of the future. Then in the actual container section, there are instants of remembering and longing. The Kalastajatorppa gaze gives access to the days of the present as well as to those of the past and future. It's all about the roundness of time divided into two. The situation is the same as when Dr. Schildt describes the ideal self and the everyday self as a partition into two, as dualistic. The lid is like a time vault over being. Into its convexity people's dreams and preliminary plans have been inscribed. Existentially, though, it is narrowly thin because the future is completely open. Plans and drawings may not necessarily be realized in the way they were wanted. Looking ahead to the future, however, is important. In Photograph Two and Round Tower time, the future horizon is missing. It is time whose self and existence are now exhausted and duly chronicled. It no longer has access, neither to the past nor to the future.

The casserole or container section is existentially thick and dense. In it dwell numerous bygones, as well as the memories of private individuals and the shared memories of the whole nation. It's concavity time. There, from, out of a distant past, there blows the wind of time billowing out the spinnaker or balloon sail of the philosophical poem-yacht, and carrying the time-ship – its prow surging through the foaming waves – towards new futures. Perhaps this is also something that should be considered aesthetically, and specifically from an artistic point of view. That's why in its enlightenment the ideal self always chooses Kalastajatorppa's Round Room time. Absoluteness is then not a problem because the person knows he is acting correctly in his capacity as an ideal self. He is sometimes allowed to forget the relativity of his everyday self.

While in this playful mood, why don't we call the sailor aboard the poem-yacht Kalastajatorppari (Fisherman Crofter), for example? When he enters Round Room time, he has the opportunity to be present in Round Tower time as well. In Photograph Three there is a celebration of being. The brutality, ruin and destruction of war, shown in Photograph Two, are present merely as memories. As a guest at the celebration of being, one might even dare to assume the role of the ideal self. As the lid of the chronological casserole once again slides aside, the everyday self also arrives with its divided roundness. Schildt's ideas are only partially correct. The fact is that from time to time it's good to deliberately reject the daily rhythm of the everyday self. The Round Room at Kalastajatorppa is just the place to cross, to transcend the experiential stream of everyday life.

Kalastajatorppari, the Fisherman Crofter, is a Janus-faced experiential subject. Instead of a god, he could be regarded as the essential timedoor or timegate traveller. In the Kalastajatorppa Round Room, he combines the beginning and the end. Vyborg Round Tower time begins with him and ends with him. From him there also begins a fresh future. Thus, from his present moment, the Fisherman Crofter simultaneously looks at both the past and the future. With his dual visage, both of his faces are nevertheless positive: totally devoid of deceit. An aesthetic attitude to life, the Fisherman Crofter as experiential subject, the Round Room at Kalastajatorppa: from these timelessness is born. They create the timeless spirit of Kalastajatorppa. (On being Janus-faced, also see especially Frosterus, 2006.)

Here end my philosophical musings. Any further deliberations are superfluous.

English translation by Glyn Hughes

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PHOTOGRAPHS

- Photograph 1. *Picture archives of Helsinki City Museum*. Photographer SKY-FOTO Möller, 1964.
- Photograph 2. *Hotel and restaurant museum collections*. Helsinki.
- Photograph 3. *SA picture archives, From the front line to the home front 1939–1945*. Photographer K. Anttila. Available at: <http://sa-kuva.fi/>.

**POEM WRITING THROUGH LESSON STUDY TO DEVELOP STUDENTS'
VOCABULARY DEMONSTRATION SECONDARY SCHOOL OF KHONKAEN
UNIVERSITY (FACULTY OF EDUCATION) THAILAND.**

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ABSTRACT

Teaching and learning English as a foreign language in Thailand has played in the most important roles for many years. In real teaching English in class mainly focuses on 4 skills of English. Practically, some skills seem to be ignored in class because of limited time allocation of teaching, 50 minutes per period. Such skill, writing skill, is the most important and difficult skill. There is a very important correlation between writing and language development especially for vocabulary development. Writing can be developed through different means; autobiography, story, folk tale, bible, movie and poem. Obviously, poem can create new perspective, open mind and lead to vocabulary developing.

The purpose of this study was to develop students' vocabularies through poem writing by using lesson study of grade 7 students of Demonstration Secondary School of Khon Kaen University (Faculty of Education), the second semester of academic year 2017.

The research instruments applied in this study were eight lesson plans incorporated with lesson study and 2 achievement tests. The expected criterion is 80 per cent of students must pass 80 per cent of the tests. Population of this study are all grade 7 students studying in Demonstration Secondary School of Khon Kaen University (Faculty of Education) in academic year 2017. The perspective sample by using simple random sampling of this study is 35 students in 1/2 class. All research instrument are carefully developed by researcher and experts in order to make them most complete.

This study indicated that the use of poem writing can develop students' vocabulary prominently. Students passed 91.97/88.57 which is higher than the expected criteria at 80/80.

Keywords: Poem / Lesson Study

1.INTRODUCTION

Language development has become important to the education for all age levels. The lack of vocabularies can influence the student ability in learning English, especially for student in area of EFL. It becomes one of the barriers in language learning process. Therefore, there is needed some teaching methods which can rise the learning ability to understand, learn or remember the words. According to The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) by The Ministry of Education Thailand stated that when the students get through grade 9 graduated, they have to act in compliance with requests, instructions, clarifications and explanations that they have heard or read; accurately read aloud texts, news, advertisements, tales and short verses by observing the principles of reading; specify/write various forms of non-text information related to sentences and texts that they have heard and read; choose and specify the topics, main ideas and supporting details, and express opinions about what they have heard or read from various types of media, as well as provide justifications and examples for illustration and they have to have skilful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality) As well as Khanittha Rawedth (2000), teaching vocabulary is very necessary in language learning. It is because the vocabulary is the starting point for developing listening, speaking, writing and reading skills. As well as Rungrat Sriprai (1997) that discusses the writing of English vocabulary in developing English reading that if students spell incorrect words and cannot write clearly, Learning English is not successful. In term of teaching, teachers should make learning fun. The researcher has studied a way for students to develop vocabulary by writing short poems for kids which should be new, fun and relax in learning vocabulary, As Holly Chessman (2014: online) said in the article 'How to write a poem with your kids' that it encourages children to access the aesthetics and spirit in the use of vocabulary. In accordance with Horner and Ryf, (2007) said that poetry

can help learners express their feelings and be effective in terms of meaning rather than writing compositions. Although written in short text and less time, it also allows learners to increase their vocabulary knowledge. Corresponding to Untermeyer, (2000), saying that poetry is a writing that can encourage learners to use the language together with the idea of choosing words that students can write using simple language. The instructor must begin by teaching the beginner to learn a simple poem that does not emphasize on rhyme and rhythm. So that students do not feel the difficulty of having to find the rhyming words. From the above statements, the researcher selected 4 types of short poems for kids that are not focused on rhymes and rhythms. They are Bio-poem, Cinquain, Haiku and Diamante. The researcher used all 4 types of poems for kids in the teaching-learning by combining the content of the Lesson Study.

Definition:

Vocabulary refers the words taken from each unit of Aim high students' textbook 1 for grade 7 student by Oxford university press and students' background knowledge.

Poem writing is a way of supporting students to express their feeling and encourage students to search for the words to use in their poems; bio-poem, cinquain, haiku and dimante.

2. RESEARCH QUESTION

Can poems writing develop Students' vocabulary to meet criteria 80/80?

3. OBJECTIVE

The purpose of this study was to develop students' vocabularies through poems writing by lesson study of grade 7 students of Demonstration Secondary School of Khon Kaen University (Faculty of Education) with the efficiency of 80/80 criteria.

4. SCOPE OF STUDY

The researcher determined the scope of research as follows.

4.1 Population used in research

The population used in this research was 105 grade 7 students of Demonstration Secondary School of Khon Kaen University (Faculty of Education) in the second semester of the academic year 2017.

4.2 Sample group used in research

The sample group used in this research was 1/2 students of Demonstration Secondary School of Khon Kaen University (Faculty of Education) in the second semester of the academic year 2017, 35 students were acquired by using a simple selection method.

4.3 Research variables

4.3.1. **Independent variable** is writing English poem by using lesson study.

4.3.2. **Dependent variable** is the test scores on the development of English vocabulary of grade 7 students of Demonstration Secondary School of Khon Kaen University (Faculty of Education) were developed according to the criteria of 80 per cent.

5. THE STUDY

The researcher designed the questionnaire to survey the students' poem writing knowledge, and then created 8 lesson plans that used 4 types of poems for kids: 1. Bio-poem, 2. Cinquain, 3. Haiku, and 4. Diamante. The result of the survey found that the students didn't know all of these poems.

5.1. Determination of co-researchers

5.1.1 The researcher planned to work together with the co-researchers, observed and recorded the various things that happened in observing of teaching together in each issue, and recorded the reflection after teaching together. The recorded information was analyzed the data and apply it to use in the teaching process of lesson study.

5.1.2 Two of the research assistants are the teachers in same department or from other subject groups. The duty of the researcher assistants are:

The 1st research assistant is responsible for recording still images in every step of lesson study such as joining in planning, teaching observation and classroom reflection.

The 2nd research assistant is responsible for recording the video in every step of lesson study such as joining in planning, teaching observation and classroom reflection.

5.2. Research period

The total duration of research in the second semester is academic year 2017 for 4 months starting from November 2017 to February 2018.

Table 1: The research period

| Research period | Month / Year | | | |
|--|---------------|---------------|-----------------------|------------------|
| | November 2017 | December 2017 | January-February 2018 | March-April 2018 |
| I. Preparation | | | | |
| 1. Planning meetings for lesson study research | ✓ | | | |
| 2. Study relevant documents and research | ✓ | | | |
| 3. Create research tools | ✓ | | | |
| II. Data collection | | | | |
| 4. Experiment on experimental groups and editing tools | ✓ | ✓ | ✓ | |
| 5. Experiment with sample groups | ✓ | ✓ | ✓ | |
| III. Data analysis | | | | ✓ |
| IV. Writing reports and presentations | | | | ✓ |

5.3. Research pattern

This research is a qualitative research focusing on analytical description by using protocol analysis in order to study the use of lesson study innovation in communicative approach classroom

5.4. Research tools

The researcher used the research tools by dividing into 3 categories: tools used for data collection, tools used for data analysis and the process of teaching and learning using lesson study strategy. Details are as follows

5.4.1 The tools for data collection

5.4.1.1 Eight lesson plans by using 4 types of poem for kids writing

Lesson plan 1. Content: World famous – Bio-poem - group activity

Lesson plan 2. Content: The great scientist – Bio-poem - individual activity

Lesson plan 3. Content: My town – Cinquain - group activity

Lesson plan 4. Content: On the menu – Cinquain - individual activity

Lesson plan 5. Content: Weather – Haiku - group activity

Lesson plan 6. Content: Nature – Haiku - individual activity

Lesson plan 7. Content: Job and work – Diamante - group activity

Lesson plan 8. Content: Just the job – Diamante - individual activity

5.4.1.2 Exercises and testing during study

5.4.1.3 Activity record

Activity record Is a record of lesson studies which the researcher and the research co-researchers plan together on lesson plans, class observation and class reflection. All are the data for data analysis.

5.4.1.4 An achievement test with 30 items

5.4.2. Tools for data analysis

5.4.2.1. Eight lesson plans by using 4 types of poem for kids writing

5.4.2.2. The written language transcription from the video which is recorded throughout the course of the 3 steps of lesson study called protocol. This method is to study the thinking of researchers who express their thoughts by discussing on 1. creating the lesson plans, 2. class observing and 3. teaching and learning reflection.

5.4.2.3. The written recorded form of the details from all activities which are the thought of researchers and students, the discussion on creating lesson plans, class observation, the researchers' reflection, worksheets and posttest.

5.4.3. the process of teaching and learning using lesson study strategy. Lesson study (Maitri Inprasitha, 2014) is a classroom based. It is a systematic investigation of classroom pedagogy conducted collectively by group of teacher rather than by individuals, with the aim of improving the quality of teaching and learning. Typically, a lesson study circle will involve small groups of teachers collaboratively planning a research lesson which one teaches while other members of the team observe with a focus on the learning and participation of selected case students. The lesson is then evaluated and revised for further teaching to other groups. Such lessons, subjected to systematic collaborative analysis by participating teacher.

6. DATA COLLECTION

The data were collected during the second semester of academic year 2017 from student grade 7 in Demonstration school Khon Kaen University. The researcher conducted the study by the following stages;

6.1. Data collection on the stage of creating lesson plans.

6.1.1. The researcher and all co-researchers set the date and time to create lesson plans using poems for kids together.

6.1.2. The researcher did the video recorded and took photos of all steps of discussing and creating lesson plans.

6.1.3. The researcher rechecked and corrected the lesson plans.

6.2. Data collection on the stage of class observation.

6.2.1. One of the researcher's partner took the photos and recorded of all stage of lesson study.

6.2.2. The researcher took the photos of the students' output.

6.2.3. The researcher recorded the details of the observation.

6.2.4. The researcher and co-researchers studied the details of observing class and rechecked the completed of protocol.

6.3. Data collection on the stage of reflection

6.3.1. The researchers and co-researchers reflected the result of using lesson plans.

6.3.2. One of the co-researcher took photo and recorded the reflection.

6.3.3. The researcher and co-researchers studied the details of reflection and rechecked the completed of protocol.

7. DATA ANALYSIS

Qualitative data analysis, the researcher used the information in accordance with the study procedure for the 3 steps of lesson study including; Planning for learning management together, the process of teaching and learning observation together and the process of reflecting together then analyzed in protocol format and the activity logs were used together for clarity and completeness in data analysis.

Calculation of efficiency

Calculating the efficiency of the process (E1) and the efficiency of the results (E2) are calculated as follows

1. Calculating the efficiency of the process (E1)

$$E_1 = \frac{\sum X_1}{N} \times 100$$

E_1 = The efficiency of the process

$\sum X_1$ = The total score from doing exercises or activities during the study of all learners

N = Number of students

A = Full scores of exercises or activities during class

2. Calculating the efficiency of the results (E2)

$$E_2 = \frac{\sum X_2}{N} \times 100$$

E_2 = The efficiency of the results

$\sum X_2$ = The total score from doing posttest of all learners

N = Number of students

B = Full scores of posttest

8. THE RESULT OF THE STUDY

The students' data on doing exercises or activities and posttest were analyzed to find out E_1 and E_2 as follows

Table 2 the scores from doing exercises or activities and doing posttest

| Students' no. | The scores of doing exercises or activities (lesson plan 1-8) | | | | | | | | | Posttest |
|----------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|-----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total | |
| Full scores | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 20 | 95 | 30 |
| 1 | 10 | 10 | 9 | 9 | 10 | 10 | 12 | 17 | 87 | 25 |
| 2 | 10 | 10 | 10 | 9 | 8 | 8 | 15 | 19 | 89 | 29 |
| 3 | 10 | 10 | 10 | 10 | 8 | 7 | 12 | 20 | 87 | 29 |
| 4 | 10 | 10 | 9 | 10 | 5 | 6 | 8 | 16 | 74 | 19 |
| 5 | 10 | 10 | 10 | 9 | 7 | 6 | 15 | 18 | 85 | 28 |
| 6 | 10 | 10 | 10 | 10 | 8 | 10 | 15 | 20 | 93 | 29 |
| 7 | 10 | 8 | 10 | 10 | 8 | 5 | 7 | 9 | 67 | 25 |
| 8 | 10 | 10 | 10 | 10 | 8 | 10 | 15 | 18 | 91 | 29 |
| 9 | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 18 | 93 | 27 |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 12 | 20 | 92 | 28 |
| 11 | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 19 | 94 | 30 |
| 12 | 10 | 10 | 10 | 9 | 10 | 6 | 8 | 16 | 79 | 22 |
| 13 | 10 | 10 | 10 | 10 | 10 | 10 | 14 | 19 | 93 | 29 |
| 14 | 10 | 10 | 10 | 10 | 10 | 6 | 14 | 19 | 89 | 30 |
| 15 | 10 | 10 | 10 | 10 | 8 | 10 | 8 | 16 | 82 | 20 |
| 16 | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 20 | 95 | 30 |
| 17 | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 20 | 95 | 28 |
| 18 | 10 | 8 | 10 | 10 | 10 | 8 | 15 | 20 | 91 | 29 |
| 19 | 10 | 10 | 10 | 10 | 8 | 10 | 10 | 17 | 85 | 24 |
| 20 | 10 | 10 | 10 | 10 | 10 | 10 | 12 | 19 | 91 | 23 |
| 21 | 10 | 10 | 10 | 10 | 5 | 6 | 10 | 15 | 76 | 18 |
| 22 | 10 | 10 | 9 | 9 | 10 | 10 | 15 | 20 | 93 | 28 |
| 23 | 10 | 10 | 10 | 10 | 7 | 10 | 13 | 19 | 89 | 28 |
| 24 | 10 | 10 | 10 | 9 | 9 | 10 | 15 | 19 | 92 | 26 |
| 25 | 10 | 8 | 9 | 9 | 8 | 7 | 10 | 19 | 80 | 26 |
| 26 | 10 | 10 | 10 | 9 | 8 | 10 | 11 | 20 | 88 | 28 |
| 27 | 10 | 10 | 10 | 10 | 8 | 10 | 12 | 20 | 90 | 23 |
| 28 | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 20 | 95 | 30 |
| 29 | 10 | 7 | 10 | 10 | 5 | 8 | 8 | 20 | 78 | 27 |
| 30 | 10 | 10 | 10 | 10 | 8 | 7 | 13 | 15 | 83 | 26 |
| 31 | 10 | 8 | 10 | 10 | 7 | 10 | 13 | 18 | 86 | 29 |
| 32 | 10 | 10 | 10 | 10 | 10 | 9 | 15 | 10 | 84 | 25 |
| 33 | 10 | 10 | 10 | 10 | 10 | 8 | 13 | 20 | 91 | 28 |
| 34 | 10 | 10 | 10 | 10 | 10 | 5 | 15 | 20 | 90 | 25 |

| Students' no. | The scores of doing exercises or activities (lesson plan 1-8) | | | | | | | | | Posttest |
|--------------------|---|------------|------------|------------|------------|------------|------------|------------|--------------|--------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total | |
| Full scores | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 20 | 95 | 30 |
| 35 | 10 | 10 | 10 | 10 | 9 | 8 | 15 | 19 | 91 | 30 |
| Total | 350 | 339 | 346 | 342 | 302 | 300 | 445 | 634 | 3058 | 930 |
| Percentage | 100 | 96.86 | 98.86 | 97.71 | 86.29 | 85.71 | 84.76 | 90.57 | 91.97 | 88.57 |

From table 2, the researcher found that the average score from doing exercises or activities during the study of students who were used poems writing through lesson study to develop English vocabulary was E1 = 91.97. and E2 = 88.57, which is higher than the specified performance criteria (E1 / E2 = 80/80) with percentage efficiency of each lesson plan. The above efficiency performance showed that each lesson passes the first set of performance criteria (E1 = 80)

When analyzing the data obtained from the scores of students doing exercises and posttest to find the mean which can be analyzed as follows

Table 3. Comparing the lowest and the highest scores of doing exercises or activities and doing posttest

| Exercises/activities | Lowest scores | Highest scores | \bar{X} | S.D. |
|----------------------|---------------|----------------|-----------|------|
| 1 | 10 | 10 | 10.00 | .00 |
| 2 | 7 | 10 | 9.69 | .80 |
| 3 | 9 | 10 | 9.89 | .32 |
| 4 | 9 | 10 | 9.77 | .43 |
| 5 | 5 | 10 | 8.63 | 1.55 |
| 6 | 5 | 10 | 8.57 | 1.77 |
| 7 | 7 | 15 | 12.71 | 2.61 |
| 8 | 9 | 20 | 18.11 | 2.64 |
| Total | 67 | 95 | 87.37 | 6.61 |
| Posttest | 18 | 30 | 26.57 | 3.22 |

S.D. = Standard deviation of the score

\bar{X} = Mean score

From table 2, the researcher found that the mean score from doing exercises or activities during the study and doing posttest of students who were used poems writing through lesson study to develop English vocabulary was 87.37 and 26.57 and the standard deviation of score was 6.61 and 3.22 which is higher than the specified performance criteria. It showed that the use of poem writing through lesson study to develop students' vocabulary is effective.

To sum up, These two tables of data analysis represents the result of the research's treatment by using poems writing through lesson study to develop English vocabulary with the specified performance criteria 80/80 was successful at 91.97 (E1) and 88.57 (E2).

9. CONCLUSION

The result revealed that the use of poem writing through lesson study to develop students' vocabulary has improved and it corresponds to the hypothesis set with the average of 80/80 This may be the result of

9.1. the learning management procedures that the researcher and co-researchers had created a lesson plans that used English short poems as a vocabulary development activity by focusing on students to take action. The vocabularies used were the vocabularies from the text of each unit and vocabularies that students studied further to write poems. The selected poems are easy poems for the children who start English writing which corresponds to Kristina Robertson (online) mentioned in the article about Writing Poetry with English Language Learner that writing poetry is a great exercise for English language learners. It gives them a chance to experiment with language and vocabulary, and to freely share their ideas without the confinement of perfect grammar or firm structures. In

the same article, Kristina Robertson presented many kinds of poetry forms for beginners. The researcher has chosen the poems that can be used and related to the 4 lessons. 1. Bio-poem is used for content about World famous and The great Scientist. 2. Cinquain is used for the content of My town and On the menu. 3. Haiku is used with the content of Weather and Nature 4. Diamante applies to the content of Jobs and work and Just the job.

9.2. The process of teaching and learning uses the lesson study strategy. Teaching and learning process using the lesson study are 8 steps working in a team (Maitri Inprasitha, 2014), they are 1. Set what to teach, 2. conduct lesson plans, 3. lesson plans used and be observed by the researcher team, 4. assess how lessons affect student learning and shared reflection discussions, 5. Use the data collected to improve the lesson and lesson plans, 6. Use the improved lesson plan to teacher other students, 7. evaluate, discuss and reflect the lesson, and 8. The result subjected to systematic collaborative analysis by participating teacher.

The result revealed that arranging learning activities to develop vocabulary by using poems to teach in the Lesson study format, enabling students to have the ability to develop English vocabulary with an average higher than the set criteria 80 / 80. In addition, students also had the opportunity to practice using the vocabulary they have learned and studied additional vocabulary in the form of group activities and solo individual activities. Students enjoyed doing exotic activities and it also encouraged students to study English.

10. DISCUSSION

From observation in class, the researcher and teams found the same points with leader of English department that there are many problems with students learning ability not only in English subject but all areas. According to the 21st-century students, they have different personalities, goals, and needs, offering a personalized instruction is not just possible but also desirable. Since technology keeps developing, learning a tool once and for all is not an option. The student's behaviors were talkative during the lesson, less concentrate and the weak students are not paying attention on the study because they couldn't understand the vocabulary and detailed. As a result, they had put more attention on talking with their peer. Many studies proved that most Thai students have poor English skills. Liamsakul (1998:2) indicated that Thai students have problem with remembering vocabulary and understanding sentences. However, they also think that English is difficult; as a result their attitude toward English subject was not good, afraid of mistake and not familiar with the words and content. It can predict that the vocabulary learning was taken far-distant to them and they have less previous knowledge. Obviously, it affects to students to not interested in a topic or learning English because they are not familiar and understand the language cultures so they become bored and finally ignore the subject.

The result of all analysis's data represent that the lesson study strategy in teaching and learning is effective and appropriate technique for the target group to develop their ability to learn vocabulary. The data analysis shows that students can reach the determined criteria. The study was succeeded because of many reasons. During the lesson the researcher had put both group and individual activities and four kinds of easy poem writing to help students get better in learning vocabulary repetition. After students understand and remember the strategies they could apply on any assignment and performance task. As a result, the students can apply the vocabularies to write poems if the teacher releases the pattern of poem for them. So the problem is the students cannot remember the name and the pattern of some poems. They remember only Haiku pattern.

11. SUGGESTION

In the research on using poem writing through lesson study to develop students' vocabulary, there are 2 aspects of the suggestions as follows

11.1. General suggestion

11.1.1. In using poem writing through lesson study to develop students' vocabulary, the teacher must be careful in selecting poems to suit the learning content and the age of the students.

11.1.2. Teachers can choose the type of poem to be applied to the management of learning in other skills as appropriate for the content.

11.2. The suggestion for the further research

11.2.1. This research has limitations on teaching time (50 minutes in a period). Making activities organized under limited time causes precipitation Therefore, in the next research should increase the teaching time.

11.2.2. There should be a comparison of the use of poem to develop vocabulary and groups that use normal learning management.

11.2.3. It should use other kinds of poems to develop other skills of English and using other strategies like STEM research.

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POLYNESIAN YOUTH LITERATURE AND BILINGUAL PHILOSOPHICAL DISCUSSIONS AT SCHOOL

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ABSTRACT

This research is motivated by curiosity, the need to better understand and better meet the needs of the Polynesian education system. In fact, in the multilingual Polynesian school, what is the meaning of the quest for knowledge and truth ? This study is a qualitative and exploratory research. The experiment will take place in Moorea, in class of year one (entry into learning to read, gateway class...). Initiating philosophical discussions at school from works of youth literature is possible (Chirouter, 2011). In addition, the school institution recognizes the interest of these practices (official programs, 2015). This research is innovative thanks to the parental involvement as well as its literary and linguistic Polynesian dimensions. Discussions can be in French or in Tahitian because the aim is rather to develop cognitive abilities, using the language as a tool (Vygotsky, 1935). The problematic is in what way would the practice of philosophical discussions based on endogenous youth literature stimulate the cognitive skills of the group ? As regards the method envisaged and analytical instruments, a corpus of Polynesian youth literature will be selected according to specific criteria. Parents will be invited to come and read a text in class and participate in the discussions. A work of understanding, and interpretation will then be followed by a discussion with a philosophical aim. The sessions will be recorded (linguistic transcription of exchanges, corpus study : cognitive interactions, analysis according to the taxonomy of Bloom; process of thought at work). Semi directional interviews with parents and oral questionnaires to students will be conducted. It may seem that some pieces of Polynesian literature would allow for philosophical reflection in the classroom, and that these discussions would develop the learning of philosophizing, reading and oral language. In addition, parental involvement would facilitate an additive bilingualism.

Keywords: Polynesian youth literature-oral communication-philosophy at school-bilingualism-parents.

FULL TEXT

This research is directed by Mrs. Rodica Ailincăi and co-directed by Mr. Alain Mougnotte. The topic of the research is Polynesian Youth Literature and bilingual philosophical discussion. How would the practice of philosophical discussions from Polynesian youth literature stimulate the Group's cognitive abilities ?

Initiating philosophical discussions (DVP) at school from works of youth literature is possible (Chirouter, 2011). In addition, the school institution recognizes the interest of these practices (Programs, 2015). My work is in line with the research of Michel Tozzi and Edwige Chirouter. For as in Michel Tozzi, the skills targeted included the ability to philosophize (conceptualize, argue and problematize) but also the mastery of discursive behaviors (Chirouter, 2013). In addition, similarly to Edwige Chirouter, the alliance between youth literature and philosophy is used to initiate philosophical discussions.

This research is innovative as it deepens knowledge and addresses DVP from youth literature by introducing two new factors, Polynesian literary and linguistic specificity and parental involvement, as bilingual philosophical discussions will be launched from endogenous youth literature. The thesis therefore includes an axis specific to the Pacific island environments, and more particularly to French Polynesia, the context of the research. Thus, this presentation consists of six parts: firstly an account on philosophical discussions, then the context of the research, the problem and the method, the literary corpus, the coeducational dynamic and the expected results.

A philosophical question is defined by three criteria (Tozzi, 2003). The first one is the universality of the question, that is to say that the question can concern everyone, regardless of their background social status, age, culture. Secondly, the question must create a possible controversy. It is not a closed question which can just be answered by yes or no. Thirdly, this question is formulated, debated, argued and discussed orally.

The intellectual requirements related to philosophical discussion are three in numbers (refer to Tozzi). Students must problematize. Find in the question what is controversial (example: do we all have the same fears ?). Conceptualize, that is to say define the notions (fear is ...). And argue, that is to say justify ~~his~~ their words.

THE CONTEXT

Is there a Polynesian philosophy ? On the occasion of an educational consultation on Friday, March 22, 2019 at Teavaro School, Hinano Murphy opened some interesting lines of thinking.

According to her, Polynesians have an island way of thinking, linked to the ocean. She emphasized their humility, their love and their respect for nature and people. They see themselves as an integral part of nature, with which they have a familiar and respectful relationship. Nature offers them natural medical care. For example, they know how to use coconut in many different ways depending on the different stages of ripening (beverage, rope weaving, medicines ...). All this knowledge helps to better understand the environment (learning to listen to the wind, the waves, to watch the fish, the sky, the movement of clouds, the flight of birds). In addition, it highlights the fact that Polynesians have the duty to pass this knowledge to future generations. She, for her part, feels she has a message to convey: we have a vested interest in taking care of our land to have a better life. Education seems to her very important to form ambassadors of nature. The importance of knowing one's culture seems essential to her. Valuing traditional knowledge, know-how and skills is crucial.

Polynesian philosophy might be a different way of life, another way of thinking the world, principles of life (the warm welcome, the familiarity of custom, the joy of living, love, simplicity, positivity, generosity, sharing, caring and fraternity, the generous smile, the habit of greeting everyone, kindness, the ability to live the present time, the unique relationship to nature, the magic of mana, the beliefs). Polynesian society has many specific characteristics. *Te reo* (language), *te 'ori tahiti* (dance), *te 'orero* (oratory), *te himene* (music), *te tatau* (tattoo) (Lamy, 2013). It is a special context.

This investigation is an integral part of the research of the team of Home Traditional and Contemporary Societies in Oceania (laboratory EASTCO, EA 4241). The investigation is conducted on site, in French Polynesia, in contact with Polynesians (students, parents, teachers, partners). This project is therefore an exploratory research that is a continuation of the work done by the members of the laboratory, in the field of school and family educational practices in French Polynesia (Rodica Ailincăi, Ali Maurizio, Gabillon Zehra, Mirosé Paia, Eleda Petit, Bruno Saura and Jacques Vernaudeau).

This doctoral research takes place in French Polynesia, which is made up of 118 islands located in the heart of the Polynesian triangle (Hawaii, New Zealand, Easter Island). In the heart of the Pacific Ocean, this territory is composed of five archipelagos: the archipelago of the Society (composed of islands of the wind and the leeward islands), the archipelago of Tuamotu, the archipelago of Austral, the archipelago of Gambier and that of the Marquesas. Geologically, the islands of French Polynesia are of volcanic origin. They include high islands and atolls (Tuamotu). Most of them are surrounded by a protective coral reef, which acts as a bulwark against oceanic forces.

The Polynesian population overcame painful episodes (colonization, nuclear tests). In addition, it has undergone a policy of cultural assimilation (Paia, Salaün & Vernaudeau, 2016) which has resulted in a decrease in the inter-generational transmission of Polynesian languages.

Before the arrival of Europeans, houses of instruction (*fare ha'api'ira'a*) for men and women already existed. The transmission of knowledge was oral, mainly by singing and the memory was strongly solicited. Knowledge was often related to social practices. Thus, teachers taught « history, heraldry, geography, navigation, astronomy, astrology, mythology, time, numbers, seasons, genealogies, [...] the study of enigmas and comparisons » (Teuira, 2004). Nevertheless, these schools were mainly aimed at the favored social classes, the « eldest sons of the dominant families ». In fact, the Polynesian society of the past was divided into four great castes. «The *Ari'i-marō'ura* (sovereigns in the *ura* belt), the *Ari'i ri'i* (kings and queens of less importance), [...] the *hui ra'atira* (the nobility and bourgeoisie)) and the *manahune* (plebeians)».

To transform the Polynesian society into a civilized Christian state, the first weapon of the missionaries was education (Tagupa, 1980). Thus, in order to attract the population and evangelize them, small schools were built. Also, the Maohi were fascinated by writing (Barré, 1987), but often derided the biblical discourse. Literacy, was therefore a means used by missionaries to unite them. Even Pomare II, the king of Tahiti, wanted to discover, know and master scripting skills. The Maohi quickly understood that writing was a very useful means of communication for the management of transactions, the possibility of acquiring knowledge ... That is why, in 1818, the first copies of the Gospel were experiencing unprecedented success.

In the middle of the 17th century, the colonial administration encouraged the regrouping of populations within the villages. Thus, a new social, family and economic organization is in place, new standards appear. In 1860, Pomare IV promotes the surveillance and schooling of children, a necessary measure for the population gathering near the village. Polynesians are attracted by the dominant culture of the colonizer. For example, the concept of the rights of persons and property has altered attitudes and behavior.

The arrival of missionaries brings about a normalization of the Tahitian language. As they perceive the need to take into account the local language in their teaching. Thus, in 1805, an alphabet is created for Reo Tahiti with 5 vowels and 8 consonants. In 1810, the first school book in Reo Tahiti was published (AEBI no Taheiti). From 1815 to 1817, several schools were created where the Reo Tahiti was taught.

However, in 1842, the protectorate with France was signed and the governor outlawed the Reo Tahiti schools in 1857. This ban will last more than a century. The school has therefore played an important role in the language reduction process. Since the French language was the language of academic success and social advancement.

It was not until 1970 that the Vice-Rectorate was created and the sanctions imposed on Tahitian-speaking children were abolished. In 1980, the territorial assembly of French Polynesia decreed Tahitian as the official language of the territory jointly with French. In 1981, the Déixonne law allows the teaching of regional languages in schools. Then, in 1982, Polynesian languages became part of compulsory education in primary schools. In 2005, multilingualism is promoted, all Polynesian languages are valued. The *Orero*, public speaking, is promoted in 2008 in schools. The ECOLPOM program is set up in 7 classes of Moorea from 2008 to 2010. This program involves five hours of teaching Polynesian languages per week. The results are positive, as the students can speak better Reo Tahiti and French, thanks to the transfer of competences. The valorization and the implication of the families in the transmission is fundamental.

A new charter of education is born in 2011. It is structured around three main axes. A school open, powerful and for all. The goal is the success of all students. Language proficiency contributes to the formation of the person and the citizen. The school must rely on linguistic diversity to promote multilingualism.

Since the 1970s, identity claims have led to the adaptation of school curricula to local linguistic and cultural distinctiveness. However, Marie Salaün wonders about the effect of the transmission of indigenous knowledge by the school, in a decontextualized situation. She questions the impact of institutional formatting. For example, from the transition from oral transmission to written transmission. But also, from the local to the universal, from the elite to the whole group, from experience to theory, from mystical beliefs to scientific knowledge. Moreover, she thinks that a change in the modalities of transmission induces a modification of the contents. Moreover, according to Sundar (2002), the recognition of indigenous knowledge is a political process influenced by the identity claim of local populations.

In 2011, a symposium entitled "Learn several languages, several language to learn a place". According to Jacques Vernaudo, a multilingual person is a speaker who uses two or more languages daily, according to the registers or functions. The bilingual person is able to manage the languages according to the situations of communication. This ability boosts intelligence. According to Christine Helot, a university professor in Strasbourg, bilingual education works with all languages, even minority languages. No negative repercussions are to be feared. It seems important to her to show children that their language, their differences are legitimate while building a multilingual culture. Jim Cummins, professor of education at the University of Toronto, agreed with Christine Helot. He added multilingual education to many intellectual and linguistic benefits. The loss of Aboriginal languages results in a significant cultural deficit. In addition, between learning to read, write and oral language, learning in Tahitian has positive impacts in French and vice versa. For what I learn in one language helps in another. After generations of monolingual "linguistic imperialism" and symbolic violence, today the school institution promotes multilingualism (Vernaudo, 2018).

Today, school failure, dropout, widening of gaps, poverty, delinquency, alcohol and drugs are the ills of Polynesian society. According to Serra Mallol (2010), despite significant financial resources allocated by the State, the Polynesian system is known for low performance and to have many dysfunctions.

First of all, the cost of a Polynesian student is higher than in metropolitan France (salaries, internships, transportation ...). In addition, students' scores on national assessments are lower than metropolitan students. The gap is widening in higher education. In 2010, 40% of students left school without a diploma and only 38% of students graduated. School failure, absenteeism, school dropout are too great.

The school of the French Republic is an essential institution of a democratic society. It aims at the formation of free and autonomous citizens and the acquisition of knowledge, skills and attitudes essential to social integration. The causes of the failure of the Polynesian education system are explained in a plural way. First, the socio-professional situation of parents, a context of social precariousness is at stake. Secondly, the lack of training of teachers and their distribution, made difficult because of insularity. In fact, despite a salary bonus, isolated islands or remote atolls are struggling to attract full teachers. Finally, an interesting reason, as part of this research has pointed out, is the cultural cause, more exactly, the « differences in learning-teacher culture » (Mallol, 2010).

A Rodica Ailincăi (2010) research conducted in Guyana mentions the reasons for the lack of school performance in a multilingual and multicultural context, namely, student education, insufficient teacher training, socio-linguistic context (linguistic isolations with different values), social difficulties (geographic isolation). Indeed, according to the groups, investment in schooling differs. In addition, the influence of the family is considerable. Family realities explain the differences between students.

This research is motivated by curiosity, the need to better understand and better meet the needs of the Polynesian education system. In fact, in the multilingual Polynesian school, what is the meaning of the quest for knowledge and truth? Namely, culture and reading are part of the aspirations of mankind, which gives meaning to life. This research is innovative by its

literary and linguistic Polynesian dimension. Discussions can be in French or in Tahitian because the aim is rather to develop cognitive abilities, using language as a tool (Vygotsky, 1935). This exploratory qualitative research is innovative because bilingual philosophical discussions will be launched from endogenous youth literature.

The experiment will take place in Moorea, in class of year one (entry into learning to read, gateway class). The transition to the class of year one is a turning point in child schooling, with a major challenge (Frier, 2006), that of learning to read. The goal is clearly defined and the social issue is important. In addition, the preparatory course is a bridge class. A transitional step between kindergarten and elementary school.

Geographically, Moorea is part of the Windward Islands in the Society Islands with an area of 134 km². It is located at about 18° latitude and 150° longitude. It is a lush green island, surrounded by a coral reef and a beautiful lagoon. Marine biodiversity is abundant. The mountains are covered with lush tropical forest due to heavy rainfall and high temperature. Exotic fruits and flowers grow in abundance. The beauty of the landscape attracts many tourists. Despite its insularity, the island of Moorea is not in a real situation of isolation, as the proximity to the island of Tahiti influences its socio-cultural, economic and linguistic context.

LINGUISTIC CONTEXT

French Polynesia is experiencing a situation of multilingualism. Several parameters can explain this phenomenon: successive immigrations, insularity and colonization. In August 2016, Jacques Vernaudo (2016) drew a portrait of the linguistic situation in French Polynesia in the context of welcoming new staff.

There are many dialects, Polynesian indigenous languages, which correspond to specific linguistic areas (*Reo Tahiti*, '*Eo' Enata*, '*Eo' Enana*, *Reko Pa'umotu*, *Reo Tuha'a pae*, *Reo Mangareva*, *Reo Rapa*). In addition, French remains the official language. It is the language mainly used by the school institution. The French language symbolizes success in school and social climbing. Also, due to Asian immigration, the Chinese languages (Hakka and Punti) are spoken by more than 1000 people. Finally, it is important to understand that the vehicular languages are French (or rather a local variety of French) and Tahitian.

Moorea-Maiao numbers 16899 inhabitants including 2745 children under 10 years old. 95% of the population declares to be fluent in French and 79% in Tahitian. 65% use French in their family and 32.4% speak Tahitian. At the school of Paopao, 95% of individuals over 15 years of age declare to master French and 71.6% Tahitian. 70.7% use French in their family and 26.4% speak Tahitian.

In the preservation of the Tahitian language and culture, the school has an important role to play, Polynesian languages have a legitimate place in education.

On the occasion of the book fair, a short film, *Te Reo tumu*, was screened. This film wonders about the future of the Polynesian languages. Indeed, children are no longer stimulated, they do not know how to speak in Tahitian anymore. Tahitian-speaking children are rare, approximately 13% (4 out of 30). Many children understand Tahitian but do not speak it. How did this happen ? With the arrival of the consumer society, the French and English languages have been considered by Polynesians as the languages of social success. Furthermore, at school, the violence of the ban on speaking Tahitian was not only symbolic, as punishments and corporal punishment were practiced (ruler blows, pulling weeds ...).

Officially, the adapted programs of French Polynesia (2016) advocate 2h40 of weekly teaching devoted to learning the Tahitian language. In addition, Polynesian can be used as a language of instruction in physical education and sports or other lessons. In Cycle 2, focusing on the skills related to this research, oral language is the priority. Students must be able to take part in a conversation through communication situations. In a constructivist approach, student errors are a learning step. In addition, learning activities must be linked to cultural appropriation.

During discussions, the root language brings an emotional dimension that could release the students' speech differently (intensity, frequency, depth ...). And one of the hypotheses of this research is that depending on the language used during the discussion, the students' comments will be different.

For Marie Salaün (2016), « the consideration of vernacular languages and indigenous cultures in formal education is today seen as the best way to repair the wrongs of colonization and promote school justice ». She focused her research on educational experiments in Hawaii and New Zealand.

In Hawaii, immersion schools have been created, and teaching is done in '*Ōlelo Hawai'i*', the native Hawaiian language. In New Zealand, there are teachings related to Kanak culture and language. As in French Polynesia, these territories have had a colonial history marked by Christianization and schooling.

According to official instructions (2016), imperfect expression is part of the process of acquiring a language. Thus,

when learning a language, recourse to a second language is advisable when needed. The de-dramatized speech takes advantage of the risk taking necessary for learning. Also, sound recording facilitates the analysis of language practices. Benevolent and formative assessment is preferred. The linking of languages is recommended through comparisons around a youth album.

Thus, during the experimentation phase of this research, the mixture of languages will not be pointed out. On the contrary, this mix of languages will « honor languages, maintain culture and show students that they can incorporate their own language into the discussion » (Alice, 2018). The monolingual teaching framework being insufficient, it is a question of noticing the pearls of language mixture in the oral speech of the pupils in order to improve the control of the two languages.

During a roundtable, which took place on November 17, 2018 at the Papeete House of Culture, the moderator debaters (Vernaudeau) recalled an essential aspect of learning a language, to speak as much as possible. Thus, it is important to break down and speak without fear of being wrong. Indeed, in a constructivist approach, error is a stage of learning. Learning grammar then refines learning.

Furthermore, from a neuroscientific standpoint, at the cognitive level, bilingual learning programs would promote the control of student attention. This would be explained by « the continued use of the attention required to manage the selection between two jointly activated languages » (Hewings-Martin, 2019). Besides, the promotion of additive bilingualism will contribute to transferable intellectual gymnastics in other areas.

At the DVP, the root language brings an emotional dimension that could release differently the speech of the students (intensity, frequency, depth ...). And one of the hypotheses of this research is that according to the language used during the discussion, the students' comments will be different.

Also, Anne Sophie Cayet (2018) highlights an essential aspect in this research focused on the Polynesian education system. The DVP « promotes plurilingual and intercultural exchanges but always through individual subjectivities ». Thus, cultural and linguistic differences do not confine students to their origin. They are « apprehended as universal-singular subjects, beyond cultural determinisms » (Cayet, 2017).

« Linguistic and cultural diversity [is] envisaged with the possibility of multiplying the points of view, of making the understanding of the world more complex and of making them captivating (Chirouter, 2015) which suddenly gives more of individual experience » (Cayet, 2017).

METHOD AND ANALYTICAL INSTRUMENTS

Inspired by the conclusions of a congress of specialists inventorying the approaches and tools of analysis (symposium, 2013), from the human sciences, possible in a DVP. We are led to understand how to analyze DVP situations and professional practices in school context. The main objective related to the problematic is to account for the cognitive dynamics during DVP from the endogenous literature.

A corpus of Polynesian youth literature will be selected according to specific criteria (tales, legends or albums of the society's archipelago; bilingual works or which contain a certain degree of language mix; works adapted to class of year one). Parents will be invited to come and read a text in class and participate in the discussions.

A work of understanding, and interpretation will then be followed by a discussion with a philosophical aim. The sessions will be filmed, with a linguistic transcription of the exchanges and nonverbal aspects (gestures, mimicry) because the nonverbal components in the communication are very important. The study will focus on cognitive interactions between parents, children and teachers; as well as the processes of thought at work). So, the sessions will be recorded (linguistic transcription of exchanges, study of corpus: cognitive interactions, analysis according to the taxonomy of Bloom; process of thought at work).

Semi-directional interviews with parents and oral questionnaires to students will be conducted. About 20 students will participate in the experiment and will be questioned orally. Student questionnaires will be individualized to mitigate peer group influence.

Moreover, some parameters will be constant. In fact, it will always be the same researcher, the same teacher, the same activity, the same mixed class, the same time of the day and the same room.

In addition, as a guide to the method of collecting data, Johanna Howken (2017) has created a timely didactic and pedagogical tool, the circle of philosophical discussion. This is a diagram that represents the thread of discussion among students. This makes it possible to visualize the distribution of the exchanges and to measure equality between the speeches within the discussion.

Furthermore, reflective drawing is another relevant analytical tool (Molinié, 2010). This is a representation made by each student at the beginning or end of the workshop. These drawings are completed by the students and become supports for the discussion. Moreover, they facilitate the emergence of cognitive processes specific to the philosopher (conceptualize, problematize, argue). In preparation, with the young students, these courses allow an abstraction (Cayet, 2018), a reflexive distance and a crystallization of philosophical reflection. For instance, drawing one's conception of happiness (conceptualization), then identify what is pleasure or happiness (problematization). Finally, the verbalization is necessary to the fine analysis of the drawing. Paul Ricoeur (1975) speaks of metaphorical truth. Namely, links between the « concepts, perceptions and affirmations of the world from a figurative, linguistic and philosophical point of view » (Cayet, 2018) are woven.

To facilitate the concentration of students, relaxation exercises will be performed at each philosophical discussion (comfortably in your chair, uncross your legs, and stay quiet, breathe slowly and deeply). Indeed, according to the researches of Florent Pasquier and Raymond Barbry, these roles develop students' concentration skills and reduce conflicts.

In addition, according to research conducted in Brazil (Silva, 2015), a physical education and sports session also facilitates the concentration of students. Thus, an alternation between physical and intellectual activities optimizes cognitive performance (Jarraya, S. Jarraya, M. Souissi, 2016).

LITERARY CORPUS

Using endogenous teaching aids (stories, legends, proverbs ...) makes it possible to ensure a cultural transmission and a pedagogy more adapted to the pupils. In addition, the endogenous youth literature generates strong cultural stakes, an authenticity in the pedagogical relationship and a quest for meaning in relation to knowledge (Kola, 2016).

In addition, the programs (2016) offer a progressiveness of which one of the themes is the childish universe. The use of Polynesian tales and legends is strongly recommended. In fact, students must be able to follow the thread of a story while listening to the reading of albums. A story made of knowledge and skills. Students are invited to exchange around a youth album.

As European heritage tales, the transmission of myths and legends in Polynesia of old, was conducted orally. Indeed, « Oral [...] literature held a very important place in ancient societies » (Gleizal, 1986). This literature had aesthetic and educational functions. It transmitted many « religious, scientific and technical » knowledge (Gleizal, 1986).

A research carried out by Étienne Kola (2016), *Making Philosophy with African Children from the Endogenous Cultural Background: Track of an Educational Renewal in Africa* is relevant to justify the use of a Polynesian youth literature. His conclusions are as follows: using endogenous didactic materials (stories, legends, proverbs ...) ensures a cultural transmission and a pedagogy more adapted to the students. In addition, the endogenous youth literature generates strong cultural stakes, an authenticity in the pedagogical relationship and a quest for meaning in relation to knowledge (Frier, 2006).

Also, in the plurilingual context of the other seas, Isabelle Nocus, Jacques Vernaudeau and Mirose Paia (2014) advocate the use of identity texts to stimulate student engagement in reading. It is a question of stimulating the learners' appetite for reading by using adapted teaching strategies (activate students' experience, assert their cultural and linguistic identity). In fact, the affirmation of identity favors the educational success of Aboriginal groups. The aim is to generate « empowerment » (Nocus, I. Vernaudeau, J & Paia, M., 2014) through interactions between teachers and students by creating an educational program aimed at the development of both languages. The ideal is to choose a program that develops critical thinking and values students' talents (linguistic, literary, cognitive ...).

At a conference titled *Eating the Language* that took place at the Papeete House of Culture on November 17, 2018, three writers (Chantal Spitz, Patricia Grace and Fabienne Kanor) shared their literary vision. Their literatures describe close landscapes, their writings deal with identity and its relationship to the world (do not forget who we are !). Indeed, their literatures reflect their rhythms, their tastes, their look... It seems important to them to anchor their fictional worlds in reality, to integrate their culture, to allow a process of identification to the characters.

The choice of the body of youth literature was based on precise selection criteria. Indeed, I have chosen to restrict the corpus to deepen my thinking. This corpus comes from a scientific choice, the texts are rigorously selected.

Considering the learning of reading as a moment of pleasure, a bearer of meaning (Frier, 2006), the choice of books for experimentation turns towards the books of youth literature (specific literary form, particular text-image ratio, strength of illustrations...). In effect, thanks to the narrative and its characters, the process of identifying receivers is facilitated.

Catherine Frier proposes to end the reading session undergone without any dialogue. For students get bored, waiting. The school should privilege shared reading in all its forms because it develops an intrinsic motivation. According to her, exchanging situations are « a gateway to learning » (Frier, 2006). My proposals for classroom implementations will complement the tools available to education professionals and will benefit a large number of students.

As part of this doctoral research titled Polynesian Youth Literature and Bilingual Philosophical Discussions, I have selected 6 books among the youth literature.

These are albums, tales or legends of the Society Islands (Tahiti and Moorea). Books are bilingual or contain some degree of code mixing. The books are adapted to the age and culture of CP students (children 5-6-7 years old). Finally, the literature raises philosophical questions.

These Polynesian stories help students to better understand their environment, to become the heirs of the Polynesian literary and cultural heritage. Anchoring of students in their culture gives meaning to learning. For, while preserving us from extreme nationalism, we are forced to note that the knowledge of one's own culture is a necessary prelude to openness.

In addition, the programs adapted to French Polynesia recommend the use of youth literature fitting to the age and culture of the students, starting from the immediate environment.

Then, the narrative frame unfolding in the near environment, the places of the story can be known to children. The vocabulary used is familiar, it is part of the close environment, the real context of the child. The student has a lot of personal, family experience to share with the research community. Fictional stories can appeal to their memories, to the sensations they know. Thus, the visual, auditory, olfactory and kinesthetic sensory experiences related in the works are part of their emotional memory (examples: the perfume of the flowers, the mountains on which they climb, the sources in which they have bathed, the animals they've met ...). And even if they do not know the places, plants or animals, the shared reading of these books could allow a later family outing in order to explore what we have discovered in the books.

An example of the corpus : *Ari'i the moon parrot fish*, written by Annie Sossey, illustrated by Carine Thierry. To begin with, the summary of the story: a little boy has fun disguising himself as a parrotfish while his father is fishing. He decides to jump in the water but may drown, his dad saves him.

It is therefore a fishing story that will facilitate the process of identifying children, as they will easily talk about their personal and family experiences. This book in Tahitian language offers a Polynesian atmosphere reflecting the island philosophy, facing the ocean. The story recounts situations of daily life in French Polynesia.

After working on understanding the text, what philosophical extension can we give to this work with a class of year one students ? This is asking a philosophical question related to the text read. In this story, for instance, the little boy goes from laughter to tears. Thus, we can ask students: why does the character cry ? And you, why do you cry sometimes ? How did he feel in the water ? What emotion did he feel ? He was afraid. And you, what are you afraid of ? In fact, what is fear ? The discussion is launched ...

Narrative is "the tool of construction of culture" (Bruner, 2008), it is the "main medium of exchange within a culture" (Bruner, 2008). This is why it seems interesting to rely on the literature of youth to develop a successful coeducation with parents.

COEDUCATIONAL DYNAMIC

This research is innovative by the parental involvement it includes. The education of a child does not stop at the doors of the school, families have an essential educational role to play. Indeed, there is a significant correlation between the school failure of children and the disinterest of families. The weaving of a bond of trust between the actors of the school, the school institution and the parents is fundamental. Parental involvement in educational and pedagogical projects is necessary (Mallol, 2010). Parents will be valued by their cultural and linguistic skills.

One way to improve the Polynesian education system would be to open the school to families and to society as a whole. In other words, the education of a child does not stop at the doors of the school, families have an essential educational role to play.

The weaving of a bond of trust between the actors of the school, the pupils and the parents is fundamental. Parental involvement in educational and pedagogical projects is necessary. A re-appropriation of the school by parents is judicious in order to change representations.

The experimentation of this research plans to involve the parents by inviting them in class to read a piece of literary

work in French or Reo Tahiti. Following this, they can actively participate in the philosophical discussion. A relationship of mutual trust is therefore woven through this investigation.

In a co-educational perspective, the parents' reading and their active participation in the DVP will nourish the reflective discourse of the group and enrich it with their linguistic and cognitive abilities.

Moreover, as passers-by, to use Catherine Frier's term (2006), parents and teachers will become mediators between the book and the child. They will be able to guide students' thinking and support their comments. School teachers have an interest in working with families (Frier, 2006). This research creates bridges between family and school practices.

Further to this, an investigation conducted by Rollande Deslandes and Richard Bertrand (2004) helps to better understand how to motivate parents. To boost parental involvement, an invitation from the teacher is necessary. This can be done face-to-face or by phone. The goal is to have a direct and personalized contact. Secondly, it is important that parents perceive the importance of their involvement in their child's academic success. They must also identify the expectations of the teacher, understand their positive role, unique and privileged. Finally, the teacher who aims for a co-educational partnership must value the skills of the parents, in this case as part of this research, linguistic, cultural and reflective skills.

EXPECTED RESULTS

To conclude, we will concentrate on the expected results. This research is being ventured into unknown tracks, where success is not guaranteed. It may seem that some parts of Polynesian literature would allow philosophical thinking in the classroom. That these discussions would develop the learning of philosophizing, reading and oral language. In addition, parental involvement would facilitate an additive bilingualism.

What's more, the experimentation of this research has thus resulted in a practical and practical educational situation with class of year one students. Polynesian youth literature albums are a cultural medium for an environment close to students (local context). It is a program of open-mindedness, reflection built by the research community (tending toward more truth).

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PREPARING ENGINEERING STUDENTS FOR THE EXPECTATIONS OF THE LABOUR MARKET

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ABSTRACT

In present-day higher education, it is becoming an increasingly emphatic goal for students to gain modern, applicable and practical knowledge during their training, which will help them navigate within the world of work as well as in everyday life (Bodnár et al, 2017; Hives, 2006). However, it is a frequently asked question how to achieve this goal. What abilities and skills need to be developed besides professional knowledge?

In the fields of IT and engineering, the challenge is especially great, as graduates must also adapt to the rapid technological development in order to stand their ground in the labour market (Markes, 2006; Conlon, 2008; Lappalainen, 2009; Kolmos, 2006; Van der Molen et al, 2007; Williamson et al., 2013).

The aim of our study was to survey the abilities and skills of engineering informatics students and to find ways to develop them. We asked them what competences they considered necessary in the labour market and which of these they thought they had.

The study was conducted in the academic years 2016/2017 and 2017/2018, surveying 475 freshmen engineering informatics students altogether.

INTRODUCTION

The technological development of the 21st century and the constant changing of the labour market also pose new challenges for the labour market. The technological paradigm shift has resulted in a change of attitudes in higher education. The new focus now has to be on the factors determining the quality of education: result-based education and competence development based on the demands of the labour market as well as practice and student-based methodological solutions (Bodnár et al, 2017).

It is becoming increasingly important for students to gain, modern, applicable and practical knowledge during their training, which will help them navigate within the world of work as well as in everyday life. Thus, one of the priority objectives of higher education is to prepare students for a successful working life.

However, it is a frequently asked question how to achieve this goal. What kind of knowledge must higher education pass on besides professional knowledge? What abilities and skills ought to be developed?

How can young people prepare for the challenges of our time? (Molnár et al, 2018; Simonics, 2017)

When browsing through job advertisements, we can often see such requirements as excellent communication and negotiation skills, problem solving ability, cooperation and organisational and managerial skills. Furthermore, candidates should also be able to act decisively, have a high load capacity, the ability to work independently, good analytical skills, creative thinking, precise work, flexibility, team spirit, high motivation and success orientation as well as foreign language knowledge and computer literacy (Engler, 2004). The question is how higher education can help young people live up to all these expectations.

DEVELOPING HARD AND SOFT SKILLS IN HIGHER EDUCATION

The general aim of higher education is to provide students with field-specific knowledge, skills and competences that they can apply and use in practice in the workplace in a variety of circumstances. This knowledge is divided into two different parts by the literature: hard and soft skills.

The knowledge which can be learnt in the school, from books, is generally referred to as hard skills. It is relatively easy to measure and test and has a tried and trusted evaluation system. Once the students have acquired this general and professional knowledge, it will determine the rules and routines of what and how to do in different situations. Employers can easily be informed about these skills, such as language knowledge, numeracy and the knowledge of computer programmes.

‘Soft skills’ is an umbrella term for all the abilities and skills which, in addition to professional competence, will fundamentally determine how the employee can adapt, to what extent (s)he can be motivated and how (s)he can solve different problems (Tóth, 2017).

Soft skills are grouped in different ways in the literature.

Bennett et al (1999) divide them into four main categories:

- self-management,
- relationships with co-workers,
- information management and
- problem solving skills.

Gallivan et al (2004) divide them into six categories: communication and interpersonal skills, managerial and organisational skills, self-motivation and creativity. According to their survey, these occur in some 26% of online job advertisements.

Beard et al (2007), in their survey of 250 respondents, mention 13 soft skills expected by employers. These include communication skills, analytic thinking, team-work, interpersonal and organisational skills, motivation and the flexibility of thinking.

Chamorro-Premuzic et al (2006) created a soft skill system consisting of 15 components, which are the following: communicational, interpersonal and emotional intelligence, intuition, creativity, critical thinking, team-work, the skills and ability for self-regulation, working under great pressure, the willingness to learn, attention to detail, responsibility, planning and organisational skills, maturity and professionalism.

It is important to state that the groups of hard and soft skills complement each other, are equally important and their synergy can provide more efficient learning and teaching processes and an improvement in the quality of higher education (Daruka, 2017).

The development of hard skills is markedly present in the training programmes of Hungarian higher education institutions, whereas the deliberate improvement of soft skills is much less so.

EXPECTATIONS ON THE LABOUR MARKET

The world of work is constantly changing and these changes are manifold. Shorter and shorter time is available to adapt to actual situations; therefore, the abilities and skills that make accelerated adaptation possible in the long run are gaining in value. Such abilities and skills are, for example, the ability and willingness to learn independently, flexibility and adaptability.

It is often expected in the world of work that the employee be able to solve problems and elaborate new projects in co-operation with colleagues working in different parts of the world and having different cultural backgrounds. This requires digital literacy and good written and oral communication and co-operation skills (Daruka, 2017).

In accordance with the changes of the labour market, the characteristic features corresponding to labour market demands may be rearranged and new skills appear as requirements.

In its expert analysis, the World Economic Forum (2014) compared the 10 skills that were considered the most important in 2015 with those expected to be the most important in 2020. In their opinion, some skills which are considered important today will not even be on the list of ten in 5 years' time, such as the ability for quality control or active listening; there will be depreciating ones like harmony with others, negotiations skills, service mentality; appreciating ones such as judgement and decision, creativity and critical thinking as well as ones that have not been on the list so far, such as cognitive flexibility and emotional intelligence. However, no change is expected in the leading position: the most important skill is thought to continue to be complex problem solving (quoted by: Daruka, 2017).

A large-scale competence survey was conducted in 12 OECD-countries between 1997 and 2002, whose outcome, among others, was a list of competences. This list contains 23 competences arranged in three groups which characterise the employee who will ensure future competitiveness within the organisation, according to the studies conducted in member countries (quoted by: Karcsics, 2007).

Key competences:

- communication
- quantification skill
- problem-solving skill
- learning and performance improvement.

Work competences:

- flexibility
- creativity
- initial independent decision-making
- ability to act
- foreign language knowledge
- self-confidence
- critical approach
- exploring possibilities
- responsibility.

Management competencies:

- leading;

- motivating others
- learning from mistakes
- maintaining and building relationships
- influencing others
- decision-making
- focusing on results and processes
- creating strategy
- ethical approach.

In Hungary in recent years, several studies have been conducted about the requirements of the labour market from employees with degrees.

In his study published in 2006, Tamás Híves made an analysis of 954 job advertisements targeted at graduate employees to identify the criteria that are considered the most important by the labour market regarding the employment of graduate professionals.

The results of the study have shown that foreign language knowledge is outstanding among the required competences. In half of the job advertisements, it was a compulsory requirement to know one foreign language on some level and in over 10% of them, two or more foreign languages were required. In one third of advertisements, no language competences were mentioned, so supposedly, no language knowledge is necessary for these jobs. The knowledge of the English language is indispensable on the Hungarian labour market. 57% of job adverts required a certain level of English language proficiency of potential candidates; generally wanting “high level” knowledge. The second language is undoubtedly German, but it was only required in 18% of job adverts.

As we are dealing with engineering training, we are going to focus on the 123 job advertisements regarding the technical field. In this field 56.1% of job advertisements require the English language, 23.6% require German and 5.7% of them require some other foreign language.

The next area that is very important on the labour market is IT skills, even in the case of non-IT-expert jobs. 36% of the surveyed advertisements refer to it as a requirement. In most cases (82%), they only require basic user skills like word processing, Windows and the use of basic software, but in 8%, greater knowledge is needed, such as the use of special software or deeper knowledge. In the technical field, 35% of advertisements require basic IT knowledge, 2.4% of them high level skills, 4.9% of them require the knowledge of the internet and website design and 7.3% requires the knowledge of some special software.

Another important area is professional experience. The question regarding this area usually asks for “up-to-date knowledge”; in 54%-ban on their own and in a further 7%, together with other kinds of experience. They often ask for “a wide range of experience” (12%). In 9% of adverts, professional experience is only mentioned generally, without any specification. In a quarter of adverts, there is now actual time of experience; one fifth of advertisers require 2-3 years of experience and another fifth longer than 5 years, whereas 12% of them require 4-5 years of experience.

22.5%- of adverts require management skills, but often without any mention of the length of the experience; they only mention it among the requirements.

Firstly, employers expect several professional competences which can be acquired through one’s training or previous employment. Secondly, they require general competences related to the work activity, which often constitute the expected characteristic features of employees. Thirdly, they expect character traits regarding one’s relationship to fellow workers, the company and to the working conditions.

On the basis of the survey results, assertiveness and good communication skills are indispensable. Problem solving skills, organisational skills and managing skills are also emphasized.

General competences appear in 5-14% of advertisements, and they indicate that this area is also quite important besides qualifications and other professional knowledge and competence. What stands out is the expectation of the ability to work independently.

All in all, the expectations regarding adaptation to the workplace carry significantly less emphasis. What is worth mentioning is team working ability and result-orientedness.

Tünde Bajzát (2011) analysed 1000 job advertisements for mechanical engineers. She found that every one of them contained foreign language requirements. Besides, 60.5% of adverts also required other competences. Her results show that companies primarily seek engineers with good communication, problem solving and team work skills.

Iván Selmeczy (2006) surveyed labour market requirements broken down to different job areas. In his study, he found that in the assessment of graduates entering the labour market, the most important skills include the following:

- working accurately
- computer skills
- taking a heavy work load
- foreign language knowledge
- team work.

Besides, the following are also important

- working independently
- knowledge of the basics of the profession
- professional experience
- organisational skills.

In Selmeczy's research, it was often raised in expert interviews regarding engineers that they are not assertive enough, do not know enough about practical issues and how companies operate, as well as that they ought to speak foreign languages better. On the other hand, they have a definite idea about what they want to work on; they are not anxious and they stick with a company and an occupation.

As regards fresh graduates, respondent employers emphasized the lack of work experience and the lack of foreign language knowledge, especially the knowledge of professional language. The first expectation raises the important question of how (several years of!) work experience can be expected of fresh graduates.

Lívía Mihályka Ablonczyné and Anikó Tompos (2007) found in their survey that what companies consider important include foreign language communication, reliable work, creativity, team spirit, flexibility, problem solving skills and initiative.

In her survey of the national press, Klára Czenky (2006) found that so-called marketable knowledge, expertise and professional knowledge are the most sought after by employers; that is, knowledge applicable in practice rather than theoretical knowledge.

In her study, Anna Szerepi (2006) made interviews with representatives of multi-national companies and recruitment agencies. She found that employers have very strong and specific expectations of potential employees.

Respondents formulated strong criticism against fresh graduates:

- "Fresh graduates know almost nothing; at best, they know one or two areas but have no thorough knowledge, nor language knowledge.
- "Fresh graduates are not prepared for the realities of the job market, tend to shift to extremes and do not have a market approach."
- It is imperative to improve self-confidence, "as young people cannot even sell the abilities that they have. It would be important for them to believe in themselves and want to succeed; in other words, be motivated during their job search."
- "Young people are unable to make compromises, which means to take a worse-paid job and gain professional experience in a few years, learn company culture and move on from there with much better opportunities and the promise of better pay. Companies only pay for what they get; so you have to perform!"
- Another complaint that often appeared in the assessment of fresh graduates is the lack of practice and the predominance of (largely unnecessary) theoretical knowledge. This hinders both the job search and the integration in the workplace. Furthermore, the employee has to make up for his lack while already working.
- It was also mentioned that fresh graduates are not all equipped with qualities required of employees-to-be and, what is more, a lot of young people lack basic skills like mental arithmetic, good spelling and, in the case of engineers, hand drawing, which can be attributed to problems in primary education.
- A lot of new graduates have too much self-confidence and too many expectations, which repels employers. (Szerepi, 2006: 103-104.)

Research results show that there is often a great gap between the abilities and skills developed by higher education institutions and employers' expectations. Therefore, it would be important to place an emphasis on bridging this gap in higher education.

THE AIM OF THE RESEARCH AND HYPOTHESES

The aim of our study was to survey the abilities and skills of engineering informatics students and to find ways of developing them.

The study was conducted in the academic years 2016/2017 and 2017/2018, surveying 475 freshmen engineering informatics students altogether.

On the basis of previous research results and our own experience in higher education, we set up the following hypotheses:

1. The surveyed engineering informatics students emphasize that the labour market expects problem-solving, practice-oriented engineers.
2. They are aware of great lacks in their own competences.
3. The social skills of the surveyed students need improvement, especially open-mindedness, communication and co-operation.

THE CHARACTERISTICS OF THE SAMPLE

A sample of 475 first-year undergraduate engineering informatics students of a Hungarian university participated in the study, including 43 females (9.1%) and 432 males (90.9%). The average age was 20.15. The youngest student was 18 years old and the oldest one was 35. The majority (33.7 %) of the participants was 19 years old (see Figure 1).

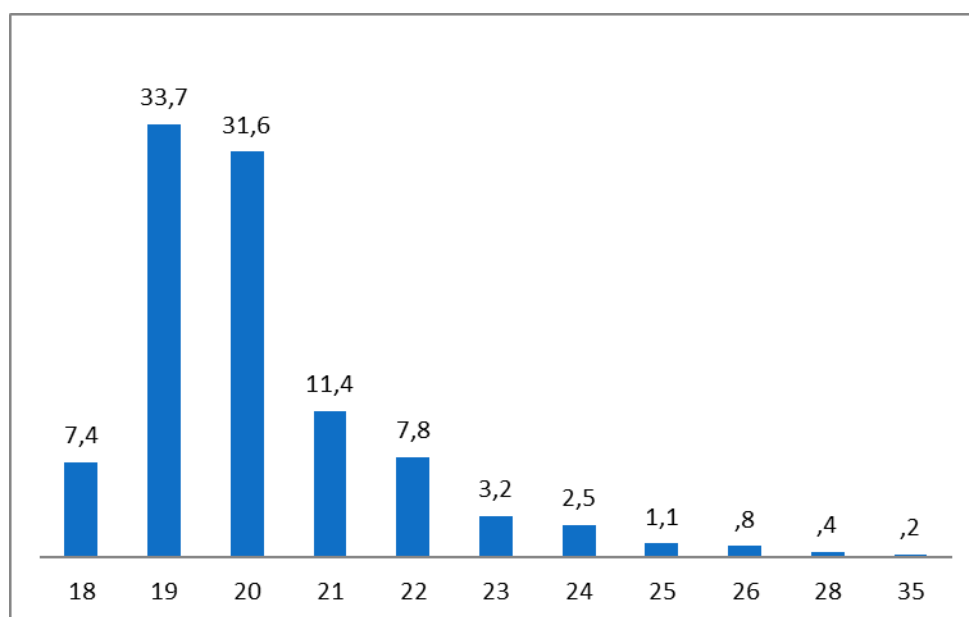


Figure 1: The age distribution of the engineering informatics students % (N=475)

Most of the students live in the capital (37.3%), 11.8% in a county seat, 33.18% in some smaller town and 17.9% of them lives in a village.

Their majority, 30.3%, took the final exam in a traditional secondary school of 4 years and 28.8% in a vocational school.

Most of the participants (77.3) have work experience: 27.6% of them had student jobs in their secondary school years, 70.1% summer jobs, 32.2% worked after secondary school and 9.7% of them are working students.

METHODS

The competences of engineering informatics students were measured with a self-rating list of competences consisting of 24 items, which had been constructed by using job advertisements and the results of previous competence assessments in higher education in Hungary. Besides, we also examined (using a 5-point Likert scale) the extent to which students thought these competences were necessary for their future job and also the extent to which they possessed these competences at the beginning of their studies (Holik – Tordai, 2017; 2018a,b; Tordai – Holik, 2018a,b). The two sets of competences showed acceptable internal consistency (Cronbach's alpha: 0.860 and 0.872).

Personality traits of engineering informatics students, based on the Big Five model, were assessed with the Hungarian version of the Big Five Questionnaire (BFQ, Caprara et al., 1999). The BFQ measures five

personality factors: energy, friendliness, conscientiousness, emotional stability and openness. The questionnaire consists of 132 items, with five dimensions and ten sub-scales, and a social desirability scale. The internal consistency coefficient of the questionnaire was feasible (Cronbach alpha: 0.86).

For data analysis, statistical methods were performed using the SPSS program.

COMPETENCES NECESSARY ON THE LABOUR MARKET

On the basis of the competence list, students regard the problem-solving skill as the most necessary for their future profession (4.9 average on a 5-point scale). Hungarian and international research shows that the problem-solving skill is indeed among the most important traits on the labour market (Daruka, 2017; Karcics, 2007; Híves, 2006; Bajzát, 2011). In our study, respondents also consider the ability to understand context and correlations (4.8) and the ability to apply the acquired knowledge (4.77). These results (see Table 1) proved our first hypothesis.

Students thought that the qualities least necessary on the labour market writing skills (2.97), self-knowledge (3.2) and conflict-management (3.23).

We would like to highlight an interesting fact: that the assessment of competences necessary on the job market varied according to gender. Whereas 90.7% of women regard learning ability as greatly important of the job market, this ratio is only 69.2% among men ($p=0.029$). The ability to understand correlation is also considered to be more important by women. According to 97.7% of them, it is greatly important, whereas only 81.5% of men thought the same ($p=0.042$).

In their own assessment, respondents thought that they possessed the ability to apply the acquired knowledge (3.97) and to understand correlation (3.95). The results proved our second hypothesis: students experienced a lack in all areas, since none of the point averages given for the assessed qualities reach 4 on a 5-point scale. The improvement of these areas plays an important role in our training programme.

As regards genders, we found significant correlations in the following areas:

Women think that they possess writing and composition skills to a greater extent (41.9% of them to a very great extent and 18.6% to a great extent, whereas 28.2% of men to a great extent and 13.8% to a very great extent, $p=0.034$). Women also lead in the area of responsibility. In their own assessment: 48.8% of women possess this quality to a great extent and 25.6% of them to a very great extent, whereas 40.3% of men to a great extent and 29.4% to a very great extent ($p=0.017$).

We found that the biggest gaps between existing competences and those necessary in the labour market are in the areas of attention concentration, problem-solving skills and learning abilities. Therefore, these competences must be improved. In higher education, emphasis should also be placed on teaching students how to study effectively, as their failure in their studies may be due to inadequate studying methods. Effective tasks are those that require students' attention, raise problems and make them think independently. It is important that, instead of memorising masses of information, they learn to recognise and understand correlations and solve the problems that arise.

It is a surprising result that in four areas (realistic self-assessment, self-knowledge, writing skills and conflict management), students thought that they possessed the given competence on a higher level than would be necessary on the labour market.

Table 1. Means, standard deviations (SD) and differences between the perceived importance and self-reported proficiency level of competencies (N=475)

| | Importance (Mean) | Own level (Mean) | Difference | Wilcoxon (Z) |
|------------------------------------|------------------------------|-----------------------------|-------------------|---------------------|
| Oral communication | 3,80 | 3,31 | 0,49 | -8,525* |
| Problem solving | 4,90 | 3,81 | 1,09 | -17,678* |
| Ability to work precisely | 4,76 | 3,75 | 1,01 | -16,325* |
| Cooperation | 4,22 | 3,90 | 0,32 | -6,912* |
| Teamwork ability | 4,25 | 3,88 | 0,37 | -7,488* |
| Working independently | 4,53 | 3,91 | 0,62 | -12,402* |
| Analytical thinking | 4,69 | 3,80 | 0,89 | -15,110* |
| Learning ability | 4,66 | 3,60 | 1,06 | -16,008* |
| Innovation | 4,64 | 3,68 | 0,96 | -16,154* |
| Conflict resolution | 3,23 | 3,53 | -0,3 | -4,694* |
| Organization | 3,53 | 3,28 | 0,25 | -4,878* |
| Persistence | 4,18 | 3,67 | 0,51 | -8,686* |
| Written communication | 2,97 | 3,33 | -0,36 | -6,179* |
| Openness | 3,86 | 3,81 | 0,05 | -1,275** |
| Goal orientation | 4,57 | 3,91 | 0,66 | -12,834* |
| Self-knowledge | 3,20 | 3,65 | -0,45 | -6,994* |
| Stress tolerance | 4,22 | 3,53 | 0,69 | -10,324* |
| Responsibility | 4,31 | 3,93 | 0,38 | -8,036* |
| Adaptation to change | 4,37 | 3,93 | 0,44 | -8,887* |
| Concentration | 4,74 | 3,65 | 1,09 | -16,510* |
| Understanding causal relationships | 4,80 | 3,95 | 0,85 | -16,208* |
| Applying knowledge | 4,77 | 3,97 | 0,8 | -15,397* |
| Flexibility | 4,29 | 3,82 | 0,47 | -9,428* |
| Evaluation and self-evaluation | 3,54 | 3,55 | -0,01 | -,420** |

*p=0,000

** Not significant

STUDYING CHARACTERISTIC FEATURES

To study students' personalities, we used the Hungarian version of the Big Five Questionnaire (BFQ, Caprara et al, 1993), the dimensions and sub-scales of which are introduced in Table 2.

Table 2. A brief review of the dimensions and sub-scales of the BFQ

| BFQ Factors | Sub-scales | Sample item |
|----------------------------|---|--|
| <i>Energy</i> | Dynamism Dominance | <i>I am an active and vigorous person.</i> |
| <i>Friendliness</i> | Cooperativeness Politeness | <i>I hold that there's something good in everyone.</i> |
| <i>Conscientiousness</i> | Scrupulousness Perseverance | <i>I always pursue the decisions I've made through to the end.</i> |
| <i>Emotional Stability</i> | Emotion control Impulse control | <i>Usually I don't lose my calm.</i> |
| <i>Openness</i> | Openness to culture Openness to experience | <i>I'm fascinated by novelties.</i> |

The statistical characteristics of the five personality dimensions and the social desirability scale for the complete sample are shown by Table 3, in comparison with the results of a previous study.

Table 1. Means and standard deviations (SD) of engineering informatics students on five personality factors and social desirability scale compared with the Hungarian norm group (raw scores)

| BFQ Factors | Engineering informatics students (N=475) Mean (SD) | Hungarian norm group (N=774)* Mean (SD) |
|---------------------|---|--|
| Energy | 74.87 (12.06) | 77.51 (11.85) |
| Friendliness | 78.40 (10.09) | 82.25 (10.09) |
| Conscientiousness | 81.89 (10.80) | 81.34 (11.11) |
| Emotional stability | 73.03 (12.59) | 68.60 (15.83) |
| Openness | 79.55 (11.11) | 85.52 (6.88) |
| Social desirability | 34.17 (5.45) | 29.54 (6.88) |

*Rózsa (2000)

In comparing our own survey results with those obtained during the Hungarian adaptation of the BFQ (Rózsa, 2000), in the dimensions of Energy, Friendliness and Openness, our students scored lower, in the dimension of Conscientiousness, near average and in the dimension of Emotional stability, they scored higher. On the Social desirability scale, our surveyed students scored higher, which indicates that they want to be seen in a more favourable light (positive distortion).

Converting the raw scores to a standardised T-value, we grouped the averages obtained in different colleges into low – average – high categories. ($T < 45$: low, $45 \leq T \leq 55$: average, $T > 55$: high).

Table 4. Distribution of the sample in the low, average and high zones of BFQ dimensions (N=475)

| BFQ Factors | Low | Average | High |
|---------------------|------------|----------------|-------------|
| Energy | 37% | 41% | 22% |
| Friendliness | 34% | 43% | 23% |
| Conscientiousness | 23% | 44% | 33% |
| Emotional stability | 20% | 44% | 36% |
| Openness | 54% | 33% | 13% |
| Social desirability | 2% | 35% | 63% |

On the basis of occurrence frequency in the low, average and high zones, we can see that in the Energy factor, the majority of surveyed students are only active and communicative to an average or lesser extent, which suggests weaker social skills. Results indicate that the majority of respondents are rather reserved and prefer to work independently.

As regards the Friendliness factor, they also scored average or below, which suggests that they are characterised by tolerance and unselfishness to a lesser degree. Due to this, they are presumed to be less suitable for team-work and co-operation. However, it would be very important for engineering informatics experts to be able to work in a team. This is also supported by studies and employers also voice this expectation (Bajzát, 2011; Daruka, 2017).

In the area of conscientiousness, most students fall into average or high categories, which means that they are responsible, reliable and precise in their work, which are particularly advantageous traits in the field of engineering.

In the area of Emotional stability, the majority of respondents reached an average or high score, which indicates that they tend to be balanced, patient and self-controlled.

In the Openness dimension, the vast majority scored low, which indicates adherence to traditions and routine procedures, the avoidance of change and innovation, less original and creative thinking and a low-level knowledge and openness to culture. This may pose a problem because information technology is the fastest developing branch of industry, where innovation, creativity, seeking novelties and rising to new challenges are everyday requirements for professionals working in this field.

The results proved our third hypothesis: the surveyed students need improvement in the area of social skills, especially in openness, communication and co-operation.

CONCLUSIONS

The picture reflected by our results is also supported by our experience in university education: some students were less energetic and less enthusiastic, communicate in a rather reserved manner; when called upon in class, they tend to answer reluctantly and they are hard to activate. Although they may be very well-prepared and know the answers to all of the questions, it is the teachers who have to elicit these as students have difficulties in speaking up in front of others. What can be the role of university education here? It may provide a solution to create as many opportunities for students as possible to speak up, to interact and to state their opinions and standpoints (professional and personal alike) and to make students interested in participating in the learning process (Holik – Tordai, 2018). Furthermore, it is also important that teachers assist student's work with developmental assessment (Sanda, 2016).

Our research results have shown that it would be very important to improve students' concentration, problem-solving ability and learning skills. It is also imperative to improve their communication and social skills.

Courses which focus on self-knowledge and improve problem-solving thinking by a variety of methods would greatly help the personality development of engineering informatics students. A good foundation for personality development would be the introduction of various teaching methods based on active student participation, which goes beyond the view of education as the transfer of content and information.

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PRESENTATION OF WOMEN'S IN AFTER 2000 TURKISH CINEMA

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ABSTRACT

In the historical process, we see that the representations of women in societies change over time. The role of the woman in the family and in business life has changed considerably from prehistoric hunter-gathering matriarchal to these centuries, in industrialization and in the modern era. The role and practices of women are changing simultaneously in social devices that accelerate the process of cultural production of societies. The situation is the same in one of these devices that we call "cinema". Cinema has existed in the patriarchal sovereign system from its earliest years. It adopted the character of the system and reflected perspective of patriarchal ideology. When we examine cinema, we see that it is a reflection of the masculine gaze and looks at the woman from a masculine point of view. That is why it is seen that in the world cinema, the woman is represented with the masculine point of view. The woman is represented by objectification and this objectification fixes the woman to a separate position with the marginalization. In this separate position that women are not men anymore. The representation of women in Turkish cinema is the same as well. Especially in the post-2000 period, the representation of women in Turkish Cinema is a significant simplification and an element used to contribute to the comedy element. We see that after 2000, women's representations were either superficial or masculine and thus representation was reduced to a uniformity. In the Turkish Cinema after 2000, we see that women are usually engaged in standardized household chores in their home life and not the last person that dominant side in business life. Usually, in their private lives, the representations of the failures of the stereotyped men, who are shown as belonging to the Turkish culture but which do not reflect this culture, are exhibited. Even in women's director films, it is seen that women cannot go beyond the position of the object of view, and are even trapped in the narrow patterns of textual reality. The representations that women are trapped in the world of these textual realities created with the dominant ideology are reflected on the screen. However, in some of the films we can classify as art films, women are actually exhibited as women in our real world. It is accepted that these films, in which women are exhibited as women, ishas not sufficient that selling ticket and that their audience is usually a restricted part of society. When we look at the characters of the comedy which became dominant in Turkish Cinema after 2010, it is seen that women have side roles with simple roles. We see that women are exposed to masculine jokes in these films and the masculine gaze revives their roles as they wish. When the films are examined in detail, it can be seen that these women are physically female but textually male. The women represented in this film are directed at men who are the followers of these films and they are responsible for the satisfaction of the type of woman that these men are looking for.

Keywords: woman, cinema, representation, after 2010 Turkish Cinema

PRE-SERVICE SCIENCE TEACHERS' IMAGES AND MISCONCEPTIONS ABOUT CHEMICAL EQUILIBRIUM

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ABSTRACT

Images regarding to a concept are formed in the mind when one hears about a particular concept. For example, if one has an image of iron, this means the individual could picture an iron atom's core and its electrons, atomic shape, atomic size and metallic structure in his/her mind. The formation of images about concepts helps individuals to remember them much more easily (Atasoy, 2004). Chemical equilibrium is an event that is often difficult to picture in the mind so to understand by students. The students cannot make sense of chemical equilibrium because they cannot correctly construct the concept in their minds, which means they do not have the right image of the concept. So in this research, it was aimed to determine pre-service science teachers' images about chemical equilibrium and to explore their alternative conceptions through these images. 20 primary pre-service science teachers from a public university participated in this study in 2018-2019 academic year. In this qualitative research, worksheets that make teacher candidates draw and explain the concepts on the basis of educational program's targets were used as data collecting tools. Content analysis was utilized for the gathered data. The results of study showed that pre-service science teachers' images about chemical equilibrium are insufficient and they have various alternative conceptions.

Keywords: Chemical Equilibrium

PROPOSALS FOR METHODOLOGICAL INNOVATION FOR THE IMPROVEMENT OF THE ORAL COMPETENCE OF UNIVERSITY STUDENTS: A PLURILINGUAL APPROACH

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ABSTRACT

The aim of this oral presentation is to show the results of an educational innovation project and improvement of teaching quality, carried out at the University of Valencia (Spain), at the Faculty of Education, in the current academic year, whose title is “Proposals for methodological innovation for the improvement of the oral competence of Teacher Training students: a plurilingual approach”.

The achievement of the Degrees in Preschool Education or in Primary School Education supposes that the students show C1 level of linguistic competence in Spanish, in Catalan, as in English, in accordance with the Common European Framework of Reference for Languages, published by the Council of Europe (2001), which supposes, among other things, that such students:

Can express herself/himself in a fluid and spontaneous way without very obvious signs of effort to find the right expression. You can make flexible and effective use of the language for social, academic and professional purposes, [...] produce clear, well-structured and detailed texts on topics of a certain complexity, showing a correct use of the mechanisms of organization, articulation and cohesion of the text (2001, p. 26).

Therefore, the objective of the innovation in education project has been to serve as a tool for the students teachers to improve their oral competence, that is, to increase the expressive and comprehensive skills in the use of formal oral language in the Spanish language, Catalan and English. In this sense, actions of a formative and innovative nature have been carried out to promote both the planning and effective instruction of different discursive genres that imply the use of formal orality (such as oral presentations, posters, manifestos, debates, among others) and the use of Information and Communication Technologies (ICTs).

The requirement of oral language is very significant in the current curricular designs of the different educational stages, from preschool to pre-university education; however, the teaching-learning process of oral competence does not always give the expected results, since often it is not dealt with the required yield or with the appropriate methodology. The need to develop expressive and comprehensive oral skills of students (and, by extension, of their communicative competence, formulated in terms of Hymes, 1972) involves a series of changes and innovations that pertain, among other things, to the formation of the teachers, the academic organization of the centers, the methodological approach adopted, as well as the epistemological framework of the Didactics of Language and Literature.

Consequently, the didactics of oral communication according to the prescribed curricular designs is demanding not only because it raises new content to handle implicitly and explicitly, but, especially, because it makes us rethink the mode of teaching class. Gone is the master class, little participatory, dominated by the teacher, to turn the classroom into a space for interaction, in which students assume a role of great relevance, protagonists in the teaching-learning process of the language. In this sense, the teacher has to consider what content to specify in the lesson planning, how to sequence such content, what strategies to adopt to achieve certain objectives, how to evaluate them, etc. The philosophy of the current education system calls for a new approach that must necessarily be communicative, because only in this way will the development of linguistic skills and of the communicative competence be fostered. It is not about neglecting the formal or normative aspects of the language, but about adopting new teaching methods or strategies that take as a starting point the work of the different linguistic abilities. Therefore, it is evident that in order to face the teaching of language in a profitable way for our students we must rethink not only an expansion of the contents by prioritizing the social use of the language (as opposed to grammatical and normative knowledge), but also an extension of traditional teaching methods with an approach that is productive, participatory and interactive (as opposed to receptive and individualistic).

In short, through the project we want to show we have combined methodological proposals, such as the communicative approach, based on the design and implementation of didactic sequences that have sought to produce oral discursive genres such as the oral presentation of research works (individual and group), the exhibition of posters, the manifesto, the debate, the oral literary criticism, the gathering, among others. We have applied the methodology called project-based learning (PBL) to enhance collaborative work, as well as the use of ICTs resources (for example, with the use and/or creation of video tutorials by students) and the pedagogical model of the inverted class (flipped classroom). Thus, we have tried to make the students reflect on the effective use they make of the language in their oral productions (with a real communicative purpose), while learning new strategies that they can use in their future teaching tomorrow.

Keywords: Oral Competence, Plurilingual Approach

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REKLAMLARDA YEREL KÜLTÜR ÖZELLİKLERİN KULLANIMI: ÜLKER REKLAMLARI ÜZERİNE BİR İNCELEME

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ÖZET

Günümüzde reklam sadece ekonomik anlamları olan bir olgu olmaktan ziyade modern yaşamın ayrılmaz bir unsuru haline gelmiştir. Reklam ve kültür oldukça yakından ilişkili kavramlardır. Reklamlar, toplumun mevcut kültürünü, insanların yaşam biçimlerini ve düşüncelerini yansıtan ve şekillendiren özelliklere sahiptir. Kültürel bir metin olarak reklam, toplumun kültüründen etkilenir ve içinde bulunduğu toplumdan soyutlanamaz. Reklamlar kültüre özgü sembelleri, sözleri, inanışları ve mitleri, gelenek ve görenekleri, değerler ve yaşam biçimlerini kullanır. Her toplumun kendine özgü, geçmişten günümüze getirdiği, gelenek, görenek, ahlaki değerleri, insanlara ve toplumlara bakış açısı vb. süre giden değerleri bulunmaktadır. Bu genel özellikler dahilinde her toplumun kendine özgü; beğenileri, algılarının yanında davranış kalıpları, giyim tarzları, yemek tarzları, eğlence tarzları vb. özellikleri vardır. Bunların hepsi toplumdan topluma farklılık göstermektedir. Türkiye kültürel olarak çok çeşitlilik gösteren bir ülkedir. Kültürel olarak çok keskin farklılıklar olamamakla birlikte, bölgesel olarak birtakım farklılıklar gözlemlenebilmektedir. Bu yerel kültürel farklılıklar da reklamda yer almaktadır. Her toplum alıştığı, bildiği, beğenilerine hitap eden, yaşamlarına hitap eden, yaşamlarını kendi kültürel yapısı içerisinde kolaylaştıracak ürün ve hizmetleri kullanırken daha rahat hisseder. Reklamın başarısında en önemli kriterlerden biri hedef kitleyi doğru bir şekilde anlamaktır. Bu nedenle reklamlar hangi toplum yapısına, hangi kültüre hitap edecekse ona uygun olan unsurlar reklama dahil edilmektedir. Reklamların hedef kitleyi etkileme gücü ise reklamın yayınlanacağı topluma özgü kültürel değerlerin ve göstergelerin doğru kullanılmasıyla yakından ilişkilidir. Dolayısıyla topluma özgü kültürel değerlerin ve kültürel unsurların doğru kullanılması, reklamın hedef kitleyi etkileme gücünü arttıracaktır. Buradan hareketle yola çıkılan bu araştırmanın temel amacı Ülker reklamları üzerinden Türkiye’de yer alan farklı yerel kültürlerin, reklamlarda nasıl temsil edildiğinin ortaya koyulmasıdır. Bu amaçla çalışmanın birinci bölümünde reklam ve kültür ilişkisi incelenmiştir. İkinci bölümde ise incelenen reklamlarda hangi bölgelerin yer aldığı ve bu bölgelerin hangi unsurlarla temsil edildiği dil, yemek, giyim, mekân ve müzik bağlamında içerik analizi yöntemi kullanılarak analiz edilmiştir.

Anahtar kelimeler: reklamlar, yerel kültür

REPRESENTATION OF "SPIRIT" IN ADVERTISEMENTS: THE CASE OF ALFA ROMEO GIULIETTA

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ABSTRACT

Animism is basically the belief that every object has a soul. In primitive times, human beings have added the "soul" element, which is unique to man, and tried to establish equal relations with them in order to make sense of the events they cannot explain. Today, among the marketing activities, it is widely used to simulate human beings and give them spirit by coding products with verbal or visual messages. Giving spirit to products enables the personalization of products and enables the consumer to establish an emotional relationship with the product, thus eliminating inequality between them. This created upper reality is one of the subjects of mystical marketing. Mystical marketing, which deals with the instrumentalization of mysticism for marketing purposes, takes advantage of the resources of spiritualism, covering a wide range of topics from astrology to mythology, from celestial religions to superstitions. The aim of the study is to explain the linguistic anthropomorphism created by advertisements in line with animism-based beliefs by the semiotic method with the concepts of denotation and connotation. Alfa Romeo Giulietta's "cars with a soul" metaphor, which appears in three advertising films with the slogan "We are only a machine without our soul", is a sample of the work.

Keywords: Alpha Romeo Giulietta, Animatism, Anthropomorphism, Mystical Marketing, Semiotics.

INTRODUCTION

Mysticism, which is in a close relationship with the spiritual one, takes its power from the sense of wonder that is loaded with the inexplicable or the unknown. It argues that the meaning of life can be explained by intuition or emotion, not by reason, science or logic (Kırgız, 2014, p. 14). The role of these mystics is to explain the internal knowledge of goods (the knowledge in their essence) and to bring it back to eternity (the timeless world) (Sunar, 1966, p. 4). There are two aspects of the concept of mysticism today. The first is to break away from material reality and to mean the human experience of seeking truth in an intuitive way. In this period of experience, the essential is the unification, the state of the human self, to reach the 'absolute' which is above and beyond itself without any means. In short, it involves a transcendental ascent process (Serouya, 1967, p. 8; Safa, 1961, p. 7). The second is that it is a reference to the phrase 'things' that are vaguely, mysteriously, transcending logic as used in its broad sense. Mysticism is not only religious, it is a universal humanitarian event that manifests itself in almost every culture, non-religious belief system (Hökelekli, 2001, p. 314). At the same time, it has been subject more or less to many areas of expertise such as psychology, philosophy, fine arts, biology, theology since the past, influencing them or playing the role of their nurturer. Especially today, in the postmodern period, when the relationship of the individual with the rational is opened up compared to the modern period, there is an increase in interest in the mystical because individuals approach things that are extraordinary and unusual.

However, the concept of animism has two origins: the first is the Latin anima (life); the second means Celtic mother (the spirit of the world). The combination of the two forms the nature of animism. This belief positions the "soul" to the beginning/center of everything (Scognamiglio and Arslan, 2001, p. 24). While animism in the narrow sense is a doctrine that deals with recreations related to the soul, in the broad sense it refers to the teaching about all spiritual beings (Freud, 2010, p. 153). For primitive man, everything in nature lives; the mountain, stone, river, star, and planets all have a soul. All these creatures of nature are both constituting of life and participating in all of life. Primitive man personified nature by attributing the qualities that make up his existence to nature and blessing his soul, which he could not understand. As Hume points out, "People have a universal tendency. They consider every being as themselves and attribute to each object the characteristics they are familiar with and familiar to" (Freud, 2010, p. 156). Primitive man also acquired the soul element to beings he could not identify by using his usual reflex and/or narcissistic tendency. Behind such an attempt lies meaning-making and fear. The soul, which becomes a tool in the description of the areas that it cannot reach, just like the dreams it has seen, thus spreads to all fields. In the end, it establishes relationships with inanimate things by giving them soul. This allows them to make contact with them, to establish relationships, to ask for help from inanimate beings or to help calm them (Scognamiglio and Arslan, 2001, p. 23). According to Freud, the important element of animism technique is

magic. The meaning of magic is that, here, man, again with a narcissistic tendency to protect the individual from enemies or dangers, even going a step further, when necessary, to gain the ability to harm those enemies. Magic is realized in two ways: Imitator and Infectious. In imitation magic, there is a process of imitating rain and asking for help from nature. In the case of infectious magic, anything that belongs to the hostile person is added to another object, making it hostile to that object (such as a rag doll example). Therefore, considering the relation of animism to magic, it is understood that the aim is to impose the laws of life on real objects by force. As a matter of fact, the goal of creating a change in the soul of the person in the spells directed towards the person is realized by attributing the soul to an object (Freud, 2010, pp. 157-174). Even if there was a belief that the animistic belief had disappeared with the Enlightenment period, this belief essentially changed its content and still exists today. According to Adorno and Horkheimer, a kind of animism that "transforms the spiritual aspect of the living into a commodified, marketable object remains valid today (Altuntuğ, 2013, pp. 121-122). In primitive times, the main goal of animism was to make sense of unexplained events, to give life to objects and to provide some sort of taming of evil spirits. Therefore, in this type of animism, instead of materialization, the desire to reach and communicate with the substance was behind it. But today, on the one hand, as another manifestation of the inclusiveness of every sphere of capitalism, we come across an animism that acts as the blessing of the consumer's act of purchase and/or consumption by giving spirit to objects. On the other hand, with the forgiveness of the human soul to objects, the soul turns into a profit-making tool, which leads to its transformation into matter.

In addition, Anthropomorphy; anthropos (human) and morphe (form) derives from the words "human formalism" means. The concept involves the attributing of the material or spiritual characteristics of human beings to any being (Cevizci, 2010, p. 128). The concepts of anthropomorphism and animism are two concepts that seem to be interchangeable. However, while animism includes the belief that all beings and the universe carry a soul; anthropomorphism involves humanizing non-human things. In other words, one believes in bringing souls to all beings independently of human beings, that is, transforming them into a living being, while the other is completely human, putting people in the center and humanizing / personalizing objects visually and / or linguistically. In short, anthropomorphism is an attempt to impose human characteristics on non-human beings. Today, products are advertised in line with communication strategies that break the ties with material reality, such as automobiles that are names or charismatic, detergents declared friendly, bottles resembling the female body, microbes being made. Besides, human characteristics are added to the brands. This process, which enters the literature as creating a brand personality, means that the four-basic knowledge must come together to personalize the brand. These; the brand has a body, emotions, mind and spirit. Thus today, the creation of brands, both in line with animistic belief and using anthropomorphic elements, constitutes an important aspect of communication strategies.

THE STUDY

The aim of the study is to explain the linguistic anthropomorphism created by advertisements in line with animism-based beliefs by the semiotic method with the concepts of denotation and connotation. Denotation consists of simply signifier-signified-sign scheme. Signifier is objective reality; signified is the mental design of the object, is understood from the signifier; the sign is a combination of the signifier (expression plane) and the signified (content plane). As a result of denotation becoming a new signifier and merging with signified, the new sign creates the connotation. Thus, connotation consist of a two-stage sequence of indicators (Barthes, 2014; Barthes, 2011). In this context, based on the metaphor of "spirited cars", the randomly selected three of Alfa Romeo Giulietta's commercials with the slogan "we are only machines without our soul" were analyzed.

FINDINGS

1. Alfa Romeo Giulietta with a Soul

The postmodern individual degenerates and becomes everyday in the face of large and complex bureaucratic organizations, multinational corporations, and the society led by the media. As a result of everyday life, she/he experiences the moment, meets the daily needs created for her/him, falls into the clutches of hedonism and thus becomes lonely by weakening his social relations. On top of that, she/he takes a keen interest in mysticism due to lack of hope, anxiety about living the future and fear of death (Kızıltan, 2006, p. 44). Considering that the individual's aim in mystical orientation is even commodified even today, it is possible to evaluate it as an effort to get closer to inner peace. This individual is paying more attention to things that are mysterious, concentrating on them, and remembering products or messages that are encoded in this way more quickly. Mystery increases both curiosity and interest and learning. The messages, which are not directly explained, by implication and by symbolic depictions, appeal not to the mind or to the intellectual but to the heart and to the intuitive. The experience of being able to communicate with the absolute for the individual who becomes lonely, and the anxiety of being able to ascend to the metaphysical realm through mystical experiences, indicate that he is on a spiritual quest. In this context, in the postmodern marketing approach, consumption involves constructing the connection between the customer and the object. Marketers who act in line with the animistic beliefs of primitive people in order to provide the customer's relationship / contact with the object, provide human characteristics to the objects and enable them

to be revived. Thus, animistic belief serves as a bridge between primitive man and postmodern man. In the process of consumption, human beings are directed to objects that are similar to him and as a result the line between human and non-human disappears. Based on these, the philosophy of "every being has a soul", a fundamental defense of animistic belief, forms the main theme of the respective three of the Alfa Romeo Giulietta advertising films.

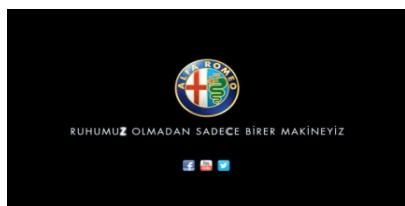


Figure 1- The main slogan is: "We are only machines without our soul"

Denotation: Alfa Romeo Giulietta has a soul.

Connotation: The object of Giulietta is transformed into a living being by gaining soul. The brand's slogan "We are only machines without our soul" gives rise to the metaphor of "cars with a soul" and thus functions as giving spirit to the car object. With this slogan, the brand carries the object into

a spiritual space. It establishes the relationship of the object with life as a manifestation of the animistic belief that every being has life. Giulietta is transformed into a "living being" by gaining spirit.

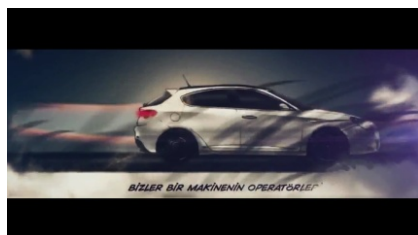


Figure 2- Cross section from AD 1: "We are not operators of a machine."

Denotation: The part objects of the Giulietta object are also not machine operators.

Connotation: In AD 1, with the text "we are not operators of a machine", a life is also conveyed to the car-specific objects themselves that enable the operation of the machine. Not being operators of the machine supports the brand's main slogan. So what exactly is this automobile, not a machine, if the objects that make up its structure are not operators? As

can be seen from these two discourses of the ad text, the car on the connotation level is more than a machine. "Being a machine" is a phrase that metaphorically emphasizes soullessness, dullness, coldness. Then the machine will gain a temperature only when that object gains life. The first condition of being alive, as human beings suggested in the primitive age, is the existence of the soul. Based on this idea, the brand is turning them into warm assets by offering life to cars and their parts.



Figure 3- Cross section from Ad 2

Denotation: Giulietta is a pure product.

Connotation: The most important feature of the soul is its purity. Human beings, influenced by this purity of spirit, clarity, unreachable and existence independent of matter, adopted animistic beliefs in order to make it meaningful. This feature of the soul is used in Ad 2 with the text "I am purity". The brand communicates purity to its target audience by acquiring the means of analogies and objects that we liken purity to in

our visual memory. For example; white dress was preferred and water was used in the commercial. Water and white are both indications of purity connotation. So Giulietta has a pure and lucid soul.



Figure 4- Cross section from Ad 2

Denotation: Giulietta is made from the substance in which dreams are made.

Connotation: That spirit is a means of reaching the mystical area where mankind has longed for and been afraid for centuries. For example; it is the means to make sense of the dream. Giulietta, who takes advantage of the mystical meaning of dreams that have no rational side and says, "I am made of the substance in which dreams are made," adds mystery to

itself. The matter in which dreams are made is an unresolved matter in animistic belief and is associated with the soul. The provider of seeing dreams is the spirit, and the human being relates to the truth by dreaming. Using this mysterious and magical phenomenon, Giulietta constructs a spiritual bridge to his relationship with his target audience.



Figure 5- Cross section from Ad 3

Denotation: She has a name, Giulietta.

Connotation: The other link of these ads to animistic belief is that people give them souls in order to communicate with objects. Giulietta says "I'm Giulietta" in Ad 3. She introduces herself as a human and shows that it is possible to communicate with her. This communication with the object comes from the nature of animistic belief. The object, which exists independently of man and is alive and even able to communicate with him, speaks with consumers. The issue here is not that the human-

specific act of speech is passed on to the object. Animistic belief has already been formed based on man. But here is not an analogy, but an attempt to impose meaning on it by coding the qualities that man knows to an entity he cannot identify. To put it more clearly, it will only be possible for him to understand the object with the concepts he knows. In terms of denotation, yes, she is a Giulietta; however, in terms of connotation, she is a living being.

2. Alfa Romeo Giulietta as a Character

Human beings are beings with unique attributes. For example, he is smart, cool, beautiful, handsome, affectionate, trustworthy, jealous, sensitive, compassionate or not. Indeed, all of these, such characteristic or aesthetic qualities, are used to describe human nature. The transfer of such human-specific qualities to objects is the subject of linguistic anthropomorphism. Giulietta uses these human-specific qualities in advertising films. So far, the relationship between animism and the acceptance of the car as a living creature was analyzed. The attribution of human characteristics or aesthetic characteristics to this living creature in the context of linguistic anthropomorphism will now be discussed.

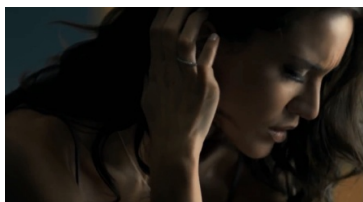


Figure 6- Cross section from Ad 3

Denotation: The woman is sad.

Connotation: In AD 3, the story of the film begins with a married woman sending off her husband. The woman is sad. She is sad because the man left her and went to another person (to car). She curiously questions what qualities she lacks from that object. She compares herself to that car.



Figure 7- Cross section from Ad 3

Denotation: Is the car more beautiful than the woman?

Connotation: The female voice asks Giulietta, "are you prettier than me?" Beauty, this aesthetic concern, is a human-specific romantic element, keeping in mind that the woman compares with herself. Giulietta manifests himself aesthetically in the visual while this sound is heard. It comes across as under lights, in a glowing way and a presentation of beauty. The woman questions

her beauty as a feminine beauty. At this point, the brand adds an aesthetic judgment to the car that it identifies with the human being.



Figure 8- Cross section from Ad 2

Denotation: It is beauty.

Connotation: Similarly in ad 2, the car that says "I am beautiful" makes a depiction of the female body (Uma Thurman) in the visual. Marka, kadının (insanın) estetik yargısını arabanın nesnesine taşıyor. Resmi olarak, insan vücudunda aranan güzelliğin arabaya aktarılması yasalaştırılmıştır.

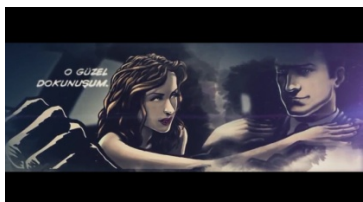


Figure 9- Cross section from Ad 2

Denotation: The car is hand and touch.

Connotation: In Ad 2, the car talks. It says "I am the hand" and "I am the touch." In terms of denotation, the steering wheel of the car is defined as a hand. In terms of connotation, the sense of feeling, which is a human feature, is transferred to the car. Again, the sense of being touch is transmitted to the consumer in the context of sensation.

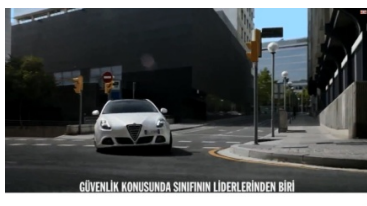


Figure 10- Cross section from Ad 3

Denotation: Questioning confidence, self-confidence and fun

Connotation: "Are you more reliable than me," the woman asks the car. If there is a question about the reliability of the car from the point of view of denotation, it is seen that the car is loaded with a human-specific reliability feature in terms of connotation. The person who is reliable is the more preferred person. We don't worry about communicating with someone we trust

and sharing with him. But being reliable, just like being cool, is actually a human-specific characteristic. Thus, it can be mentioned that advertising also uses a method such as linguistic anthropomorphy. The other anthropomorphic element in the ads is the question of whether the car has confidence in itself. A depiction of a car trusting itself again indicates the use of a characteristic human element. In Ad 3, the question "Do you trust yourself more" again uses elements that are visually related to the car's confidence. Another anthropomorphic element is the phrase "Are you more fun" mentioned in Ad 3 again. Being fun is described in this commercial by identifying with people. It is emphasized that the car is surrounded by such a feature in the related advertisement film.

CONCLUSIONS

Giulietta puts a "magical field" at the heart of the communication strategy. It uses the animistic belief that he reproduced with the anthropomorphism technique functionally in order to establish the emotional connection between the product and the consumer in his advertisements.

The brand depicts Giulietta as a car with a soul in line with animistic beliefs. In animistic belief, it is instrumental in gaining spirit to the object in order to overcome the fear of the meaningless. In order for it to be a living thing, it has to be given as a message that it is the soul of the car. In this sense, with the slogan "We are a machine without a soul", the brand makes the car live. At the same time, the brand again benefits from the ability to communicate with the object, which is the fundamental reflex in animistic belief. In order for the product to be able to relate to the consumer, it is necessary to define it with its specific qualities and to establish equality. In order to establish this relationship, the brand gives the product a separate life by calling it "you" for example, and thus brings it to an equal structure with the consumer.

The other method used by the brand in the context of linguistic anthropomorphism is to impose on the object the human characteristic and aesthetic features that support the animistic belief. A car is a talking entity because it is like a human being with a car spirit here. The car is beautiful because it has an aesthetic level. The car is as reliable as a person and has confidence in itself. With this and other human characteristics, the car turns into a living creature, enabling the consumer to magically engage with the car. As a matter of fact, Alfa Romeo Giulietta is an indication of the production of a new living thing that has common features with human beings.

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SCHOOL CLIMATE AS PREDICTOR OF TEACHERS' COMPETENCES TO RECOGNIZE THE EDUCATIONAL NEEDS OF ADOPTED CHILDREN IN ITALY

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ABSTRACT

The current study examines the association between different components of school climate (teacher-principal and teacher-parent relationships, parents' involvement in school activities, connection between school and the local services) and teachers' competences and knowledge regarding the adoption experience. Participants were 573 teachers (95.7% women; mean age= 47.06, SD= 8.66, ranging between 25 and 65) residing in three Italian regions characterized by rates of international adoptions that are higher than the national average. The association between school climate and teachers' knowledge and competences on adoption was evaluated via independent multiple logistic regression analyses. Findings show that three of the components of school climate under examination are associated to teachers' knowledge and competences regarding the adoption experience. Thus, interventions aimed at improving school climate hold promise for promoting teachers' capacity to handle the challenges of the adoption process.

INTRODUCTION

In the last report of the Commission for Intercountry Adoptions (CIA 2014-2015) it reports that, while rates in other countries seem to be falling, Italy continues to rank first in Europe and second in the world after the United States for the number of foreign-born children its citizens adopt: every year between 3,000 to 4,000 new adoptions are approved by Italian courts. Of these, approximately three out of four are international adoptions. During the 2014-2015 period, 4,422 children were adopted.

In Italy, the bureaucratic path to international adoption is a long process (4-5 years) entailing an psychosocial evaluation of the would-be adoptive parents by the juvenile court. The complicated practices, unexpected setbacks, and inadequate assistance that often characterize the undertaking may lead to long delays and provoke anxiety and stress for potential parents.

The success in settling in (for both children and parents) and the goodness of the entire adoption process also depend on the reception capacity of the host country, of the local community and school (Novara et al. 2015).

As we know, adopted children can be particularly vulnerable to academic and relational problems due to neglect or past traumatic experiences (Palacios, Román, and Camacho, 2010)

but the school environment is an fundamental aspect in order to prevent these problems. Recent studies (Masten, 2008) are giving more and more relevance to the role of the school environment in influencing students' behaviour, since children and adolescents spend much of their time at school. Existing researches have indicated that several dimensions of school climate are positively associated with students' achievement as well as well-being of all school staff (Vos et al. 2012). That means that schools can contribute to the prevention and reduction of children problematic behaviours by optimising different dimensions of school climate. A promising strategy consists in promoting those characteristics of the school climate that can foster the teachers' competence to satisfy the educational and emotional needs of pupils with a familiar history of adoption.

As mentioned above, promoting the creation of a school climate improving teachers' understanding of the adoption process and the emotional complexities families face would seem to be a particularly important measure to facilitate the children's adjustment. In addition, teachers themselves should be aware of the importance of their role and be provided with classroom management competencies preparing them for the dynamics of a class with children with stories among them very different.

Teachers should be prepared to handle behavioural problems, learning difficulties and emotional reactions resulting from a past often marked by the neglect or absence of adult caregivers. As above anticipated, all adopted children have experienced some trauma linked to loss, to the broken attachment bond, and to feeling themselves in danger or not safe. The implications of these experiences are revealed in the social, emotional, cognitive and behavioural development of these children and they could represent a challenge for teachers. Even if this paper will not deal with the complex issue of trauma management, it is important to know the problems that might derive

from it and require particular educational and psychological programs in the school context. These teachers' specific competences will not enter into our dissertation but it is a well established fact that teachers who have been provided with background information about their students can better meet their particular educational needs, leading to a positive effect in academic performance. Little, however, is known about the factors that can promote teachers' competencies in meeting students' additional support needs. Teachers' knowledge about the adoption process/experience and their ability to provide sensitive responses to the adopted children in their class may be affected by some features of the school climate such as the level of connectedness between teachers, principals, parents and the community at large.

THE RESEARCH

The study aims to investigate the relation between school climate and teachers' competences/knowledge about the legal and emotional journey that foreign-born students and their adoptive families are traveling.

About the sampling, five hundred seventy-three teachers (95.7% women; mean age= 47.06, standard deviation = 8.66, ranging between 25 and 65) with mean years of teaching experience = 20.1 years (standard deviation = 9.41) and mean years of education = 14.7 years (standard deviation= 2.89) participated in the study.

The teachers have been divided into three groups as far as the number of years they had been teaching was concerned: 0 to 10 years (10.1%), 11-20 years (43.3%), more than 20 years (46.6%).

As far their contractual status was concerned, 85.7% of the teachers had a permanent contract, the remaining (14.3%) had short-term ones.

Of the 573 teachers interviewed, 42.2% said that they have currently an adopted pupil in their classroom, and consequently to have experience in this field.

The teachers were asked to fill up a questionnaire including:

- some demographic questions (e.g. gender, age, qualifications, the subjects they taught);
- measures of school climate, measured via 4 subscales of the teachers' version of the Questionnaire of the School Situation: (1) "relationships between teachers and the principal", 2) "relationship between the teachers and the parents", 3. "parents' involvement in school activities", 4) "connection between the school and the local institutions and social services");
- teachers' knowledge about the adoption process, including legal and emotional aspects.

After controlling the effect of other variables (gender, age, length of career, adoption experience), the association between the components of school climate and teachers' knowledge about the adoption process and their perceived competence was evaluated via independent multiple logistic regression analyses (one for each dependent variable). All statistical analyses were conducted using IBM SPSS software (22.0).

Therefore in the research design, the school climate represents the independent variable, while the others are all considered as dependent variables.

RESULTS

A relatively small percentage of the teachers interviewed claimed knowing the legislation on adoption (15.9 %). A slightly lower percentage of teachers identified parents' most stressful experience during the national adoption process (12.4%); the percentage of teachers who identified the most stressful experience during the international adoption process was even smaller (8.2%).

Four logistic regression models were run to test the association between different dimensions of school climate and teachers' knowledge and competence about the adoption process.

A positive correlation was found between the "school-local institutions/social services connection" and the likelihood of knowing the legislation about adoption. Data analysis showed that: teachers reporting higher levels of connection between the school and the local community were more likely to feel knowledgeable about the legislation on adoption. More specifically, teachers were almost twice more likely to report feeling competent on the legislation about adoption for each one-unit increase in the degree of connectedness between the school and local services. This was the only component of the school climate examined showing a significant association to the teachers' knowledge about the legislation on adoption.

Regarding the teachers' knowledge about adoptive parents' stressful experiences, two components of the school climate resulted to be positive predictors: the "connection between the school and local services" and "parental involvement in school activities". Findings showed that teachers were more than twice more likely to correctly identify the most stressful aspect of the pre-adoption national and international practices for each one-unit increase in school-local services connectedness. A correlation was also found between the "parents' involvement in school activities" and the teachers' knowledge about the adoptive parents' stressful experience during the evaluation of parental suitability (for national and international adoption). Results showed that teachers reporting parents' active participation in school activities were more likely to correctly recognize the most stressful aspects of the adoption process. That means that, for each one-unit increase in parents' involvement in school activities, teachers were

more than twice more likely to correctly identify the stressors that parents have to cope during the evaluation of parental suitability, both for national and international adoption.

Finally, the perceived competences about the adoption process were significantly predicted by two of the components of the school climate examined in the study. Higher levels of “connection between the school and the community” were positively associated with the teachers’ perception of competence regarding the adoption process, i.e., when teachers reported that their school had a strong “connection with local services”, they were more likely to feel competent on the adoption process. In short words, for each one-unit increase in the perceived connection between the school and the local services, teachers were twice as likely to report feeling competent in relation to the adoption experience. “Good relationships among teachers” were, instead, negatively associated to the teachers’ perceived competence about the adoption process. Indeed, findings show that when reporting good relationships among teachers in the school, teachers were less likely to feel competent on the adoption process (every one-unit increase in perceived cohesion among teachers corresponded to a 55% decrease in the likelihood of reporting to feel competent in the adoption domain).

The only component of the school climate examined that was not significantly associated to teachers’ knowledge and competences about adoption was the quality of the “relationships between teachers and principal”.

Overall, according to our results, the degree of “connectedness between the school and local services” was the most relevant component of the school climate in predicting the teachers’ knowledge and competences about adoption; indeed, teachers reporting high levels of connectedness were more knowledgeable about the laws on adoption, more likely to correctly identify the stressors for parents in the process of international adoption and felt more competent on the overall adoption experience. “Parental involvement in school activities” was also very important for the teachers’ knowledge about adoption, especially in relation to parents’ emotional experience, i.e., by knowing the stressors that parents have to face during the evaluation of parental suitability in national and international adoption.

IMPLICATIONS

The principal objective of the study has been confirmed: the associations between some dimensions of school climate and teachers’ knowledge and perceived competences about the national/international adoption process have emerged. The results emphasize that it is important that teachers recognize the school climate as a protective factor with regard to the efforts to meet the educational needs of these students (Novara, Lenzi, Santinello, 2018). These findings confirm that school climate dynamically interacts with educational effectiveness, in a particular way in supporting inclusive good practices. Training programs that are able to provide adoption-related information and to outline measures to improve the general school climate could help educators to meet the challenges that these students bring to their classrooms. There is a new awareness about the need to support the school programs linked in some way with adoption, but in Italy only a few efforts have been made until now to address the aspects outlined here and thus to further enhance the beneficial effects of training programs.

Private and personal networks are presently working at a grassroots level in Italy to improve the school experience of adopted children, and we are hopeful that the Ministry of Education will make its own tangible contribution in the years to come by investing in opportunely organized training programs (Novara, Garro, Serio, Vitano, 2015; Novara, Serio, Lavanco, 2017). According to an ecological view, the beneficiaries of a positive school climate are not only the teachers but the school and local community as well as. Indeed, although the school has a central role in this process, an effective strategy to improve the overall adoption process must incorporate actions at a wider societal level and include interventions in multiple ecological settings. The teachers’ training on the adoption process should not be considered as a direct consequence deriving from governmental choices but rather the outcome of a “consultative process” having children at the center of this ecological perspective (Sempowicz 2017, 320).

In so doing, the flow of the interactions among parties is radically changed: we should start from a micro-centered level, where we find the children and their educational needs, followed by other “consultative partners” (e.g.: parents, non-school professionals and others social recourse of the local community), which in turn should guide and implement the government policy, then the school policy and finally the teachers preparation programs. Even if the interaction between the school climate components and larger societal pressures is not considered in our study, this topic could be further deepened in a future research because an ecological approach is very important to promote resilience, especially in presence of risk factors as argued above about adopted children.

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SCIENCE TEACHER'S PERCEPTION OF SCIENTIFIC CONCEPT

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ABSTRACT

The purpose of this study was to examine science teachers' perceptions of what specific scientific concepts that students found difficulty in learning. There were two sample groups for this study: 7 in-service high school science teachers, who had more than 10 years teaching experience, and 54 pre-service science teachers, who were still training in a teacher college in the lower northern region of Thailand. The primary instrument used for this study was the open-ended form. Data analysis techniques were used to conduct content analysis. This study showed that both the in-service and pre-service science teachers agreed that the most challenging scientific concepts for their students to learn were as follows: 1) The concept of physical motion was the most difficult topic to learn because of too much relative content, too many calculation rules, and the complexity of applying these rules in too many different contexts; 2) Chemical reaction concepts, because the students required great mental effort to understand the complex rules, and an associated high level of difficulty of scientific calculations; 3) Biological concepts including cellular respiration, biomolecules, and genetics, because most of content was intangible and complex. The results were arranged from the most difficult to learn to the least difficult, respectively. In conclusion, it was found that the majority of scientific concepts that students had trouble learning were those requiring the prerequisite mastery of mathematical calculation skills, the application of theoretical knowledge in real-life situations, and the modelling of abstract ideas. Therefore, to enhance students' science learning skills (before they start their actual science lessons), the authors suggested that science teachers must fully review background mathematics knowledge (especially calculations) with students, as well as reinforce the requisite techniques to acquire the rule-based frameworks of individual subjects. The teacher must also provide direct support and guidance to the students in the application of scientific knowledge to diverse situations and contexts. Finally, teachers who used technology, and other learning materials in class, might thereby help students more concretely understand the scientific concepts being presented.

INTRODUCTION

Scientific knowledge refers to facts, concepts, principles, laws, theories, and models acquired in many ways. Understanding science requires that individuals integrate a complex structure of many types of knowledge. These include the ideas of science, relationships between ideas, reasons for these relationships, ways to use these ideas to explain and predict natural phenomena, and ways to apply them to many other aspects of life. Understanding encompasses the ability to use knowledge, and it entails the ability to distinguish between what is and what is not a scientific idea. Developing understanding presupposes that students actively engage with the ideas of science and have many experiences with the natural world (NRC, 1996). Scientific concepts represent the body of knowledge that has been built up through scientific research and also refers to academic concepts (Latukefu and Verenikina, 2010). Scientific concepts are acquired consciously according to a certain system of formal instruction. They are generalized systematically and abstracted from concrete experience, therefore they are easily transferable from one context to another (Vygotsky, 1986). The acquisition of scientific concepts help to mediate students' thinking and problem solving and restructure their spontaneous thoughts (Karpov, 2003).

Students' difficulties in understanding scientific concepts have been studied by diverse researchers across the world (Johnstone and Mahmoud, 1980; Finley et al., 1982; Tolman, 1982; Anderson et al., 1990; Seymour and Longdon, 1991; Bahar et al., 1999; Tekkaya et al., 2001; Cimer, 2012). Many concepts or topics in the physical, chemical and biological sciences (such as motion, energy, and genetics) have been perceived as difficult to learn by secondary school students. In Thailand, there have been 20 years of educational reform, although it has not been very successful in science education. For example, on the Ordinary National Educational Test (O-NET), Thai students had an average score of 29 out of 100 points in science subjects, which was the lowest average score in

the last three years (NIETS, 2018). In addition, the Trends in International Mathematics and Science Study (TIMSS) reported that Thai students had lower scores on science subjects, they rank in the lower half, where they 28 out of 39 country. The Government of Thailand is concerned when their educational rankings are low when compared to European countries or when compared to developed countries. (IPST, 2015). Having a poor performance in science education has been a concern among teachers, educators, and researchers in Thailand (Government of Thailand, 2003; Ministry of Education, 2011; Faikhamta and Ladachart, 2016; Faikhamta et al., 2018). They want to know what factors are causing this.

The researcher is a lecturer in the faculty of education at a teacher's college, which is situated in the lower part of Northern Thailand. Based on my work experience in observing the classes of pre-service science teachers, I've found that pre-service science teachers have problems in choosing teaching methods that match the content to be taught. So, I think this may be one of the factors that impede student performance.

Perception is a thought process that affects behaviour and the formation of an individual's attitude. Teacher perceptions had been found to be one of the important variables consistently related to positive teaching behaviour, student learning outcomes, and achievements (Bandura, 1986). Research on the perceptions of teachers suggests that behaviours, such as persistence at a task, risk-taking, and the use of innovations, were related to perceptions. For example, a teacher who has more positive perceptions is more likely to use open-ended inquiry, while a teacher with more negative perceptions is more likely to use teacher-directed strategies, such as lecture or reading from textbooks. Students generally learned more from teachers with more positive perceptions than those students who had learned from ones with more negative perceptions (Cakiroglu et al., 2005).

For the current study, the authors considered both in-service science teachers and pre-service science teachers as key factors in dealing with the situation of science education reform in Thailand. Therefore, the aims of the study were to examine science teachers' perceptions of which scientific concepts did students find difficult to learn and what the teachers thought was the cause of that difficulty.

The research questions investigated in this study were the following:

- 1) What topics in science do teachers think were difficult for Thai students to learn?
- 2) Why do teachers think they have difficulty in these topics?

RESEARCH METHODOLOGY

This is a qualitative case study. The choice of qualitative approach has been influenced by orientation that I needed to immerse myself into the data in the pursuit to understand what participants see as being significant and important.

Participants

The participants were two sample groups of teacher such as 54 pre-service science teachers who had studied in a teacher college, which is situated in the lower part of Northern Thailand, and were Year 3 undergrad students of the 5-year teacher professional training program, for a Bachelor degree of Education in General Science. And 7 in-service secondary school science teachers, who had more than 10 years teaching experience. Table 1 shown demographic information of 7 in-service secondary school science teachers.

Table 1 Demographic Information of the 7 in-service secondary school science teachers

| Participant Name* | Gender | Age | Degree | Years of Teaching Experience | School Type | School Size ¹ | Average Class Size |
|-------------------|--------|-----|-----------------------------|------------------------------|-------------|--------------------------|--------------------|
| Num | female | 55 | master/ curriculum | 26 | urban | medium | 30 |
| Praw | female | 46 | master/ science education | 19 | urban | medium | 32 |
| Fern | female | 37 | bachelor/ science | 12 | suburban | medium | 25 |
| Oum | female | 54 | master/ science education | 25 | suburban | medium | 27 |
| Mon | male | 35 | bachelor/ science education | 10 | suburban | small | 20 |
| Tae | male | 34 | bachelor/ science education | 10 | suburban | small | 15 |
| Pung | female | 32 | bachelor/ science education | 10 | suburban | small | 20 |

*pseudonyms

¹Large school size refers to an enrollment of 1,500 or more students; medium to 500 - 1,499 students; and small to fewer than 500 students.

Data collection and data analysis

The questionnaire used in this study involved two main parts. In the first part, The participants were asked to read a list of 30 science topics and then chose 5 topics they thought that were difficult for Thai students to learn. Second, they were asked to write the possible reasons why the Thai students had learning difficulty in these topics. The questionnaire thus included two following two questions.

- 1) Read the list of science topics stated below and chose which five topics that you found the most difficult to learn.
- 2) Please write the possible reasons why you have found these topics difficult to learn and understand?

Table 2 The topics covered in the questionnaire

| No. | Science topics |
|----------------------------|--|
| Biological Sciences | |
| 1 | Ecological diversity |
| 2 | Cellular respiration |
| 3 | Energy transfer |
| 4 | Biomolecules |
| 5 | Population |
| 6 | Environment |
| 7 | Conservation of natural resources |
| 8 | Properties of living things |
| 9 | The basic unit of life |
| 10 | Conveying the substance into and out of the cell |
| 11 | The relationship between the structure and functions of various systems of animals and humans that |
| 12 | work together |
| 13 | Genetic |
| 14 | Biodiversity |
| | Evolution of life |

| Physical Sciences | |
|--------------------------------------|--|
| 15 | Properties of matter |
| 16 | Composition of matter |
| 17 | The bond strength between particles |
| 18 | Change of state of matter |
| 19 | Chemical reaction |
| 20 | Motion |
| 21 | Energy |
| 22 | Chemical reaction |
| 23 | Interactions between matter and energy |
| 24 | Energy in daily life |
| 25 | Nature of the waves |
| Earth Science & Astronomy | |
| 26 | Elements of the process and the evolution of the universe |
| 27 | Solar systems |
| 28 | Space technology |
| 29 | The process of changing within the world and on the surface of the earth |
| 30 | The process of changing the air, weather and global climate |

Before 54 pre-service science teachers started responding to the questions in the questionnaire, the researcher explained the purpose of the study and told students not to write their names on the questionnaire. Thus, they were assured of strict confidentiality of their responses. Therefore, 54 pre-service science teachers felt free to write what they thought when responding the questions.

As both quantitative and qualitative data were obtained from the questionnaire, data analysis was carried out both qualitatively and quantitatively. The responses to question 1 were analyzed quantitatively to identify descriptive statistics. Descriptive statistics were used to determine the frequencies and rank of scientific topics as perceived by the participants (Table 4). Questions 2 data were analyzed qualitatively through content analysis. All writer responses were coded and formed the categories. Table 3 was designed to show samples of participants' statements, code, category, frequency and percentage that explain the reason why student had difficulties learning science topics.

Table 3 The main reasons for why the participants had difficulties to learn scientific concept (n=61)

| Samples of statements | Code | Category | Frequency | Percentage |
|---|-------------|-------------------------|------------------|-------------------|
| "...the complexity of applying these rules in too many different contexts..." | #P11 | Complex topics | 54 | 88.52 |
| "...do not use in real life..." | #P38 | | | |
| "... contains complex and overseas words." | #I1 | | | |
| "...has too much theory..." | #P2 | So many concepts | 48 | 78.68 |
| "...too many laws and rules..." | #I7 | | | |
| "...some topics are too detail..." | #P40 | | | |
| "...without mathematics background..." | #P25 | Lack of prior knowledge | 26 | 42.62 |
| "...lack of chemical background..." | #I3 | | | |
| "...not interested in teaching..." | P05 | Abstract topics | 39 | 63.93 |
| "...Material/ equipment..." | #I2 | | | |
| "...Teacher's teaching style a boring..." | #I3 | | | |

RESULTS AND DISCUSSION

As results, the finding showed that both the in-service and pre-service science teachers agreed that the most challenging scientific concepts for their students to learn (Table 3-4) were as follows

Table 4 Most difficult scientific concepts (n=61)

| Rank | Scientific concept | Frequency | | Percentage |
|------|----------------------|----------------------|---------------------|------------|
| | | pre-service teachers | in-service teachers | |
| 1 | Motion | 20 | 3 | 37.70 |
| 2 | Chemical reaction | 11 | 2 | 21.31 |
| 3 | Cellular respiration | 10 | 1 | 18.03 |
| 4 | Genetics | 8 | 1 | 14.76 |
| 5 | Biomolecules | 5 | 0 | 8.20 |

1) The concept of physical motion was the most difficult topic to learn because of too much related content, too many calculation rules and the complexity of applying these rules in too many different contexts. The participants believed these topics were difficult to learn and understand because they were complex topics (88.52%) and had so many concepts (78.68%). For example, physics was rated as having too many different things to learn, having too much material to learn, and having too much theory. Physics requires a good mathematics background. Ornek et al. (2008) also found that physics had too many laws and rules, such as Newton's laws of motion, the general theory of relativity, the special theory of relativity, etc.

2) Chemical reaction concepts were also difficult, because the students required great mental effort to understand the complex rules and the high level of difficulty with the associated scientific calculations. Almost half of the participants indicated the students lacked prior knowledge (42.62%). It is vital for a teacher to understand what the learners already know and how they came to acquire that knowledge. Sirhan (2007) found that many students come to a class with wrong ideas, confused ideas or even a complete lack of background knowledge. Learning experiences need to be offered to prepare students to grasp new material by clarifying or correcting previously held concepts or by providing fundamental instruction on such concepts. The idea of pre-laboratory and pre-lecture experiences has been explored in depth at the university level and has been shown to be highly effective in increasing meaningful learning. In addition, Tekkaya et al. (2001) found that students need to have mastered concepts like organic and inorganic molecules prior to understanding chemical reactions.

3) Difficult biological concepts include cellular respiration, biomolecules, and genetics because most of the content was intangible and complex. The participants identified various biological events that cannot be seen by the naked eye; these topics were difficult because they were abstract (63.93%). Teachers often talk and describe theoretical or abstracted knowledge and don't provide examples from daily life. Similar findings were also reported by Cimer (2012). In that study, students could not understand why they were learning those topics or concepts in biology as they could not relate those topics to their real lives. Biology includes many abstract concepts and phenomena that require visuals for understanding. Therefore, if teachers use various visual teaching and learning materials and tools (such as figures, models, computer simulations, videos, 3-D materials, and real-life objects) both the teaching and learning of biology can become more effective.

CONCLUSIONS AND IMPLICATIONS

In conclusion, it was found that the majority of scientific concepts that students had trouble in learning were those requiring the prerequisite mastery of mathematical calculation skills, the application of theoretical knowledge in real-life situations and the modelling of abstract ideas. Therefore, to enhance students' science learning skills (before they start their actual science lessons), the researcher suggests that science teachers fully review the background mathematics knowledge (especially calculations) of students as well as reinforce the prerequisite techniques to acquire the rule-based frameworks of individual subjects. The teacher must also provide direct support and guidance to students in the application of scientific knowledge to diverse situations and contexts. Finally, teachers should use technology and other learning materials as part of their science teacher preparation.

In the future, science teacher education programmes in Thailand will involve the components of content knowledge (CK), pedagogical knowledge (PK) and technological knowledge (TK) that is part of the TPACK approach in courses

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SELF-EFFICACY OF PRE-SERVICE SCIENCE TEACHERS IN PHYSICS COURSE

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ABSTRACT

This research aimed at exploring the perceived self-efficacy of pre-service science teachers. The participants were 205 pre-service teachers in general science major at a Rajabhat University who were selected by purposive sampling method. The research instruments comprised of a questionnaire and a semi-structured interview. All participants completed the questionnaire (SOSESC-P) with the Likert rating scale, which was applied from Fencel and Scheel (2005). Then five pre-service science teachers were selected for a semi-structured interviews in order to gather in depth data. Data were analyzed through mean, standard deviation, and content analysis, which was divided into four aspects including: 1) Performance Accomplishment (PA); 2) Vicarious Learning (VL); 3) Social Persuasion (SP); and 4) Emotional Arousal (EA). The finding revealed that the perception of self-efficacy towards physics of these pre-service science teachers were at the medium level ($\bar{X}=3.21$, $SD=0.35$). When considering each aspect, the medium levels of the perception of self-efficacy towards physics were also reported as following PA; $\bar{X}=3.12$, $SD=0.35$, VL; $\bar{X}=3.39$, $SD=0.37$, SP; $\bar{X}=3.60$, $SD=0.27$ and EA; $\bar{X}=3.23$, $SD=0.24$. In addition, the findings elicited from the semi-structured interviews were as the followings. 1) PA; students perceived that learning physics was at the medium level because it had difficult formulas that required mathematical skills. 2) VL; students perceived that they intended to do the best as they could during studying and they thought they should be able to do as well as their classmates. They valued that group work and tutoring peers were the opportunities to exchange and review their physics content knowledge. 3) SP; students perceived that receiving suggestions from instructor whenever they have problems during study, using a variety of teaching techniques and activities, and working in groups were key factors to motivate them to learn and understand physics successfully. 4) EA; students perceived that they felt pressurized by the physics content and assignments which were more difficult and confusing than other subjects. Getting advice from teachers and friends could help to decrease the pressure. Therefore, the researcher suggested that the learning management of physics should focus on developing both the student's knowledge on physics content knowledge and mathematical skills. Class activities should be carried out through learning-by-doing, collaborative and interactive learning principles, which can provide students with the opportunity to exchange knowledge, develop interaction between friends and teachers, and create stress-free classroom environment.

Keyword. Self-efficacy, Pre-service Science Teachers, Physics Course

INTRODUCTION

All science teacher program in Rajabhat university is changed from 5 years program to 4 years program from rajabhat university Policy. The courses in the program are expected to be competency based courses which focusing on content knowledge and pedagogy knowledge. (Curriculum of education of general science, 2019) Students in this program are required to learn general science courses for the first three years. Physics is one of the mandatory courses that the first year students have to study.

Self-efficacy affects the decision making. People who recognize that they are highly capable will try to show that behavior. Self-efficacy is a factor that influences actions of individuals. Self-efficacy reflects confidence in the knowledge and ability to perform duties of teachers. It is a mental center that gives teachers a feeling of being able to perform their duties efficiently. It is also a motivation for teachers to act or change their behavior regarding the performances of teachers. Self-efficacy influences decision making of teachers in their teaching in the future. (A Bandura, 1997; Hoy & Spero, 2005; Wang & Liu, 2008).

The success of performing some behavior does not only depend on the knowledge, abilities, and skills, but it also depends on the idea that the person has towards himself whether he is capable or not capable of doing something. Even though a person has some abilities and skills, but he thinks that he has no ability, he will not be able to become successful in his work. People, who try to work in a coercive situation successfully and achieve the expected results, will have their self - realization of their abilities; it makes them become fearless when they have to experience the similar kinds of situations. If anyone has a low tolerance for work, they will have lower self-efficacy and have fear to perform that job. This can be concluded that self-efficacy refers a judgment of one's abilities to be able to work at any levels, while expectations of consequences resulted by the actions are judgments for behavior people express. Such a confidence in deciding how talented he is indicates how much the person will try to do that job. If he believes that he does not have the ability to complete the activity, he will be afraid and try to avoid that activity. Pre-service teachers, who receive more active trainings while they were in the university program, have higher levels of self-efficacy in the classroom (Woodcock & Reupert, 2013). For people with high self-efficacy who have had enough experiences in practice, they learn through their experiences that they still have not had enough knowledge to stay efficacious (Dorel, Kearney, & Garza, 2016).

Research has shown that self-efficacy is positively correlated with academic achievement for students with high self-efficacy.. It is likely that their achievement will be high. For those students with low self-efficacy, their academic achievements tend to be low. (Bandura, 1986; Schunk, 1982) The study of the impacts of an inquiry-based science course on preservice elementary teachers' self- efficacy for science and science teaching, understanding of science, and willingness to teach it in their future careers. It was found that for some pre-service students in the inquiry- based science course were positively influenced their self- efficacy for science and science teaching. It made in a majority of students' conceptual understanding of science, understanding of the science process and scientific research, and confidence with science and science teaching. (Avery, L. M., & Meyer, D. Z., 2012 ; Deepika Menon & Troy D. Sadler, 2017). At the same time, from research studies on the effects of self-efficacy in teachers found that self-efficacy in the profession an effect on the success of the profession with statistical significance. (Day & Allen ,2004; Pachulicz et al., 2008; Savran & Cakiroglu, 2003). Self-efficacy is an area that is widely studied in education and science education research; however, In Thailand, a few researches relating to self-efficacy of pre-service found that ;1) the factors related to perceived self-efficacy of teaching and 2) variables of self-efficacy in the profession with direct influence on career success indicated. Themruthai, (2004) study of the factors related to perceived self-efficacy of teaching of fourth-year students for the bachelor of education degree at Rajabhat college in the lower part of the northern district, ministry of education indicated that the relationships were found between the fourth-year student's perceived self-efficacy of teaching and among the following factors: genders, teaching practice environments, teaching achievement motivations, attitudes toward teaching profession. Patcharee , (2012) study of the variables of self-efficacy in the profession with direct influence on career success indicated the results with statistically significant (influence size = 0.212). This means that recognizing their abilities will affect the understanding of science concepts, achievements, and also affect the success of the profession.

In this research, the purpose was to explore the self-efficacy in physics of pre-service science teacher at Rajabhat University.

PARTICIPANTS

Participants were 205 pre-service science teachers who were first year students in Bachelor Degree of Education of General Science Program at Phetchabun Rajabhat University, academic year 2018. The research instruments in this study included questionnaires and se-mi structured interview. The participants were selected by purposive sampling method The participants consisted of 180 females and 25 males students. For interviews, the researcher selected the purposive sampling from 5 students, who answered the questionnaire and the data from this survey most accurately.

INSTRUMENTS

self-efficacy questionnaires and semi-structured interview forms were research instruments of this study. The details of each instruments were described as follows:

1) Self-efficacy Questionnaire

1.1 Self-efficacy questionnaire was developed based on Heidi Fencl and Karen Scheel concepts, (2004) is the sources of Self-efficacy in science Courses-Physics (SOSESC-P), which consists of 33 items, divided into 4 groups as follows:

1. Performance Accomplishment (PA) Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy.
2. Vicarious Learning (VL) gained by observing others perform activities successfully. This is often referred to as modeling, and it can generate expectations of observers that they can improve their own performances by learning from what they have observed.
3. Social Persuasion (SP) is the activity that people are led, through suggestion, into believing that they can cope successfully with specific tasks. Coaching and giving evaluative feedback on performances are common types of social persuasion.
4. Emotional Arousal (EA) is about the individual's physiological or emotional states, which influence self-efficacy judgments with respect to specific tasks. It refers to emotional reactions to such tasks that can lead to negative judgments of one's ability to complete the tasks.

1.2 The question is classification of opinions based on a five-point Likert scale, with responses that range from "strongly agree" to "strongly disagree."

1.3 Data were collected by online with Google forms between 7-11 Jan 2019.

1.4 The data were analyzed by using basic statistics such as mean, standard deviation.

2) Semi-Structured Interviews

2.1 Semi-structured interviews were created according to the concept Heidi Fencl and Karen Scheel, (2004) , which could be divided into 4 main points as follows : 1) Personal Accomplishments (PA), 2) Vicarious Learning (VL), 3) Social Persuasion (SP), and 4) Emotional Arousal (EA)

1. How do students have the ability to study physics? what are the obstacles and problems in learning?
2. How do classmates influence student learning ?
3. How does the instructor influence students in learning?
4. How do students think that physical readiness and emotions affect the study of physics?

2.2 The data was collected after this group of students answered their questionnaires.

There were 5 students in each focused group. All students had answered every questions.

2.4 The data from semi-structured interview was analyzed through content analysis.

FINDINGS

The findings were divided into 2 main parts as follows:

1. The research results from the questionnaire consisted of 33 items. The researcher classified the questions into 4 categories according to Bandura's theory and Heidi Fencl and Karen Scheel, (2005), which were used as the sources of Self-efficacy in Science Courses-Physics (SOSESC-P).

Table.1 Results from the questionnaire.

| Categories | \bar{X} | SD |
|------------------------------------|-------------|-------------|
| 1) Performance Accomplishment (PA) | 3.12 | 0.35 |
| 2) Vicarious Learning (VL) | 3.39 | 0.37 |
| 3) Social Persuasion (SP) | 3.60 | 0.27 |
| 4) Emotional Arousal (EA) | 3.23 | 0.24. |
| Average | 3.21 | 0.35 |

From Table 1, it was found that the survey of self-efficacy of teacher students. In the overall picture, the survey results were at a moderate level ($\bar{X} = 3.21$ SD = 0.35). When considering each aspect, it was found that the most surveyed areas were the use of social persuasion (SP) was at a high level ($\bar{X} = 3.60$, SD = 0.27), followed by vicarious learning (VL) at a moderate level ($\bar{X} = 3.39$ SD = 0.37), and emotional arousal (EA) ($\bar{X} = 3.23$ SD = 0.24), Performance Accomplishment (PA) at a moderate level ($\bar{X} = 3.12$, SD = 0.35), respectively.

2. The results of the interviews using semi-structured interview revealed that:

The result about personal accomplishments (PA) in question 1 found that: 100% of students perceived that physics course had difficult formulas that required mathematical skills, 80% of students perceived that learning physics was at the medium level, and 20% of students perceived that high level respectively.

Example

Questions : How do students have the abilities to study physics?

What are the obstacles and problems in learning?

- Answers : - physics have difficult formulas , used mathematical skills. (students 1,2,3,4,5)
 - can learning physics in medium level because he/she is not confident in taking exams (students 1,2,3,5)
 -confident in taking exam so think high level (students 4)

The result about 2) Vicarious Learning (VL) in question 2 found that: 100% of students perceived that they valued that group work and tutoring peers were the opportunities to exchange and review their physics knowledge, 80% of students perceived that they intended to do the best as they could during studying and they thought they should be able to do as well as their classmates, and 20% of students perceived that friend don't influence him because student can do by himself .

Example

Questions : How do classmates influence student in learning ?

- Answers : - group work, cooperative learning, tutoring peers help exchange for physics learning. (students 1,2,3,4,5)
 - can intended to do during studying and they thought they should be able to do as well as their classmates (students 1,3,4,5)
 - can do by himself/herself (students 2)

The result about Social Persuasion (SP) in question 3 found that: 100% of students perceived that receiving suggestions from instructor whenever they have problems during study , 80% of students perceived that working in groups were key factors to motivate them to learn and understand physics successfully and 60% of students perceived that using a variety of teaching techniques and activities.

Example

Questions : How does the instructor influence student learning?

Answers : - suggestions from teacher help student learning. (students 1,2,3,4,5)
 - working in groups with friend, collaborative, friend help friend. (students 1,2,3,5)
 - teacher using a variety of teaching techniques, hand- on techniques (students 1,4,5)

The result about Emotional Arousal (EA) in question 4 found that: 100% of students perceived physics course as a subject difficult, 60% of students perceived that it is more confusing than other subjects, 60% of students perceived that they felt pressurized by the physics contents, 40% of students perceived that if they practiced frequently, they would be able to understand, and 40% of students perceived that getting advice from teachers and friends could help to decrease the pressure.

Example

Questions : How do students think that physical readiness, emotions affect the study of physics?

Answers : - physics course is a subject difficult very much. (students 1,2,,3,4,5)
 - physics topic is confuse. (students 2,3,4)
 - they feel pressure by the physics content (students 1,2,3)
 - if practiced frequently, he/she would be able to understand. (students 1,2)
 - suggestion from teacher and friend help for learning physics .(students 3,5)

DISCUSSIONS

The finding revealed that the perception of self-efficacy towards physics of these pre-service science teachers were at the medium level (\bar{X} = 3.21, SD = 0.35). When considering each aspect, the medium levels of the perception of self-efficacy towards physics were also reported as following PA; \bar{X} =3.12,SD = 0.35, VL; \bar{X} =3.39, SD = 0.37, SP; \bar{X} =3.60,SD = 0.27 and EA; \bar{X} =3.23,SD = 0.24. It can be concluded that pre-service science teachers are not confident in learning physics because they are not understands in science concept. In accordance with Deepika Menon and Troy D. Sadler, (2017) the research found that some pre-service students, the inquiry-based science course positively influenced their self- efficacy for science and science teaching. It made in a majority of students' conceptual understanding of science, understanding of the science process and scientific research, and confidence with science and science teaching. According Patcharee, (2012) The study of the variables of self-efficacy in the profession with direct influence on career success indicated recognizing their abilities will affect the understanding of science concepts, achievements, and also affect the success of the profession.

CONCLUSIONS

The survey of self-efficacy of students in general science teachers of Phetchabun Rajabhat University. In the overall and each aspect is at a moderate level (\bar{X} = 3.21 SD = 0.35). When considering each aspect, it was found that the most surveyed areas were the use of social persuasion (SP), which showed the result of a high level (\bar{X} = 3.60, SD = 0.27), followed vicarious learning (VL), which showed the result of moderate level (\bar{X} = 3.39 SD = 0.37),and emotional arousal (EA), which showed the result of \bar{X} = 3.23 and SD = 0.24, and Performance Accomplishment (PA), which showed the result of moderate level (\bar{X} = 3.12, SD = 0.35), respectively. From the interviews, it was found that 1) PA students perceived that they were able to learn physics at a moderate level because physics had difficult formulas, which required mathematical computational skills. With the need to have more willingness and effort in learning and working in groups and teaching friends, it gave them the opportunity to exchange knowledge and review Their side 3) SP students opine that. If the instructor gives advice, it will create motivation for learning and this affected the success of the study. At the same time, if the instructor has a variety of teaching techniques and activities for group work, it will cause enthusiasm for learning and a greater understanding of physics. Sometimes in physics, I feel stressed about the physics contents because they are more difficult than other subjects. Also, when I am assigned to work, there will be no confidence in the work assigned because of confusion in the materials I have studied. Getting advice, teachers and friends has helped me to feel

less stressed. From the results of the study, it was concluded that the science teachers must develop their self-efficacy so that students can understand physics and be able to design teaching and learning. I hope to use the information obtained in the design of teaching and learning management for developing science concepts, achievements, and to make students who study in the program become successful teachers in either for their further education or their teacher occupation.

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SELF-REGULATED LEARNING AND REFLECTION: WEB-BASED ASSESSMENT PORTFOLIOS VS PAPER-BASED PORTFOLIOS

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ABSTRACT

The present study was to identify the differences in self-regulated learning between students using the web-based assessment portfolios and students using paper-based portfolios. Participants were the experimental group (41 students) reflecting on learning processes through the web-based assessment portfolios and the control group (41 students) reflecting on learning processes through paper-based portfolios. The result revealed that students reflecting on learning processes through the web-based assessment portfolios significantly outperformed students reflecting on learning processes through paper-based portfolios in self-regulated learning.

Keywords: Reflection, Self-regulated learning, Portfolio, Assessment portfolio

1. INTRODUCTION

1.1 Web-based Assessment Portfolio and Reflection

During the process of developing portfolios, self-reflection could alter students' learning behavior (McCreedy, 2007). Therefore, reflection is not only considered as one of the most important activities for a web-based assessment portfolio but also a motivation for adjustment and improvement of learning behavior. In the process of developing web-based portfolios, students can engage in online reflection and self-review about the outcome of their selections. This behavior not only helps students enhance their learning but also cultivates their reflective learning (Koole et al., 2013). Barrett (2010) stated that web-based portfolios made it more convenient for peers to observe, share, and give feedback, indicating that peers' reflections could be shared more easily, and peers could be given feedback more simply. How online reflections enhance reflective learning and facilitate self-regulated learning was an issue examined in the present study.

1.2 Web-Based Assessment Portfolio and Self-Regulated Learning

Web-based assessment portfolios include the features of self-reflection, self-review, self-monitoring, and self-improvement (Bartlett & Sherry, 2006). Consequently, it implied that a web-based assessment portfolio is embedded with the mechanism of self-regulation. The self-regulated learning theory mainly explains that a person's cognition and behavior are regulated by himself or herself based on his or her experiences from the environment (Schunk, 2005; Zimmerman, 2008). Self-regulated learning helps an individual achieve his or her goal through repeated reflection, behavior and cognition (Schunk, 2005; Zimmerman, 2008). Self-regulated behavior occurs when a student, who holds learning motivations, sets goals and meets standards, and uses learning strategies and self-monitoring functions to appropriately regulate his or her learning behavior. According to the motivation theories of learning proposed by Bandura (1986) and Schunk (2005) and the self-regulation cycle proposed by Zimmerman (2002 & 2008), self-regulated learning contains the constructs of learning motivation, self-observation, self-judgment, and self-reaction. However, can these constructs of self-regulated learning be enhanced through a web-based assessment portfolio? This was an issue examined in the present study.

1.3 Research Question

Based on the aforementioned background, the research question was: How is the differences in self-regulated learning between students using the web-based assessment portfolios and students using paper-based portfolios?

2. METHOD

2.1 Participants

Participants were two classes of juniors majoring in data processing and taking a course called "Website Design" at a high school in Taiwan. One class was randomly selected as an experimental group (41 students) reflecting on learning processes weekly by web-based assessment portfolios, whereas the other class was assigned as a control group (41 students) reflecting on learning processes weekly by paper-based portfolios. There were 82 students, with 37 males and 45 females.

The two types of portfolios were the same in data entries but different in creation, presentation, and assessment methods. The web-based assessment portfolios allowed students to complete tasks via the Internet, such as learning goal setting, reflection, project uploading, and self-assessment, and peer assessment. On the other hand, the paper-based portfolios did not allow students to create portfolios and assessments online; instead, it required the students to print learning goals, reflection, projects, and outcomes of self-assessment and peer assessment, and to store them in folders.

2.2 Experimental Process

Three stages of self-regulated learning strategy, including forethought, performance, and reflection, proposed by Zimmerman (2002) were adopted for the experiment in the present study. The duration of the experiment was 10 weeks, and students were required to complete two projects. There were two assessments for portfolios, which were conducted after the completion of two projects. In the stage of *forethought*, students set learning goals before starting a project. Students engaged in and completed the projects in the stage of *performance*. After completing the projects, students reflected on their learning processes in the stage of *reflection*. The activities of the two groups are the same, except that the methods of doing the activities are different. The two groups did not know of each other's existence for removing the impact on how they viewed the different mechanism that they were being asked to use for their reflection.

2.3 Scale of Self-Regulated Learning

The scale of self-regulated learning employed in the present study was developed based on self-regulated learning theory proposed by Schunk (2005) and Zimmerman (2002). The measurement is based on a Likert 7-point scale, with a total of 50 items. There are six constructs including self-efficacy, task value, learning anxiety, self-observation, self-judgment, and self-reaction. Among of these constructs, a higher score of self-efficacy, task value, and learning anxiety indicates a strong motivational belief. Self-judgment includes three sub-constructs, which are self-judgments of peer-set goals, teacher-set goals, and self-set goals. Self-reaction includes two sub-constructs, which are adaptive self-reaction and defensive self-reaction. A higher score indicates better self-regulated behavior. The reliability coefficients of the overall scale and the constructs were higher than 0.86, as measured by Cronbach's α , suggesting that the items had a relatively high internal consistency.

3. RESULTS

For decreasing errors caused by the difference in prerequisites between the two groups, ANCOVA with grades from the previous semester and pretest of self-regulated learning as the covariance was conducted. As shown in Table 1, the overall self-regulated learning was significantly different between the two groups ($p < 0.05$), implying that the experimental group had better overall self-regulated learning than the control group.

Among the six constructs of self-regulated learning, self-efficacy, task value, and self-judgment were significantly different between the two groups, and the experimental group outperformed the control groups. This showed that the students reflecting through the web-based assessment portfolios outperformed the students reflecting through paper-based portfolios in self-efficacy, task value, and self-judgment. Task value had the highest effect size ($\eta^2 = 0.106$), followed by self-judgment and self-efficacy.

Among three sub-constructs of self-judgment, there were significant results for self-judgments of teacher-set goals and self-set goals. The judgment of self-set goals had a greater effect size than the judgment of teacher-set goals. The effect of the types of portfolios on adaptive self-reaction and defensive self-reaction was not significant.

Table 1. ANCOVA for self-regulated learning between the two groups.

| Construct | Source of variance | F | Sig. | Effect size | Mean | |
|------------------|--------------------|--------|----------|-------------|--------------|---------|
| | | | | | Experimental | Control |
| Self-efficacy | Grade | 0.411 | 0.524 | 0.006 | | |
| | Pretest | 8.836 | 0.004** | 0.118 | 37.43 | 33.79 |
| | Group | 4.192 | 0.045* | 0.060 | | |
| Task value | Grade | 0.351 | 0.556 | 0.005 | | |
| | Pretest | 30.463 | 0.000*** | 0.316 | 25.90 | 22.85 |
| | Group | 7.837 | 0.007** | 0.106 | | |
| Learning anxiety | Grade | 1.919 | 0.171 | 0.028 | | |
| | Pretest | 21.709 | 0.000*** | 0.248 | 19.87 | 19.18 |
| | Group | 0.682 | 0.412 | 0.010 | | |
| Self-observation | Grade | 0.782 | 0.380 | 0.012 | | |
| | Pretest | 15.330 | 0.000*** | 0.188 | 24.59 | 23.30 |
| | Group | 1.192 | 0.279 | 0.018 | | |
| Self-judgment | Grade | 0.532 | 0.468 | 0.008 | | |
| | Pretest | 80.315 | 0.000*** | 0.549 | 53.11 | 48.12 |
| | Group | 4.371 | 0.040* | 0.062 | | |
| Peer modeling | Grade | 0.124 | 0.725 | 0.002 | | |
| | Pretest | 67.463 | 0.000*** | 0.505 | 16.21 | 15.19 |
| | Group | 0.330 | 0.567 | 0.005 | | |
| Teacher criteria | Grade | 1.711 | 0.195 | 0.025 | | |
| | Pretest | 21.242 | 0.000*** | 0.243 | 17.39 | 15.43 |
| | Group | 5.787 | 0.019* | 0.081 | | |
| Self-set goals | Grade | 0.255 | 0.615 | 0.004 | | |
| | Pretest | 43.900 | 0.000*** | 0.392 | 18.88 | 18.67 |
| | Group | 6.099 | 0.016* | 0.082 | | |

| | | | | | | |
|---------------|---------|-------|----------|-------|--------|--------|
| Self-reaction | Grade | 2.482 | 0.120 | 0.036 | 31.17 | 30.01 |
| | Pretest | 1.714 | 0.015* | 0.025 | | |
| | Group | 0.808 | 0.372 | 0.012 | | |
| Adaptive | Grade | 5.291 | 0.025* | 0.074 | 18.48 | 17.64 |
| | Pretest | 4.147 | 0.046 | 0.059 | | |
| | Group | 0.686 | 0.411 | 0.010 | | |
| Defensive | Grade | 0.373 | 0.543 | 0.006 | 12.93 | 12.71 |
| | Pretest | 9.535 | 0.003** | 0.126 | | |
| | Group | 0.698 | 0.406 | 0.010 | | |
| The overall | Grade | 0.301 | 0.585 | 0.005 | 190.99 | 177.51 |
| | Pretest | 25.56 | 0.000*** | 0.297 | | |
| | Group | 7.025 | 0.010* | 0.096 | | |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; Grade from the previous semester and pretest were the covariance.

4. DISCUSSIONS

4.1 Overall Self-Regulated Learning

The experimental group significantly outperformed the control group in overall self-regulated learning. This result revealed that reflection by the web-based assessment portfolios facilitated more overall self-regulated learning than reflection by the paper-based portfolios. The result was consistent with the result found by Wade, Abrami and White (2006). The difference between their studies and the present study is that their studies argued that e-portfolios facilitated self-regulated learning without comparing the two types of portfolios and the educational levels of participants were different.

4.2 Self-efficacy

The experimental group had significantly better self-efficacy than the control group, revealing that reflection by the web-based assessment portfolios enhanced more self-efficacy than reflection by the paper-based portfolios. The two groups adopted the same reflective activities and guidelines but different reflection functionalities. Under the circumstance of the same reflective activities, the experimental group significantly outperformed the control group in self-efficacy, meaning that reflection functionalities in the web-based assessment portfolios had a better effect on self-review for enhancing learners' self-efficacy.

4.3 Task value

The experimental group had significantly better task value than the control group, revealing that reflection by the web-based assessment portfolios enhanced task value more than reflection by the paper-based portfolios. A study done by Wu (2005) revealed that there was a positive relationship between self-efficacy and task value. In general, self-efficacy is cultivated in the process of learning. Students experiencing more learning experiences can facilitate their self-efficacy and enhance task value. Those learning experiences can be observed from the reflection portfolios (Mansvelder-Longayroux et al., 2007).

4.4 Learning anxiety

There was no significant difference in learning anxiety between the experimental group and the control group, showing that reflection by the web-based assessment portfolios did not produce more learning anxiety than reflection by the paper-based portfolios. According to Wu (2005), there was a negative relationship between self-efficacy and learning anxiety. The better the self-efficacy is, the better the learning achievement and experience are. The experimental group had better self-efficacy than the control group. However, there was no significant difference in learning anxiety between the two groups. The reason for this phenomenon should be further examined.

4.5 Self-observation

There was no significant difference in self-observation between the experimental group and the control group, implying that reflection by the web-based assessment portfolios did not facilitate more self-observation than reflection by the paper-based portfolios. A study done by Iannotti et al. (2006) revealed that students with high self-efficacy and task value did not facilitate their self-observation, meaning that those students lacked action control. Also, although students held a higher motivational belief, they did not have a specific strategy for improvement. Hence, even if the experimental group enhanced their learning motivational beliefs after using the web-based assessment portfolios, they did not have better self-observation due to the lack of action control.

4.6 Self-judgment

The experimental group had significantly better self-judgment than the control group, revealing that reflection by the web-based assessment portfolios enhanced self-judgment more than reflection by the paper-based portfolios. It is not surprising that the experimental group had significantly better self-judgment than the control group because the experimental group had better self-efficacy and task value than the control group. Among three sub-constructs, besides

the self-judgment of peer-set goals, there were significant differences in the judgments of teacher-set goals and self-set goals between the two groups. In other words, reflection by the web-based assessment portfolios facilitated more self-judgment based on teacher-set goals and self-set goals than reflection by the paper-based portfolios.

4.7 Self-reaction

There was no significant difference in self-reaction between the experimental group and the control group. There was also no significant difference in sub-constructs, including adaptive self-reaction and defensive self-reaction, between the two groups. The study results showed that reflection by the web-based assessment portfolios did not facilitate more self-reaction than reflection by the paper-based portfolios. A study by Wu (2005) revealed that there were positive correlations among self-observation, self-judgment, and self-reaction. Self-observation could affect self-judgment and also affect self-reaction indirectly through self-judgment.

4. CONCLUSION

Although reflecting on learning processes through paper-based portfolios could also facilitate self-regulated learning (Mansvelder-Longayroux et al., 2007), two different types of reflection in the present study with the same course schedule and course contents, showed that reflecting on learning processes through online reflection functionalities in the web-based assessment portfolios facilitated more self-regulated learning than reflecting on learning processes through paper-based portfolios. Based on the motivational beliefs, one of the factors that affected self-regulated learning was using the reflection functionalities to enhance self-efficacy and task value. This was because of the convenience of the reflection functionalities in the web-based assessment portfolios for students to reflect on their learning, which led to an enhancement of the quality of reflection.

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SİYASİ ORTAMIN EĞİTİM POLİTİKALARINA ETKİSİ

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ÖZET

17 Nisan 1940'da çıkartılan Köy Enstitüleri Kanunu ile ilkokulu bitiren köylü çocuklarının en az beş yıllık bir eğitimden geçirilerek, köylere öğretmen olarak yetiştirilmesi öngörülmüştür. Tarım başta olmak üzere, çeşitli konularda eğitimden geçen kız ve erkeklerin, öğretmen olarak atandığı köylerde eğitimin yanı sıra, örnek bağ, bahçe ve atölyeler oluşturarak köylüye önder olması amaçlanmıştır. Köy Enstitüleri bu yapısıyla sadece Türkiye'de değil, dünyada da özgün bir örnek olarak dikkat çekmektedir.

Köy Enstitüleri, tek parti döneminde Cumhurbaşkanı İsmet İnönü'nün desteğiyle ve Milli Eğitim Bakanı Hasan Ali Yücel'in girişimiyle oluşturulmuştur. Bu dönemde, değişik iklim ve coğrafya yapısına uygun olarak, toplam 21 tane Köy Enstitüsü açılmıştır. İkinci Dünya Savaşı'nın beraberinde getirdiği iç ve dış zorluklar nedeniyle, Türkiye'de çok partili hayata geçilmişti. Köy Enstitülerinin kuruluşundan beri dile getirilen bazı eleştiriler, çok partili ortamda bu kez muhalefetin de katılımıyla daha geniş bir kesimce ve daha da yüksek sesle yapılmaya başlanmıştır.

Türkiye'de çok partili ilk seçim olan 21 Temmuz 1946 seçimlerinden sonra, Hasan Ali Yücel'in yerine, kuruluşundan beri Köy Enstitülerine karşı olduğu bilinen ve çeşitli eleştiriler getirmiş olan Reşat Şemsettin Sırer Milli Eğitim Bakanlığına getirilmiştir. Reşat Şemsettin Sırer'in bakanlığı döneminde, Köy Enstitülerinin eğitimi ve yapısı değiştirilerek, Köy Öğretmen Okullarına dönüştürülmüştür. Yaşanan bu radikal değişimde, tek partili demokrasiden çok parti demokrasiye geçiş sürecinde, Köy Enstitülerine karşı muhalefetin getirdiği eleştiriler belirleyici olmuştur.

İsmet İnönü'nün, Köy Enstitülerine karşı tavrını bildiği halde Reşat Şemsettin Sırer'in Milli Eğitim Bakanlığına atanmasına onay vermesi, tek parti döneminde savunduğu bu eğitim kurumundan desteğini çekmesi olarak algılanmıştır. Köy Enstitüsünün yapısı değiştirilirken engel olmaması nedeniyle, İsmet İnönü'ye karşı eleştiriler de yöneltilmiştir. İsmet İnönü önceki yurt gezilerinde özellikle uğradığı ve gelişimiyle yakından ilgilendiği Köy Enstitülerine, çok partili hayata geçilmiş olan 1946'dan sonraki yurt gezilerinde artık ziyaret gerçekleştirmemiştir. Bu, İsmet İnönü'nün Köy Enstitülerine karşı tavrının değiştiğini göstermesi bakımından dikkat çekici bir örnektir. Yapısal değişiklikten sonra, muhalefet yıllarından itibaren çeşitli eleştiriler getirmiş olan Demokrat Parti, iktidara geldikten sonra 1954'te Köy Öğretmen Okullarını kapatarak, yerine Öğretmen Okullarını açmıştır.

Tek parti döneminde, köylünün eğitilmesi ve köyün kalkınması için gerekli görülen ve büyük önem verilen Köy Enstitüleri, çok partili hayata geçildikten sonra, yine Cumhuriyet Halk Partisinin iktidar döneminde, büyük yapısal değişiklikler uygulanarak, yeni ortamın gereklerine uygun hale getirilmiştir. Köy Enstitülerinde yaşanan bu değişim, siyasi ortamdaki değişikliklerin eğitim politikalarını şekillendirdiğini göstermektedir. Köy Enstitüleri, bir siyasi ortamda uygulanabilir olarak görülen eğitim kurumlarının, aynı siyasi kadronun iktidarda olmasına rağmen, başka bir siyasi ortamda uygulanamaz olarak görülmesi ve değiştirilmesine iyi bir örnek teşkil etmektedir.

Anahtar Kelimeler: Köy Enstitüleri, Eğitim Politikaları, İsmet İnönü, Hasan Ali Yücel.

SOME COMMUNICATIVE STRATEGIES IN CONFRONTATIONAL POLITICAL DISCOURSE

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ABSTRACT

The purpose of the research is the use of linguistic techniques employed for criticizing a political enemy.

The research has shown that parties of conflicts use the following communicative strategies to verbally destroy the enemy:

- Branding the enemy with verbal clichés such as “aggressor”, “dictator”, “genocide”, “occupation”;
- Comparing the enemy to a notorious character or his moves to a notorious situation;
- Presenting the enemy as a “big bully” attacking a weak and defenseless victim;
- Presenting the enemy as mad and acting to his own harm;
- Creating a gap between the leader and his people; the “bad” leader is acting against the interest of “good and friendly” people. The people deserve a better and more sensible leader;

These allegations are often used symmetrically by both parties of a conflict.

Key words: media conflict, confrontational discourse, clichés

1. INTRODUCTION

The purpose of this article is to outline some discourse strategies employed in the context of a political and/or military conflict. Political and confrontational discourse has attracted scholastic interest for a long time, especially lately, when “media wars” often precede, accompany or even substitute armed conflicts. In this context, it is especially interesting to find out what exactly politicians and journalists say to destroy the enemy verbally. Despite general interest in political discourse (see, for example Demjankov 2002, Fairclough and Wodak 1997, Sheigal 2004, Kirvalidze and Samnidze 2016, Wodak 2018, , Sirkiya 2018,) and verbal confrontation (Horenstein 2019, Pevneva 2009) there has been (to the author’s knowledge) no detailed account of actual communicative strategies used in confrontational discourse.

2. METHOD.

The methods used include linguistic description, lexical and stylistic and contextual analysis of politicians’ speeches, newspaper and internet publications and political talk shows. The author refrains from taking sides in politics and seeks only to show what is said, broadcast, and written in the context of a political or military conflict.

3. RESULTS.

In confrontational discourse, lexemes bearing negative evaluation meaning are used;

The enemy is depicted as similar to the most sinister characters in the past;

The enemy is a ruthless bully, whereas the victim is weak and vulnerable;

The enemy is a dictator and his regime is criminal;

The enemy is short-sighted and will not achieve his purposes;

There is no unity in the enemy’s camp; good people are saddled with bad leaders;

4. DISCUSSION

4.1. The use of verbal clichés

It should be noticed that the repertoire of negative lexemes used by the adversaries to brand each other is fairly limited. They serve as political brands, presenting the enemy in the most unfavorable perspective. The following lexemes are most frequently used

Invasion, aggression; occupation, occupants, provocation, annexation, genocide, regime.

The following examples will illustrate the point:

1. Turkish **occupation forces** and their proxies are conducting a brutal campaign of repression in the Syrian-Kurdish canton of Afrin.
2. Russian **occupation forces** opened fire from proscribed 120mm and 82mm mortars, grenade launchers of various types, heavy machine guns, and rifles.
3. It is noteworthy that the recent provocation was carried out from the territories of the NKR **occupied by** Azerbaijan

4. Some two million people died under this radical Communist **regime** that ruled Cambodia through a cruel and ruthless system of forced labor. The **regime's** actions took the lives of one quarter to one third of Cambodia's population in the "Killing Fields," one of the largest cases of mass slaughter since the Holocaust.

5. If Iran actively pursues getting hold of a nuclear device the Tehran **regime** will be toppled by the United States and Israel. The negative value meaning of the word "occupation" in (1) is reinforced by the obviously negative lexemes "brutally" and "repression" in the same sentence. In (2) the phrase is used to create the pejorative meaning. The word "occupation" is only partly appropriate, because the main force in Donbas consists of local separatist militia; In (3) the word "occupied" is not true, because Nagorny Karabakh has been part of the Azerbaijan republic for decades. The word is obviously used to brand the Azerbaijani authorities. The same process is seen in (4) and (5). In (4) the atrocities perpetrated by Pol Pot's government impart an intensive pejorative meaning to the word "regime". In (5) however, there is no mention of any atrocities or a tyrannical nature of the Iranian government; the word is used just to brand the opponent. So the pejorative meaning of the word is created in utterances like (4) and transferred to other contexts like (5).

4.2. Allusion as a rhetorical tool in verbal conflicts.

In media conflicts, both sides use the technique of allusion – comparing the enemy to a notorious character or a notorious situation in the past. The most frequent precedent phenomenon in modern discourse is the Nazi Germany – the epitome of evil in modern political discourse.

6. Те режимы, чьи лидеры вооружали Грузию, чьи лидеры толпой собрались вокруг **фюрера** Саакашвили на площади в Тбилиси.

The regimes, whose leaders armed Georgia, whose leaders gathered around **fuehrer** Saakashvili in Tbilisi... (the Izvestia, 28.08.2008)

7. There are many similarities between the rhetoric **and behaviour of Germany in 1938** and Russia in 2008. (the Financial Times, 12.08.2008)

A comparison between examples (6) and (7) shows that the accusations are symmetrical. Both sides accuse each other of being similar to Adolf Hitler and their policies to those of Nazi Germany.

During the 2008 conflict between Russia and Georgia, Mr. Saakashvili was often referred to as "fuehrer" in the Russian media.

Russian president Vladimir Putin was also referred to as "fuehrer" :

8. The Fourth Reich: **Fuhrer** Putin is ready for war for "Russian world". (19 March 2014)

Allusions to German Nazism are used in other conflicts as well:

9. Sharon is, without doubt, guilty of these crimes against humanity, and others. He is also unrepentant. For him, these mass killings are merely necessary steps on the path toward his objective of a "Final Solution" to the "Palestinian problem," (Ariel Sharon: Profile of an Unrepentant War Criminal. In: www.larouchepub.com)

The phrase "final solution" refers to the decision concerning the extermination of Jews and is especially insulting when referred to an Israeli politician.

Neither Mr. Saakashvili, nor President Putin or Ariel Sharon are guilty of the crimes committed by Adolf Hitler's regime, but the allusion insults them by hinting at their allegedly undemocratic and aggressive policy.

Another precedent phenomenon in confrontational discourse is the Mongol horde. The word "horde" is derived from Turcic languages and the figurative usage of the word goes back to the Tartar conquest of Kiev Rus in the 13th century (Turkish "ordu" means "army")

The Nazi German troops were frequently referred to as "Hitler's hordes" in the Soviet media during the Patriotic war:

10. **Hitler's hordes** were conquering Poland (Google, 2019)

11. ...**гитлеровские орды** рвались к Москве. **Hitler's hordes** were advancing on Moscow. (1945)

Even in 2019, 74 years after the end of the war, the phrase "гитлеровские орды" yielded 4750 answers in the Google search engine.

Allusions to the Mongol horde appear in later discourse as well:

12. «Это поведение нецивилизованной страны, сравнимое с **поведением монгольской орды**. (This is the behavior of an uncivilized nation, comparable to that of a Mongol horde. (a speech by a Georgian politician during the 2008 Russian-Georgian conflict, the Izvestia 15.08.2008))

Allusions to the Tartar invasion are still alive in Russian everyday discourse. For example, there is a proverb "An uninvited guest is worse than a Tartar"

Strange as it may seem, there don't seem to be any allusions to Turks or Turkey, despite a long history of wars between Turkey and Russia.

4.3. Typical accusations.

During verbal conflicts, the participants usually exchange accusations which are more or less typical and often symmetrical, that is, the enemies hurl identical accusations at each other.

4.3.1 Internal tyranny.

The opponent is a tyrant and his rule is a **“regime”** (cf. examples (4) and (5)).

13. Участники Международной конференции "Европа-Россия-Грузия: созидание мира"... признали президента Грузии Михаила Саакашвили **диктатором**, который в августе 2008-го отдал приказ своим войскам вторгнуться в Южную Осетию. (Известия, 21.10.2008)

The participants of the International conference "Europe, Russia, Georgia" building peace" considered Michail Saakashvili a **dictator**, who in August 2008 ordered his troops to invade South Ossetia.

14. US Secretary of State Condoleezza Rice blasted Russia today as "increasingly **authoritarian** at home and **aggressive** abroad". (The Guardian, 18.09.2008)

4.3.2. The enemy is ruthless and his victim is weak and vulnerable.

15. Russia's heavy-handed invasion of that **pro-Western fledgling democratic country**. (Washington times, 6.10.08)

16. Отдавая приказ **давить танками женщин и детей** он (Саакашвили) говорил, что дейсcreate an image of weakness.твует в интересах Европы (С.Лавров 11.08.2008).

Giving an order to **crush women and children with tanks...** Saakashvili said that he was acting in the interests of Europe. (Sergey Lavrov, the foreign minister of Russia).

In (15) the word "fledgeling" – a young bird – creates an image of a weak and defenseless creature; in (16) "tanks" symbolize ruthless force, whereas "women and children" create an image of weakness.

4.3.3. The enemy is mad and insane.

This is also a symmetrical accusation, exchanged reciprocally. During World War 2, Hitler was referred to as «бесноватый фюрер» ("mad fuhrer") and so was M. Saakashvili in the 2008 conflict.

17. **Бесноватый** убийца стариков и детей очень любит жизнь. Собственную. The **mad** murderer of old people and children loves life very much. His own life. (the Izvestia, 12.08.2008)

18. На протяжении всего конфликта лейтмотивом российских СМИ, которыми дирижирует Кремль, было **нагнетание истерии**, неадекватность. During the entire conflict, the keynote of the Russian media (orchestrated by the Kremlin) has been whipping up **hysteria** and **inadequacy**. (Harry Kasparov, Inopressa.ru, 15.08.2008.)

Both examples show the enemy (Georgian leader in (17) and the Russian leadership in (18)) as mad, hysterical and unbalanced

The same strategy is employed during more recent events, for example in the current conflict between the USA and Iran:

19. President Hassan Rouhani derided the White House as being "afflicted by **mental retardation**." (Yahoo search, 26.06. 2019)

20. The White House is suffering from **mental disability**. (speech by the Iranian president, June 2019)

21. We are no longer a country that will stand for your **demented** words of violence and death (President Trump, June 2019)

The words "mental retardation." And "mental disability" used by Iranian politicians clearly brand the USA administration as being mentally inadequate; a similar message is used in President Trump's speech. It is known that both the Iranian and the USA politicians (and M.Saakashvili in (17)) are medically perfectly sane and these allegations are pure invectives used to humiliate the enemy.

4.3.4. The enemy is acting to his own harm.

The enemy is presented as endangering himself and the nation, as acting to his own harm. This accusation is linked with being mentally inadequate (cf.4.3.3.)

22. Саакашвили, развязавший агрессию, **сам вырыл себе могилу**.

Saakashvili, by launching the aggression, is digging his own grave. (the Izvestia, 14.08.2008)

23. "Our strategic goal now is to make it clear to Russia's leaders that **their choices are putting Russia on a one-way path to self-imposed isolation and international irrelevance**," Rice said. (Online newshour, 18.09.2008)

The symmetrical character of the statements is obvious. Both sides are "warning" the opponent, though the opponent, as if trying to stop the other side from treading a dangerous path.

4.3.5. The enemy has not achieved the goals planned

24. Грузия с самого начала планировала вести наступательную войну - не только против Южной Осетии, но и против России. Georgia has always planned an offensive operation – not only against South Ossetia, but against Russia as well. (the Izvestia 1.10.2008)

25. He (M.Saakashvili) also said that Russian Prime Minister Vladimir Putin “had not achieved his goals” by sending troops into Georgia. “His goal was to overthrow the Georgian government and to destroy Georgian statehood,” (Саакашвили, 15.10.)

The statements are absolutely symmetrical, which proves that they are typical for confrontational political discourse.

4.3.6. Good people – bad leadership

This thesis has been frequently used in confrontational discourse. During the Cold War soviet citizens were told, that American “working people” are “good”, but their leaders are exploiters and warmongers.

This communicative technique was used in the early weeks of the Patriotic war, but quickly discarded, because Soviet soldiers, instead of shooting at the invaders, tried to talk them into stopping the war.

It is also used in modern discourse: We stay with the Iranian people ... he (president Trump) said it many times. He wants to protect those people, give them an opportunity. They could be a great nation.. Now they are not because **their leadership is short-sighted** (The deputy press secretary of the White House. A televised speech. 26.06.2019)

Российское руководство тащит страну в яму, из которой **российскому народу** будет трудно выбраться. Россия — великая страна. Но ее руководство ведет себя неадекватно. The Russian leadership is dragging the people into a pit, which will be very difficult to get out of. Russia is a great nation, but her leadership is inadequate. (M.Saakashvili 14.08.2008)

5. CONCLUSIONS.

The research conducted makes it possible to draw the following conclusions.

In confrontational discourse, resorted to during a conflict, the following communicative strategies are used:

Words bearing pejorative meaning are used to brand the enemy; their use may not be adequate in the situation, and the pejorative meaning may have been acquired from earlier contexts.

The technique of allusion is used, comparing the political opponent to some odious characters in the past.

A number of rhetorical techniques are used to create the image of the enemy:

- The enemy is ruthless, ready to kill or killing innocent civilians, including women and children;
- He is similar to the most sinister characters of the past;
- He is aggressive in the foreign policy and is a tyrant and dictator to his own people;
- But the enemy is short-sighted, mentally deranged and acts to his own harm;
- There is no unity in the enemy's camp; the people deserve a better leader; we sympathize with the people and are ready to become friends again as soon as the “bad” leader steps down.

Such are the communicative techniques employed in confrontational discourse. They are used differently in different conflicts, but one or another appear in most verbal conflicts preceding, accompanying or, better, substituting, armed conflicts.

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SOSYAL AĞ KULLANIM DEVAMLILIĞI VE KULLANIMA ETKİ EDEN FAKTÖRLER

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ÖZET

osyal ağ kullanımı, uyum sürecini geçirmiş ve uyum sonrası sürece (post-adoption) ulaşmıştır (Lu ve Gallupe, 2016; Han, 2012). Kendine has özellikleri olan ve iyi yapılandırılmış olan bu çevrimiçi platformlar, bireylerin günlük hayatlarında önemli bir yer edinmiştir. Çok sayıda insan birbiriyle bağlantı kurmak, kendilerini ifade etmek, anlık gelişmelerden haberdar olmak, kendi fotoğraflarını yayınlamak ya da günlük yaşantılarından kareler paylaşmak amacıyla bu sosyal ağ uygulamalarını yaygın olarak kullanmaktadır (Poushter, Bishop ve Chwe, 2018; Statista, 2018). Facebook, Instagram, Twitter, Pinterest ve Snapchat gibi birçok örnek kullanıcılar tarafından farklı amaçlar ve algılanan faydalar temelinde kullanılmaya devam edilmektedir. Bununla beraber taşınabilir cihazlardaki gelişmeler ve bu cihazlarda sosyal ağları kullanmaya olanak verecek uygulamaların yaygınlaşması kullanımı daha da arttırmıştır (Bao, 2016). Bu sayede kullanıcılar her hangi bir masaüstü bilgisayara çakılı kalmadan erişimlerini kolaylıkla gerçekleştirebilmektedir.

Bu siteler etkileşim ve katılım temeli üzerine kurulu olduğundan kullanıcılar bu sitelerin başarısında anahtar rol oynamaktadır (Wei vd., 2014). Başka bir deyişle bu sitelerdeki uzun dönemli gelişmeler, büyük oranda kullanıcıların kullanım devamlılığı niyetlerine bağlıdır. Kullanıcıların kullanım devamlılığını sağlayan web siteleri hayatlarını sürdürürken; bunu başaramayanlar kullanıcılarını kaybetmektedirler.

Bu bağlamda çalışma kullanıcıların sosyal ağ kullanım niyetlerini etkileyen boyutları açıklamaya çalışmaktadır. Kullanıcıların profillerinin ve kullanımına etki eden boyutların ortaya konması pazarlama açısından faydalı olacaktır. Ayrıca bu tür platformların geliştirilmesi ve sürdürülmesinde de servis sağlayıcılara öneriler getirebilecektir. Araştırma için, Han'ın kullanmış olduğu (2012); Bilgi Sistemleri Kullanım Modeli (IS continuance model), TAM ve Sosyal Sermaye Kuramı temelinde geliştirilmiş olan araştırma modelinden yola çıkılmıştır. Han'ın geliştirmiş olduğu model güven, algılanan fayda, algılanan haz, bilgilendirlik, tatmin, etkileşim, aidiyet hissi, sosyal kazanımlar ve niyet yapılarını barındırmaktadır. Sosyal ağlar artık hemen hemen benzer özellikleri sunmaya da başladıklarından rekabet de ortaya çıkmıştır. Dolayısıyla uzun dönemli kullanımda etkili olabilecek boyutların ele alınması faydalı olabilecektir. Özellikle hala sosyal ağların önemli bir kullanıcısı olan öğrencilerin ele alınması ve bunu yaparken de alanlara yönelik bir farklılaştırmaya gidilmesi hedef kitlenin daha net tanımlanmasını sağlayabilecektir.

Anahtar kelimeler: Sosyal ağ

SOSYAL MEDYA REKLAMLARININ SEÇMEN DAVRANIŞLARI ÜZERİNE ETKİSİ

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ÖZET

Web 2.0'nin kullanılmaya başlanması ile birlikte dünyada iletişim alanında bir devrim yaşanmıştır. İletişim teknolojisinde yaşanan bu gelişmeler sonucunda kullanıcılar sosyal medya ağları üzerinden kendi mecralarını yaratmaya başlamışlardır. Bu yeni alan insanların sosyalleşmelerini sağlamanın yanı sıra bu mecra ticaret yapmalarına, iletişim ve halkla ilişkiler kampanyalarını yürütmelerine olanak tanımıştır.

Karşılıklı etkileşimi mümkün kılan yeni medya araçları, siyasal kampanya yürüten partilerin ve adayların doğrudan seçmenle buluştukları, kamuoyuna ve seçmenlere yönelik vaatlerini ve itibar çalışmalarını içeren kampanyalarının yürütülmesinde kullanılan bir mecra haline gelmiştir. Yeni medyada yürütülen kampanyalar aracılığıyla partiler ve adaylar mesajla, çeşitli görsellerle ya da videolarla seçmenlerine kendisini tanıtmakta, ideallerini doğrudan bir şekilde seçmenlerine aktarma imkânı bulabilmektedir. Öte yandan, seçmenlerde destekledikleri ya da eleştirdikleri parti ya da adayın kampanyasına yönelik düşüncelerini paylaşarak içerik üretme imkânı bulabilmektedir.

Bu çalışmanın amacı, Mart 2019 Sakarya Yerel Seçimlerinde, siyasi partilerin sosyal medya mecralarından biri olan Twitter'da yapmış olduğu kampanya faaliyetlerinin seçmen davranışı üzerindeki etkisi ölçmektir. Sosyal medya kullanımları üzerine bir araştırma yapılması sebebiyle kullanımlar – doyumlar kuramı araştırmanın teorik alt yapısını oluşturmaktadır. Bu amaçla il genelinde oy kullanacak 100 kişiye anket uygulanacaktır. Oy verem sürecini etkileyen faktörlerin belirleneceği anket çalışmasında hedef seçmenlerin sosyal medyadan ne kadar etkilendiklerini anlamaktır. Araştırmanın sonucunda Sakarya da yaşayan daha çok genç nüfusun twitter kullandığı ve oy kullanma sürecinde sosyal medya iletişiminden etkilendikleri düşünülmektedir.

Anahtar Kelimeler: Sosyal Medya, Siyaset, Siyasal İletişim, Seçmen Davranışı

GİRİŞ

Özellikle son yüzyılda iletişim alanında dünyada meydana gelen devrimsel nitelikteki gelişmeler medyanın iktidarı açısından büyük önem arz eder. Özellikle de sanayi devrimi sonrasında ortaya çıkan kitle iletişim araçlarının öneminin farkındalığı ile birlikte iletişim alanı ticari bir araç olarak daha doğru bir ifade ile ticaretin gelişmesinin sağlayan bir sektör olarak varlığını devam ettirir hale gelmiştir. 1920'lerde geniş tüketim endüstrilerinin ortaya çıkmasıyla birlikte modern reklam ve pazarlama sistemleri ile iletişim araştırmaları doğmuştur (Yaylagül, 2006).

Dünya savaşlarının ardından özellikle siyaset bilimcilerin iletişim faaliyetlerinin savaş sürecinde kamuoyu oluşturma sürecine katkısını gözlemlediklerinden, özelde siyasal iletişimin genel anlamda ana akım iletişim kuramlarının temelini atmışlardır. Aslında iletişim çalışmalarının iskeletini büyük oranda Amerika'da 1920'lerde başlayan siyasal iletişim çalışmaları oluşturur. 1920'lerin başında Walter Lippmann'la başlayan propaganda odaklı çalışmalar Lasswell'in propaganda üzerine yaptığı çalışmalarla, Ivy Ledbetter Lee ve Edward Bernays'ın halkla ilişkiler alanındaki kuramsal ve uygulamalı çalışmaları Lazarsfeld'in alan araştırmalarıyla da birleşince siyasal iletişim uzun süre iletişim yazınına egemen olur (Güngör, 2016).

Aslına bakılırsa insan iletişiminin temel amacı ikna'dır. Bu bağlamda değerlendirdiğimizde iletişimin kendisinin bir propaganda olduğunu iddia etmek yanlış olmaz. İnsanın özne olduğu bu sürecin başından itibaren değişmeyen hedefi ötekini ikna etmek olmuştur. Tarih boyunca değişen iletişim araçlarına bağlı olarak yöntemi değişse de iletişim kurmanın nihai hedefi ticarete ya da siyasette öteki'nin iknasıdır.

İletişim olgusu Antik Çağlar'dan beri düşünürlerin ilgisini çekmiştir. Aristoteles'in *Retorik*'i bu anlamda önemli bir ilk adım olarak değerlendirilebilir. Retorik ve belagat sanatı üzerine yapılan çalışmalar, ikna ve motivasyona verilen önem bir yanı sıra iletişim pratiklerine ilişkin ilk sistematik çalışmalar olarak değerlendirilebilir (Güngör, 2016).

İnsanlık tarihi boyunca değişen iletişim araçlarının son örneği yeni medya araçları teknolojik bir yenilik olmasının yanı sıra aynı zamanda iletişimsel bir devrimdir. Web 2.0'nin gelişmesine paralel olarak, geleneksel medya araçlarının tek yönlü olarak sağlayabildiği iletişimin çift yönlü kullanılmasına olanak sağlanmıştır. Böylelikle yeni medyanın araçları, hedef olan kullanıcılarına interaktif bir ortam sunmuştur. Yüz yüze iletişimde olduğu gibi kaynak ve hedef arasında geri bildirim fonksiyonu kitle iletişim araçlarına eklenmiştir.

İnternet sonrası dünyada özellikle akıllı telefonların kullanımlarının yaygınlaşması ile birlikte bu mecra yeni bir kültürel çağın başlamasına sebep olmuştur.

Son on yıllık zaman diliminde dünya çapında gerçekleşen toplumsal olaylar düşünüldüğünde yeni medyadan bağımsız bir değerlendirme yapmak imkansız olacaktır. Tahrir Meydanı, Gezi Olayları, 15 Temmuz Darbe girişimi gibi toplumsal olayların olduğu şekliyle sonuçlanması sosyal medyanın sağladığı anlık iletişimdir.

Türkiye’de dünyada olduğu gibi bu alandaki gelişmeleri oldukça hızlı bir şekilde takip etmekte ve uygulamaktadır. Zaten yeni medya iletişiminin en büyük özelliği hızıdır. Bilgiye ulaşmada, haber almada sağladığı hız ve kaynak çeşitliliği yeni medya araçlarını insanlar ve kurumlar için vazgeçilmez kılmaktadır.

Kullanıcı sayısının ve kullanıcıların sosyal medyada geçirdiği zamanın artmasına bağlı olarak, sosyal medya reklamlarının etkisi de aynı oranda artmıştır. Buna bağlı olarak sosyal medyanın kurumlar açısından önemli bir reklam mecrası olarak gelişmesi de kaçınılmaz olmuştur.

Modern toplumlarda mevcut tüketimin çeşitliliğine bağlı olarak bu yeni mecraı kullanan sektör sayısı da çeşitlilik arz etmektedir. Nitekim sanattan kozmetiğe, ulaşım sektöründen gıdaya kadar geniş bir yelpazede faaliyet gösteren tüm kurumlar bir şekilde bu mecraada yer almak istemektedirler.

Sosyal medya kullanıcılarının aynı zamanda birer seçmen olduğunu düşündüğümüzde bu alanın siyasi parti ve siyasi figürlerinde kullanımına açılmasından doğal bir şey yoktur. Bu bağlamda sosyal medya araçları, siyasi partilerin ve adaylarının kendilerini ve faaliyetlerini hem destekçilerine hem de muhaliflerine en doğrudan biçimde anlatmasının mümkün olduğu bir alandır. İnteraktif bir platform olmasından kaynaklanan çeşitli zorlukları olabilmesine rağmen, bir siyasinin özellikle muhaliflerine kendisini doğru bir biçimde ifade edebilmesinin tek yolu olduğu söylenebilir.

Zamanında sırasıyla gazete, radyo ve televizyonun bir ideolojik aygıt olarak kullanılabilmesi gibi bugünde sosyal medya araçları bireylerin ideolojik aygıtlarına dönüşmüştür.

Sosyal Medya hızla artan kullanıcı sayısı ve geniş etki alanı sebebiyle eğitimden, sanata, sağlıktan, kamu yönetimine kadar çok geniş bir alanda köklü değişimlerin yaşanmasına sebep olmuştur. Öyle ki köklü değişim yaşanan bu alanların başında geniş kitlelere ulaşma amacı güden siyaset gelmektedir. Çünkü geleneksel yöntemlere oranla çok daha hızlı bir şekilde ve çok daha geniş kitlelere ulaşma imkanı sunan Sosyal Medya aynı zamanda hedef kitleye günün her anında en hızlı şekilde ulaşma imkanı sunmaktadır. Bunun yanı sıra ise Sosyal Medyanın geleneksel yöntemlere nazaran çok daha ekonomik olması son dönemde siyasilerin ve siyasi partilerin bu alana büyük bir ilgi göstermesine sebep olmuştur. Bu bakımdan toplumsal hayatımızda birçok dönüşümün yaşanmasına sebep olan Sosyal Medya siyasal iletişim alanında yeni medyaya doğru bir dönüşüm yaşanmasına sebep olmuştur (Darı, 2018).

Genel olarak sosyal medya; kullanıcıların birbirleriyle bilgi, görüş, ilgi alanları, duygu ve düşüncelerini paylaşarak etkileşim ve iletişim kurmalarına olanak sağlayan online araçlar ve web ortamına denilmektedir. Sosyal medya ortamları ise; bloglar, online sohbet siteleri, RSS, sosyal ağ siteleri, sosyal imleme, forum, podcast, e-posta zincirleri ve wikiler gibi kullanımı kolay ve dışarıdan katılıma açık olan sanal iletişim ortamlarıdır (Onat, 2010: 105).

ARAŞTIRMANIN AMACI

Sosyal kullanıcılarını içerik paylaşan, yorum yapan, yazılar yazan, politika üreten bireyler haline dönüştürmüştür. Geleneksel medyadan interaktif olması sebebiyle ayrılarak daha çok tercih edilir bir hal almıştır. Sosyal Medya, bireylerin kitle ile yazar rolü arasında akıcı ve esnek bir şekilde geçiş yaptığı çevrimiçi iletişimler olarak algılanmaktadır. (Thornley 2008’den aktaran, Gromark ve Schliesmann 2010, s. 5). Sosyal medya kullanıcıları paylaşımları aracılığıyla bir takipçi kitlesi elde etmiştir

2018 itibariyle dünya nüfusunun %53’ü sosyal medya kullanıcısıdır. Bunun rakamsal olarak ifadesi 4 milyar 200 bin kişiye denk Peşi sıra kurulan Myspace ve Facebook küresel çapta artan bir hızla kullanıcılar üye yapmış bir paylaşım ağına dönüşmüştür. 2004’den beri faaliyet gösteren Facebook’un aktif kullanıcı sayısı bugün 2 milyar 167 milyondur.

Mikroblog bir sistem kabul edilen ve 2006 da kurulan Twitter’in bugün kullanıcı sayısı ise 330 milyondur.

Twitter diğer sosyal medya araçlarından farklı bir kullanıcı profiline sahiptir. Facebook kullanıcıları daha çok eğlenmek gibi gerekçelerle, instagram fotoğraf içerikli olmasına rağmen daha ziyade ticari amaçla kullanılan alanlar haline dönüşmüştür. Twitter ise daha çok siyasilerin tercih ettiği bir sosyal ağıdır.

Özellikle siyasilerin kullanmayı tercih ettiği sosyal medya ağı olan twitter ülkemizde de özellikle gezi olaylarından sonra kullanımı artmıştır. Her ne kadar kullanıcı sayısı diğer sosyal medya ağlarına kıyasla daha az ise de Twitter’in siyasetin üretim biçimine ve toplumsal olaylara etkisi oldukça fazladır. Digital Medya muhalefetin oluşmasına katkıda bulundu, protestoların fiili örgütlenmesini kolaylaştırdı ve protesto haberlerini bölgeye ve dünyaya yaydı. Digital iletişim teknolojilerinin yükselişi ayaklanmalara neden olmadıysa da, onları güçlendirmiştir (Curran’dan aktaran, Fuchs s. 271).

Twitter’in güçlü etkisini fark eden siyasi partiler kampanya süreçlerinde bu etkiden faydalanmak istediklerinden sosyal medya ağlarını bir kitle iletişim aracı olarak kullanmaya başlamışlardır. Obama’nın kampanyasını sosyal medya üzerinden yapması ile birlikte siyasal iletişim kampanyalarının vazgeçilmez olan sosyal medya reklamları, iletişim alanının da araştırma konusu haline dönüşmüştür.

Yerel seçimlerde adayların kim olduğu bilinirlikleri genel seçimlere kıyasla daha fazla önem taşıdığından, siyasi partilerin kampanyalarını tüm mecralardan sürdürmesi gerekmektedir. Her seçimde ilk kez oy kullanacak olan genç seçmenleri yakalayabilmenin yolu daha fazla sosyal medya görünürlüğü haline gelmiştir. Bu çalışma seçmenler üzerinde kampanyaların bilhassa sosyal medya reklamlarının katkısını ölçmeyi hedeflemektedir.

Çalışmamızın amacı dünyada kullanıcı sayısını her geçen gün arttırarak günümüzün en etkili iletişim araçlarından biri olan sosyal medyanın siyasal iletişim alanında ki etkisini ortaya koymaktır. Bu amaçla siyasi partilerin ve siyasi partilerin belirlemiş olduğu belediye v-başkan adaylarının Sosyal Medya hesapları incelenerek siyasette bir iletişim aracı olarak Sosyal Medyanın kullanımı ortaya koyulmaya çalışılacaktır. Bu amaçla Sakarya Büyükşehir Belediyesine talip olan siyasi partilerin il yönetimlerinin ve siyasi parti adaylarının Sosyal Medya hesapları incelenerek siyasette bir iletişim aracı olarak Sosyal Medyanın kullanımı ortaya koyulmaya çalışılacak ve seçmenlerin bu hesaplardan yürütülen kampanyalardan ne kadar etkilendikleri anket yöntemi ile ölçülmeye çalışılacaktır.

ARAŞTIRMANIN ÖNEMİ

İletişim teknolojilerinin tarihsel gelişim süreci içerisinde internet teknolojisi elektronikten dijitalle geçişin yaşandığı yeni bir çağı başlatmasına öncülük etmiştir. Bilgi çağına başlangıcı olarak da kabul edilen bu yeni çağ internet teknolojileri ile birlikte birçok teknolojinin de gelişmesine zemin hazırlamıştır. Öyle ki hayatımıza girdiği ilk yıllar itibarıyla internet yalnızca kablolu olarak ve masaüstü bilgisayarlarda kullanılabilmekteyken kablosuz ağ ve taşınabilir bilgisayarların hayatımıza girmesi ile birlikte internet artık hayatımızın her anında yanımızda bulundurabildiğimiz istediğimiz her an ulaşabildiğimiz taşına bilir bir teknoloji haline gelmiştir (İspir, 2013: 10-11).

Artık her an yanımızda bizimle olan bu araçlar sayesinde bir iletişim devrimi yaşanmıştır. Bu anında ve interaktif olabilme özelliğine sahip bu yeni iletişim kanallarına ne sermaye sahipleri ne de iktidar sahiplerinin kayıtsız kalması mümkün görünmemektedir.

Sosyal medya ağlarını dünyanın yarısının kullandığı düşünüldüğünde hedef kitlenin tam orada olduğunu söylemek yanlış olmayacaktır. Firmalar için ulaşmak istedikleri nihai kullanıcı, siyasiler için oylarına talep oldukları seçmenlerin en erişilebilir oldukları alan bu yeni medya olarak tanımlanmış ağlardır.

Kitle iletişim araçları olarak tanımlanan gazete, radyo ve televizyonun etkisini fark etmiş olan siyaset bilimcilerin, bu araçları birer propaganda yöntemi olarak kullanmalarının üzerinden geçen yüzyıl sonrasında iletişim yeni bir eşik atmış ve kitle iletişimlerine yeni bir soluk getirmiştir.

Özellikle genç kullanıcıların vazgeçilmezi haline gelmiş bu araçların siyasi kampanyalar tarafından kullanıma alınması da kaçınılmazdır. Siyasette seçmeni ile aynı dili yakalayabilen adayların başarısı mutlaklıktır. Bu nedenle siyasal iletişimciler sayıları her gün artan ve yeni medya araçlarının profesyonel kullanıcıları olan genç seçmenler üzerine kampanyalar yürütmeye başlamışlardır.

Sosyal medya ile birlikte siyasal toplumsallaşma açısından kullanıcılarda çoğulculuk algısının durumu da ayrı bir öneme sahiptir. Çoğulculuk ortamı içerisinde bulunma eğilimi ile kullanıcılar sosyal hayattaki siyasal kimliklerinden farklı bir görünüme de sahip olabilmektedirler. Çünkü çoğulculuk ortamı içerisinde bulunma eğilimi bir şekilde diyalog ve hoşgörü ortamını gerekli kılmakta bu da sosyal medya ortamının araçsallaştırılabildiğini göstermektedir. Bilgi toplumundan ağ toplumuna doğru dönüşen günümüzün sosyal ilişkilerine, yapılarına etkisi olan yeni durumların sosyal bilimciler tarafından araştırılması gerekir. Bu aşamada yeni siyasal toplumsallaşma değişkenlerini, bunlara etki eden faktörleri anlamak ve açıklamak gerekir (Metin, 2016).

Bir taraftan, son zamanlarda yaşanan sosyal kalkışma hareketleri ve kolektif tepkilerin temellerinin sosyal medya üzerinden atılıyor ve yine bu alandan taraftar topluyor olması, diğer taraftan yöneticilerin büyük bir çoğunluğunun siyasal mesajlarını ve faaliyetlerini bu alan aracılığıyla yönetilenlere duyuruyor olması ve onların tepkilerini yine bu alan üzerinden topluyor olması, sosyal medyanın ne kadar önemli bir siyasal iletişim ve propaganda aracı haline geldiğinin önemli bir delili olarak karşımıza çıkmaktadır (Yakup Köseoğlu, 2013).

Bu çalışma aynı zamanda sosyal medyanın siyasal kampanyalar için geleneksel medya araçlarına göre avantajlarını ve dezavantajlarının tartışması bakımından önemlidir.

Bu çalışma sosyal medya reklamlarının seçmen davranışı üzerine etkilerini ölçmenin yanı sıra aynı zamanda sosyolojik bir dönüşümü de açıklama hedefi bakımından önemlidir. Sosyal medya etkisi ile toplumun siyasallaşması söz konusu olabilir mi? Sorusunun cevabını aramaktadır.

Kuramsal Çerçeve:

Kullanımlar ve doyumlar yaklaşımı izleyicinin aktifliği tezi içerisinde biçimlenir. (Güngör, 2016). Yeni medya araçlarının kullanımı söz konusu olduğunda iletişimin interaktif bir süreç olması dolayısıyla geliştirilmiş bir kuram olması açısından Kullanımlar ve doyumlar kuramı Sosyal medya reklamlarının seçmen davranışı üzerindeki etkisini açıklamada daha kapsayıcı olacaktır. Bilginin üretimi ve teknolojik gelişmelerle ilgili çalışmalarda sadece kitle iletişim araçlarının kullanımının insanlara ne yaptığı değil aynı zamanda teknolojiyi kullanan bireylerinde bu araçları nasıl yönlendirdiği kuramın gelişimini sağlayan sorulardandır.

Kullanımlar ve doyumlar yaklaşımına dayanan araştırmalar, daha belirlenimci etki araştırmaları geleneğine karşıt olarak, bireylerin bilinçli ve gönüllü olarak kendi ihtiyaçları doğrultusunda medya içeriklerini aramaları, bulmaları ve kullanma kapasiteleri üzerinde durur. (Yaylagül, 2006). Yani kullanımlar doyumlar

yaklaşımı yöntem bilimsel tekniklerle kitle iletişim araçlarının bireylerin gereksinimlerinin ne ölçüde karşıladığı sorgulanmaktadır.

Etki kuramlarının kitle iletişim araçlarının bireye ne verirse aldığı iddiasının tersine izleyicinin medya ile ilişkisinde etkin rol oynadığı, kendi gereksinimi doğrultusunda seçerek aldığı vurgular. Dolayısıyla insanların kendi ihtiyaçlarına göre medyayı belirledikleri iddiasını taşır. Kullanımlar ve doyumlar yaklaşımı 60-70'li yıllarda ortaya atılmış olmasına rağmen web 2.0 devrimi ile birlikte tam olarak anlamını bulmuştur.

Kullanımlar doyumlar kuramının, farklı bilimsel yaklaşımlar tarafından farklı değerlendirildiği görülmektedir. Gerek işlevselci yaklaşım gerekse davranışçı okul çevresinde oluşan yaklaşımlar kitle iletişim araçlarının, insanların gereksinimlerini karşılamalarına katkı sağladıklarını ileri sürerler (Güngör, 2016).

Modern insan edilgen bir izleyici olmanın ötesinde gerek psikolojik gerek toplumsal gerekçelerle, toplumsal olaylara, siyasete hatta gündelik hayata karşı dahi daha katılımcı daha etkin bir rol almayı tercih etmiştir.

Günümüz dünyasında televizyon izleyicileri sadece ekran karşında alıcı konumundan uzaklaşıp second screenler aracılığıyla yorum yapan eleştiren hatta izleyicisi olduğu programın içeriğine müdahale eden bir konuma gelmiştir.

Kullanımlar ve doyumlar yaklaşımına göre, gazete okumanın altında yatan nedenlerin başında, gereksinimlerin sosyal ve psikolojik kaynağı gelmektedir. Gazete okumanın sosyal ve psikolojik güdülerle gerçekleşen bir eylem olduğu düşünüldüğünde, bu güdülerin neler olduğu önem kazanmaktadır. Bireylerin ihtiyaçları, beklentileri çerçevesinde kitle iletişim araçlarından amaçlı bir şekilde yararlandığı için izler kitlenin aktif olduğu ve amaç odaklı olduğu savı, yaklaşımın temel varsayımdır (Katz, Blumler, Gurevitch, 1973).

Kitle iletişim araçlarının kullanılması ve bu kullanımla birlikte elde edilen doyumlar şöyle sıralanabilir (Alemdar ve Erdoğan, 1990, s.111): Günlük yaşamın baskılarından kurtulmak, dünyada olup bitenler hakkında bilgi sahibi olmak, zaman öldürmek/vakit geçirmek, yiyecek, içecek, giyecek, eşyalar, hizmetler hakkında bilgi almak, dinlenmek, içinde yaşanılan zamandan geri kalmamak. Kitle iletişim araçları kullanıcılarının elde ettikleri bu doyumlar, gazeteden televizyona kadar çeşitlilik göstermektedir.

Bugün tüm bu araçların kullanımına sosyal medyayı eklemek ve kullanıcıların içeriğini belirlemesindeki etkisini görmek mümkündür. Ortadoğu'nun bugününde sosyal medyada başlatıldığı söylenebilecek olan Arap Baharı etkisi, Wall Street olayları ve Türkiye'nin yakın geçmişine damgasını vurmuş Gezi olayları bugün kullanımlar ve doyumlar yaklaşımının somut birer örneğini oluşturmaktadırlar.

Literatür Taraması

Sosyal medyanın seçmen üzerine etkisini araştırdığımız çalışmanın benzerlerinin olup olmadığına ya da ilgili konularda yapılmış çalışmaların incelenmesi için literatür taraması yapılmıştır. Bulduğumuz ilk makale sosyal medya ve siyaset ilişkisini inceleyen, "Sosyal Medya ve Siyaset: Türkiye'deki Siyasi Partilerin Sosyal Medya Kullanımı" isimli makaledir. Al-Farabi Uluslararası Sosyal Bilimler Dergisinde yayınlanan makale, A. Bahadır DARI'nın çalışmasıdır.

Makale, web 1.0'in hayatımıza girmesi ile deneyimlenen süreçte bireylerin dünyanın neresinde olursa olsun hazırlanmış bir web sitesine ulaşma imkanına sahip olduğundan ve bu web sitelerinin sadece bilgi verme amaçlı olduğundan dolayısıyla sadece iletimden bahsedebileceğimizden söz açarak konuyu web 2.0 devrimine getirmiştir. Bu gelişme tam anlamıyla kullanıcılarını hem üreten hem de tüketen bir yere taşımıştır. Spordan sanata, sağlıktan kamu yönetimine kadar tüm dünyayı değiştirmiş olan web 2.0'nin kazanımı Sosyal medya, siyasal iletişime de yeni bir boyut kazandırmıştır.

Araştırmada Ak Parti, CHP ve MHP'nin ve genel başkanlarının sosyal medya hesapları incelenmiştir. Facebook, Twitter, Instagram, Youtube ve Google + hesaplarını baz alarak yapılan araştırmada iktidar partisinin takip edilme oranının en yüksek olduğu, MHP'nin 2. Sırada yer aldığı, CHP'nin ise son sırada kaldığı görülmektedir. Araştırma göstermiştir ki, sosyal medya artık siyasi partiler ve genel başkanları için kaçınılmaz bir kampanya alanı olmuştur.

Araştırmanın siyasi partilerin ve genel başkanlarının sosyal medya hesaplarını incelemesi açısından bizim çalışmamızla ilgilidir. 2019 yerel seçimlerinde siyasi partilerin sosyal medya üzerinden yürüttüğü kampanyaların seçmen davranışlarını nasıl etkilediğine yönelik yürüteceğimiz çalışmaya bir altlık oluşturması açısından önemlidir.

Konu hakkında yapılmış ikinci araştırma Arş. Gör. Dr. İsmail DURSUNOĞLU'nun Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisinde yayınlanan "Sosyal Medya ve Siyasal Davranış İlişkisi" isimli çalışmasıdır.

Araştırmacı bireylerin siyasal davranışlarını oluştururken kişisel ve çevresel birçok faktörden etkilendiğini, sosyal medyanın da bu faktörlerden biri olduğunu iddia etmektedir. Modern dünyada gerek seçmenlerin gerekse siyasilerin etkileşim içinde oldukları sosyal medyanın yaygınlaşması sonucu, bugün siyaset biliminin çalışmaları arasında sıkça tartışılmaktadır. Bu sebeple sosyal medya ve siyasal davranış tartışması ile başlayan çalışmada araştırmacı geleneksel medya ve sosyal medya kıyaslamasını bir tablo ile vermiştir. Bireyin siyaset alanıyla kurduğu ilişki siyasal iletişim olarak değerlendirmektedir. Siyasal iletişimi, bilginin siyasetçiler ve

seçmen arasında medya aracılığıyla aktarılmasına yönelik interaktif bir süreç olarak tanımlayan yazar, geleneksel medya ile yeni ortaya çıkan sosyal medya arasında bazı farklar bulunmaktadır.

Siyasal davranışın sosyolojik, sosyal psikolojik ve bireyin ekonomik çıkarlarına bağlı olarak geliştiğini iddia eden araştırmacı, Wall Street, Arap Baharı, 15 Temmuz Darbe girişimi gibi son yıllarda meydana gelen toplumsal olaylara sosyal medyanın nasıl yön verdiğinden hareketle, bugün için sosyal medyadan bağımsız davranış geliştirmenin mümkün olmadığını vurgulamıştır. Aynı zamanda sosyal medyanın, siyasi partiler ve adayları için bir propaganda aracı olarak kullanılmasına da dikkat çeken araştırmacı bireyin bu kampanyalardan epeyce etkilendiğini düşünmektedir. Meşruiyetini halktan alan bir siyasetçi içinde sosyal medyanın bir denetim mekanizması olarak var olduğunu da çalışmasına eklemiştir.

Sosyal medyanın etkili bir kampanya aracı olarak siyasi iletişim çalışmalarında kullanılmaya başladığını iddia etmesi açısından, siyasal davranışın oluşmasına yönelik çalışmaları tartışması açısından bizim araştırmamız açısından önem teşkil etmektedir.

Konumuzla ilgisini fark ettiğimiz üçüncü çalışma Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi'nde yayınlanan, Sonay Zeki AYDIN ve Sunay GÜLSOY müşterek araştırması “Siyasi Parti Liderlerinin Sosyal Medya Kullanımının Genç Seçmenler İçin Önemi: Süleyman Demirel Üniversitesi Öğrencileri Üzerinde Bir Uygulama” isimli çalışmadır.

Teknolojinin sürekli gelişim halinde olması sonucunda, siyasal pazarlama paradigmasının içerisine sosyal medyayı yerleştirdiği iddiası ile yapılmış bir çalışmadır. Siyaset pazarlamasının başlıca aktörleri; siyasi parti liderlerinin ve genç seçmenlerin mobil teknoloji sayesinde sosyal medyayı aktif kullanması siyasi parti liderlerinin, genç seçmenlere daha kolay ve hızlı ulaşmasına olanak tanımıştır. Özellikle liderlerin genç seçmen karşısında proaktif strateji kullanarak, kendisini konumlandırması sosyal medya sayesinde kolaylaşmıştır. Çalışma, sosyal medya kullanan siyasi parti liderlerinin Süleyman Demirel Üniversitesi öğrencileri üzerinde bir etkisi olup olmadığı incelemiştir.

Çalışmada Gökhan Gürbüz'ün “Siyaset ve Sosyal Medya İlişkisi” üzerine yaptığı çalışmadaki anket soruları elektronik ortamda uyarlanarak e-anket uygulanmıştır. 786 anket değerlendirilmeye alınmıştır. Çalışmada siyasi görüşün aile yapısı içinde şekillendiğini iddia eden araştırmacı, üniversiteye gelmesi ile birlikte öğrencinin farklı siyasi yapıları incelediğini de göz ardı etmez. Öğrenci grupları arasında bulunmanın siyasi tercihler üzerindeki etkisi oldukça fazladır. Ancak araştırmanın bulgularının gençlerin sosyal medya etkisiyle siyasi davranış geliştirdiğini söylemenin mümkün olmadığını göstermektedir.

Çalışmada kullanılan araştırma deseni ve anket uygulaması açısından bizim çalışmamıza fayda sağlayacak niteliktedir. Ancak çalışmanın yapıldığı grubun yaş, eğitim durumu gibi özelliklerinin çalışmanın sonucunu etkilemesi kaçınılmazdır. Çalışmamızın bulgularının farklı sonuçlarının olması da mümkündür.

Çalışmamızla ilgisini kurduğumuz dördüncü makale “Uluslararası Terörizmin Değişen Yapısı ve Terör Örgütlerinin Sosyal Medyayı Kullanması: Suriye’de DAESH ve YPG Örneği” isimli Güvenlik Stratejileri dergisinde yayınlanan Atahan Birol KARTAL’ın çalışmadır.

Çalışma soğuk savaş döneminin son bulması ile birlikte dünyanın yeni bir döneme girdiğini artık bu yeni küresel tehdidin terörizm olmasından yola çıkmıştır. 11 Eylül saldırılarını, Sultanahmet saldırısı gibi örneklerle terörizmin sadece bölgelerini etkilemeyen küresel bir etki ile dünyayı sarstığını iddia etmektedir. Sosyal medya’nın bir propaganda aracı olarak kullanılmasının nasıl sonuçları doğurduğunu gözler önüne seren çalışma terör örgütlerinin sosyal medya araçlarını stratejik amaçla kullandığını kamuoyuna göstermek amacındadır.

Bu çalışma, değişen teknolojinin terör örgütlerini de dönüştürdüğünü ve kendi reklamlarını sosyal medya aracılığıyla yaptığını gözler önüne sermektedir. Terör örgütleri medya vasıtası ile taleplerini iletme, kendilerini ifade etme ve farkındalık yaratma fırsatı ele geçirmişlerdir. Bir terör organizasyonu olduğu için doğal olarak kürsüde kendini ifade edemeyen ve reklam yapma hakkı olmayan terör örgütleri, yeni medya aracılığıyla bu fırsatları yakalamayı başarmaktadır. Halk üzerinde kaygı, korku, endişe yaratmayı ve gündemde kalmayı da amaçlar. YPG’li kadın teröristleri DAESH’e karşı savaşan kahramanlar olarak gösteren yabancı medya kuruluşları da vardır. Bu çalışma bu ikili de açığa çıkarmıştır. Erişimin kolay ve ucuz olması sebebiyle sosyal medyanın terör örgütlerine hizmet etmesi ortadadır. İnfaz görüntülerini sosyal medyadan paylaşmakta bir sakınca görmezler. Türlü örneklerin sıralandığı çalışmada uluslararası hukukun terörizme karşı yapması gerekenlere yönelik tavsiyelerde bulunmuştur.

Araştırma yöntemlerinin yapılacak çalışmadan önce farklı disiplinlerde yapılmış benzer çalışmaların incelenmesi açısından önemine binaen çalışmamıza faydası olacağı düşünülmüş. Sosyal medyanın faydalarının yanı sıra olumsuz sonuçlarına da değinmesi açısından değerli bir çalışmadır.

Çalışmamızla arasında paralellik kurduğumuz beşinci araştırma “Siyasetin @ Hali: Dijital Çağda Siyasal Katılım” başlıklı, Dr. Süleyman GÜNGÖR’ün Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi’nde yayınlanan çalışmasıdır.

Çalışmanın araştırma sorusu, dijital devrimin bütün beşeri etkinliklerle birlikte siyasal hayatı ve kurumlar da dönüştürdüğü, bu çerçevede de demokrasinin kurucu kavramlarından olan siyasal katılımın araç ve yollarının çeşitlendiği varsayımına dayandırılmıştır. Literatür incelemesine bağlı kalınmış bir çalışmadır.

Devlet kurumsal olarak ve hizmet sunumu açısından etkilenmiştir. Siyasal partiler, sivil toplum ve bireylerin yapısında ve etkinliklerinde dönüşüm yaşanmıştır. Bu çerçevede, iş hayatı ve işletmelere dönük etkiler çalışmanın kapsamı dışındadır. Yeni iletişim teknolojileri ve internet, politikaya sadece bilinen faaliyetlerini duyurma aracı olmamış, aynı zamanda toplumla kesintisiz iletişim sağlamaktadır. Siyasal ilgi sahibi sosyal medya hesapları, genel olarak üç kategoride toplanmaktadır: Yandaş, karşıt ve gözlemci. Bu kategorik duruş, her konuda ortaya çıkmaktadır. Gözlemciler grubu dışındakiler, kendilerine benzeyenlerle oluşturdukları ve “yabancı”ya yer vermeyen birçok sanal grupta buluştukları görülmektedir. Bu grupların bir cemaat niteliği gösterdiği söylenebilir. Dijital çağın sunduğu seçim dışındaki katılım imkanlarının başında gelen bilgi, teknoloji üreticilerinin, hizmet sağlayıcı sermaye şirketlerinin ve siyasal iktidarların denetimine ve yönlendirmesine açık durumdadır. Sermaye veya siyasetten bağımsız bilgi kaynaklarının varlıklarını koruma şansı ve etkinliği, alışılmış basın ve yayın organlarına kıyasla daha yüksek görünmektedir. Bilgi ve iletişim teknolojileri, özellikle internet, siyasal partiler ve STK’lar açısından örgütlenme, iç iletişim, propaganda ve kamuoyu beklentilerinin öğrenilmesi gibi alanlarda yeni imkânlar sunmaktadır.

Literatüre dayalı bir araştırma olması ve dünya genelinden verdiği örnekler ve küresel kaynakları sebebiyle önemli bir çalışma olmuştur.

“Türkiye’de Yeni Toplumsal Hareketlerin Dönüşümünde Sosyal Medya’nın Rolü” başlıklı Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi’nde yayımlanan Yrd. Doç. Dr. Firdevs Koç’un araştırması literatür taramamızın altıncı makalesidir.

Çalışma toplumsal hareketlerin sanal dünyaya taşınmasıyla birlikte toplumsal hareket kavramının kapsamında önemli oranda genişleme olduğu iddiasıyla, özellikle çok hızlı ve pratik bir şekilde örgütlenme imkânını sağlanmasını dijital aktivizm olarak tanımlamıştır. Bu dijital aktivizmin politika üretme sürecini de derinden etkilediğini söylemektedir. Dijital aktivizmin en önemli araçlarından biri olan sosyal medya kullanım oranlarının dünyada ve Türkiye’de yüksek olmasının, toplumsal hareketlerin oluşumunda ve şekillenmesinde sosyal medyanın merkezi bir konuma sahip olduğunun göstergesi olduğunu vurgular.

Toplumsal hareketlerin tarihinin 18. yy’a dayandığını belirten araştırmacı teknolojik gelişmelerle birlikte toplumsal hareketlerin dönüşümünü incelemiştir. Toplumsal hareketleri demokrasiden bağımsız düşünmek mümkün değildir. Karşılıklı birbirlerini etkileyen iki unsur olduklarını vurgulamak gerekmektedir. Dolayısıyla toplumsal hareketler ile demokrasi birbirleriyle karşılıklı bağlantı halindedirler. Dahası, sanal platformlar, bireylerin yöneticilere daha hızlı ve kolay erişebilmesine imkân sağlamaktadır. Bu açıdan bakıldığında temsili demokrasiden doğrudan demokrasiye geçişte bilgi ve iletişim teknolojilerinin önemi yadsınamaz. Kitlesele katılımın gerçekleştiği sanal örgütlenmeler, dikkatlerin uluslararası düzeye çıkmasını sağlamaktadır. 15 Temmuz gecesi ve sonrasında atılan tweetlerin erişiminin 15 milyara ulaştığını vurgulayan araştırmacı, sosyal medyanın dönüştürme gücünü vurgulamaktadır. Çalışma sosyal medyanın sahte hesap kullanıcıları ile farklı amaçlarla yönlendirilebilme tehlikesine de dikkat çekmektedir.

Sosyal medya kullanımının farklı boyutlarını ele alması, dijital aktivizm kavramını tartışması ve literatüre dayalı incelemesi açısından çalışmamıza faydalı olacağı düşünülmektedir.

Elektronik Sosyal Bilimler Dergisi’nde yayınlanan, Yrd. Doç. Dr. Mevlüt AKYOL’a ait “Seçim Kampanyalarında Sosyal Medya Kullanımı: Facebook ve 2014 Cumhurbaşkanlığı Seçimleri” isimli araştırma yedinci makalemizdir.

Çalışma, etkileşimli bir içeriği mümkün kılan sosyal medyada, siyasal partilerin ve adayların kamuoyuna ve seçmenlere yönelik vaatlerini, imaj ve itibar çalışmalarını içeren seçim kampanyalarının yürütülmesini incelemiştir. Dijital medyayı, geleneksel medyadan ayıran çeşitli özellikler sosyal medyanın seçim kampanyalarında da rağbet görmesini sağlamaktadır. İlk olarak internet, siyasete katılım için online seçim anketleri, tartışmalar, bloglar ve sosyal ağlar gibi çoklu ve çeşitli fırsatlar sunmaktadır. İkincisi, online teknolojiler yurttaşların siyasete katılımının maliyetini hem zaman hem de çaba açısından düşürmektedir. Geleneksel medyaya kıyasla, internet aracılığıyla her zaman ve her yerde online haber kaynaklarına erişmek daha kolay bir hale gelmiştir. Sosyal medya, halka, kendi politik içeriklerini yaratma, bunları online olarak yayma ve diğer kullanıcılar tarafından oluşturulan içeriklere yorum yapma fırsatı vermektedir. Sosyal medya mecralarından biri olan Facebook’un Ağustos 2014 Türkiye Cumhurbaşkanlığı seçimlerinde adaylar tarafından siyasal kampanya sürecinde nasıl kullanıldığını belirlemeye yönelik olan bu çalışma, seçim kampanyası sürecinde Cumhurbaşkanı adaylarından Recep Tayyip ERDOĞAN ile Ekmeleddin İHSANOĞLU’nun Facebook kullanım pratiklerini Baxter, Marcella ve Varfis’in (2011) araştırmasından hareketle incelemektedir. Türkiye’de mevcut siyasi partilerin, genel başkanlarının ve cumhurbaşkanı adaylarının sosyal medya hesaplarını ve paylaşımlarını incelemiştir. Bulgular frekans tabloları ve karşılaştırmalı olarak okuyucuya sunulmuştur. Kampanya sürecindeki paylaşımların içerik analizi yapılmıştır.

Bir seçim kampanyasını, araştırma deseni farklı olsa dahi, incelemesi açısından önemli bir çalışmadır. Tüm kampanya sürecinin içeriğini paylaşmış ve etkileşimlerini hesaplaması açısından önemlidir.

Süleyman TONGUT ve Erdoğan AKMAN’ın “Sosyal Medyanın Siyasi Partiler Tarafından Siyasal İletişim Aracı Olarak Kullanılması: 2014 Yerel Seçimleri ve Cumhuriyet Halk Partisi İstanbul Büyükşehir Belediye Başkan Adayı Mustafa Sarıgül’ün Twitter Kullanımı” başlıklı Turkish Studies-International Periodical

For The Languages, Literature and History of Turkish or Turkic dergisinde yayınlanan makale sekizinci makalemizdir.

Çalışmada, 30 Mart 2014 tarihinde gerçekleşen yerel seçimler öncesinde siyasal iletişim faaliyetlerinin hem iktidar partisi hem de muhalefet partileri tarafından çok yoğun bir şekilde kullanıldığı gözlemlenmiştir. Basit el broşürlerinden yüksek bütçeli televizyon reklamlarına kadar geniş bir yelpaze içinde gerçekleşen bu propaganda süreci içerisinde CHP İstanbul Büyükşehir Belediye Başkan Adayı Mustafa Sarıgül de etkin bir biçimde yer almıştır. Siyasal iletişim açısından geleneksel medyaya alternatif olan sosyal medyanın işlevleri Mustafa Sarıgül'ün Twitter hesabından attığı tweetler üzerinden ele alınmaktadır. Çalışmanın birinci bölümünde yeni iletişim alanı olarak sosyal ağlar ve sosyal medya, Mustafa Sarıgül'ün genel siyasal hayatı ve seçimler öncesi geleneksel ve sosyal medya deneyimi, ikinci bölümünde Sarıgül'ün seçime on gün kala attığı tweetlerin nicel ve nitel analizi yapılmıştır. Bu analiz yoluyla kullanım düzeyine ait bulgu ve değerlendirmeler aktarılmış, Twitter'ın bir siyasal iletişim aracı olarak seçimlerin öncesinde nasıl bir rol oynadığını ortaya konmuştur. Araştırma CHP'nin katıldığı ilk yerel ve genel seçimlerden günümüze oy oranlarını, sıralamasını sunmaktadır. Aday Mustafa Sarıgül'ün geleneksel medya görünürlüğünü rakamsal olarak vermektedir. Twitter, Youtube, Facebook hesaplarının takipçi sayıları etkileşim oranları verilmiştir. Attığı her tweet ve etkileşiminin makro ve mikro yapıları içerik analizi yapılmıştır.

2019 yerel seçimleri araştırarak olmamız sebebiyle daha önce gerçekleşmiş bir seçimin sosyal medya hesaplarını içerik analizi açısından inceleyen bir araştırmanın çalışmamız açısından önemi büyüktür.

Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic dergisinde yayınlanan bir diğer makale Doğan DUMAN ve Serçin SUN İPEKŞEN'e ait "Türkiye'de Genel Seçim Kampanyaları (1950- 2002)" isimli araştırma. Literatür taramamızın dokuzuncu çalışmasıdır.

Bu makalede 1950-2002 yılları arasında Türkiye'de gerçekleşen genel seçimlerin iletişim kampanyaları, mesaj stratejileri, ve partilerin öne çıkan nitelikleri tespit edilmeye çalışılmıştır. Seçim kampanyalarında kullanılan "siyasal reklamlar" çalışmanın inceleme alanını oluşturmuştur. Kampanyalar betimleyici bir anlatımla aktarılmış ve belirlenen dönemdeki seçimlerin afiş ve basın ilanları ile Türkiye'de siyasal iletişimin ve seçim kampanyalarının gelişimi ve tarihi arka planı değerlendirilmek istenmiştir.

Çalışmanın sonucunda siyasi partilerin vizyon ve misyonları doğrultusunda söylemler geliştirdikleri, rakip partilerin benzer politikalara sahip oldukları dönemlerde negatif siyasal reklamların artışa geçtiği, seçim sonuçlarında ise çoğunlukla olumlu ve umut vaad eden söylemlere sahip partilerin, seçmen kitleleri tarafından iktidara taşındığı gözlemlenmiştir. Çok partili hayata geçilmesiyle birlikte özellikle Amerika'da ki örneklerinden etkilenen kampanyalar seçmenlerinde ilgisini çekmeyi başarmıştır. Demokrat partiden başlayan süreci tüm seçim çalışmalarının afiş tasarımlarından gazete ilanlarına kadar içerik açısından değerlendirmişlerdir.

Bu çalışma, Siyasal iletişim, iletişim çalışmalarının ortaya çıkışını oluşturmakla birlikte bugünü de yoğun olarak tartışılan alanlarından biridir. Bugün yeni medya olanaklarının hayatımıza girmesi ile birlikte dönüşüm geçiren siyasal kampanyaların teknolojik devrim olarak tanımladığımız web 2.0 dan önce nasıl yapıldığına dair bir veri oluşturması açısından tercih edilmiştir.

Selçuk İletişim Dergisinde yayınlanan Yrd. Doç. Dr. Övünç Meriç'in çalışması "Çevrimiçi Siyasal İletişim Üzerine Bir Literatür Değerlendirmesi" isimli araştırma onuncu makale örneğidir.

Çalışma, İletişimin çevrimiçi bir hal alması ile yurttaşların daha kolay bilgi edinebilmeleri ve her türlü bilgi ve görüşü paylaşabilmeleri, çevrimiçi örgütlenebilme ve harekete geçme olanakları, etkileşimli bir araç olması vb. özellikleri sebebiyle literatürde çevrimiçi iletişimin siyaset ilişkisi üzerinde inceleme yapmaktadır.

Siyasal partilerin, aracı olmadan haber gündemini kontrol edebildikleri ve kendilerini daha iyi sunabildikleri bu yeni sofistike medya ortamı, siyasal partiler ve seçmenleri arasındaki iletişim eksikliğini büyük ölçüde gidermekte ve siyasal parti üyeliklerinde gözle görülür bir artış sağlamaktadır. Obama'nın seçim kampanyasına özellikle gençlerin gösterdiği ilgiden hareketle, bu kuşağın sürekli olarak çevrimiçi iletişimi kullandıkları örneklenmiştir. Çevrimiçi iletişime iyimser ve kötümser yaklaşımlar sınıflandırılmıştır. Her ne kadar Siyasal iletişim sürecinde çevrimiçi iletişimin olanaklarına olumlu bir etki sağlasa da tek faktör olarak ele alınmamalı ve yurttaşların bu araçtan yararlanma şekilleri de göz önünde bulundurulma zorunluluğu düşünülmelidir. Çevrimiçi iletişimin, siyasal iletişim pratiklerini etkilemesi bilgisayar dolayımı siyasal iletişim çalışmalarının öncelikli ilgi alanı olmuştur. Çevrimiçi iletişimin özellikleri ve bunların sağlayacağı faydalar ve olası sorunlar pek çok araştırmanın konusu olmaya devam etmektedir. Sosyal Medyanın bilgi sağlama, ağ oluşturma, hedef kitleye yönelik dar alan yayıncılığı, harekete geçirme ve katılım ve geleneksel medyayı bypass etme yeteneği mevcuttur.

Bir literatür incelemesi olarak bakıldığında çalışmanın örtüşen araştırmalar olması bakımından yeni medyanın ve siyasal iletişimin farklı kavramlarını (tekno iyimserlik / kötümserlik gibi) tartışması sebebiyle çalışmamız için önem arz etmektedir.

ARAŞTIRMANIN YÖNTEMİ

Araştırmada sosyal medyanın seçmen davranışları üzerindeki etkilerini tespit etmek için niceliksel araştırma yöntemi kullanılmıştır. Niceliksel araştırma, ampirik yöntemler ve ifadeler kullanan bir sosyal araştırma

olarak tanımlanmaktadır. Ampirik bir ifade, gerçek dünya araştırmalarında olabilirlikten ziyade araştırmanın ne olduğunu ortaya koymaktadır (Cohen, 1980). Genellikle bu ifadeler sayısal terimlerle ifade edilir. Nicel araştırmalarda önemli faktörlerden birisi ampirik değerlendirmelerin uygulanmasıdır. Söz konusu değerlendirmeler, belirli bir programın veya metodun deneysel olarak ne derece uygulandığını veya belirli bir standardı veya normu yerine getirip getirmediğini belirlemek isteyen bir form olarak ifade edilmektedir.

Nicel araştırmalarda sayısal veriler toplanmaktadır. Matematiksel yöntemler kullanılarak veriler analiz edilmektedir. Matematik temelli yöntemleri kullanabilmek için veriler sayısal formda olmalıdır. Nitel araştırma için durum böyle değildir. Nitel veriler genellikle sayısal değildir ve bu nedenle istatistikler kullanılarak analiz edilemez. Nicel araştırmalara temel oluşturan pozitivist bilim anlayışı ile yürütülen her araştırmanın temelinde genelleme kaygısı görülmektedir. Data ile elde edilen sonuç çerçevesinde, değişkenler arasında elde edilen ilişkilerin genele yani evrene yayılması düşünülmektedir (Delice, 2010). Genellikle nicel yöntemler, bilgi ve iletişim teknolojileri alanında bilimsel bir yaklaşımla sonuç hesaplaması ve sistem analizi ile ilgilidir. Araştırmalarda kullanılan nicel yöntemin amacı, bilgi ve iletişim teknolojileri olgusunun doğasına ilişkin sayısal yaklaşım, hipotezler ve teorilere dayanan modeller geliştirmek ve bunları kullanmaktır.

Çalışmada sosyal medyanın seçmen tercihleri üzerindeki etkilerini tespit etmek için, geçerlik ve güvenilirliği bulunan anket soruları dikkate alınarak nicel araştırma yöntemi kullanılmıştır (Kızı & Akman, 2016). Sakarya iline bağlı olarak 100 kişiye anket uygulanmıştır.

Tüm geçerlik ve güvenilirlik analizleri için SPSS 20 (Statistical Package for the Social Sciences) istatistik programı kullanılmıştır.

Problem Cümlesi

Sosyal medyanın seçmen davranışları üzerindeki etkileri nelerdir?

Alt Problemler

1. Seçmenlerin sosyal medyayı kullanım amaçlarına göre verdikleri cevaplarda cinsiyete göre anlamlı bir farklılık var mıdır?
2. Seçmenlerin sosyal medyayı kullanım amaçlarına göre verdikleri cevaplarda yaşa göre anlamlı bir farklılık var mıdır?
3. Seçmenlerin sosyal medyayı kullanım amaçlarına göre verdikleri cevaplarda eğitim durumuna göre anlamlı bir farklılık var mıdır?
4. Seçmenlerin sosyal medyayı kullanım amaçlarına göre verdikleri cevaplarda mesleğe göre anlamlı bir farklılık var mıdır?
5. Seçmenlerin sosyal medyayı kullanım amaçlarına göre verdikleri cevaplarda aylık ortalama gelir düzeyine göre anlamlı bir farklılık var mıdır?

Araştırma Modeli

Bu çalışma ile sosyal medyanın seçmen tercihleri üzerindeki etkilerini tespit etmeye yönelik betimsel tarama modeli kullanılmıştır. Seçmenlerin sosyal medyayı kullanım amaçları, siyasi gündemi takip etmek için hangi araçları kullandıkları ve oy verme kararlarında sosyal medyada yer alan siyasi partilerin ne tür özelliklerinin etkili olduğunu ortaya çıkarmak için Kızı ve Akman'ın (2016) anket soruları dikkate alınmıştır.

Olayların, nesnelerin, varlıkların, kurumların, grupların ve çeşitli alanların ne olduğunu tasvir etmeye, açıklamaya çalışan araştırmalar betimsel çalışmalar olarak adlandırılmaktadır (Karasar, 2006). Betimsel araştırmalar ile kullanılan teknikler bulunmaktadır. Anket, mülakat ve gözlem çalışmaları bunlar arasındadır. Araştırmada betimsel tarama modeli çerçevesinde anket uygulanmıştır.

Evren

Araştırma evreni Sakarya ilindeki tüm seçmenlerden oluşmaktadır.

Örneklem

Rastgele örnekleme dayalı Sakarya ilinde bulunan 18 yaş ve üstü 101 kişi örneklem olarak seçilmiştir.

Veri Toplama Aracı

Sosyal medyanın seçmenler tercihleri üzerindeki etkilerini tespit etmek için Kızı ve Akman'ın (2016) anket sorularına yer verilmiştir. Güvenirlik bağlamında ölçeğin kararlılığını saptamak amacıyla test-tekrar test yöntemi gerçekleştirilmiştir. Güvenirlik katsayıları da her bir alt boyut için (0.72- 0.89; $p < .001$) manidar ve tüm ölçek için hesaplanan korelasyon katsayısı (0.83; $p < .001$) manidar bulunmuştur. Tüm geçerlik ve güvenilirlik analizleri SPSS 20 (Statistical Package for the Social Sciences) programı ile yapılmıştır.

Veri Analizi

Araştırmadan elde edilen veriler SPSS 20 (Statistical Package for Social Sciences) programında analiz edilmiştir.

Varsayımlar

1. Seçmenler oy kullanırken sosyal medyadan etkilenmektedir.
2. Seçmenler siyasi gündemi takip etmek için sosyal medyayı kullanmaktadır.
3. Seçmenler sorulara içtenlikle cevap vermiştir.

Sınırlılıklar

1. Araştırma, Sakarya ilinde bulunan 18 yaş ve üstü seçmenler ile sınırlıdır.
2. Araştırma, sosyal medyanın seçmen tercihleri üzerindeki etkilerine dayalı oluşturulan anket sorularıyla 18 yaş ve üstü seçmenlerin verdikleri cevaplar ile sınırlıdır.
3. Araştırma, Sakarya ilinde 18 yaş ve üstü seçmenlerden rastgele seçilen 101 kişi ile sınırlıdır.

Tanımlar

Sosyal Medya: İnsanların görüşlerinin sanal ağlar üzerinden açılan hesaplar yoluyla aktarılacak alternatif bir söylem gücüne sahip olabilme ve bunu güncel olaylara uyarlayabilme ve kullanabilme pratiklerini içermek olarak tanımlanmaktadır (Aydemir, 2014).

Seçmen: Seçimde oy hakkı verme hakkı olan kimse, müntehip http://www.tdk.gov.tr/index.php?option=com_gts&arama=gts&guid=TDK.GTS.5a19ca5d52ddf9.24177947).

Yeni Medya: Bilgisayar aracılı iletişim olarak nitelenen bu yeni iletişim dönemini yeni medya olarak ya da ikinci medya olarak tanımlamak mümkündür. (Güngör, 2016).

Bulgular**Tablo 1: Cinsiyet**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Kadın | 57 | 56,4 | 56,4 | 56,4 |
| | Erkek | 44 | 43,6 | 43,6 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Katılımcıların %56.4'ü (57) kadın ve %43.6'sı (44) erkektir. Katılımcıların çoğunluğunu % 56.4 (57) ile kadınlar oluşturmaktadır.

Tablo 2: Yaş

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 18-21 | 46 | 45,5 | 45,5 | 45,5 |
| | 22-25 | 16 | 15,8 | 15,8 | 61,4 |
| | 26-29 | 12 | 11,9 | 11,9 | 73,3 |
| | 30+ | 27 | 26,7 | 26,7 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Katılımcıların %45.5'i (46) 18-21, %26.7 (27) 30 yaş ve üstü, %15.8 (16) 22-25 ve %11.9'u (12) 26-29 yaş aralığındadır. Katılımcıların çoğunluğunu %45.5'i (46) ile 18-21 yaş grubu oluşturmaktadır.

Tablo 3: Eğitim

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Lise | 6 | 5,9 | 6,0 | 6,0 |
| | Lisans | 85 | 84,2 | 85,0 | 91,0 |
| | Lisansüstü | 9 | 8,9 | 9,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Katılımcıların %84.2'si (85) Lisans, % 8.9 (9) Lisansüstü ve % 5.9'u (6) lise mezunudur. Katılımcıların çoğunluğunu %84.2'si (85) Lisans mezunları oluşturmaktadır. Bu çalışmada ilk ve orta dereceli okul mezunu deneklere rastlanmamıştır.

Tablo 4: Meslek

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid | İşçi | 13 | 12,9 | 13,0 | 13,0 |
| | Devlet Memuru | 17 | 16,8 | 17,0 | 30,0 |
| | İş Veren | 1 | 1,0 | 1,0 | 31,0 |
| | Çalışmıyor | 3 | 3,0 | 3,0 | 34,0 |
| | Öğrenci | 57 | 56,4 | 57,0 | 91,0 |
| | Diğer | 9 | 8,9 | 9,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Katılımcıların %56.4'ü (57) öğrenci, % 16.8'i (17) devlet memuru, %12.9'u (13) işçi ve %1.0'ı (1) işverendir. Katılımcıların % 8.9'u (9) Diğer seçeneğini işaretlerken, % 3'ü (3) çalışmadığını ifade etmiştir. Katılımcıların çoğunluğunu % 56.4 (57) ile kadınlar oluşturmaktadır.

Tablo 5: Gelir Düzeyi

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | 500-1500 | 42 | 41,6 | 44,7 | 44,7 |
| | 1500-2500 | 15 | 14,9 | 16,0 | 60,6 |
| | 2500-3500 | 13 | 12,9 | 13,8 | 74,5 |
| | 3500-4500 | 13 | 12,9 | 13,8 | 88,3 |
| | 4500+ | 11 | 10,9 | 11,7 | 100,0 |
| | Total | 94 | 93,1 | 100,0 | |
| Missing | System | 7 | 6,9 | | |
| Total | | 101 | 100,0 | | |

Katılımcıların %41.6'sı (42) 500-1500 TL, %14.9'u (15) 1500-2500 TL, %12.9'u (13) 2500-3500 TL, %12.9'u (13) 3500-4500 TL ve %10.9'u (11) 4500 TL üzerinde kazanç sağladığını belirtmiştir. Katılımcıların çoğunluğunu %41.6'sı (42) 500-1500 TL'lik bir gelir düzeyine sahiptir.

SOSYAL MEDYA ARAÇLARINI HANGİ SIKLIKLA KULLANIYORSUNUZ?

Tablo 6: Facebook

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Hiç | 40 | 39,6 | 40,4 | 40,4 |
| | Nadiren | 24 | 23,8 | 24,2 | 64,6 |
| | Ara sıra | 18 | 17,8 | 18,2 | 82,8 |
| | Genellikle | 10 | 9,9 | 10,1 | 92,9 |
| | Her zaman | 7 | 6,9 | 7,1 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medya Araçlarından Facebook'u Hangi Sıklıkla Kullandıklarına yönelik soruya Katılımcıların % 39.6'sı (40) Hiç, % 23.8'i (24) Nadiren, % 17.8'i (18) Ara Sıra, % 9.9'u (10) Genellikle ve % 6.9'u (7) Her zaman vermiştir. Katılımcıların ikisi bu soruya cevap vermemiştir.

Tablo 7: Twitter

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Hiç | 32 | 31,7 | 33,0 | 33,0 |
| | Nadiren | 16 | 15,8 | 16,5 | 49,5 |
| | Ara sıra | 18 | 17,8 | 18,6 | 68,0 |
| | Genellikle | 13 | 12,9 | 13,4 | 81,4 |
| | Her zaman | 18 | 17,8 | 18,6 | 100,0 |
| | Total | 97 | 96,0 | 100,0 | |
| Missing | System | 4 | 4,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medya Araçlarından Twitter'ı Hangi Sıklıkla Kullandıklarına yönelik soruya Katılımcıların % 31.7'si (32) Hiç, % 17.8'si (18) Her Zaman, % 17.8'i (18) Ara Sıra, % 15.8'i (16) Nadiren, ve % 12.9'u (13) Genellikle cevabını vermiştir. Katılımcıların dördü bu soruya cevap vermemiştir.

Tablo 8: Youtube

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Nadiren | 8 | 7,9 | 8,2 | 8,2 |
| | Ara sıra | 17 | 16,8 | 17,3 | 25,5 |
| | Genellikle | 40 | 39,6 | 40,8 | 66,3 |
| | Her zaman | 33 | 32,7 | 33,7 | 100,0 |
| | Total | 98 | 97,0 | 100,0 | |
| Missing | System | 3 | 3,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medya Araçlarından YouTube'u Hangi Sıklıkla Kullandıklarına yönelik soruya Katılımcıların % 39.6'sı (40) Genellikle, % 32.7'si (33) Her Zaman, % 16.8'i (17) Ara Sıra, % 7.9'u (8) Nadiren cevabını vermiştir. Bu soruya "Hiç" cevabını veren denek yoktur. Katılımcıların üçü bu soruya cevap vermemiştir.

Tablo 9: Instagram

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
|--|--|-----------|---------|---------------|--------------------|

| | | | | | |
|---------|------------|-----|-------|-------|-------|
| Valid | Hiç | 4 | 4,0 | 4,3 | 4,3 |
| | Nadiren | 4 | 4,0 | 4,3 | 8,5 |
| | Ara sıra | 6 | 5,9 | 6,4 | 14,9 |
| | Genellikle | 25 | 24,8 | 26,6 | 41,5 |
| | Her zaman | 55 | 54,5 | 58,5 | 100,0 |
| | Total | 94 | 93,1 | 100,0 | |
| Missing | System | 7 | 6,9 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medya Araçlarından Instagram'ı Hangi Sıklıkla Kullandıklarına yönelik soruya Katılımcıların % 54.5'i (55) Her zaman, % 24.8'i (25) Genellikle, % 5.9'u (6) Ara Sıra, % 4.0'ü (4) Nadiren, 4.0'ü (4) Hiç cevabını vermiştir. Katılımcıların yedisi bu soruya cevap vermemiştir.

Tablo 10: LinkedIn

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Hiç | 72 | 71,3 | 80,0 | 80,0 |
| | Nadiren | 12 | 11,9 | 13,3 | 93,3 |
| | Ara sıra | 4 | 4,0 | 4,4 | 97,8 |
| | Her zaman | 2 | 2,0 | 2,2 | 100,0 |
| | Total | 90 | 89,1 | 100,0 | |
| Missing | System | 11 | 10,9 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medya Araçlarından Instagram'ı Hangi Sıklıkla Kullandıklarına yönelik soruya Katılımcıların % 71.3'ü (72) Hiç, % 11.9'u (12) Nadiren, % 4.0'ü (4) Ara Sıra, 2.0'ü (2) Her zaman cevabını vermiştir. Katılımcıların %10.9'u bu soruya cevap vermemiştir.

Tablo 11: Diğer

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

| | | | | | |
|-------|-------------|-----|-------|-------|-------|
| Valid | | 86 | 85,1 | 85,1 | 85,1 |
| | Ekşi sözlük | 2 | 2,0 | 2,0 | 87,1 |
| | İnci sözlük | 1 | 1,0 | 1,0 | 88,1 |
| | Kakaotalk | 1 | 1,0 | 1,0 | 89,1 |
| | Netfliks | 1 | 1,0 | 1,0 | 90,1 |
| | Pinterest | 2 | 2,0 | 2,0 | 92,1 |
| | Snapchat | 1 | 1,0 | 1,0 | 93,1 |
| | Vkontakte | 1 | 1,0 | 1,0 | 94,1 |
| | Whatsup | 5 | 5,0 | 5,0 | 99,0 |
| | Wattpad | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Sosyal Medya Araçlarından Hangi Diğer Sosyal Medya Araçlarını Kullandıklarına yönelik soruya Katılımcıların % 85.1'i (86) cevap vermemiş, çeşitli sosyal medya ağlarını belirtenlerin % 5'i Whatsup, %2'si Pinterest, %2'si Ekşi Sözlük cevabını vermiş. Diğer mecralar ise % 1'lik değere sahip olmuştur.

Tablo 12: Ne Kadar Zamandır Bir Sosyal Medya Hesabınız Var?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | 1 yıldan az | 4 | 4,0 | 4,0 | 4,0 |
| | 1-2yıl | 2 | 2,0 | 2,0 | 6,1 |
| | 3-4yıl | 8 | 7,9 | 8,1 | 14,1 |
| | 5-6yıl | 29 | 28,7 | 29,3 | 43,4 |
| | 7+ | 56 | 55,4 | 56,6 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Ne kadar zamandır bir sosyal medya hesabınız var sorusuna yönelik Katılımcıların %55.4'ü (56) 7 yıl ve üzeri, % 28.7'si (29) 5-6 yıl, % 7.9'u (8) 3-4 yıl, % 4.0'ü (4) 1yıldan az, % 2'si (2) 1-2 yıl cevabını vermiştir. Katılımcıların çoğunluğunun uzun yıllardır sosyal medya kullanıcısı oldukları gözlenmektedir.

Tablo 13: Günde Ortalama Kaç Saat Sosyal Medya Kullanıyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 saatten az | 12 | 11,9 | 11,9 | 11,9 |
| | 1-2saat | 28 | 27,7 | 27,7 | 39,6 |
| | 3-4saat | 43 | 42,6 | 42,6 | 82,2 |
| | 5-6saat | 11 | 10,9 | 10,9 | 93,1 |
| | 7+ | 7 | 6,9 | 6,9 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Günde ortalama kaç saat sosyal medya kullanıyorsunuz sorusuna yönelik olarak katılımcılar % 42.6 oranında 3-4 saat, % 27.7 oranında 1-2 saat, % 11.9 oranında 1 saatten az, % 10.9 5-6 saat ve % 6.9 oranında 7 saatten fazla cevabı verilmiştir.

Tablo 14: Sosyal Medya Araçlarına Daha Çok Hangi Tür Cihazlar İle Ulaşmaktasınız?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Kişisel Bilgisayar | 5 | 5,0 | 5,0 | 5,0 |
| | Tablet | 2 | 2,0 | 2,0 | 6,9 |
| | Cep telefonu | 93 | 92,1 | 92,1 | 99,0 |
| | Diğer | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Sosyal medya Araçlarına Daha Çok Hangi Tür Cihazlar İle Ulaşmaktasınız sorusuna Katılımcıların % 92.1'i (93) Cep Telefonu, % 5.0'i Kişisel Bilgisayar, % 2.0'si Tablet ve % 1'i Diğer cevabı vermiştir. Katılımcıların büyük çoğunluğunun sosyal medyaya cep telefonu ile eriştiği görülmüştür.

SOSYAL MEDYAYI KULLANIM AMACINIZI KULLANIM SIKLIĞINA GÖRE BELİRTİNİZ.

Tablo 15: Sosyal medyayı çevremle iletişim kurmak amacıyla kullanırım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 8 | 7,9 | 8,0 | 8,0 |
| | Çok az | 12 | 11,9 | 12,0 | 20,0 |
| | Ara sıra | 24 | 23,8 | 24,0 | 44,0 |
| | Çoğunlukla | 46 | 45,5 | 46,0 | 90,0 |
| | Her zaman | 10 | 9,9 | 10,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal medyayı çevremle iletişim kurmak amacıyla kullananların kullanım sıklığına yönelik soruya, Katılımcıların % 45.5'i çoğunlukla, % 23,8'i ara sıra, % 11,9'u Çok az, % 9.9' u Her zaman ve % 7.7'si Hiçbir zaman cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 16: Sosyal medyayı fotoğraf, video, görüş paylaşımı için kullanırım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 8 | 7,9 | 8,1 | 8,1 |
| | Çok az | 11 | 10,9 | 11,1 | 19,2 |
| | Ara sıra | 20 | 19,8 | 20,2 | 39,4 |
| | Çoğunlukla | 43 | 42,6 | 43,4 | 82,8 |
| | Her zaman | 17 | 16,8 | 17,2 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal medyayı fotoğraf, video, görüş paylaşımı için kullananların kullanım sıklığına yönelik soruya, Katılımcıların % 42.6'sı çoğunlukla, % 19,8'i ara sıra, % 16,8'i Her zaman, % 10,9'u Çok az, % 7.9'u Hiçbir zaman cevabını vermiştir. Katılımcıların % 2'i cevap vermemiştir.

Tablo 17: Sosyal medyayı ürün ve hizmetler hakkında bilgi toplamak amacıyla kullanım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 8 | 7,9 | 8,1 | 8,1 |
| | Çok az | 19 | 18,8 | 19,2 | 27,3 |
| | Ara sıra | 32 | 31,7 | 32,3 | 59,6 |
| | Çoğunlukla | 29 | 28,7 | 29,3 | 88,9 |
| | Her zaman | 11 | 10,9 | 11,1 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal medyayı ürün ve hizmetler hakkında bilgi toplamak amacıyla kullanım kullananların kullanım sıklığına yönelik soruya, Katılımcıların % 31,7'si ara sıra, % 28.7'si çoğunlukla, % 18,8'i Çok az, % 10,8'i Her zaman, % 7.9'u Hiçbir zaman cevabını vermiştir. Katılımcıların % 2'i cevap vermemiştir.

Tablo 18: Sosyal medyayı eğlence, oyun amaçlı kullanım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 21 | 20,8 | 21,2 | 21,2 |
| | Çok az | 22 | 21,8 | 22,2 | 43,4 |
| | Ara sıra | 26 | 25,7 | 26,3 | 69,7 |
| | Çoğunlukla | 23 | 22,8 | 23,2 | 92,9 |
| | Her zaman | 7 | 6,9 | 7,1 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal medyayı eğlence, oyun amaçlı kullananların kullanım sıklığına yönelik soruya, Katılımcıların % 25,7'si Ara sıra, % 22,8'i Çoğunlukla, % 21,8'i Çok az, % 20,8'i Hiçbir zaman, % 6,9'u Her zaman cevabını vermiştir. Katılımcıların % 2'i cevap vermemiştir.

Tablo 19: Sosyal medyayı benimle ortak ilgi ve gereksinimlere sahip bireyleri bulmak ve onlara katılmak amacıyla kullanım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 27 | 26,7 | 27,3 | 27,3 |
| | Çok az | 26 | 25,7 | 26,3 | 53,5 |
| | Ara sıra | 32 | 31,7 | 32,3 | 85,9 |
| | Çoğunlukla | 8 | 7,9 | 8,1 | 93,9 |
| | Her zaman | 6 | 5,9 | 6,1 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal medyayı benimle ortak ilgi ve gereksinimlere sahip bireyleri bulmak ve onlara katılmak amacıyla kullananların kullanım sıklığına yönelik soruya, Katılımcıların %31,7'si Ara sıra, % 26,7'si Hiçbir zaman, % 25,7'si Çok az, % 7,9'u Çoğunlukla, % 5,9'u Her zaman cevabını vermiştir. Katılımcıların % 2'i cevap vermemiştir.

Tablo 20: Sosyal medyayı siyasi gündemi takip etmek için kullanım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 18 | 17,8 | 18,2 | 18,2 |
| | Çok az | 19 | 18,8 | 19,2 | 37,4 |
| | Ara sıra | 29 | 28,7 | 29,3 | 66,7 |
| | Çoğunlukla | 19 | 18,8 | 19,2 | 85,9 |
| | Her zaman | 14 | 13,9 | 14,1 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal medyayı siyasi gündemi takip etmek amacıyla kullananların kullanım sıklığına yönelik soruya, Katılımcıların % 28,7'si Ara sıra, % 18,8'i Çok az, % 18,8'u Çoğunlukla, % 17,8'i Hiçbir zaman, % 13,9'u Her zaman cevabını vermiştir. Katılımcıların % 2'i cevap vermemiştir.

SIYASİ GÜNDEMİ TAKİP ETMEK İÇİN HANGİ ARAÇLARI NE SIKLIKLA KULLANIRSINIZ?**Tablo 21: Televizyon**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 10 | 9,9 | 10,0 | 10,0 |
| | Çok az | 27 | 26,7 | 27,0 | 37,0 |
| | Ara sıra | 27 | 26,7 | 27,0 | 64,0 |
| | Çoğunlukla | 22 | 21,8 | 22,0 | 86,0 |
| | Her zaman | 14 | 13,9 | 14,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Siyasi gündemi takip etmek için televizyonu ne sıklıkla kullanırsınız sorusuna, Katılımcıların % 27,7'si Ara sıra, % 26.7'si Çok az, % 21.8'i Çoğunlukla, % 13,9'u Her zaman, % 9.9'u Hiçbir zaman, cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 22: Gazete

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 28 | 27,7 | 29,8 | 29,8 |
| | Çok az | 30 | 29,7 | 31,9 | 61,7 |
| | Ara sıra | 19 | 18,8 | 20,2 | 81,9 |
| | Çoğunlukla | 13 | 12,9 | 13,8 | 95,7 |
| | Her zaman | 4 | 4,0 | 4,3 | 100,0 |
| | Total | 94 | 93,1 | 100,0 | |
| Missing | System | 7 | 6,9 | | |
| Total | | 101 | 100,0 | | |

Siyasi gündemi takip etmek için gazeteyi ne sıklıkla kullanırsınız sorusuna, Katılımcıların % 29,7'si Çok az, % 27,7'si Hiçbir zaman, 18,8'i Ara sıra, % 12,9'u Çoğunlukla, % 4,0'ü Her zaman cevabını vermiştir. Katılımcıların % 6,9'u cevap vermemiştir.

Tablo 23: Radyo

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 45 | 44,6 | 49,5 | 49,5 |
| | Çok az | 28 | 27,7 | 30,8 | 80,2 |
| | Ara sıra | 12 | 11,9 | 13,2 | 93,4 |
| | Çoğunlukla | 3 | 3,0 | 3,3 | 96,7 |
| | Her zaman | 3 | 3,0 | 3,3 | 100,0 |
| | Total | 91 | 90,1 | 100,0 | |
| Missing | System | 10 | 9,9 | | |
| Total | | 101 | 100,0 | | |

Siyasi gündemi takip etmek için radyoyu ne sıklıkla kullanırsınız sorusuna, Katılımcıların % 44,6'sı Hiçbir zaman, % 27,7'si Çok az, % 11,9'u Ara sıra, % 3,0'ü Çoğunlukla, % 3,0'ü Her zaman cevabını vermiştir. Katılımcıların % 9,9'u cevap vermemiştir.

Tablo 24: İnternet Haber Sitesi

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 5 | 5,0 | 5,0 | 5,0 |
| | Çok az | 6 | 5,9 | 6,0 | 11,0 |
| | Ara sıra | 16 | 15,8 | 16,0 | 27,0 |
| | Çoğunlukla | 42 | 41,6 | 42,0 | 69,0 |
| | Her zaman | 31 | 30,7 | 31,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Siyasi gündemi takip etmek için internet haber sitelerini ne sıklıkla kullanırsınız sorusuna, Katılımcıların % 41,6'sı Çoğunlukla, % 30,7'si Her zaman, % 15,8'i Ara sıra, % 5,9'u Çok az, % 5,0'i Hiçbir zaman cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 25: Sosyal Medya

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 3 | 3,0 | 3,1 | 3,1 |
| | Çok az | 10 | 9,9 | 10,4 | 13,5 |
| | Ara sıra | 8 | 7,9 | 8,3 | 21,9 |
| | Çoğunlukla | 31 | 30,7 | 32,3 | 54,2 |
| | Her zaman | 44 | 43,6 | 45,8 | 100,0 |
| | Total | 96 | 95,0 | 100,0 | |
| Missing | System | 5 | 5,0 | | |
| Total | | 101 | 100,0 | | |

Siyasi gündemi takip etmek için sosyal medyayı ne sıklıkla kullanırsınız sorusuna, Katılımcıların % 43,6'sı Her zaman, % 30,7'si Çoğunlukla, % 9,9'u Çok az, % 7,9'u Ara sıra, % 3,0'ü Hiçbir zaman cevabını vermiştir. Katılımcıların % 5'i cevap vermemiştir.

OY VERME KARARINIZDA SOSYAL MEDYADA YER ALAN SİYASİ PARTİLER İLE İLGİLİ FAKTÖRLER NE DERECEDE ÖNEMLİDİR?

Tablo 26: Sosyal medyada yer alan partilerin sayfalarındaki bilgiler

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 22 | 21,8 | 22,0 | 22,0 |
| | Önemsiz | 24 | 23,8 | 24,0 | 46,0 |
| | Kararsız | 19 | 18,8 | 19,0 | 65,0 |
| | Önemli | 33 | 32,7 | 33,0 | 98,0 |
| | Çok önemli | 2 | 2,0 | 2,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal medyada yer alan partilerin sayfalarındaki bilgilerin, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 32,7'si Önemli, % 23,8'i Önemsiz, % 21,8'i Çok Önemsiz, 18,8'i Kararsız, % 2,0'si Çok Önemli cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 27: Sosyal Medyada Yer Alan Parti Üyelerinin Özel Sayfaları

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 20 | 19,8 | 19,8 | 19,8 |
| | Önemsiz | 32 | 31,7 | 31,7 | 51,5 |
| | Kararsız | 11 | 10,9 | 10,9 | 62,4 |
| | Önemli | 35 | 34,7 | 34,7 | 97,0 |
| | Çok önemli | 3 | 3,0 | 3,0 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Sosyal Medyada Yer Alan Parti Üyelerinin Özel Sayfalarının, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 34.7'si Önemli, % 31.7'si Önemsiz, % 19.8'i Çok Önemsiz, 10.9'u Kararsız, % 3.0'ü Çok Önemli cevabını vermiştir.

Tablo 28: Sosyal Medyada Yer Alan Partilerin Faaliyetleri Hakkındaki Bilgiler

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 13 | 12,9 | 13,0 | 13,0 |
| | Önemsiz | 11 | 10,9 | 11,0 | 24,0 |
| | Kararsız | 18 | 17,8 | 18,0 | 42,0 |
| | Önemli | 47 | 46,5 | 47,0 | 89,0 |
| | Çok önemli | 11 | 10,9 | 11,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medyada Yer Alan Partilerin Faaliyetleri Hakkındaki Bilgilerin, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 46.5'i Önemli, 17.8'i Kararsız, % 12.9'u Çok Önemsiz, % 10.9'u Önemsiz, % 10.9'u Çok Önemli cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 29: Sosyal medyada yer alan parti adaylarının görüşleri

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 11 | 10,9 | 10,9 | 10,9 |
| | Önemsiz | 13 | 12,9 | 12,9 | 23,8 |
| | Kararsız | 15 | 14,9 | 14,9 | 38,6 |
| | Önemli | 46 | 45,5 | 45,5 | 84,2 |
| | Çok önemli | 16 | 15,8 | 15,8 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Sosyal medyada yer alan parti adaylarının görüşlerinin, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 45.5'i Önemli, % 15.8'i Çok Önemli, 14.9'u Kararsız, % 12.9'u Önemsiz, % 10.9'u Çok Önemsiz cevabını vermiştir.

Tablo 30: Sosyal Medyada Yer Alan Partiler İle İlgili Fotoğraflar

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 18 | 17,8 | 17,8 | 17,8 |
| | Önemsiz | 28 | 27,7 | 27,7 | 45,5 |
| | Kararsız | 25 | 24,8 | 24,8 | 70,3 |
| | Önemli | 26 | 25,7 | 25,7 | 96,0 |
| | Çok önemli | 4 | 4,0 | 4,0 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Sosyal Medyada Yer Alan Partiler İle İlgili Fotoğrafların, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 27.7'si Önemsiz, % 25.7'si Önemli, 24.8'i Kararsız, % 17.8'i Çok Önemsiz, % 4.0'ü çok Önemli cevabını vermiştir.

Tablo 31: Sosyal Medyada Yer Alan Parti Liderinin Fotoğrafları

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 23 | 22,8 | 23,0 | 23,0 |
| | Önemsiz | 36 | 35,6 | 36,0 | 59,0 |
| | Kararsız | 16 | 15,8 | 16,0 | 75,0 |
| | Önemli | 22 | 21,8 | 22,0 | 97,0 |
| | Çok önemli | 3 | 3,0 | 3,0 | 100,0 |

| | | | | |
|----------------|-----|-------|-------|--|
| Total | 100 | 99,0 | 100,0 | |
| Missing System | 1 | 1,0 | | |
| Total | 101 | 100,0 | | |

Sosyal Medyada Yer Alan Parti Liderinin Fotoğraflarının, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 35.6'sı Önemsiz, % 22.8'i Çok Önemsiz, % 21.8'i Önemli, 15.8'i Kararsız, % 3.0'ı Çok Önemli cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 32: Sosyal Medya Üzerinden Paylaşılan Partinin Programı

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 17 | 16,8 | 17,0 | 17,0 |
| | Önemsiz | 15 | 14,9 | 15,0 | 32,0 |
| | Kararsız | 29 | 28,7 | 29,0 | 61,0 |
| | Önemli | 27 | 26,7 | 27,0 | 88,0 |
| | Çok önemli | 12 | 11,9 | 12,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medya Üzerinden Paylaşılan Partinin Programının, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 28.7'si Kararsız, % 26.7'si Önemli, % 16.8'i Çok Önemsiz, % 14.9'u Önemsiz, % 11.9'u Çok Önemli cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 33: Sosyal Medya Üzerinden Paylaşılan Partinin Dine Bakış Açısı

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 24 | 23,8 | 23,8 | 23,8 |
| | Önemsiz | 22 | 21,8 | 21,8 | 45,5 |
| | Kararsız | 18 | 17,8 | 17,8 | 63,4 |
| | Önemli | 25 | 24,8 | 24,8 | 88,1 |
| | Çok önemli | 12 | 11,9 | 11,9 | 100,0 |
| | Total | 101 | 100,0 | 100,0 | |

Sosyal Medya Üzerinden Paylaşılan Partinin Dine Bakış Açısının, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 24.8'i Önemli, % 23.8'i Çok Önemli, % 21.8'i Önemli, % 17.8'i Kararsız, % 11.9'u Çok Önemli cevabını vermiştir.

Tablo 34: Sosyal Medya Üzerinden Paylaşılan Vaat ve Söylemler

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 15 | 14,9 | 15,2 | 15,2 |
| | Önemli | 17 | 16,8 | 17,2 | 32,3 |
| | Kararsız | 12 | 11,9 | 12,1 | 44,4 |
| | Önemli | 41 | 40,6 | 41,4 | 85,9 |
| | Çok önemli | 14 | 13,9 | 14,1 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medya Üzerinden Paylaşılan Vaat ve Söylemlerin, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 40.6'sı Önemli, % 16.8'i Önemli, % 14.9'u Çok Önemli, % 13.9'u Çok Önemli % 11.9'u Kararsız cevabını vermiştir. Katılımcıların % 2'si cevap vermemiştir.

Tablo 35: Sosyal Medyada Paylaşılan Partiler Hakkındaki Videolar

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 13 | 12,9 | 13,0 | 13,0 |
| | Önemli | 19 | 18,8 | 19,0 | 32,0 |
| | Kararsız | 17 | 16,8 | 17,0 | 49,0 |
| | Önemli | 41 | 40,6 | 41,0 | 90,0 |
| | Çok önemli | 10 | 9,9 | 10,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medyada Paylaşılan Partiler Hakkındaki Videoların, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 40.6'sı Önemli, % 18.8'i Önemli, % 16.8'i Kararsız, % 18.8'i Çok Önemli, % 9.9'u Çok Önemli cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

Tablo 36: Sosyal Medyada Paylaşılan Parti Adayları İle İlgili Videolar

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 18 | 17,8 | 18,2 | 18,2 |
| | Önemsiz | 15 | 14,9 | 15,2 | 33,3 |
| | Kararsız | 15 | 14,9 | 15,2 | 48,5 |
| | Önemli | 43 | 42,6 | 43,4 | 91,9 |
| | Çok önemli | 8 | 7,9 | 8,1 | 100,0 |
| | Total | 99 | 98,0 | 100,0 | |
| Missing | System | 2 | 2,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medyada Paylaşılan Parti Adayları İle İlgili Videoların, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 42.6'sı Önemli, % 17.8'i Çok Önemsiz, % 14.9'u Önemsiz, % 14.9'u Kararsız, % 7.9'u Çok Önemli cevabını vermiştir. Katılımcıların % 2'si cevap vermemiştir.

Tablo 37: Sosyal Medyada Parti Liderleri ve Adayları Hakkındaki Bilgiler

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid | Çok önemsiz | 12 | 11,9 | 12,0 | 12,0 |
| | Önemsiz | 14 | 13,9 | 14,0 | 26,0 |
| | Kararsız | 9 | 8,9 | 9,0 | 35,0 |
| | Önemli | 52 | 51,5 | 52,0 | 87,0 |
| | Çok önemli | 13 | 12,9 | 13,0 | 100,0 |
| | Total | 100 | 99,0 | 100,0 | |
| Missing | System | 1 | 1,0 | | |
| Total | | 101 | 100,0 | | |

Sosyal Medyada Parti Liderleri ve Adayları Hakkındaki Bilgilerin, oy verme kararında ne kadar etkisi olduğuna yönelik soruya Katılımcıların % 51.5'i Önemli, % 13.9'u Önemsiz, % 12.9'u Çok Önemli, % 11.9'u Çok Önemsiz, % 8.9'u Kararsız, cevabını vermiştir. Katılımcıların % 1'i cevap vermemiştir.

SONUÇ:

Sakarya ilinde gerçekleştirdiğimiz Sosyal medyanın seçmen davranışı üzerine etkilerini ölçmeye çalıştığımız anket sonuçlarını değerlendirdiğimizde 101 kişinin katılımıyla gerçekleşen anketimize 57 Kadın ve 44 Erkek deneğin cevap verdiğini görmekteyiz. Anketimize katılanların % 45 gibi bir çoğunluğunun 18-21 yaş aralığında yer aldığı ve dolayısıyla bu çoğunluğun öğrenci olduğunu söylemek mümkündür. Anketi cevaplayanların % 85'lik bir oranı eğitim durumunu lisans düzeyinde olduğunu belirtmiştir. Öğrenci olmalarını geçerli kılan bir diğer veri gelir seviyesinin en düşük profile işaretlenmiş oluşudur. Ankette dikkat çeken bir başka veri katılımcıların yarısından fazlasının 7 yıl ve üzeri bir zamandır sosyal medya kullanıcısı olmalarıdır. Bir diğer dikkat çekici veri ise katılımcıların % 42.6'lık bir bölümünün sosyal medya ile günde sadece 3-4 saat ilgileniyor olmalarıdır. Elde edilen verilere göre % 92 gibi büyük bir çoğunluğun sosyal medya hesaplarını cep telefonlarından takip ettikleri görülmektedir. Araştırmaya cevap verenlerin çoğunun dünya çapında en çok üyesi

olan Facebook ve Twitter gibi sosyal ağları takip etmiyor oluşları oldukça önemlidir. İlk sıraya yerleşen sosyal ağların daha çok Youtube ve Instagram olmasından hareketle, gençler için bu mecraları daha önemli olduğunu söyleyebiliriz. Bu verilerden yola çıkarak Sosyal medyayı daha çok eğlence amaçlı kullandıklarını söylemek yanlış olmayacaktır. Zira Seçmen davranışına etkisini ölçmeye çalıştığımız bu anket verilerinden çıkan sonuçta bu yöndedir. Facebook ve Twitter'ı hiç kullanmadığını söyleyen oranla genellikle Youtube'u tercih edenlerin oranı birbirine denk çıkmıştır. Sosyal medyayı çevresiyle iletişim kurmak için kullandığını söyleyenler ya da video, müzik ve fotoğraf paylaşmak için kullandıklarını söyleyenler % 40 oranında çıkarken, siyasi gündemi takip etmek için kullandığını belirtenlerin oranı % 14 civarındadır. Yapılan bu çalışma insanların siyasi haberlere ulaşmak için geleneksel medyadan da uzaklaştıklarını göstermektedir. Habere ulaşmak için tercih ettikleri araç sosyal medya ya da internet haber siteleri olmaktadır. siyasi partilerin ya da adaylarının sosyal medya paylaşımlarının önemine yönelik ölçme yapılan çalışmada alınan cevaplar arasındaki fark oldukça şaşırtıcıdır. Siyasi partilerinin sosyal medya da yer alan sayfalarını oy kullanma aşamasındaki etkisine yönelik soruya çok önemli cevabı % 2 iken çok önemsiz cevabı %21.8'lerdedir. siyasi partilerinin vaat ve söylemlerini etkisinin çok önemli ve çok önemsiz bulanların oranının birbirine yakın çıkmış olması da anlamlı bir korelasyon içermektedir. Sonuç olarak Sosyal medya günümüz dünyasında oldukça etkili olsa da bireylerin siyasi kararlarını etkileme oranının oldukça düşük olduğunu söylemek mümkündür. Bireyler sosyal medyayı daha ziyade eğlence amaçlı kullanmakta olup, orada izleyici olarak var olmayı tercih etmektedirler. Karar alma sürecinde sosyal medyanın etkisi oldukça azdır.

ÖNERİLER

Siyaset kurumunun tüm bireylerin hayatını etkilemesi sebebiyle bu tip çalışmalar önem arz etmektedir. Benzer çalışmaların çoğaltılması anket sonuçlarının daha kapsamlı olması açısından değerlidir.

- Çalışmamıza cevap veren bireylerin çoğunun 18-21 yaş aralığında olması belki ilk kez oy kullanacak bir gruba ulaştığımız için sonuçlar beklenen oranda çıkmamış olabilir. Yeni yapılacak çalışmalarda denek profilinin değiştirilerek yapılmasını
- Deneklerin siyasi bir tercihte bulunup bulunmadığı yapılan anket çalışmasında ölçülmemiştir. Dolayısıyla oy kullanıp kullanmadıkları, bir siyasi eğilime sahip olup olmadıklarını ölçecek soruların sorulması, sağlıklı verilere ulaşmak açısından değerlidir. Politik olmayan bir grup üzerinde sosyal medyanın etkisinin olmadığını iddia etme doğru olmayabilir.
- Nicel çalışma tam olarak meramı dile getirmede eksik kalmış olabilir. Gelecek çalışmalarda bu verilere ışık tutması amacıyla yüz yüze görüşme ile desteklenecek bir çalışma daha sağlıklı sonuçlar verecektir.

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SOSYAL MEDYANIN TOPLUMU SİYASALLAŞTIRMASI ÜZERİNE SAKARYA ÜNİVERSİTESİ İLETİŞİM FAKÜLTESİ ÖĞRENCİLERİ ÖRNEĞİ

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AYŞE ÇELİKBAŞ AYKUT

ÖZET

İnsanlık tarihindeki gelişmelere paralel olarak iletişim tarihi birçok devrim yaşamıştır. İlk uygarlıklardan günümüze dünyanın yaşadığı değişimi gözden geçirecek olursak iletişim tarihindeki gelişmeleri de daha iyi kavramamız olanaklı olacaktır. İnsanın kendi sesini yönetebilmesi, ardından yazının ve kâğıdın icadı toplumların gelişmesine olanak tanırken aynı zamanda da medeniyetlerin inşa sürecini başlatmıştır. Bugün ortaya çıkan her türlü gelişmenin ilk nedenleri tarihin ilk dönemlerindeki insan ihtiyaçlarından kaynaklanmaktadır. Bu gelişmelerin sebep olduğu toplumsal yaşamın, normların izdüşümü olan siyasallaşma ise insanlığın gelişiminin doğurduğu sonuçlara yani özetle kentleşmeye, iş bölümüne paralel olarak gelişimini sürdürmektedir. Bugün gelinen noktada teknolojiye devrimsel nitelikteki gelişmeler aynı etkiyi elbette iletişim alanında da hissettirmektedir. Dünyada ki gelişmelerin, eylemlerin, terör saldırılarının canlı yayınlarla paylaşılabildiği bir dünyada yeni medya araçlarının gençleri ne kadar kuşattığı çalışmamızın konusunu oluşturmaktadır. Özellikle Türkiye Cumhuriyeti'nin on yılda bir darbelerle yorduğu neslin apolitik tanımlanan evlatlarının sosyal medyadan ne kadar etkilendikleri araştırılacaktır.

Teorik ve uygulamalı olarak iki aşamadan oluşması planlanan bu çalışmanın ilk bölümünde siyaset, iletişim, yeni medya kuramları teorik olarak tartışılacaktır. Sosyal medya etkisi ile Dünya'da ve Türkiye'de meydana gelmiş toplumsal hareketler bu başlıkta incelenecektir. Uygulama bölümü ise nicel araştırma olarak tasarlanmıştır. Veri toplama aracı olarak anket yöntemi kullanılmıştır. Sosyal medyayı en fazla kullanan kitle olarak üniversite öğrencileri belirlenmiştir. Sakarya Üniversitesi İletişim Fakültesi öğrencileri örneklem olarak seçilmiştir. 100 öğrencinin yanıtladığı anketten yola çıkarak sosyal medyayı kullanma sebepleri ve sosyal medyanın gençlerin siyasallaşmasına sunduğu katkı araştırılacaktır.

Anahtar Kelimeler: Sosyal Medya, Yeni Medya, Siyaset, Siyasallaşma

GİRİŞ

İletişim bilimciler iletişim tarihini kuramsal olarak Lasswell'in Hipodermik İğne/Sihirli mermi olarak adlandırılan Genel İletişim Modeli'nin ortaya çıkışına dayandırsa da, bir insan faaliyeti olarak iletişimin ilk insanla birlikte var olduğu elbette kabul edilmektedir. Hatta, Söz'den öncesinde de bireyin sadece kendisinin farkına varması ve idrak etmeye çalışması da bir iletişim faaliyeti olarak adlandırılabilir. Nitekim iletişim denince akla gelen teknolojik iletişim araçlarının tarihi henüz çok yeni ise de; iletişimin kendisi insanlığın varoluşundan beridir vardır. O günden başlayarak sosyal bilimler için bir tartışma konusu olagelmıştır. Yaklaşık MÖ 50.000'den 10.000'e kadar süren prehistorik çağ, hem iletişimsel hem de iletişim araçları bakımından etkileyici kanıtlar sunmaya başlamıştır (Crowley & Heyer, 2017).

İnsanlık tarihinin geçirmiş olduğu her eşğin toplumsal sonuçları olmuştur. Bu toplumsal sonuçlardan siyaset ve iletişimin aynı oranda etkilendiğini söylemek mümkündür. Bugün, ilkel kabul edilen toplumların mağara duvarına yaptıkları resimlerle kendileriyle, çevreleriyle iletişim kurmaya çalıştıklarını hatta o tarihsel kalıntılarla bugünle de iletişime geçtiklerini bilebiliyoruz. Sesin söze dönüşmesi ve sembollerinde yazı ile sistematik hale gelmesi ile insanlık çok köklü bir değişim yaşamış ve bildiğimiz anlamda insanoğlu tarihi başlatmıştır. Yazı ile başlayan tarih bilginin güç olduğunun hatırlanmasına yardımcı olmuştur. Saray ve tapınak duvarlarına kazınmış Babil ve Asur çivi yazıları, Mısır hiyeroglifleri ve Orta Amerika'daki Maya glifleri, Sovyetler Birliği'nde Stalin'in Lenin hakkında yaptırdığı afişlerle aynı amaç için kullanılmışlardır. İnsanlara asıl patronun kim olduğunu, zaferlerinin ne kadar büyük olduğunu otoritesinin ne kadar sağlam bir biçimde en yüce konuma ait olduğunu anımsatmak için (Robinson, 2017).

Yazı, kâğıt ve ardından baskı makinesinin icadı uzun zaman almış olsa da birbirlerinin sonucu olabilecek gelişmelerin ortaya çıkmasını sağlamıştır. Teknoloji tarihçilerinin ilk basım girişiminin MÖ 1700 yılında yapıldı hesaplanan Phaistos diskisi ile gerçekleştiğini söylemektedirler. Phaistos diskisi insanoğlunun bir sonraki adımının öncüsü, ilk basım girişimiydi, matbaacılıkta da aynı şekilde kesme matbaa harfleri ya da bloklar kullanılmıştı ama kâğıt üzerine ve mürekkeple basılıyordu, mürekkepsiz ve kil üzerine değil. Bununla birlikte o bir sonraki adım Çin'de 2500, Orta Çağ Avrupası'nda daha da geç, 3100 yıl sonrasına kadar atılmadı (Diamond, 2018). İnsanlık tarihinin bin yıllar süren birikimi son yüzyılda bir patlama yaşamıştır. Özellikle Dünya Savaşlarını takip eden süreçte yaşanan teknolojik gelişmelerin bir yansıması olan kitle iletişim araçlarının dönüşümü iletişim kavramının bir bilim olarak tartışılmasını beraberinde getirmiştir. Sırasıyla gazete, radyo ve televizyonun kitleler üzerinde etkisi zamanla yadsınamayacak derecede artmıştır. 1. Dünya Savaşı'nın acıları sarılmadan dünyanın ikinci büyük felaketle karşı karşıya kalması dikkatlerin kitle iletişim araçlarına çevrilmesine yol açmış. Önce siyaset bilimciler,

ardından sosyal bilimlerin diğer alanlarında uzman araştırmacılar iyi iş çıkarırız düşüncesiyle alana akın etmişlerdir (Güngör, 2016). İletişim çalışmalarının ilk yıllarında etkisinin ölçülmesini amaçlayan tüm modeller, kümülatif bir biçimde ana akım kuramları oluşturmuş ve iletişim bilimini uygulama alanı da olan kuramsal ve kavramsal bir çerçeveye oturtmuştur. Nihayetinde bu denli etkiye sahip olan iletişim araçlarının kullanım amaçlarında, iletişim araçlarının sahipleri tarafından belirlenirler. Toplumdaki güç sahipleri (siyasal, ekonomik, askeri vb.) yani başlarında böylesine güçlü araçların olmasından ve gerektiğinde toplum üzerinde birtakım etkiler yaratmak için bu araçlardan yararlanma olanaklarının olduğunu öğrenmiş olmaları onların pragmaları açısından oldukça önemli bir noktadır (Güngör, 2016). İzleyicinin her türlü içeriği almaya hazır halde beklediğini düşünen güç odakları ve iletişim araçları sahipleri buna uygun oluşturdukları içeriklerle toplulukları istedikleri gibi biçimlendireceklerine inanmaktadırlar.

19. Yüzyıl başlarında, siyasal partiler kurulduğunda basın tarafgir hale geldi. Çoğu gazete siyasetlerini temsil etikleri ve taraftarlarını harekete geçirme hizmetini yerine getirdikleri parti veya politikacılar tarafından parasal olarak destekleniyordu (Hallin, 2010).

Savaş sonrası oluşan iki kutuplu dünya düzeni de ideolojik birer aygıtı dönüşmüş olan kitle iletişim araçları üzerinden “Soğuk Savaş” olgusunu pekiştirmektedir. Özellikle Amerika’nın teknolojik gücü elinde bulundurması ve medyasının üçüncü dünya ülkeleri üzerindeki etkileri sayesinde iletişim faaliyetleri de küresel bir boyut kazanmış olmaktadır. Çünkü var olan düzenin kendini yeniden üretmesinde ve sürdürmesinde medyanın amacı geniş kitlelerin rızasını üretmektir. Totaliter bir rejim için sopa neyse, demokrasi içinde propaganda odur (Yaylagül, 2016).

ARAŞTIRMANIN AMACI

Sosyal medyanın siyasal toplumsallaşmaya ne kadar etkisinin olduğunu ölçmeye çalışan araştırmanın amacı özellikle Türkiye’de Gezi Hareketi ile başlayan ancak öncesinde dünyada Occupy Wall Street, Arap Baharı gibi toplumsal hareketlerin oluşturduğu algıyı anlamaya çalışmaktır. Bahsi geçen toplumsal hareketler toplumun sosyal medya sayesinde örgütlenebilmesi, mobilize olabilmesi ve hatta toplumun sosyal medya sayesinde siyasallaşmaya başladığına dair yaygın algının gerçek olup olmadığını öğrenmek amacıyla bu araştırma yapılmaktadır. Özellikle 80 darbesinin ardından evlerine kapanan, siyasetten mümkün mertebe uzak duran bir kuşağın, daha çok özgürlük vaadiyle hayatlarına giren sosyal medya sayesinde siyasallaştıkları iddiasını ölçmek amacıyla, nicel araştırma metodlarından biri olan anket uygulaması yapılmıştır.

Bu çalışma, dijital kuşak olarak adlandırılan ve sosyal medyayı en iyi kullanan üniversite öğrencileri üzerinde yapılan araştırma gençlerin eskisine kıyasla daha çok siyasetle ve toplumsal olaylarla ilgilenip ilgilenmediklerini tespit etmek amacıyla gerçekleştirilmiştir. Gezi eylemleri sürecinde çevrimiçi uyguladıkları anketin sonucunda #direngeziparkı protestolarını destekleyen yaş grubunun büyük çoğunluğunun, 19-35 yaş arası olduğunu, burada da daha büyük bir grubun 19-25 yaş arası yoğunlaştığı bilgisi ortaya çıkmıştır. (Esra Ercan Bilgiç, 2013)

Dünya çapında etki uyandırmış olan bu toplumsal hareketlerin sosyal medya sayesinde gerçekleştiğini iddia eden yaygın bir görüş, iletişim tarihinde yeni bir dönemin başladığına işaret etmektedirler. Yeni toplumsal hareketler hem yerel hem küreseldir. Özgün bağlamda kendi gerekçelerine dayanarak başlar, kendi ağlarını kurar kent uzamını işgal ederek, internet ağlarını kullanarak kendi kamusal uzamlarını inşa ederler. (Castells, 2016)

Yeni toplumsal hareketler ağlar üzerinden kurgulansa da toplumsal hareket olarak adlandırılabilmesi için bir mekanda fiili bir harekete dönüşmüş olması gerekmektedir. Tunus, Mısır, Taksim ya da Wall Street olaylarında görüldüğü gibi örgütlenme sosyal medya ve ağlar üzerinden gerçekleşmiş olsa dahi örgütlü topluluğun bir araya geldiği bir meydan olması gereken ortak noktayı temsil etmektedir.

Bir yaygın görüşte tüm bu toplumsal olaylarının etkisinin artışının tamamen tepki gösterilen unsurun etkisine bağlı olduğu ve sosyal medyanın söylendiği kadar etkili bir araç olmadığı yönündedir. Mevcut veriler, Mısır devriminde kişilerarası iletişim, radyo ve televizyon yayıncılığının ve telefonun İnternet’ten daha önemli iletişim araçları olduğunu göstermektedir. (Fuchs, 2016)

Bu araştırmanın amacı Sosyal medyanın olumun siyasallaşması ve toplumsal olaylardaki mevcut etkisinin ölçülebilmesini sağlamaktır. İletişim biliminin birbirinden farklı iki görüş sunduğu örneklerle ilişkin yapılacak bir literatür çalışması çalışmanın giriş bölümünü oluşturmaktadır. Özellikle web 2.0 devriminin ardından 2010 yılından sonra domino etkisiyle tüm dünyaya yayılmış sosyal/siyasal hareketlerin incelenmesi gerekmektedir. Araştırmanın ikinci bölümünde literatür bulgularını desteklemek amacıyla iletişim fakültesi öğrencilerine yöneltilen sorularla nicel bir veri toplanacak ve dünyayı etkileyen bu tutumun Türkiye’de nasıl davranışa dönüştüğü tartışılacaktır.

ARAŞTIRMANIN ÖNEMİ

İnsanlık tarihi boyunca iletişim alanında yaşanan devrimsel değişimler toplumsal olayları da etkiler nitelikte olmuştur. İletişim araçlarının kitlelere yönelik olarak kullanılmaya başlaması ile birlikte siyasete, toplumsal hareketlere hatta savaşların gidişatına yön verebilir bir duruma gelmiştir. Özellikle teknolojik gelişmelerin medya araçlarının değişimi dolayısıyla toplumsal yapı üzerinde de değişimlere yol açtığı söylenebilir.

Web 2.0'ın hayata girmesi ile birlikte de iletişim alanı tam bir devrim yaşamıştır. İlk zamanlarda kurulan blog sitelerin yerini zamanla, sosyal medya başlığı altında toplanan mikroblog ve paylaşım siteleri almıştır. Bu büyük değişim zamanla insanların iletişim ihtiyaçlarını sosyal medya üzerinden sağlamasına sebep olmuştur. İnternet sisteminin tüm dünyayı ağları ile donatmasıyla birlikte sanal ve gerçek algısı ile zaman ve uzam algısı da değişim göstermektedir.

Web 0.2'nin insanların hayatına global ölçekte tüm küre ile bütünleşerek girmiş olması yerel saat farklılıkları internet dünyasında bir zaman kaosuna sebep olmuştur. Bunu ortadan kaldırmak amacıyla, İsviçreli saat üreticisi Swatch (Biel'den) 1 dakikada 1000 vuruş ve bir günde 26.4 saniyeden oluşan küresel internet zamanı olarak Biel Ortalama Zamanı'na (BMT) geçilmesini teklif etmiştir. (Dijk, 2018)

İnternet zamanı kavramı üzerinden yaşanan “global köy” tartışması ve zaman farklılıkları da dahil tüm farkları ortadan kaldırma teşebbüsü internetin ve küreselleşmenin geldiği boyutu gözler önüne sermektedir. Tahrir meydanından atılan bir tweetin Gezi parkından okunması Wall Street'ten retweet edilmesi arasındaki zaman farkı artık iletişim bilimlerinin konusu olarak tartışılmaktadır.

KURAMSAL TEMEL

Toplumsal hareketlerin dünya çağında domino etkisiyle yayıldığı tarih boyunca çeşitli dönemlerde görülmektedir. 68 kuşağı olarak bilinen gençlik hareketi neredeyse tüm dünya üzerinde etkili olmuş bir barış hareketidir. Keza Arap baharı adıyla anılan ve yakın tarihte Ortadoğu da birçok ülkenin kaderini değiştiren olaylarda benzer bir etkiyle yayılmıştır.

Özellikle 80 ve 90'lı yıllarda liberal düzenin temsilcileri Reagan ve Thatcher'ın dünyada estirdikleri rüzgardan Türkiye'de etkilenmiştir. 80 darbesinin ardından hükümet kurma yetkisi alan Özal dönemi politikaları batılı örneklerini bir kopyası niteliğindedir.

Habermas'cı kamusal alan kuramının ortaya çıkışı da bu döneme denk gelmiştir. “Kamusal alan”, kavramı ortaya çıkışından bu yana toplumsal gelişmeleri ve değişimleri anlama dayalı araştırmalarda sıkça referans gösterilen kuramlardan biridir.

Bu çerçevede Habermas'ın kamusal alan kavramı, günümüz dünyasına uygun bir iletişim ve temsili demokratik sistemin yeniden inşası için gerekli analizlerle siyasal eylemlilik için güçlü bir temel sağlamaktadır. (Asrak Hasdemir & Coşkun, 2008)

Türkiye Siyaset tarihi düşünüldüğünde 10 yıl aralıklarla askeri darbelere şahit olmuş ve her 10 yılda geçirilmiş bir darbe anayasası ile idare edilmeye çalışılan bir devlet organizmasının başarısından söz etmek olanaklı değildir. Yürütme ve yasama organlarının işlerliği tartışılır hale geldiğinde kamusal alan ve toplumsal hareketlere bakışın açısı da anlaşılır olmayacaktır. Bu sebeple Türkiye'de yapılan siyaset konulu çalışmalara Habermas'cı bir bakış açısı ile bakmak konunun anlaşılması ve doğru açıklanması açısından önemlidir.

Sosyal medya ile ilgili araştırmalar da özel ve kamusal alan ayrımını yapabilmesi için özellikle bu çalışmada Sosyal medyanın toplumu siyasallaştıran bir özne olarak tarif edilmesinden yola çıkıldığı için önemlidir.

LİTERATÜR TARAMASI

Yeni Medyanın gençlerin siyasallaşması üzerine etkisini araştırdığımız çalışmanın benzerlerinin olup olmadığına ya da ilgili konularda yapılmış çalışmaların incelenmesi için literatür taraması yapılmıştır. Bulduğumuz ilk makale (Temel, 2013) “Siyasal Tercihlerin Oluşum Sürecinde Kitle İletişim Araçlarının Rolü” başlıklı makaledir.

Çalışmada, siyasal tercihlerin oluşum sürecinde etkili olan etkenler araştırılmaktadır. Haziran 2011 Türkiye Genel Seçimlerinde Selçuk Üniversitesi öğrencilerine yönelik yapılan bir araştırmanın veri analizi sonucunda çalışma hipotezini doğrulamış ve siyasal tercihler ile kitle iletişim araçları arasında güçlü bir bağ olduğu sonucuna ulaşmıştır. Araştırma kitle iletişim araçlarının siyasal inanışları etkilediğini ve kitle iletişim araçlarının siyasal bilgilendirme aracı olarak başvurulan en önemli araçlar olduğunu kanıtlamıştır.

Çalışmanın 2011 yılında yapıldığı düşünüldüğünde, siyasal tercihlerin belirlenim aşamasında, medya tarafından sunulan içeriklere güven duyulması açısından gazetelerin öne çıkması, bunun yanında internet ve televizyonun siyasal bilgilendirme bakımından önemli yer tutması, dönemi açısından şaşırtıcı olmayan sonuçlardır. Çünkü 2011 yılı internetin Türkiye'de yaygın kullanılmaya başlandığı ancak yeni medya araçlarının henüz yeni kullanılmaya başlandığı bir döneme rastlamaktadır.

Çalışmamız toplumsal siyasallaşma konusunda yeni medyanın etkisi üzerine olduğundan bu makale bir rehber niteliğinde olmuştur. Kitle iletişim araçlarının siyasal sistemler tarafından kullanılmaya başlaması yeni bir olgu olmadığı gibi iletişimin kendisinin bir bilim dalı olarak ortaya çıkmasına sebep olmuştur. Dolayısıyla yeni medyanın siyasallaşmaya etkisi tartışmasız olarak oldukça güçlüdür. Bu çalışmada konu hakkında yapılmış geniş bir literatür araştırmasını da referanslarına ekleyerek tatmin edici bir araştırma ortaya çıkarılmıştır.

Yeni medyanın toplumsal siyasallaşmaya etkileri üzerine yapılan çalışmamızla ilgili ikinci makalemiz (Çağlar & Köklü, 2017) tarafından kaleme alınan “Yeni Medyanın Siyasal İletişim Aracı Olarak Kullanımı: Siyasal Partilerin Resmi Web Sitelerine Yönelik Bir Araştırma” isimli çalışmadır.

Yeni Medyanın Siyasal İletişim Aracı Olarak Kullanımı ele alındığı çalışmada, 1 Kasım 2015 genel seçimleri öncesi ve sonrası partilerin web sayfaları incelenmiştir. Adalet ve Kalkınma Partisi (Ak Parti), Cumhuriyet Halk

Partisi (CHP), Milliyetçi Hareket Partisi (MHP) ve Halkların Demokratik Partisi'nin (HDP) resmî web sitelerinin incelendiği çalışmada, sitelerin ana sayfalarının içerik çözümlemesi yapılmış, sayfalar betimsel olarak analiz edilmiştir.

Siyasi partiler, medyanın geçirdiği teknolojik değişimin farkına vararak özellikle de haber alma sürecini sadece teknolojik araçlarla sağlayan seçmene ulaşabilmeye ihtiyaç duymuşlardır. Bu makale de özellikle siyasi partilerin siyasal iletişimde web sitelerini nasıl kullandıklarını ve kullanım farklılıklarının temellerini ortaya konulmasını sağlamaya çalışmaktadır. Çalışmada ilk olarak web siteleri betimlenmiş sonrasında da içerik ve günlük haber akışı detaylandırılmıştır. Çalışma partilerin siyasal iletişim aracı olarak web sitelerini kullanma etkinliğini sıralamış ve aktif olma oranının AK Parti, CHP, HDP ve MHP'nin şeklinde sıralandığı tespit edilmiştir. Web sitesinde en fazla sosyal medya uzantısına yer veren parti ise HDP olmuştur.

Çalışmamızın konusu toplumsal siyasallaşma olduğundan siyasi partilerin yeni medya üzerinde seçmenleri ile kurduğu ilişkiyi tartışan makalelerde bizim araştırma alanımızın konusu olmuştur. Yeni medyanın siyasal iletişim aracı olarak kullanıldığı çalışma bulgularının, siyasal iletişim alanındaki profesyonellere ve siyasilere yol göstereceği gibi, toplumun siyasallaşmasına yönelik tezler içinde bir veri oluşturmaktadır. Zira siyasi partiler özellikle Türkiye gibi genç nüfusu fazla olan ülkelerde iktidara gelebilmek için gençlerin oyunu almak durumundadırlar. Buna yönelik çalışmalar bu sebeple araştırmamızın konusunu oluşturur.

Literatür araştırmamız sonucunda bulduğumuz üçüncü makale (Yıldırım, 2012) "İletişimsel Eylem Kuramı Işığında Siyasal İletişim ve AK Parti Örneği" başlığı ile yayınlanmış, Yılmaz çalışmadır.

Habermas'ın iletişimsel eylem kuramından hareketle yapmış olduğu siyasal iletişim konulu makalede bu tür çalışmaların daha çok dilbilimsel olduğunu ve zaten sosyal hayatın kendisinin toplumun dilbilimsel bir biçimde örgütlenişini olduğunu ifade etmektedir.

Çalışma, iletişim ve ideoloji kavramlarının kullanımında siyaset dışı kabul edilen manalarının aslında siyasetin kendisi için ne kadar anlamlı olduğunu vurgulamaktadır. Makale Habermas'ın iletişimsel eylem kuramından yola çıkarak, iktidarın sivil toplumsal ve yaşam dünyasal olanını, yönetsel olandan ayırmış ve farklı türden iletişimsel bir iktidar içerdiğini iddia etmiştir. Yönetsel iktidarı meşruiyetini kurumsallaştırmasına yardımcı olan iletişimsel iktidardır. Bu araştırma ülkemizde yaşam dünyasal içerikte yer alan iktidar ve ideolojinin, siyasal iletişim çalışmaları açısından taşıdığı önemi göstermeye amaçlamıştır. Öte taraftan makale, iletişimsel eylem kuramının sosyal bilimlere özellikle de siyasal iletişime katkısını günlük siyasete de uyarlanabileceği iddiasındadır. Bu sağlandığı takdirde bir kuramın sadece bilimsel sonuçlarını değerlendirmekle kalınmayacak yaşam üzerinde etkili olan siyasal ya da ideolojik tutumlar üzerinde denetimsel bir etkisi de olacaktır.

Makalenin bizim çalışmamız açısından önemi farklı kuramlarda hazırlanan çalışmaları incelemenin yanı sıra, Türkiye'deki siyasal iletişim faaliyetlerinin incelemesi açısından önemlidir. Çalışmamızın konusunun Türki siyaset tarihini ilgilendirdiği düşünüldüğünde, bu makalenin sağlayacağı katkı görülmüştür. Batı ve Türkiye üzerinden bir siyasal iletişim okumasının yapılmış olması araştırmamızın perspektifinin genişlemesine de imkân tanımaktadır. Farklı kuramları tanımak siyasallaşan toplumsallığın nedenlerini farklı açılardan görmemizi sağlamaktadır.

Dördüncü literatür çalışmamız (Karaçor, 2009), "Yeni İletişim Teknolojileri, Siyasal Katılım, Demokrasi" başlıklı makedir.

Çalışmada İletişim teknolojilerinin gelişmesi ile farklı kültür ve kimliğe sahip olan bireylerin temas etme olasılığının gün geçtikçe artmasından hareketle dünyanın iletişime daha açık bir topluluğa dönüştüğü vurgulanmaktadır. Geçmişte dünyanın herhangi bir yerinde vuku bulan bir olayın farklı coğrafyalarda duyulmasının uzun zaman alması sebebiyle, olayın etkisinin de kısıtlı kaldığını belirten çalışma günümüz iletişim olanaklarıyla kıyas yapmaktadır. Bugünün iletişim teknolojileri sayesinde dünyanın herhangi bir yerinde yapılan açıklama birkaç saat sonra dünyanın her tarafında etkisini hissettirebilmektedir. Özellikle yeni medya araçları sayesinde yeryüzünde kültürel, bilimsel, siyasal ve sosyal mübadeleler önlenemez hale gelmiştir. Çünkü insanlar sınır tanımayan yeni iletişim olanakları ve iletişim ağları ile oturduğu yerden bütün dünyayı takip edebilecek imkana sahiptir.

Küreselleşmenin en büyük sağlayıcısı olan ve globalizmin iletişim aracı olarak gösterilen internet, toplumsal muhalefetin, yerel, ulusal ve hatta küresel boyutta organize olabilesini ve toplumsal hareketlerin etkileşimini hızlandıran bir etkiye sahiptir. Gelişen iletişim teknolojilerinin siyasal katılıma ve demokrasiye katkısının incelendiği makale, çalışmamızın konusu ile ilişkilidir. 21.yüzyılın ilk yıllarında iletişim dünyasında devrim yapan bilgisayar, internet, kablosuz dijital iletişim araçlarının toplumsal katılımı artırdığı gibi toplumun kontrolünü de sağladığı unutulmamalıdır. Makalenin toplumsal katılım ve toplumsal kontrolü de sağlaması noktasında bir ayırım ile doğu bir teknoloji yorumu yaptığı söylenebilir. İletişim teknolojileri gelişmiş toplumların siyasal katılım oranlarının betimsel olarak ölçüldüğü makale, çalışmamızın oluşturan sosyal medya siyasal toplumsallaşma oranını yükselterek apolitik tanımlanan üniversite öğrencilerini politize etme potansiyeli taşımaktadır, hipotezini doğrulamaktadır.

Beşinci kaynağımız (Kılıç, 2015) tarafından hazırlanmış "Gündem Belirleme Kuramı Çerçevesinde Siyasal Karar Verme Sürecine Sosyal Medya Etkisinin İncelenmesi" başlıklı Yüksek Lisans Tezidir.

Konvansiyonel Medya ile karşılaştırıldığında Sosyal Medya'nın etkileşimciliği ve katılımcılığı arttırdığı tezinden yola çıkan araştırma, bireylerin içerik üreticisi noktasına eriştiği için tercih edilen bir hal aldığı iddiasındadır. İnsanlar sosyal medyayı, izleme/dinleme/okuma bakımından daha dikkate alınan bir medya alanı olarak kullanmaktadırlar.

Sosyal medya giderek artan bir şekilde geleneksel olan medya araçlarının önüne geçmiş günlük hayat pratiklerini değiştirme etkisi nedeniyle, sosyalleşme türlerinin belirleme rolünü ele geçirmiş durumdadır. Hatta kitle iletişim araçlarının en belirgin özelliği olan bireylerin kültürel, sosyal ve politik tercihlerini de biçimlendirici bir özellik kazanmıştır. Bu çalışmada tıpkı geleneksel medya gibi gündem belirleyici özelliğe sahip olan sosyal medyanın, gündemi belirleme sürecini nasıl ve ne kadar belirlediği, bireylerin siyasal tercihlerini doğrudan etkileme gücüne sahip olup olmadığı, sahipse ne kadar etkili olduğu tartışılmaya çalışılmıştır. İletişim kuramlarının arasında önemli bir yer tutan gündem belirleme tezinin, geleneksel medyada olduğu gibi, yeni medya araçlarında da aynı şekilde çalışıp çalışmadığı, siyasal tavırların incelenmesi üzerinden kamuoyunun sosyal medyada üretilip üretilmediği araştırması iletişim çalışmalarının temel sorunsallarından biri olmuştur.

Yöntem olarak anket kullanımının seçilmiş olması açısından çalışmamıza örnek çıkarımlar bulunabileceği düşünülmüştür. Tezin örnekleme çalışmamızda olduğu gibi üniversite öğrencilerinden seçilmiştir. Öğrencilerin siyasal süreçlere katılımının sosyal medya araçlarından ne kadar etkilendiği araştırılmıştır. 2015 yılında yapılan bu çalışma sosyal medya araçlarının kullanıcılar tarafından aktif kullandıklarını, siyasal içerikli görüşlerin ve mesajların yayılmasında "kısmen" etkili oldukları sonucuna varılmıştır. Hatta sosyal medyanın bireylerin siyasal eğilimlerine farklı yönde bir etkisinin olmadığı görülmüştür.

Literatür araştırmamızın altıncı çalışması (Balcı & Bor, 2015) tarafından hazırlanan "Siyasal Bilgilenmede Televizyonun Önem Düzeyi: Üniversite Öğrencileri Üzerine Bir İnceleme" adlı makaledir.

Çalışmanın 2015 yılında yapıldığı düşünüldüğünde sosyal medyanın gündelik hayata iyice girdiği dönemlere rastladığı buna rağmen araştırmacıların televizyon üzerine bir çalışma yaptıkları görülmektedir. Televizyonun görsel ve işitsel bir iletişim sağlamasından kaynaklı siyasal kampanya çalışmalarında en çok tercih edilen kitle iletişim aracı olduğu muhakkaktır. İzleyiciler üzerinde ne kadar etkisi olduğu ise bu araştırmanın konusudur.

Çalışmada yüz yüze anket yöntemi kullanılmış olup Selçuk Üniversitesi'nde eğitim gören 400 denek üzerinde uygulanmıştır. Ankete katılan bireylerin siyasal bilgilenmede televizyona verdikleri önem ve bu önemin demografik değişkenler ve siyasal tutumlarla ilişkisi araştırılmıştır. Anketi cevaplayan katılımcıların herhangi bir siyasal partiye bağlılıkları arttıkça, siyasal bilgilenmede televizyona verilen önem düzeyinde de bir artış yaşanmaktadır. Özellikle seçim dönemlerinde siyasal kampanya ve konulara ilginin artması; siyasal bilgilenmede televizyon yayınlarına verilen önemi pozitif yönde etkilemektedir.

Çalışmamızın konusunun sosyal medyanın siyasallaşma üzerine etkileri olması sebebiyle benzer çalışmaların yöntemleri rehber olma özelliği taşımaktadır. Geleneksel medya araçlarından televizyonun seçmenler üzerindeki etkisi ile günümüzde etkili olan sosyal medya araçlarının etkisini kıyaslamak açısından bize fayda sağlayacağı düşünülmektedir. Çalışmamızın konusunun 80 sonrası apolitik gençlik olması sebebiyle de televizyon araştırmaları önem arz etmektedir. Çünkü 90'lı yıllarda gündelik hayatı değiştiren en büyük etken devlet televizyonunun haricinde yayın yapan özel kanalların kurulmuş olmasıdır. Kitle iletişim araçlarının bir propaganda aracı olarak da kullanıldığı hesaba katıldığında farklı fraksiyonlara hizmet eder yayınlar yapan kanallar toplumun siyasallaşmasına da doğrudan hizmet etmektedirler.

Literatür taramamızın yedinci makalesi (Göker & Alpman, 2010) "İktidarın Yeniden Üretiminde İdeolojik Bir Araç Olarak Siyasal Reklamcılık" isimli çalışmadır.

Zaman içerisinde koşulların değişimi ile farklı iletişim araçlarının daha kullanılır olduğu söylenebilir. Teknolojik imkanlar geliştikçe bir zaman için devrim kabul edilen gazete, radyo, televizyon gibi kitle iletişim araçları geleneksel olarak tanımlanır olmuştur. Zaman neyi getirmiş olsa da her dönemde iktidarın hedef kitle ile kurduğu iletişim şekli değişmemiş. Sadece araçları ve süreci şekillenmiştir. Bu sebeple siyasal reklamcılık siyasetin/siyasinin gücünü, meşruiyetini ve devamlılığını sağlamak amacıyla bu iletişim araçlarını kullanmak zorundadır.

Bu çalışma, siyasal reklamcılık adı ile anılan ve bir dönem propaganda olarak tanımlanan ikna stratejileri üzerine kurulu iletişim biçimlerine mevcut yaklaşımların aksine eleştirel bir bakış açısıyla bakmayı amaçlamıştır. Çalışma siyasal reklamların tamamen ideolojik bir araç olduğunu ve bu ideolojik araçsallığın iktidarın yeniden üretiminde etkin olduğunu iddia etmektedir.

Çalışmada cep telefonlarının, internetin, 24/7 yayın akışının insanlara sürekli bilgi akışı sağlamakta olmasının iletişimi zaman ve mekandan bağımsız bir yere konumlandığını ifade etmektedir. Dünyanın enformasyon ağlarıyla birbirine bağlandığını iddia eden çalışma günümüzde bilginin yayılmasının kolay hale gelmesi sayesinde, bireylerin her yerde ve günün her saatinde enformatik telkinlere maruz kaldığını savunmaktadır. Bu telkinlerin birçoğu bireylerin -beslendiği kaynağında ideolojisine bağlı olarak- gündelik hayatlarını etkilemekte ve insanlara belirli bir bakış açısı, dünya algısı ve yaşam tarzı da sunmaktadır. Kitle iletişim araçlarının kimin elinde olduğu ise günümüz dünyasının önemi sorunlarından biridir. Çalışmada çoğulcu bir yapının hâkim olduğu düşünülse de küreselleşme sonucunda dünyanın tek sesli olmaya doğru ilerlediğini iddia etmektedir. Çalışmamız

internetin maruz bıraktığı bilgi akışının gençleri ne kadar siyasallaştığı konusunu bu makale üzerinden yeniden yorumlamaktadır.

Araştırmamızın sekizinci makalesi (Koçak, 2003) tarafından hazırlanan “Siyasal Davranış ve Kamuoyu” başlıklı çalışmadır.

Siyasetin gündelik hayatın her alanını kapsayan bir olgu olduğuna değinen araştırmacı, çalışmasında siyasete olan ilginin tamamen kültürel ve toplumsal değerlerle şekillendiğini iddia etmektedir. Makale siyaset kurumunun aldığı kararları ve uygulamalarını insanlara kabul ettirmekten sorumlu olduğunu ifade etmekte ve sonuçlarının meşruiyetinin sağlanmasının yolunun da halkın nezdinde siyasete katılımı ile mümkün olacağını savunmaktadır. Araştırmacıya göre aynı biçimde insanlarda yöneticileri etkileyerek siyasete yön vermeye çalışmaktadırlar. Dolayısı ile kamuoyunun oluşturulması hem yönetilen kesim için hem de yönetici sınıf için mutlak olarak gereklilik arz etmektedir.

Kamuoyunun güvenini alabilmek için uğraş gösteren siyaset bugün de elbette sosyal medya mecraları ile kendilerini görünür kılabilmektedirler. Bu durum bireylerinde siyasete ilgisini arttırmaktadır. Siyaset bilimi ve siyaset sosyolojisinin alanına giren bu başlık farklı disiplinlerin araştırma yöntemlerine ışık tutması açısından önemlidir. Kuramsal olarak siyasal davranış pratikleri tartışan makale tüm kavramların derinlemesine betimsel olarak incelemiştir. Çalışmamız her ne kadar nicel yöntemle hazırlanmış olsa da betimsel ve kavramsal öğelerden bağımsız analiz yapmak mümkün olmayacağından bu tarz makaleleri incelemek fayda sağlamaktadır.

Çalışmanın sonucu toplumsal olanın aynı zamanda siyasal olduğuna işaret etmektedir. Makalenin iddiasına göre gündelik yaşam pratiklerinin siyasetten bağımsız düşünülmesi imkansızdır. Bu durum yaşanan toplumun kültürü ile doğrudan ilişkilidir. Siyasetin konusu insanların her zaman temel konusu olmuştur. Kamuoyu ile kitle iletişim araçları arasında doğrudan bir ilişki söz konusudur. Bu ilişki çift yönlü bir ilişki olarak ortaya çıkmaktadır. Toplumun kitle iletişim araçları üzerindeki etkisi çok açık değilse de kitle iletişim araçlarının toplum üzerinde etkisi olunca net bir şekilde gözlemlenebilmektedir.

Literatür çalışmamızın dokuzuncu makalesi (Öngen, 2017) “Sosyal Medya Kullanıcılarının Gerçeklik Yanılgısı” başlıklı araştırmadır. Yeni teknolojilerin ortaya çıkışıyla birlikte sosyal medya mecralarının gelişmesi bireylerin gerçeklik algısı üzerinde etkili olmaya başlamıştır. Yeni iletişim ortamları bireylerin iletişim sürecini değiştirmiş, bilgi ve enformasyona hızlı bir şekilde erişimini sağlamıştır. Bilgi ve enformasyona hızlı ulaşım, bilgiye olan bağlılığı arttırmış ve sürekli yeni bilgilerin üretimini ve var olan eski bilgilerin de kendilerini yeniden üreterek çoğaltmasını sağlamıştır. Zamanla artan bilgi ile birlikte meydana gelen enformasyon fazlalığı bilginin niceliğini artırırken bilginin niteliğinde azalmaya neden olmuştur.

Makalenin çalışmamıza ilgisi ise, sosyal medyanın toplumsal siyasallaşma üzerine etkisinin gerçekliğinin ölçülmesi ile yorumlanacaktır. Yapılan anketlerde sosyal medya kullanıcılarının ne kadar siyasallaştıklarını ve sosyal medyadaki paylaşımlarının gerçek hayatta ne kadar aktarabildiklerini ölçmektedir.

Makale dijitalleşmenin gerçekleşmesiyle birlikte, bilgisayarlar üzerinde bitlerden (1/0) oluşturulan yeni sanal ortamlar yaratıldığını bununda gerçeklik algısını haklı olarak değiştirdiğini savunmaktadır. “Bitlerden sayesinde ikinci bir uzam ortaya çıkmaktadır. Bu bağlamda Twitter gibi sosyal medya hesapları, kullanıcılar tarafından yaratılan, aslında ikinci bir uzamdır. Bu uzam gerçekte yani maddi dünyada var olmayan ama bitler aracılığıyla bilgisayarlardaki işlemciler vasıtasıyla üretilen sanal bir gerçekliktir.

Araştırmamız içerisinde uygulanan anket çalışması sanal gerçeklik olarak tarif edebileceğimiz Twitter gibi mikroblog sitelerinde siyasi paylaşımlar yapan, siyaseti sosyal medya üzerinden takip eden bireylerin gerçek hayatta herhangi bir siyasi oluşumun içerisinde yer alıp almadıklarını, oy kullanıp kullanmadıklarını herhangi bir siyasi faaliyet içerisinde bulunup bulunmadıklarını ölçmeye çalışmaktadır. Araştırmamıza konu olan makale sosyal medyayı simülasyon olarak değerlendirmesi yürütülen anket çalışmasının sonuçları için farklı bir bakış açısı oluşturabilmektedir.

Araştırmamızın onuncu çalışması (Karagöz, 2013) tarafından yapılan “Yeni Medya Çağında Dönüşen Toplumsal Hareketler ve Dijital Aktivizm Hareketleri” başlıklı çalışmadır.

Çalışma dünyanın küreselleşmenin ardından yeni bir hal aldığını savunarak önceleri sadece ekonomik sonuçlar doğurduğu düşünülen küreselleşmenin aslında toplumsal hayata da önemli yansımaları olduğu görüşündedir. Sağladığı alt yapısı ile gelişen teknolojilerin hayatımızda edindiği yer artık bireylerin tüm gündelik hayatını kapsamaktadır. Küreselleşme sayesinde medya araçları ve demokrasi ile dönüşen toplumda sivil sesler daha güçlü çıkmaya başlamıştır.

Makale iletişim teknolojilerinde yaşanan bu gelişmelerin toplumsal hayatı da dönüştürdüğünü iddia ederek Change org, Greenpeace gibi dünya çapında örgütlenmelerini tamamlamış sivil inisiyatifleri örnek olarak göstermektedir. Bu örneklerin yeni medya kullanım yöntemlerini inceleyerek dijital aktivizm olarak tanımlanan yeni tür toplumsal hareketleri açıklamaya çalışmaktadır.

Yeni medyanın en önemli rolü, geleneksel olandan farklı olarak yeni temsiller yaratma ve muhalif politik sesleri kamuoyuna duyurmaktır. Makale yeni medyanın bu becerisini, ele alınan grupların örnek etkinlikleri örgütlenme açısından ele alınarak incelemektir. Buradan hareketle, yeni medya aracılığı ile metinler ve ağ üzerinden toplumsallaşan aktivist hareketler arasındaki ilişkiyi açıklamaya odaklanmıştır.

Yürüttüğümüz çalışmayla benzerlikleri sebebiyle seçtiğimiz makale daha ziyade betimsel bir çalışma yürütmüştür. Giriş bölümünde kavramlar üzerinden ilerleyen çalış, dünya çapında ses getiren ve yeni medya kaynaklı olduğu düşünülen toplumsal hareketlerden örneklerle konuyu derinleştirmiştir. Çalışmanın sonucunda online iletişim ortamlarının bireylere yeni bir güç vermekte olduğu, ifade özgürlüğünün sınırları genişlettiği ve değişime imkân sağladığını vurgulamaktadır. Ancak araştırmacının dikkat çektiği bir hususta dijital aktivizmin toplumsal hareketliliğe neden olduğu kadar dijital bir tembelliğe de sebep olabildiği uyarısıdır.

ARAŞTIRMANIN YÖNTEMİ

Sosyal medya mecralarının siyasal toplumsallaşmaya etkilerini incelendiği araştırmada Sakarya Üniversitesi İletişim Fakültesi'nde 2019 Bahar döneminde öğrenim gören öğrenciler üzerinde nicel araştırma yöntemi kullanılmıştır.

Problem Cümlesi

Sosyal medya kullanımı ile siyasal toplumsallaşma arasında var olan ilişkinin boyutu ve şiddetidir.

Alt Problemler

1. Cinsiyet farklılığı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
2. Aylık ortalama harcama ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
3. Kaçınıcı Sınıf öğrencisi olmakla Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
4. Ortalama tv izleme süresi ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
5. İnternete bağlanmak için kullanılan cihazla Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
6. Ayda kullanılan internet miktarı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
7. Gün içinde internete bağlanma oranı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
8. Sosyal Medyada kişisel paylaşımlar yapılmasına karşı tutum ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
9. Sosyal Medyada paylaşılan içeriklerle Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
10. Facebook'ta sahip olunan arkadaş sayısı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
11. Twitter'daki takipçi sayısı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
12. Öncelikli sosyal medya kullanım amacı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
13. Ait hissettiği kültürel kimlik ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
14. Ait hissettiği siyasal kimlik ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
15. Okumak için tercih ettiği gazete ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
16. Türkiye'nin en önemli sorunu kabul edilen olgu ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
17. Siyasi bir parti mitingine katılmakla sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
18. Oy kullanma davranışı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
19. İlgi duyulan siyasal örgütleri sosyal medyadan takip etmekle Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
20. İlgi duyulan dernek/kulüpleri sosyal medya üzerinden takip etmekle Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
21. Yakın bulunan siyasal görüşlerin haberlerini sosyal medya üzerinden paylaşmakla Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
22. İlgi duyulan siyasal hareketlerin miting / propaganda etkinliklerini sosyal medya üzerinden paylaşmakla Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?

23. Sosyal medyada oluşturulmuş etkinliklere katılmakla Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
24. Siyasetçilerin sosyal medyayı kullanmasına karşı tutum ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?
25. Sosyal medyadaki arkadaşlarının siyasal görüşlerine dair paylaşımları hakkındaki tutum ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir fark var mıdır?

Araştırma Modeli

Bu çalışmada iletişim fakültesi öğrencilerinin sosyal medya etkisiyle siyasal toplumsallaşmasının boyutları betimsel tarama modeli ile ölçülmeye çalışılmıştır.

Evren

Araştırmanın evrenini Sakarya Üniversitesi İletişim Fakültesi'nde eğitim gören 1134 üniversite öğrencisi oluşturmaktadır.

Örneklem

Rastgele örnekleme dayalı yapılan anket çalışmasında Sakarya Üniversitesi İletişim Fakültesi'nde 2019 Bahar Döneminde eğitim gören 123 kişi örneklem olarak seçilmiştir.

Veri Toplama Aracı

Araştırmada yer alan soru formu ve ölçüm araçları, öğrencilerin sosyal medya etkisiyle siyasal toplumsallaşma davranışlarını tespit etmek için (Metin, 2014)'in geliştirdiği ölçek kullanılmıştır. Ankette 25'i demografik özellikleri araştırarak toplam 37 soru mevcuttur. Tüm geçerlik güvenirlik analizleri SPSS 24.0 programı ile yapılmıştır.

Veri Analizi

Araştırmada elde edilen veriler SPSS 24.0 programı ile analiz edilmiştir. Araştırma kapsamında geliştirilen alt problemlere cevap aramak ve üretilen hipotezleri test etmek için betimsel analizler (ortalama, minimum ve maksimum değerler, yüzde ve frekans değerleri), bağımsız örneklem t testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Parametrik analiz teknikleri kullanılmadan önce elde edilen verilerin parametrik testlere uygun olup olmadığı incelenmiştir. Bunun için öncelikli olarak verilerin tek değişkenli normal dağılıma sahip olup olmadığına bakılmıştır.

Araştırmada t testi olarak bağımsız örneklem t testi analizi kullanılmıştır. T testleri analizi yapılan grupların belli ortalamaları karşılaştırılarak, ortalamalar arasındaki farkın anlamlı olup olmadığını belirler. Bu analizde anlamlılığı belirleyen Sig. (2-tailed) değeri P ile sembolize edilir. P değerinin baz alınan 0,05 değerinden küçük olması halinde ortalamalar arasında anlamlı fark olduğu kabul edilir. Varyans analizi olarak, bağımsız örneklem tek yönlü varyans analizi (anova) kullanılmıştır. İki den fazla grubun ortalamaları arasında anlamlı bir ilişki olup olmadığını belirlemede kullanılmaktadır. T testi iki grubun ortalamaları üzerinden analiz yaparken avova daha fazla grupların ortalamalarını karşılaştırabilmektedir. Gruplar arası değerlendirmeler ve homojen alt kümelerin oluşturulmasını sağlamaktadır. Bu analiz içinde P değerinin baz alınan 0,05 değerinden küçük olması halinde ortalamalar arasında anlamlı fark olduğu söylenir.

Varsayımlar

1. Sosyal medya üzerinden ilgi duyulan siyasi örgütler takip edilmektedir.
2. Sosyal Medya ortamlarının etkisindeki siyasal toplumsallaşmada kültürel kimlik ve siyasal kimlik önemlidir.
3. Siyasal kimlik tercihinin göre sosyal medya kullanımı farklılaşmaktadır.
4. Üniversite öğrencilerinin gündemi takip etmesinde sosyal medya ön plandadır.
5. Sosyal medya demokratik, katılımcı ve özgürlükçü ortamlar oluşmasını sağlamaktadır.

Sınırlılıklar

1. Araştırma Sakarya Üniversitesi İletişim Fakültesi ile sınırlandırılmıştır.
2. Araştırma Sakarya Üniversitesi İletişim Fakültesi'nde rastgele seçilen 123 kişi ile sınırlıdır.
3. Araştırma 2019 Bahar Yarıyılı ile sınırlıdır.

Tanımlar

Sosyal Medya; Bilişim teknolojilerinin gelişimi ile birlikte ağ sistemlerinin ortaya çıkışı ve erişimin kolaylaşması interneti hızlı bir şekilde yaygınlaştırmıştır. Yaygınlaşan bu ağ sistemi kendi içerisinde barındırdığı sosyal

etkileşim özelliği sayesinde sosyal medya olgusunu ortaya çıkarmıştır. Sosyal medya yeni kuşak internet uygulamaları içerisinde yer alır. (Metin, 2014)

Siyasal Toplumsallaşma; Toplumsal-siyasal çevre ile birey arasında yaşam boyu süren dolaylı ve doğrudan etkileşim sonucunda, bireyin siyasal sistemle ilgili görüş, davranış, tutum ve değerlerinin gelişmesidir. (Alkan, 1979)

BULGULAR

Çalışmanın bu bölümü anket yöntemi ile toplanan nicel verilerin sunulduğu ve yorumlandığı bölümdür. Bu bölümde katılımcıların özellikleri, içeriklerine göre frekans tabloları, t testleri, anova analizleri yer almaktadır.

A. Frekans Analizleri

Bu bölümde katılımcıların tüm sorulara verdiği cevapların, madde madde yüzdelikleri alınmıştır.

Tablo 1. Cinsiyetiniz

| | Freque ncy | Perce nt | Valid Percent | Cumulati ve Percent |
|-----------------|---------------|-------------|------------------|---------------------------|
| Vali d Kadın | 72 | 58,5 | 58,5 | 58,5 |
| Erke k | 51 | 41,5 | 41,5 | 100,0 |
| Tota l | 123 | 100,0 | 100,0 | |

Katılımcıların %58,5'i (72) kadın ve %41,5'i (51) erkektir. Katılımcıların çoğunluğunu %58,5'lik bir oranla kadınlar oluşturmaktadır.

Tablo 2. Aylık ortalama harcamanız?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|-----------------------|
| Valid 500 TL'den az | 24 | 19,5 | 19,5 | 19,5 |
| 501-750 TL | 41 | 33,3 | 33,3 | 52,8 |
| 751-1000 TL | 32 | 26,0 | 26,0 | 78,9 |
| 1001-1250 TL | 14 | 11,4 | 11,4 | 90,2 |
| 1251 TL'den fazla | 12 | 9,8 | 9,8 | 100,0 |
| Total | 123 | 100,0 | 100,0 | |

Katılımcıların aylık ortalama harcamalarına bakıldığında, %33,3'ünün (41) 501-750 TL, %26,0'ının (32) 751-1000 TL, %19,5'inin (24) 500 TL'den az, %11,4'ünün (14) 1001-1250, %9,8'inin (12) 1251 TL'den fazla harcama yaptığı görülmektedir. %33,3'lük bir oranla 501-750 TL aralığı harcamaların en sık toplandığı aralıktır.

Tablo 3. Kaçınıcı Sınıfsınız?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|-----------------------|
| Valid 1 | 21 | 17,1 | 17,1 | 17,1 |
| 2 | 19 | 15,4 | 15,4 | 32,5 |
| 3 | 75 | 61,0 | 61,0 | 93,5 |
| 4 | 8 | 6,5 | 6,5 | 100,0 |
| Total | 123 | 100,0 | 100,0 | |

Katılımcıların %61'i (75) 3. sınıf, %17,1'i (21) 1. Sınıf, %15,4'ü (19) 2. Sınıf, %6,5' i (8) 4. Sınıf öğrencileridir. Anketi cevaplayan katılımcıların çoğunluğunu %61'lik bir oranla 3. sınıf öğrencileri oluşturur.

Tablo 4. Günde ortalama kaç saat TV seyrediyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiç | 51 | 41,5 | 41,5 | 41,5 |
| | 1 saatten az | 53 | 43,1 | 43,1 | 84,6 |
| | 2-4 saat | 19 | 15,4 | 15,4 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcılar ortalama kaç saat televizyon izliyorsunuz sorusuna %43.1'i (53) 1 saatten az, %41.5'i (51) Hiç, % 15,4'ü (19) 2-4 saat diye cevap vermiştir. En çok cevaplanan seçenek 1 saatten az seçeneğidir. Katılımcılar %41.5'i 1 saatten az televizyon izlemektedir.

Tablo 5. İnternete bağlanmak için hangi cihazı kullanıyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | PC | 26 | 21,1 | 21,1 | 21,1 |
| | Notebook | 18 | 14,6 | 14,6 | 35,8 |
| | Netbook | 1 | ,8 | ,8 | 36,6 |
| | Akıllı Telefon | 75 | 61,0 | 61,0 | 97,6 |
| | Tablet | 3 | 2,4 | 2,4 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 61'i (75) Akıllı Telefon, % 21.1'i (26) PC, % 14,6'sı (18) Notebook, % 2,4'ü (3) Tablet, % 0,8'i (1) Netbook ile internete bağlandıklarını belirtmişlerdir. Akıllı telefonla internete bağlanan katılımcılar % 61 ile çoğunluktadır.

Tablo 6. Ayda kaç GB internet kullanıyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | 5 GB'dan az | 28 | 22,8 | 22,8 | 22,8 |
| | 5-10 GB | 51 | 41,5 | 41,5 | 64,2 |
| | 10-15 GB | 16 | 13,0 | 13,0 | 77,2 |
| | 15-20 GB | 8 | 6,5 | 6,5 | 83,7 |
| | 20 GB'dan fazla | 20 | 16,3 | 16,3 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların %41.5'i (51) 5-10 GB, % 22,8'i (28) 5 GB'dan az, %16,3'ü (20) 20 GB'dan fazla, % 13'ü (16) 10-15 GB aylık internet paketi kullandıklarını ifade etmişlerdir. En çok 5-10 GB internet kullanan katılımcıların oranı %41.5'dir.

Tablo 7. Günde Ortalama kaç saat internet kullanıyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | 1 saatten az | 2 | 1,6 | 1,6 | 1,6 |
| | 2-4 saat | 34 | 27,6 | 27,6 | 29,3 |
| | 4-7 saat | 61 | 49,6 | 49,6 | 78,9 |
| | 8-10 saat | 19 | 15,4 | 15,4 | 94,3 |
| | 10 saatten fazla | 7 | 5,7 | 5,7 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Anketi cevaplayanların %49,6'sı (61) 4-7 saat arasında, % 27,6'sı (34) 2-4 saat, % 15,4'ü (19) 8-10 saat, % 5,7'si (7) 10 saatten fazla, % 1,6'sı (2) 1 saatten az günlük internete girdiklerini belirtmişlerdir. Katılımcıların %49,6 oranıyla çoğunluğu günde 4-7 saat arasında internet kullandıklarını belirtmişlerdir.

Tablo 8. Sosyal Medyada kişisel paylaşımlar hakkında ne düşünüyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | Kişinin mahremiyetine dair paylaşımlar olabilir | 27 | 22,0 | 22,0 | 22,0 |
| | Kişinin mahremiyetine dair paylaşımlar olmamalı | 96 | 78,0 | 78,0 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların %78'i (96) paylaşımların mahremiyete dair olmamasını ifade ederken, %22'si (27) mahremiyete dair paylaşımlar olabileceğini söylemiştir. % 78 oranında bir çoğunluk mahremiyete dair paylaşımları uygun bulmamaktadır.

Tablo 9. Sosyal Medyada en çok neyin paylaşımından yanasınız?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid | Kişisel durumları bildiren paylaşımlar | 28 | 22,8 | 22,8 | 22,8 |
| | Gündeme dair genel paylaşımlar | 95 | 77,2 | 77,2 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların %77,2'si (95) paylaşımların gündeme dair olmasını, %22,8'i (28) paylaşımların kişisel durumlarla ilgili olmasını ifade etmiştir. Katılımcıların çoğunluğu %77,2 'si paylaşımların gündeme dair olması gerektiğini belirtmiştir.

Tablo 10. Facebook'ta kaç arkadaşınız var?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | 100'den az | 48 | 39,0 | 39,0 | 39,0 |
| | 101-250 | 31 | 25,2 | 25,2 | 64,2 |
| | 251-350 | 16 | 13,0 | 13,0 | 77,2 |
| | 351-450 | 9 | 7,3 | 7,3 | 84,6 |
| | 451'den fazla | 19 | 15,4 | 15,4 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 39'unun (48) Facebook'ta 100'den az, %25,2'sinin (31) 101-250 arası, %15,4'ünün (19) 451'den fazla, % 13'ünün (16) 251-350, %7,3'ünün (9) 351-450 arası arkadaşı olduğunu görüyoruz. Facebook'ta 100'den az arkadaşına sahip olanların oranı % 39'dur.

Tablo 11. Twitter'da kaç takipçiniz var?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | 100'den az | 71 | 57,7 | 57,7 | 57,7 |
| | 101-250 | 18 | 14,6 | 14,6 | 72,4 |
| | 251-350 | 12 | 9,8 | 9,8 | 82,1 |
| | 351-450 | 8 | 6,5 | 6,5 | 88,6 |
| | 451'den fazla | 14 | 11,4 | 11,4 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Twitter'da takipçi sayısı ile ilgili soruya Katılımcıların % 57,7'si (71) 100'den az, % 14,6'sı (18) 101-250, % 11,4'ü (14) 451'den fazla, % 9,8'i (12) 251-350, %6,5'i (8) 351-450 arasında cevabı vermiştir. Takipçilerinin 100'den az olduğunu söyleyen katılımcılar % 57,7 oranındadır.

Tablo 12. Öncelikle sosyal medya kullanım amacınız -en çok- aşağıdakilerden hangisidir?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | İletişim | 19 | 15,4 | 15,4 | 15,4 |
| | Eğlence | 37 | 30,1 | 30,1 | 45,5 |
| | Bilgilenme | 17 | 13,8 | 13,8 | 59,3 |
| | Eski arkadaşlara ulaşma | 4 | 3,3 | 3,3 | 62,6 |
| | Gruplara bağlanma | 4 | 3,3 | 3,3 | 65,9 |
| | Gündemin takip edilmesi | 42 | 34,1 | 34,1 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medyayı kullanma amaçlarının en çok gündemin takip edilmesi olduğunu söyleyenler % 34,1 (42), Eğlence olduğunu söyleyenler 30,1 (37), İletişim % 15,4 (19), Bilgilenme % 13,8 (17), Eski arkadaşlara ulaşma ve gruplara bağlanma olduğunu söyleyenler % 3,3 (4) oranındadır. Katılımcıların çoğu sosyal medyayı gündemi takip etmek için % 34,1 kullandıklarını belirtmişlerdir.

Tablo 13. Aşağıdaki Kültürel Kimliklerden hangisi sizi en iyi tanımlamaktadır?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Müslüman | 7 | 5,7 | 5,7 | 5,7 |
| | Diğer | 1 | ,8 | ,8 | 6,5 |
| | İnsan | 59 | 48,0 | 48,0 | 54,5 |
| | Türk | 38 | 30,9 | 30,9 | 85,4 |
| | Kürt | 4 | 3,3 | 3,3 | 88,6 |
| | Arap | 1 | ,8 | ,8 | 89,4 |
| | Laik | 10 | 8,1 | 8,1 | 97,6 |
| | Sunni | 1 | ,8 | ,8 | 98,4 |
| | Alevi | 2 | 1,6 | 1,6 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Kültürel kimliklerden sizi en iyi tanımlayan sorusuna katılımcılar % 48,0'i (59) İnsan, % 30,9'u Türk, %8,1'i (10) Laik, % 5,7'si (7) Müslüman, % 3,3 (4) Kürt, % 1,6 (2) Alevi, %0,8'i (1) Sunni, %0,8'i (1) Arap, %0,8'i (1) Diğer cevabını vermiştir. Katılımcılar çoğunlukla %48 oranında kendini insan olarak tanımlamaktadır.

Tablo 14. Aşağıdaki siyasal kimliklerden hangisi sizi en iyi tanımlamaktadır?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Muhafazakar | 5 | 4,1 | 4,1 | 4,1 |
| | Liberal | 8 | 6,5 | 6,5 | 10,6 |
| | Sosyalist | 12 | 9,8 | 9,8 | 20,3 |
| | Kemalist | 25 | 20,3 | 20,3 | 40,7 |
| | Milliyetçi | 23 | 18,7 | 18,7 | 59,3 |
| | Ulusalcı | 2 | 1,6 | 1,6 | 61,0 |
| | Demokrat | 16 | 13,0 | 13,0 | 74,0 |
| | İslamcı | 8 | 6,5 | 6,5 | 80,5 |
| | Diğer | 24 | 19,5 | 19,5 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 20,3'ü (25) kendisini Kemalist, % 19,5'i (24) Diğer, % 18,7'si (23) Milliyetçi, % 13'ü (16) Demokrat, % 9,8'i (12) Sosyalist, %6,5'i (8) Liberal, %6,5'i (8) İslamcı, % 4,1'i (5) Muhafazakar, % 1,6'sı (2) Ulusalcı olarak tanımlamıştır. Anketi cevaplayanların çoğunluğu % 20,3'ü kendisini Kemalist olarak tanımlamaktadır.

Tablo 15. Aşağıdaki gazetelerden ilk olarak hangisini tercih edersiniz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Yeni Şafak | 7 | 5,7 | 5,7 | 5,7 |
| | Milli Gazete | 3 | 2,4 | 2,4 | 8,1 |
| | Diğer | 59 | 48,0 | 48,0 | 56,1 |
| | Güneş | 1 | ,8 | ,8 | 56,9 |
| | Milliyet | 11 | 8,9 | 8,9 | 65,9 |
| | Akit | 1 | ,8 | ,8 | 66,7 |
| | Hürriyet | 28 | 22,8 | 22,8 | 89,4 |
| | Birgün | 6 | 4,9 | 4,9 | 94,3 |
| | Star | 4 | 3,3 | 3,3 | 97,6 |
| | Yeniçağ | 2 | 1,6 | 1,6 | 99,2 |
| | Ortadoğu | 1 | ,8 | ,8 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 48'i (59) cevaplar arasında yer almayan diğer seçeneğini belirtmiştir. Ardından % 22,8'i (28) Hürriyet gazetesini, % 8,9'u (11) Milliyet, % 5,7'si (7) Yeni Şafak, % 4,9'u (6) Birgün, % 3,3'ü (4) Star, % 2,4'ü (3) Milli Gazete, % 1,6 (2) Yeniçağ, % 0,8'i (1) Güneş, Akit ve Ortadoğu gazetelerini tercih etmektedir. Katılımcıların büyük bir çoğunluğu %48'i diğer seçeneğini işaretlemiştir.

Tablo 16. Sizce Aşağıdakilerden hangisi Türkiye'nin en önemli sorunudur?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Ekonomi | 45 | 36,6 | 36,6 | 36,6 |
| | Terör | 32 | 26,0 | 26,0 | 62,6 |
| | İşsizlik | 18 | 14,6 | 14,6 | 77,2 |
| | Güvenlik | 10 | 8,1 | 8,1 | 85,4 |
| | Spor Gündemi | 7 | 5,7 | 5,7 | 91,1 |
| | Yoksulluk | 6 | 4,9 | 4,9 | 95,9 |
| | Diğer | 5 | 4,1 | 4,1 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Ankete katılanlar Türkiye'nin en önemli sorununu tespit etmek için sorulmuş olan soruya %36.6 (45) oranında Ekonomi, %26.0 (32) Terör, % 14.6 (18) İşsizlik % 8.1 (10) Güvenlik, % 5.7 (7) Spor gündemi, % 4.9 (6) Yoksulluk, % 4.1 (5) Diğer cevabını vermişlerdir. Katılımcıların çoğunluğu %36.6 Türkiye'nin en önemli sorununu ekonomi olarak tanımlamışlardır.

Tablo 17. Hayatınızda hiç siyasi parti mitingine katıldınız mı?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Evet | 49 | 39,8 | 39,8 | 39,8 |
| | Hayır | 74 | 60,2 | 60,2 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 60,2'si (74) siyasi parti mitingine katılmamış, % 39,8'i (49) siyasi parti mitingine katılmıştır. Katılımcıların çoğu % 60,2'si hiç siyasi parti mitingine katılmamıştır.

Tablo 18. Hayatınızda hiç oy kullandınız mı?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Kullandım | 113 | 91,9 | 91,9 | 91,9 |
| | Kullanmadım – kullanmayı düşünüyorum | 6 | 4,9 | 4,9 | 96,7 |
| | Kullanmadım – kullanmayı düşünmüyorum | 4 | 3,3 | 3,3 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların %91,9 'u (113) oy kullandığını belirtirken, %4,9'u (6) oy kullanmadığını ve kullanmayı düşünmediğini % 3,3'ü (4) daha önce kullanmadığını ama kullanmayı düşündüğünü belirtmiştir. Anketi cevaplayanların büyük çoğunluğu % 91,9'u oy kullanmaktadır.

Tablo 19. İlgili duyduğunuz siyasi örgütleri sosyal medya üzerinden takip ediyor musunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Evet | 53 | 43,1 | 43,1 | 43,1 |
| | Hayır | 70 | 56,9 | 56,9 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 56,9'u (70) ilgili duydukları siyasi örgütleri sosyal medya üzerinden takip etmediklerini belirtirken, %43,1'i (53) takip etmediklerini ifade etmiştir. Katılımcıların çoğunluğu %56,9'u sosyal medyada siyasi örgütleri takip etmemektedir.

Tablo 20. İlgili duyduğunuz dernek/kulüp haberlerini sosyal medya üzerinden takip ediyor musunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Evet | 78 | 63,4 | 63,4 | 63,4 |
| | Hayır | 45 | 36,6 | 36,6 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcılar ilgili duyduğunuz dernek/kulüp haberlerini sosyal medyadan takip ediyor musunuz sorusuna % 63,4 (78) oranında evet, % 36,6 (45) hayır cevabı vermişlerdir. Katılımcıların çoğunluğu % 63,4 ilgili duydukları dernek/kulüp haberlerini sosyal medyadan takip ettiklerini beyan etmişlerdir.

Tablo 21. Size yakın olduğunuzu düşündüğünüz siyasi görüşlerin bilgilerini / haberlerini sosyal medya üzerinden paylaşıyor musunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | Paylaşıyorum | 28 | 22,8 | 22,8 | 22,8 |
| | Paylaşmıyorum | 95 | 77,2 | 77,2 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 77,2'si (95) yakın buldukları siyasi görüşlerin bilgi ya da haberlerini sosyal medyadan paylaşmadıklarını belirtirken, % 22,8'i (28) paylaşım yaptıklarını söylemişlerdir. Katılımcıların çoğunluğu % 77,2'si siyasi partiyi kendilerine yakın bulsalar da sosyal medyada paylaşımda bulunmadıklarını ifade etmişlerdir.

Tablo 22. İlgili duyduğunuz siyasi hareketlerin miting / propaganda etkinliklerini sosyal medya üzerinden paylaşıyor musunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
|--|--|-----------|---------|---------------|--------------------|

| | | | | | |
|-------|---------------|-----|-------|-------|-------|
| Valid | Paylaşıyorum | 12 | 9,8 | 9,8 | 9,8 |
| | Paylaşmıyorum | 111 | 90,2 | 90,2 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 90,2'si (111) ilgi duydukları siyasi hareketlerin miting ya da propaganda etkinliklerini sosyal medya üzerinden paylaşmadıklarını % 9,8'i (12) bu tür haberleri paylaştıklarını belirtmiştir. Katılımcıların çoğunluğu siyasi parti mitinglerini paylaşmamaktadır.

Tablo 23. Sosyal medyada oluşturulmuş etkinliklere katılıyor musunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Katılıyorum | 12 | 9,8 | 9,8 | 9,8 |
| | Katılmıyorum | 59 | 48,0 | 48,0 | 57,7 |
| | Bazen | 52 | 42,3 | 42,3 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 48'i Sosyal medyadaki etkinliklere katılmadığını, % 42,3'ü (52) bazen katıldığını, %9,8'i (12) katıldığını ifade etmiştir. Sosyal medyada oluşturulan etkinliklere katılmayan denekler % 48 çoğunluktadır.

Tablo 24. Siyasetçilerin sosyal medyayı kullanmasını ister misiniz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Kullansınlar | 84 | 68,3 | 68,3 | 68,3 |
| | Kullanmasınlar | 3 | 2,4 | 2,4 | 70,7 |
| | Benim İçin Önemi Yok | 36 | 29,3 | 29,3 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 20,3'ü (84) Siyasetçilerin Sosyal Medya kullanmasını, % 29,3'ü (36) kendileri için önemi olmadığını, % 2,4'ü (3) kullanmamalarını ifade etmiştir. Katılımcıların çoğu % 20,3'ü siyasetçilerin sosyal medyayı kullanması gerektiğini düşünmektedir.

Tablo 25. Sosyal medyadaki arkadaşlarınızın siyasal görüşlerine dair paylaşımları hakkında ne düşünüyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Paylaşımlarında bir mahsur yok | 76 | 61,8 | 61,8 | 61,8 |
| | Bu tarz paylaşımları onaylamıyorum | 47 | 38,2 | 38,2 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcıların % 61,8'i (76) arkadaşlarının sosyal medyada siyasal görüşleri hakkındaki paylaşımlarına mahsuru yok cevabı verirken, % 38,2'si (47) bu tarz paylaşımları onaylamadığını belirtmiştir. Katılımcıların çoğunluğu % 61,8'i siyasi paylaşımları mahsurlu görmemektedir.

Tablo 26: Sosyal medyada paylaşılan siyasal bilgiler/haberlerden etkileniyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 20 | 16,3 | 16,3 | 16,3 |
| | Katılıyorum | 37 | 30,1 | 30,1 | 46,3 |
| | Kararsızım | 33 | 26,8 | 26,8 | 73,2 |
| | Katılmıyorum | 28 | 22,8 | 22,8 | 95,9 |
| | Kesinlikle Katılmıyorum | 5 | 4,1 | 4,1 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcılar Sosyal Medyada paylaşılan siyasal bilgiler/haberlerden etkileniyorum sorusuna %30,1 (37) oranında Katılıyorum, % 26,8 (33) Kararsızım, % 22,8 (28) Katılmıyorum, % 16,3 (20) Kesinlikle Katılıyorum, % 4,1 (5) Kesinlikle Katılmıyorum cevabını vermiştir.

Tablo 27: Sosyal medya siyasal bilinci arttıran bir etkiye sahiptir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 4 | 3,3 | 3,3 | 3,3 |
| | Katılıyorum | 12 | 9,8 | 9,8 | 13,0 |
| | Kararsızım | 34 | 27,6 | 27,6 | 40,7 |
| | Katılmıyorum | 48 | 39,0 | 39,0 | 79,7 |
| | Kesinlikle Katılmıyorum | 25 | 20,3 | 20,3 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Katılımcılar Sosyal medya siyasal bilinci arttıran bir etkiye sahiptir sorusuna %39 (48) oranında Katılmıyorum, % 27,6 (34) Kararsızım, % 20,3 (25) Kesinlikle Katılmıyorum, % 9,8 (12) Katılıyorum, % 3,3 (4) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 28: Sosyal medyanın demokratik ve katılımcı özelliklerinin olduğuna inanıyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 4 | 3,3 | 3,3 | 3,3 |
| | Katılıyorum | 11 | 8,9 | 8,9 | 12,2 |
| | Kararsızım | 39 | 31,7 | 31,7 | 43,9 |
| | Katılmıyorum | 47 | 38,2 | 38,2 | 82,1 |
| | Kesinlikle Katılmıyorum | 22 | 17,9 | 17,9 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medyanın demokratik ve katılımcı özelliklerinin olduğuna inanıyorum sorusuna katılımcılar, %38,2 (47) oranında Katılmıyorum, % 31,7 (39) Kararsızım, % 17,9 (22) Kesinlikle Katılmıyorum, % 8,9 (11) Katılıyorum, % 3,3 (4) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 29: Sosyal medyanın hoşgörü ortamı hazırladığına inanıyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 18 | 14,6 | 14,6 | 14,6 |
| | Katılıyorum | 46 | 37,4 | 37,4 | 52,0 |
| | Kararsızım | 43 | 35,0 | 35,0 | 87,0 |
| | Katılmıyorum | 16 | 13,0 | 13,0 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medyanın hoşgörü ortamı hazırladığına inanıyorum sorusuna katılımcılar, %37,4 (46) oranında Katılıyorum, % 35 (43) Kararsızım, % 14,6 (18) Kesinlikle Katılıyorum, % 13 (16) Katılmıyorum cevabını vermiştir.

Tablo 30: Sosyal medya siyasal örgütlenmede çoğulculuğu desteklemektedir.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 5 | 4,1 | 4,1 | 4,1 |
| | Katılıyorum | 22 | 17,9 | 17,9 | 22,0 |
| | Kararsızım | 53 | 43,1 | 43,1 | 65,0 |
| | Katılmıyorum | 37 | 30,1 | 30,1 | 95,1 |
| | Kesinlikle Katılmıyorum | 6 | 4,9 | 4,9 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medya siyasal örgütlenmede çoğulculuğu desteklemektedir sorusuna katılımcılar, % 43.1 (53) Kararsızım, % 30.1 (37) Katılmıyorum, , % 17.9 (22) Katılıyorum, % 4.9 (6) Kesinlikle Katılmıyorum, % 4.1 (5) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 31: Sosyal medyanın siyasal katılımıda özgürlükçü özellikleri vardır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 4 | 3,3 | 3,3 | 3,3 |
| | Katılıyorum | 9 | 7,3 | 7,3 | 10,6 |
| | Kararsızım | 45 | 36,6 | 36,6 | 47,2 |
| | Katılmıyorum | 55 | 44,7 | 44,7 | 91,9 |
| | Kesinlikle Katılmıyorum | 10 | 8,1 | 8,1 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medyanın siyasal katılımıda özgürlükçü özellikleri vardır sorusuna katılımcılar, % 44.7 (55) Katılmıyorum, % 36.6 (45) Kararsızım, % 8.1 (10) Kesinlikle Katılmıyorum % 7.3 (9) Katılıyorum, % 3.3 (4) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 32: Sosyal medya kamusal alandır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 7 | 5,7 | 5,7 | 5,7 |
| | Katılıyorum | 20 | 16,3 | 16,3 | 22,0 |
| | Kararsızım | 35 | 28,5 | 28,5 | 50,4 |
| | Katılmıyorum | 46 | 37,4 | 37,4 | 87,8 |
| | Kesinlikle Katılmıyorum | 15 | 12,2 | 12,2 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medya kamusal alandır sorusuna katılımcılar, % 37.4 (46) Katılmıyorum, % 28.5 (35) Kararsızım, % 16.3 (20) Katılıyorum, % 12.2 (15) Kesinlikle Katılmıyorum, % 5.7 (7) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 33: Sosyal medya fanatizmi arttırmaktadır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 2 | 1,6 | 1,6 | 1,6 |
| | Katılıyorum | 6 | 4,9 | 4,9 | 6,5 |
| | Kararsızım | 25 | 20,3 | 20,3 | 26,8 |
| | Katılmıyorum | 61 | 49,6 | 49,6 | 76,4 |
| | Kesinlikle Katılmıyorum | 29 | 23,6 | 23,6 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medya fanatizmi arttırmaktadır sorusuna katılımcılar, % 49.6 (61) Katılmıyorum, % 23.6 (29) Kesinlikle Katılmıyorum, % 20.3 (25) Kararsızım, % 4.9 (6) Katılıyorum, % 1.6 (2) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 34: Sosyal medyadaki arkadaşlarım paylaşımları ve bilgilendirmeleri ile sosyal hayattaki özelliklerini yansıtır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 12 | 9,8 | 9,8 | 9,8 |
| | Katılıyorum | 26 | 21,1 | 21,1 | 30,9 |
| | Kararsızım | 33 | 26,8 | 26,8 | 57,7 |
| | Katılmıyorum | 40 | 32,5 | 32,5 | 90,2 |

| | | | | | |
|--|-------------------------|-----|-------|-------|-------|
| | Kesinlikle Katılmıyorum | 12 | 9,8 | 9,8 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medyadaki arkadaşlarım paylaşımları ve bilgilendirmeleri ile sosyal hayattaki özelliklerini yansıtıyorlar sorusuna katılımcılar, % 32.5 (40) Katılmıyorum, % 26.8 (33) Kararsızım, % 21.1 (26) Katılıyorum, % 9.8 (12) Kesinlikle Katılmıyorum, % 9.8 (12) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 35: Sosyal medya kullanımı aile içi ilişkileri zayıflatmaktadır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 2 | 1,6 | 1,6 | 1,6 |
| | Katılıyorum | 16 | 13,0 | 13,0 | 14,6 |
| | Kararsızım | 29 | 23,6 | 23,6 | 38,2 |
| | Katılmıyorum | 42 | 34,1 | 34,1 | 72,4 |
| | Kesinlikle Katılmıyorum | 34 | 27,6 | 27,6 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medya kullanımı aile içi ilişkileri zayıflatmaktadır sorusuna katılımcılar, % 34.1 (42) Katılmıyorum, % 27.6 (34) Kesinlikle Katılmıyorum, % 23.6 (29) Kararsızım, % 13 (16) Katılıyorum, % 1.6 (2) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 36: Sosyal medya kullanımı için belli bir yaş sınırı olmalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 5 | 4,1 | 4,1 | 4,1 |
| | Katılıyorum | 8 | 6,5 | 6,5 | 10,6 |
| | Kararsızım | 14 | 11,4 | 11,4 | 22,0 |
| | Katılmıyorum | 33 | 26,8 | 26,8 | 48,8 |
| | Kesinlikle Katılmıyorum | 63 | 51,2 | 51,2 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medya kullanımı için belli bir yaş sınırı olmalıdır sorusuna katılımcılar, % 51.2 (63) Kesinlikle Katılmıyorum, % 26.8 (33) Katılmıyorum, % 11.4 (14) Kararsızım, % 6.5 (8) Katılıyorum, % 4.1 (5) Kesinlikle Katılıyorum cevabını vermiştir.

Tablo 37: Sosyal medya paylaşımları için bir sansür mekanizması olmalıdır.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılıyorum | 12 | 9,8 | 9,8 | 9,8 |
| | Katılıyorum | 18 | 14,6 | 14,6 | 24,4 |
| | Kararsızım | 31 | 25,2 | 25,2 | 49,6 |
| | Katılmıyorum | 32 | 26,0 | 26,0 | 75,6 |
| | Kesinlikle Katılmıyorum | 30 | 24,4 | 24,4 | 100,0 |
| | Total | 123 | 100,0 | 100,0 | |

Sosyal medya paylaşımları için bir sansür mekanizması olmalıdır sorusuna katılımcılar, , % 26. (32) Katılmıyorum, % 25.2 (31) Kararsızım, % 24.4 (30) Kesinlikle Katılmıyorum % 14.6 (18) Katılıyorum, % 9.8 (12) Kesinlikle Katılıyorum cevabını vermiştir.

ALT PROBLEMLER**1. ALT PROBLEM**

Birinci alt problemde, cinsiyete göre anlamlı farklılık test edilmiştir.

Tablo 38: Sosyal Medya Kullanımı ve Üniversite Öğrencilerinin Siyasal Toplumsallaşması

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| ortalama | Equal variances assumed | 2,939 | ,089 | 2,656 | 121 | ,009 | ,17218 | ,06483 | ,04384 | ,30052 |
| | Equal variances not assumed | | | 2,561 | 92,828 | ,012 | ,17218 | ,06723 | ,03867 | ,30570 |

Tablo 38'e göre, hesaplanan $p:0,009 < 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ve siyasal toplumsallaşma arasında cinsiyete göre anlamlı farklılık bulunmaktadır.

Tablo 39: Group Statistics

| | Cinsiyetiniz | N | Mean | Std. Deviation | Std. Error Mean |
|----------|--------------|----|--------|----------------|-----------------|
| ortalama | Kadın | 72 | 3,4549 | ,32045 | ,03777 |
| | Erkek | 51 | 3,2827 | ,39724 | ,05562 |

Tablo 39'a bakıldığı zaman Kadınların (ortalama: 3,45) erkeklere (ortalama:3,28) göre daha olumlu düşündükleri görülmektedir.

2. ALT PROBLEM

İkinci alt problemde, Aylık Harcamalara göre anlamlı farklılık test edilmiştir.

Tablo 40: Test of Homogeneity of Variances
ortalama

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1,700 | 4 | 118 | ,155 |

Tablo 40'a bakıldığı zaman, anlamlılık düzeyi $.151 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 41: Tests of Normality

| | Kaçınıcı Sınıfsınız | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 1 | ,152 | 21 | ,200* | ,950 | 21 | ,342 |
| | 2 | ,159 | 19 | ,200* | ,949 | 19 | ,378 |
| | 3 | ,094 | 75 | ,095 | ,979 | 75 | ,255 |
| | 4 | ,184 | 8 | ,200* | ,954 | 8 | ,754 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 41'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 40 ve 41'de 2. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 42 : ANOVA

ortalama

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | ,697 | 4 | ,174 | 1,337 | ,260 |
| Within Groups | 15,369 | 118 | ,130 | | |
| Total | 16,066 | 122 | | | |

Tablo 42'ye göre hesaplanan $p:0,260 > 0,05$ olduğu için Üniversite öğrencilerin aylık harcamaları ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

3. ALT PROBLEM:

Öğrencilerin kaçınıcı sınıfta oldukları ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 43: Tests of Normality

| | Kaçınıcı Sınıfsınız | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 1 | ,152 | 21 | ,200* | ,950 | 21 | ,342 |
| | 2 | ,159 | 19 | ,200* | ,949 | 19 | ,378 |
| | 3 | ,094 | 75 | ,095 | ,979 | 75 | ,255 |
| | 4 | ,184 | 8 | ,200* | ,954 | 8 | ,754 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 43'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 44: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | ,514 | 3 | 119 | ,673 |

Tablo 44'e bakıldığı zaman, anlamlılık düzeyi $.151 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 43 ve 44'de 3. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 45: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | ,138 | 3 | ,046 | ,344 | ,794 |
| Within Groups | 15,928 | 119 | ,134 | | |
| Total | 16,066 | 122 | | | |

Tablo 45'ye göre hesaplanan $p:0,794 > 0,05$ olduğu için Üniversite öğrencilerin kaçınıcı sınıfı okudukları ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

4. ALT PROBLEM:

Ortalama TV izleme ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 46: Tests of Normality

| | Günde ortalama kaç saat TV seyrediyorsunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | Hiç | ,179 | 51 | ,000 | ,945 | 51 | ,020 |
| | 1 saatten az | ,124 | 53 | ,040 | ,965 | 53 | ,120 |
| | 2-4 saat | ,167 | 19 | ,175 | ,916 | 19 | ,095 |

a. Lilliefors Significance Correction

Tablo 46'ya bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi $.05$ ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 47: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | ,914 | 2 | 120 | ,404 |

Tablo 47'ye bakıldığı zaman, anlamlılık düzeyi $.404 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 46 ve 47'de 4. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 48: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | ,346 | 2 | ,173 | 1,319 | ,271 |
| Within Groups | 15,720 | 120 | ,131 | | |
| Total | 16,066 | 122 | | | |

Tablo 48'e göre hesaplanan $p:0,271 > 0,05$ olduğu için günde ortalama kaç saat TV izledikleri ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

5. ALT PROBLEM

İnternete bağlanmak için tercih edilen cihaz ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 49: Tests of Normality^c

| | İnternete bağlanmak için hangi cihazı kullanıyorsunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | PC | ,169 | 26 | ,053 | ,950 | 26 | ,234 |
| | Notebook | ,140 | 18 | ,200* | ,965 | 18 | ,704 |
| | Akıllı Telefon | ,107 | 75 | ,035 | ,963 | 75 | ,028 |
| | Tablet | ,204 | 3 | . | ,993 | 3 | ,843 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. ortalama is constant when İnternete bağlanmak için hangi cihazı kullanıyorsunuz? = Notebook. It has been omitted.

Tablo 49'a bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 50: Test of Homogeneity of Variances

| | | | | |
|----------|------------------|-----|-----|------|
| ortalama | | | | |
| | Levene Statistic | df1 | df2 | Sig. |
| | 2,578 | 3 | 118 | ,057 |

Tablo 50'ye bakıldığı zaman, anlamlılık düzeyi .057 > .05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 49 ve 50'de 5. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 51: ANOVA

| | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| ortalama | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | ,542 | 4 | ,136 | 1,030 | ,395 |
| Within Groups | 15,524 | 118 | ,132 | | |
| Total | 16,066 | 122 | | | |

Tablo 48'e göre hesaplanan $p:0,395 > 0,05$ olduğu için hangi araçla internete bağlandıkları ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

6. ALT PROBLEM

Ayda kullanılan internet miktarı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 52: Tests of Normality

| | Ayda kaç GB internet kullanıyorsunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 5 GB'dan az | ,095 | 28 | ,200* | ,935 | 28 | ,083 |
| | 5-10 GB | ,125 | 51 | ,044 | ,960 | 51 | ,081 |
| | 10-15 GB | ,153 | 16 | ,200* | ,930 | 16 | ,241 |
| | 15-20 GB | ,201 | 8 | ,200* | ,940 | 8 | ,610 |
| | 20 GB'dan fazla | ,204 | 20 | ,029 | ,938 | 20 | ,223 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tablo 52'ye bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 53 : Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | 1,401 | 4 | 118 | ,238 |

Tablo 53'e bakıldığı zaman, anlamlılık düzeyi .0238 > .05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 52 ve 53'de 6. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 54: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | ,908 | 4 | ,227 | 1,767 | ,140 |
| Within Groups | 15,158 | 118 | ,128 | | |
| Total | 16,066 | 122 | | | |

Tablo 54'e göre hesaplanan $p:0,140 > 0,05$ olduğu için ayda kullanılan internet miktarı ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

7. ALT PROBLEM

Gün içinde internete bağlanma oranı ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 55: Tests of Normality

| | Günde Ortalama kaç saat internet kullanıyorsunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 1 saatten az | ,260 | 2 | . | | | |
| | 2-4 saat | ,148 | 34 | ,056 | ,973 | 34 | ,554 |
| | 4-7 saat | ,113 | 61 | ,053 | ,978 | 61 | ,326 |
| | 8-10 saat | ,140 | 19 | ,200* | ,927 | 19 | ,155 |
| | 10 saatten fazla | ,256 | 7 | ,182 | ,925 | 7 | ,506 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tablo 55'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 56: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | ,928 | 4 | 118 | ,450 |

Tablo 56'ya bakıldığı zaman, anlamlılık düzeyi .450 > .05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 55 ve 56'de 7. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 57: ANOVA

ortalama

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | ,080 | 4 | ,020 | ,148 | ,963 |
| Within Groups | 15,985 | 118 | ,135 | | |
| Total | 16,066 | 122 | | | |

Tablo 57'ye göre hesaplanan $p:0,963 > 0,05$ olduğu için günde internete girme miktarı ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

8. ALT PROBLEM

Sosyal medyada kişisel paylaşımlar yapılmasına karşı tutum ile Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 58'e göre, hesaplanan $p:0,062 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ve siyasal toplumsallaşması ile sosyal medyada yapılan kişisel paylaşımlara yönelik tutumları arasında anlamlı farklılık bulunmamaktadır.

Tablo 58: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | ,580 | ,448 | -1,882 | 121 | ,062 | -,14728 | ,07824 | -,30218 | ,00762 |
| | Equal variances not assumed | | | -1,756 | 38,190 | ,087 | -,14728 | ,08386 | -,31701 | ,02245 |

9. ALT PROBLEM

Sosyal medyada paylaşılan içeriklerle Sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 59: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | ,438 | ,510 | -,880 | 121 | ,380 | -,06877 | ,07811 | -,22340 | ,08587 |
| | Equal variances not assumed | | | -,967 | 51,553 | ,338 | -,06877 | ,07112 | -,21151 | ,07398 |

Tablo 59'e göre, hesaplanan $p:0,380 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ve siyasal toplumsallaşması ile sosyal medyada paylaşılan içerikler arasında anlamlı farklılık bulunmamaktadır.

10. ALT PROBLEM

Facebook'ta sahip olunan arkadaş sayısı ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 60: Tests of Normality

| | Facebook'ta kaç arkadaşınız var? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|----------------------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 100'den az | ,127 | 48 | ,052 | ,957 | 48 | ,077 |
| | 101-250 | ,154 | 31 | ,058 | ,958 | 31 | ,257 |
| | 251-350 | ,114 | 16 | ,200* | ,963 | 16 | ,711 |
| | 351-450 | ,173 | 9 | ,200* | ,962 | 9 | ,817 |
| | 451'den fazla | ,108 | 19 | ,200* | ,952 | 19 | ,434 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 60'a bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 61: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------------------|------------------|-----|-----|------|
| Tablo 61'e bakıldığı | ,389 | 4 | 118 | ,816 |

zaman, anlamlılık düzeyi .816>.05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik. Tablo 60 ve 61'de 10. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 62: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | ,214 | 4 | ,054 | ,399 | ,809 |
| Within Groups | 15,851 | 118 | ,134 | | |
| Total | 16,066 | 122 | | | |

Tablo 62'ye göre hesaplanan $p:0,809>0,05$ olduğu için Facebook'ta sahip olunan arkadaş sayısı ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

11. ALT PROBLEM

Twitter'da sahip olunan takipçi sayısı ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 63: Tests of Normality

| | Twitter'da kaç takipçiniz var? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--------------------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 100'den az | ,119 | 71 | ,014 | ,970 | 71 | ,092 |
| | 101-250 | ,160 | 18 | ,200* | ,903 | 18 | ,066 |
| | 251-350 | ,172 | 12 | ,200* | ,924 | 12 | ,318 |
| | 351-450 | ,214 | 8 | ,200* | ,947 | 8 | ,680 |
| | 451'den fazla | ,207 | 14 | ,106 | ,934 | 14 | ,348 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 63'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 64: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | 3,177 | 4 | 118 | ,016 |

Tablo 64'e bakıldığı zaman, anlamlılık düzeyi .016>.05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 63 ve 64'de 11. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 65: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | ,521 | 4 | ,130 | ,989 | ,417 |
| Within Groups | 15,545 | 118 | ,132 | | |
| Total | 16,066 | 122 | | | |

Tablo 65'e göre hesaplanan $p:0,417>0,05$ olduğu için Twitter'sa sahip olunan takipçi sayısı ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

12. ALT PROBLEM

Öncelikli sosyal medya kullanım amacı ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunmamıştır.

Tablo 66: Tests of Normality

| | Öncelikle sosyal medya kullanım amacınız -en çok-aşağıdakilerden hangisidir? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | İletişim | ,170 | 19 | ,152 | ,914 | 19 | ,086 |
| | Eğlence | ,113 | 37 | ,200* | ,953 | 37 | ,118 |
| | Bilgilenme | ,106 | 17 | ,200* | ,971 | 17 | ,827 |
| | Eski arkadaşlara ulaşma | ,236 | 4 | . | ,911 | 4 | ,488 |
| | Gruplara bağlanma | ,245 | 4 | . | ,916 | 4 | ,517 |
| | Gündemin takip edilmesi | ,101 | 42 | ,200* | ,977 | 42 | ,557 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 66'ya bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 67: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | 3,033 | 5 | 117 | ,013 |

Tablo 67'e bakıldığı zaman, anlamlılık düzeyi .013>.05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 66 ve 67'de 12. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 68: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | ,527 | 5 | ,105 | ,793 | ,557 |
| Within Groups | 15,539 | 117 | ,133 | | |
| Total | 16,066 | 122 | | | |

Tablo 68'e göre hesaplanan $p:0,557 > 0,05$ olduğu için Öncelikli sosyal medya kullanım amacı ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

13. ALT PROBLEM

Ait hissettiği kültürel kimlik ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 69: Tests of Normality^{c,d,e}

| | Aşağıdaki Kültürel Kimliklerden hangisi sizi en iyi tanımlamaktadır? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | Müslüman | ,263 | 7 | ,155 | ,885 | 7 | ,252 |
| | İnsan | ,098 | 59 | ,200* | ,972 | 59 | ,186 |
| | Türk | ,127 | 38 | ,128 | ,973 | 38 | ,475 |
| | Kürt | ,170 | 4 | . | ,983 | 4 | ,921 |
| | Laik | ,160 | 10 | ,200* | ,932 | 10 | ,464 |
| | Alevi | ,260 | 2 | . | . | . | . |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. ortalama is constant when Aşağıdaki Kültürel Kimliklerden hangisi sizi en iyi tanımlamaktadır? = Arap. It has been omitted.

d. ortalama is constant when Aşağıdaki Kültürel Kimliklerden hangisi sizi en iyi tanımlamaktadır? = Sunni. It has been omitted.

e. ortalama is constant when Aşağıdaki Kültürel Kimliklerden hangisi sizi en iyi tanımlamaktadır? = Diğer. It has been omitted.

Tablo 69'a bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 70: Test of Homogeneity of Variances

| | | | | |
|------------------|-----|-----|------|--|
| ortalama | | | | |
| Levene Statistic | df1 | df2 | Sig. | |
| ,845 | 5 | 114 | ,521 | |

Tablo 70'e bakıldığı zaman, anlamlılık düzeyi .521 > .05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 69 ve 70'de 13. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 71: ANOVA

| | | | | | |
|----------------|----------------|-----|-------------|------|------|
| ortalama | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | ,869 | 8 | ,109 | ,815 | ,591 |
| Within Groups | 15,197 | 114 | ,133 | | |
| Total | 16,066 | 122 | | | |

Tablo 71'e göre hesaplanan $p:0,591 > 0,05$ olduğu için Ait hissettiği kültürel kimlik ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

14. ALT PROBLEM

Ait hissettiği siyasal kimlik ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 72: Tests of Normality

| | Aşağıdaki siyasal kimliklerden hangisi sizi en iyi tanımlamaktadır? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | Muhafazakar | ,167 | 5 | ,200* | ,964 | 5 | ,833 |
| | Liberal | ,161 | 8 | ,200* | ,938 | 8 | ,589 |
| | Sosyalist | ,159 | 12 | ,200* | ,910 | 12 | ,216 |
| | Kemalist | ,100 | 25 | ,200* | ,942 | 25 | ,161 |
| | Milliyetçi | ,120 | 23 | ,200* | ,958 | 23 | ,420 |
| | Ulusalcı | ,260 | 2 | . | | | |
| | Demokrat | ,171 | 16 | ,200* | ,933 | 16 | ,274 |
| | İslamcı | ,149 | 8 | ,200* | ,973 | 8 | ,922 |
| | Diğer | ,128 | 24 | ,200* | ,960 | 24 | ,441 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 72'ye bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 73: Test of Homogeneity of Variances

| | | | | |
|----------|------------------|-----|-----|------|
| ortalama | | | | |
| | Levene Statistic | df1 | df2 | Sig. |
| | ,502 | 8 | 114 | ,852 |

Tablo 73'e bakıldığı zaman, anlamlılık düzeyi .852>.05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 72 ve 73'de 14. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 74: ANOVA

| | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| ortalama | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 1,972 | 8 | ,247 | 1,994 | ,053 |
| Within Groups | 14,094 | 114 | ,124 | | |
| Total | 16,066 | 122 | | | |

Tablo 74'e göre hesaplanan $p:0,053>0,05$ olduğu için Ait hissettiği siyasal kimlik ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

15. ALT PROBLEM

Okumak için tercih ettiği gazete ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 75: Tests of Normality^{b,c,e}

| | Aşağıdaki gazetelerden ilk olarak hangisini tercih edersiniz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | Yeni Şafak | ,260 | 7 | ,167 | ,888 | 7 | ,267 |
| | Milliyet | ,212 | 11 | ,182 | ,922 | 11 | ,337 |
| | Hürriyet | ,149 | 28 | ,114 | ,974 | 28 | ,702 |
| | Birgün | ,146 | 6 | ,200* | ,982 | 6 | ,960 |
| | Star | ,263 | 4 | . | ,927 | 4 | ,575 |

| | | | | | | |
|--------------|------|----|------|------|----|------|
| Yeniçağ | ,260 | 2 | . | | | |
| Milli Gazete | ,292 | 3 | . | ,923 | 3 | ,463 |
| Diğer | ,119 | 59 | ,037 | ,962 | 59 | ,062 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. ortalama is constant when Aşağıdaki gazetelerden ilk olarak hangisini tercih edersiniz? = Güneş. It has been omitted.

c. ortalama is constant when Aşağıdaki gazetelerden ilk olarak hangisini tercih edersiniz? = Akit. It has been omitted.

e. ortalama is constant when Aşağıdaki gazetelerden ilk olarak hangisini tercih edersiniz? = Ortadoğu. It has been omitted.

Tablo 75'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 76: Test of Homogeneity of Variances

ortalama

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1,277 | 7 | 112 | ,268 |

Tablo 76'ya bakıldığı zaman, anlamlılık düzeyi .268>.05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 75 ve 76'da 15. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 77: ANOVA

ortalama

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 1,574 | 10 | ,157 | 1,216 | ,288 |
| Within Groups | 14,492 | 112 | ,129 | | |
| Total | 16,066 | 122 | | | |

Tablo 77'ye göre hesaplanan p:0,288>0,05 olduğu için Okumak için tercih ettiği gazete ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

16. ALT PROBLEM

Türkiye'nin en önemli sorunu kabul edilen olgu ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 78: Tests of Normality

| | Sizce Aşağıdakilerden hangisi Türkiye'nin en önemli sorunudur? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | Ekonomi | ,092 | 45 | ,200* | ,975 | 45 | ,440 |
| | Terör | ,148 | 32 | ,072 | ,968 | 32 | ,436 |
| | İşsizlik | ,224 | 18 | ,017 | ,886 | 18 | ,033 |
| | Güvenlik | ,179 | 10 | ,200* | ,969 | 10 | ,882 |
| | Spor Gündemi | ,301 | 7 | ,055 | ,864 | 7 | ,163 |
| | Yoksulluk | ,249 | 6 | ,200* | ,934 | 6 | ,613 |
| | Diğer | ,286 | 5 | ,200* | ,880 | 5 | ,310 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 78'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 79: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | 1,715 | 6 | 116 | ,123 |

Tablo 79'a bakıldığı zaman, anlamlılık düzeyi $.123 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 78 ve 78'da 16. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 80: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 1,584 | 6 | ,264 | 2,114 | ,057 |
| Within Groups | 14,482 | 116 | ,125 | | |
| Total | 16,066 | 122 | | | |

Tablo 80'e göre hesaplanan $p:0,288 > 0,05$ olduğu için Türkiye'nin en önemli sorunu kabul edilen olgu ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

17. ALT PROBLEM

Siyasi bir partinin mitingine katılmak ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 81: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | 3,601 | ,060 | -,062 | 121 | ,950 | -,00418 | ,06711 | -,13705 | ,12868 |
| | Equal variances not assumed | | | -,065 | 117,301 | ,948 | -,00418 | ,06396 | -,13085 | ,12248 |

Tablo 81'e göre, hesaplanan $p:0,950 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ile siyasal toplumsallaşması ve Siyasi bir partinin mitingine katılması arasında anlamlı farklılık bulunmamaktadır.

18. ALT PROBLEM

Oy kullanma davranışı ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 82: Tests of Normality

| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------------|---------------------------------|-----|-------|--------------|-----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | Hayatınızda hiç oy kullandınız mı? | | | | | | |
| | Kullandım | ,109 | 113 | ,002 | ,977 | 113 | ,051 |
| | Kullanmadım – kullanmayı düşünüyorum | ,171 | 6 | ,200* | ,965 | 6 | ,856 |
| | Kullanmadım – kullanmayı düşünmüyorum | ,258 | 4 | . | ,891 | 4 | ,388 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 82'ye bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 83: Test of Homogeneity of Variances

| ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 2,173 | 2 | 120 | ,118 |

Tablo 83'e bakıldığı zaman, anlamlılık düzeyi .118>.05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 72 ve 73'de 18. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 84: ANOVA

| ortalama | | | | | |
|----------------|----------------|-----|-------------|------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | ,188 | 2 | ,094 | ,711 | ,493 |
| Within Groups | 15,878 | 120 | ,132 | | |
| Total | 16,066 | 122 | | | |

Tablo 84'e göre hesaplanan $p:0,493>0,05$ olduğu için Oy kullanma davranışı ile sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

19. ALT PROBLEM

İlgi duyulan siyasal örgütleri sosyal medyadan takip etmek ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 85: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | |
|----------|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|--|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference Lower Upper |
| ortalama | Equal variances assumed | 2,795 | ,097 | 1,907 | 121 | ,059 | ,12464 | ,06537 | -,00478 ,25406 |
| | Equal variances not assumed | | | 1,948 | 119,125 | ,054 | ,12464 | ,06398 | -,00205 ,25133 |

Tablo 85'e göre, hesaplanan $p:0,059>0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ile siyasal toplumsallaşması ve Siyasi bir örgütü sosyal medyadan takip etmesi arasında anlamlı farklılık bulunmamaktadır.

20. ALT PROBLEM

İlgi duyulan dernek/kulüpleri sosyal medyadan takip etmekle sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 86: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | |
|----------|-------------------------|---|------|------------------------------|-----|-----------------|-----------------|-----------------------|--|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference Lower Upper |
| ortalama | Equal variances assumed | ,155 | ,694 | 1,472 | 121 | ,144 | ,09950 | ,06761 | -,03435 ,23335 |

| | | | | | | | | | |
|-----------------------------|--|--|-------|--------|------|--------|--------|---------|--------|
| Equal variances not assumed | | | 1,474 | 92,404 | ,144 | ,09950 | ,06749 | -,03454 | ,23354 |
|-----------------------------|--|--|-------|--------|------|--------|--------|---------|--------|

Tablo 86'ya göre, hesaplanan $p:0,144 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ile siyasal toplumsallaşması ve ilgi duyulan dernek/kulüpleri sosyal medyadan takip etmek arasında anlamlı farklılık bulunmamaktadır.

21. ALT PROBLEM

Yakın bulunan siyasi görüşlerin haberlerini sosyal medyadan paylaşmakla sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 87: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | 5,357 | ,022 | ,896 | 121 | ,372 | ,06996 | ,07810 | -,08466 | ,22457 |
| | Equal variances not assumed | | | 1,054 | 59,111 | ,296 | ,06996 | ,06636 | -,06283 | ,20275 |

Tablo 87'ya göre, hesaplanan $p:0,372 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ile siyasal toplumsallaşması ve Yakın bulunan siyasi görüşlerin haberlerini sosyal medyadan paylaşmak arasında anlamlı farklılık bulunmamaktadır.

22. ALT PROBLEM

İlgi duyulan siyasi hareketlerin miting/propaganda etkinliklerini sosyal medyadan paylaşmakla sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 88: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | 3,555 | ,062 | 1,102 | 121 | ,273 | ,12143 | ,11018 | -,09669 | ,33956 |
| | Equal variances not assumed | | | 1,537 | 17,083 | ,143 | ,12143 | ,07901 | -,04520 | ,28806 |

Tablo 88'e göre, hesaplanan $p:0,273 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ile siyasal toplumsallaşması ve İlgi duyulan siyasi hareketlerin miting/propaganda etkinliklerini sosyal medyadan paylaşmak arasında anlamlı farklılık bulunmamaktadır.

23. ALT PROBLEM

Sosyal medyada oluşturulmuş etkinliklere katılmakla sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 89: Tests of Normality

| | Sosyal medyada oluşturulmuş etkinliklere katılıyor musunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | Katılıyorum | ,129 | 12 | ,200* | ,939 | 12 | ,481 |
| | Katılmıyorum | ,093 | 59 | ,200* | ,980 | 59 | ,449 |
| | Bazen | ,128 | 52 | ,032 | ,952 | 52 | ,035 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 89'a bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 90: Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | 2,474 | 2 | 120 | ,089 |

Tablo 90'a bakıldığı zaman, anlamlılık düzeyi .089 > .05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 89 ve 90'da 23. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 91: ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | ,312 | 2 | ,156 | 1,187 | ,309 |
| Within Groups | 15,754 | 120 | ,131 | | |
| Total | 16,066 | 122 | | | |

Tablo 91'e göre hesaplanan $p:0,309 > 0,05$ olduğu için Sosyal medyada oluşturulmuş etkinliklere katılmakla sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

24. ALT PROBLEM

Siyasetçilerin Sosyal medyayı kullanmasına yönelik tutum ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 92: Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | ,106 | 123 | ,002 | ,977 | 123 | ,033 |

a. Lilliefors Significance Correction

Tablo 92'ye bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek-yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk.

Tablo 93: Test of Homogeneity of Variances

| ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 1,808 | 2 | 120 | ,168 |

Tablo 93'e bakıldığı zaman, anlamlılık düzeyi $.033 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 92 ve 93'te 24. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 94: ANOVA

| ortalama | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | ,454 | 2 | ,227 | 1,745 | ,179 |
| Within Groups | 15,612 | 120 | ,130 | | |
| Total | 16,066 | 122 | | | |

Tablo 94'e göre hesaplanan $p:0,179 > 0,05$ olduğu için Siyasetçilerin Sosyal medyayı kullanmasına yönelik tutumla sosyal medya kullanımı ve siyasal toplumsallaşma arasında anlamlı farklılık bulunmamaktadır.

25. ALT PROBLEM

Sosyal medyadaki arkadaşların siyasal paylaşımları hakkındaki tutum ile sosyal medya etkisiyle siyasal toplumsallaşma arasında anlamlı bir farklılık bulunamamıştır.

Tablo 95: Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | ,362 | ,549 | ,649 | 121 | ,517 | ,04384 | ,06750 | -,08980 | ,17747 |
| | Equal variances not assumed | | | ,645 | 95,204 | ,521 | ,04384 | ,06801 | -,09118 | ,17886 |

Tablo 95'e göre, hesaplanan $p:0,517 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanımı ile siyasal toplumsallaşması ve Sosyal medyadaki arkadaşların siyasal paylaşımları hakkındaki tutum arasında anlamlı farklılık bulunmamaktadır.

LİKERT ÖLÇEKLİ VERİLERİN DEĞERLENDİRİLMESİ

Ankette yer alan likert ölçekli tüm maddelerin ortalama ve demografik verilerle T Test ve One Way Anova değerlendirmeleri yapılmış, anlamlı farklılığa sahip olan maddeler aşağıda verilmiştir.

Sosyal Medya Kamusal Alandır**Tablo 96: Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Sosyal medya kamusal alandır. | Equal variances assumed | 2,715 | ,102 | -2,988 | 121 | ,003 | -,675 | ,226 | -1,122 | -,228 |
| | Equal variances not assumed | | | -3,347 | 50,116 | ,002 | -,675 | ,202 | -1,080 | -,270 |

Tablo 96'ya göre, hesaplanan $p:0,003 < 0,05$ olduğu için Sosyal medya Kamusal alandır cevabını verenler ile ve sosyal medya kullanım içeriğine yönelik tutum arasında anlamlı farklılık bulunmaktadır.

Tablo 97: Group Statistics

| | Sosyal Medyada kişisel paylaşımlar hakkında ne düşünüyorsunuz | N | Mean | Std. Deviation | Std. Error Mean |
|-------------------------------|---|----|------|----------------|-----------------|
| Sosyal medya kamusal alandır. | Kişinin mahremiyetine dair paylaşımlar olabilir | 27 | 2,81 | ,879 | ,169 |
| | Kişinin mahremiyetine dair paylaşımlar olmamalı | 96 | 3,49 | 1,076 | ,110 |

Tablo 97'ye bakıldığı zaman Mahremiyete dair paylaşımlar olmamalı (ortalama: 3,49) Mahremiyete dair paylaşımlar olabilir (ortalama:2,81) cevabını verenlere göre daha çok sosyal medyanın kamusal alan olduğunu düşündükleri görülmektedir.

İlgi Duyduğunuz siyasi örgütleri sosyal medyadan takip ediyor musunuz?**Tablo 98: Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Sosyal medyada paylaşılan siyasal bilgiler/haberlerden etkileniyorum. | Equal variances assumed | 1,980 | ,162 | 3,544 | 121 | ,001 | ,690 | ,195 | ,304 | 1,075 |
| | Equal variances not assumed | | | 3,617 | 118,886 | ,000 | ,690 | ,191 | ,312 | 1,067 |

Tablo 98'e göre, hesaplanan $p:0,001 < 0,05$ olduğu için İlgi Duyduğunuz siyasi örgütleri sosyal medyadan takip ettikleri cevabını verenler ile ve Sosyal medyada paylaşılan siyasal bilgiler/haberlerden etkilenme arasında anlamlı farklılık bulunmaktadır

Tablo 99: Group Statistics

| | İlgi duyduğunuz siyasal örgütleri sosyal medya üzerinden takip ediyor musunuz? | N | Mean | Std. Deviation | Std. Error Mean |
|---|--|----|------|----------------|-----------------|
| Sosyal medyada paylaşılan siyasal bilgiler/haberlerden etkileniyorum. | Evet | 53 | 3,08 | ,978 | ,134 |
| | Hayır | 70 | 2,39 | 1,133 | ,135 |

Tablo 99'a bakıldığı zaman Sosyal medyada paylaşılan siyasal bilgiler/haberlerden etkilenenler (ortalama: 3,08) Sosyal medyada paylaşılan siyasal bilgiler/haberlerden etkilenmedikleri (ortalama:2,81) cevabını verenlere göre daha çok ilgi duydukları siyasi partiyi sosyal medyada takip ettikleri görülmektedir.

SONUÇ

Yakın tarihte yaşanan teknolojik gelişmeler sayesinde ortaya çıkan Sosyal medya kavramının gündelik hayata girmesi ile birlikte insanların iletişim alışkanlıkları değişmeye başlamıştır. Sosyal medyanın bir eğlence aracı olmaktan ötede toplumsalı şekillendiren bir hal aldığını söylemek yanlış olmayacaktır. Özellikle akıllı telefonların toplumun tüm sınıflarında yaygın bir biçimde kullanılmaya başlanması ile birlikte artık insanların yeme içme alışkanlıklarından tutun moda, aile ilişkileri ve hatta entelektüel alışkanlıklar yeni bir biçim almaya başlamıştır. Kuşaklar arası farklılıkların epey hissedildiği bu durumda özellikle Gezi olayları ile birlikte ülkemizde yaşanan z kuşağı farkındalığı epeyce bilimsel makalenin konusu olmuştur. Hatta gezi olaylarının sorumluluğu sosyal medyaya bağlayan onlarca çalışmadan bahsetmek mümkündür.

Bu çalışma da sosyal medyanın toplumu siyasi olarak şekillendirdiği hatta kullanıcılarını siyasallaştırdığı iddialarını ölçmek amacıyla yapılmış nicel bir araştırmadır. 2019 Bahar yarısında Sakarya Üniversitesi İletişim Fakültesi öğrencileri üzerinde yapılan çalışmanın analizi bulgular kısmında detaylı olarak yapılmıştır. Sorulara verilen tüm cevapların frekans değerlerinin T Testi ve ANOVA ölçümlerinin yapıldığı değerlendirilmede aradığımız cevapları net bir biçimde önümüze sermektedir.

Buna göre sosyal medya araçları gençler arasında yaygın bir biçimde kullanılmaktadır. İnternet bağlantısını sağlamak için araç olarak en çok cep telefonu tercih edilmektedir. Dolayısıyla gençlerin 24 saat boyunca ağlara ulaşabilme imkanı vardır. Sosyal medyayı “Gündemi takip etmek” için kullandığını ifade eden katılımcılar, internete “en çok” neden giriyorsunuz sorusuna yoğunluklu olarak eğlence amaçlı cevabını vermişlerdir. Hiçbir siyasi paylaşım yapmayan bu paylaşımları onaylamayanların oranı epey yüksektir.

ÖNERİLER

Sosyal medyanın toplumu siyasallaşmasına katkısının araştırıldığı bu çalışmanın sonuçları değerlendirildiğinde siyasallaşmanın tek bir nedenle ortaya çıkmasının mümkün olmadığı görülmüştür. Bu nedenle diğer bazı faktörlerin de değişkenler arasında katılarak yeni bir çalışma yapılması da mümkün olabilir. Araştırmamızın evreni sadece iletişim fakültesi öğrencileridir. Çalışmanın diğer fakültelerde yapılarak genişletilmesi sonucunda sosyal medya alışkanlıklarının alınan formasyona, yaşanan çevreye göre farklılıklar gösterdiğini tespit etmek mümkün olabilir.

Bir diğer değişkende yaş faktörüdür. Çalışma üniversite öğrencileri ile sınırlı olduğundan anket bölümünde yaş faktörü sorular arasında yer almamış ama deneklerin yaş ortalamaları 18-24 yaş aralığında kaldığı bilinmektedir. Konu ile ilgili yapılacak yeni bir çalışma için farklı bir yaş gurubunun da evrene dahil edilmesi olabilir. Yaş değişkenine bağlı olarak sosyal medya alışkanlıklarının ve siyasal konulara karşı tutumların değiştiğini ölçümlenebilir.

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SPACES IN 21ST CENTURY SCHOOL BUILDINGS EDUCATIONAL EXPECTATIONS – EXEMPLARY IMPLEMENTATIONS

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ABSTRACT

In Hungary, following the change of regimes (1990), dozens of school buildings were erected which stand their ground even in international comparison. The architectural-technical specifications of the location and design of educational institutions are due on one hand to the spreading of modern educational principles and on the other hand, to the consequences of the legislative harmonization brought about by Hungary's joining the European Union. My paper presents this process. Firstly, I am going to list the educational expectations and student needs stemming from the educational goals of the 21st century school. I will analyse and define the design of the educational environment on the basis of modern theories of space. I interpret expectations as challenges to be answered by architects knowing the expectations of the demands and needs of the future users of the institution: teachers and students.

When designing the exterior and interior of the institution, the latest results and requirements of ergonomics regarding the learning environment must be taken into consideration, along with some basics of psychology and social psychology specifying the expectations for a communal learning environment.

In the spirit of the above, I am going to deal with details of the interior of the ideal learning environment such as the colour of the walls and ceiling, light and lighting or the possibility of darkening the space. Other issues include the design, layout, variability, and potential rearrangeability of furniture and equipment suited to modern educational work and activities. I will also touch upon important details like the amount of space required and the optimal visual field within the classroom.

I am going to link theory and practice by giving examples and showing pictures of existing school buildings which have gained international recognition. One of the conclusions of my paper is that the modernisation, differentiation and changing functions of educational spaces are the consequences of the professionalisation of educational principles and viewpoints. Increasing professionalism and the effectiveness of the educational work go hand in hand to shape educational spaces. Therefore, the implementation of a new spatial structure is always preceded by expectations based on new insights.

At the same time, designing this school environment in a modern, low energy, passive house-like building aiding environment-conscious education is a unique opportunity and challenge for architects and educational experts co-operating with them to shape and improve the environmental and ecological awareness of children and the whole community. Thus, the members of the school and the community can become the centre of action for the future.

INTRODUCTION

“In an atmosphere of empathy, trust, congruence and acceptance,
all personalities are enabled for learning.”
(Carl Rogers)

According to *Winston Churchill's* well-known claim: “We give shape to our buildings, and they, in turn, shape us.” It is especially true of educational spaces, where communication and interaction play the most important role. Schools should set a textbook example of taking the educational aspects of space creation into consideration; however, we saw the opposite of it in Hungarian schools modelled on Soviet design during the decades of communism. The institutions of all levels of education from primary to tertiary were built with the exclusion of the “third teacher”, the factor of space creation as a constitutional architectural element. The managers of educational policy tied the hands of architects, so to speak, and the building specifications and regulations prescribed by the state only centred upon fire protection, emergency exits and the number of square metres. The needs based on modern educational expectations, which regard the spaces of learning as living space and require transparency and variability, were hardly implemented in the actual school building. (*Jeney, 1987.*)

It has long been about more than the quality of experience provided by space creation and about the creation of an architectural sense of identity. Optimal educational spaces can become a catalyst for learning and teaching. As a preliminary, let me share a few aspects to take into consideration in the creation of the educational spaces of the future. All users have the right to determine the creation of both external and internal spaces. The use of environment-friendly building materials. Providing natural lighting and easy access. The flexible and multi-

functional use of learning spaces without forgoing identity. On the basis of these, we can claim that the creation of spaces of communication constitutes a special area of the building art. (*Göhlich, 1994.*) (*Perlich, 1999.*) In this paper, I focus my attention on schools in which the design of external and internal spaces serves as “textbook examples”.

NEW SCHOOL SPACES IN HUNGARY

In Hungary, following the change of political regimes (1990), dozens of school buildings were erected which stand their ground even in international comparison. The present-day architectural-technical specifications for the location and design of educational institutions are due on one hand to the spreading of modern educational principles including the school building intentions of reform pedagogical trends and on the other hand, to the consequences of the legislative harmonization brought about by Hungary's joining the European Union.

In the school of the democratic societies of the 21st century, it is a natural principle that the child as learner is in the centre of educational processes and learning takes priority over teaching.

If we aim for a school where all participants feel good, use the achievements of modern technology efficiently and do their work joyfully, then in the creation of the external and internal spaces of the institution, we have to take into consideration the latest results and requirements of ergonomics regarding the learning environment. Moreover, we must consider the basic principles of psychology and social psychology which formulate the expectations regarding the social learning environment. These include, first and foremost, the atmosphere of empathy, trust and congruency as defined by Rogers. (*Holik, 2013.*)

Nevertheless, due to the often wrongly interpreted use of gamification in the school, it is important to clarify at this point that “feeling good” does not mean that students only have to do nice and easy tasks requiring little effort, as this would create an unrealistic cotton-wool wrapping around them. (*Suplicz, 2006.*)

Before analysing the aspects one by one, let us first review the psychological comfort of the future school as one of the basic elements of the learning environment.

The school atmosphere

The use of digital equipment and the reshaping of tasks and relationships have given rise to new opportunities on one hand and new difficulties on the other. The school of the 21st century must develop not only technically but also in its humanistic atmosphere and a clear system of requirements. According to *Herzberg* (quoted by *Suplicz, 2006*), the causes of a bad work environment are primarily to be found in the human relationships. His statement is also true of the school environment. When interviewing teachers, we found that they identify as the source of their dissatisfaction and difficulties the lack of appreciation and a “human voice”, their conflicts with the authorities operating the school, with their superiors within the staff, with colleagues, students and parents, as well as their overwhelmment. The direct consequence of these is alienation from the world of the school and the joylessness of teaching and learning, respectively. (*Tordai – Holik, 2018.*)

Mihály Csikszentmihályi considers the key to success and wellbeing to be the joy of learning or working. “Working or studying with joy is more effective and does not seem like effort.” (*Csikszentmihályi, 2001. 109.*) This, however, does not mean that students only have to do activities that they like. There is also the need for effort and willpower. According to *Binswanger*, between desire and action, in the case of an appropriate goal, it is often only our will, restricting our current desires, which is able to take us all the way to our desired goal.

The educational environment, the lack of material conditions and of long-term development opportunities are more rarely identified as the reasons for a bad atmosphere. However, the communication style predominant within the staff and the method of solving conflicts serve as a model in the relationship of students and teachers. (*Sanda, 2012.*) The discoveries of ergonomics regarding the learning environment are closely related to the above psychological aspects.

THE IMPORTANCE OF ERGONOMICS IN LEARNING

According to *Murell's* definition, “Ergonomics is the scientific study of the interaction of man and his work environment. However, in this sense, work environment does not only mean the factors of the physical environment surrounding the worker but also the tools and materials used during work as well as the working method, the organisation of the work, whether it is done individually or within a team. All of these are related to man himself: to his abilities, possibilities and limitations.” (*Murell, 1965, 9.*) Thus, the main aim of ergonomics is to improve efficiency and to satisfy human needs. Its most concise definition is “designing for human use”.

For example, the effective use of digital equipment in the classroom largely depends on the appropriate layout of the given classroom. In the 21st century school, supporting modern teaching methods cannot only consist of providing and using modern ICT devices, but it is also necessary to create a modern educational environment that supports the use of technology. For this, it is needful to design the space appropriately: to furnish the classroom with work stations for students and to provide darkening. There should not be any windows behind the students to prevent flare caused by the glass. (*Bauer, 2003.*)

Today, it is a more and more accepted view that the application of ergonomics is not only an economic rationale but also an indicator of the quality of life of citizens in a given society. Therefore, in the design of school buildings, architects and future users alike must strive for the application of the latest and most modern technical and technological solutions. (*Walden – Borrelbach, 2006.*)

EXEMPLARY SCHOOL BUILDINGS IN THE 21ST CENTURY

In the next part of my paper, I am going to present ten primary and secondary educational institutions that I think represent the expectations specified above and prove that Hungarian educational architecture belongs to the European leading edge.



Figure 1: The grammar school of the Piarist Order in Szeged

We can see in the chosen samples that there were several reasons for the school building “fever”. After the change of regimes, churches were either given back their former properties or they started to build new ones: that is how several great buildings came into being, such as the grammar school of the Piarist Order in Szeged (architect: *János Golda*).

New, ethnic minority schools appeared and the role of art schools was also strengthened. Even though my selection is subjective, let us see the schools I have chosen!

RÁKÓCZI FERENC II. GRAMMAR SCHOOL, BUDAPEST 2004, Ferenc Cságoly & Benedek Sólyom (Architect Studio)



Figure 2: Rákóczi Ferenc II. Grammar School, Budapest

The winner of the tender issued by the local government of the 2nd district of Budapest retained the Romantic style street wing and attached the new sections to it. The task was complicated by the heavily rising terrain, due to which, however, the end result is more varied. From the sports yard, we can access the terrace on the top of the gymnasium via a bridge, while the first floor opens to a garden, suitable for outdoor lessons. The new gymnasium was placed in the back of the building and the old one was converted into an entrance hall. It is attached to the atrium of the assembly hall, which provides an overview of the walkways of the whole building. The street façade was covered with the bricks of a torn-down old wing; its mass shows similarity to the extension implemented in the nearby Medve Street elementary school, which had also been completed by *Ferenc Cságoly* and *Benedek Súlyom* a few years earlier.

ARANY JÁNOS SCHOOL, CSORNA 2004, Zsolt Gunther and Katalin Csillag (3h Architect's Office)



Figure 3: Arany János School, Csorna

In Csorna, two school buildings were erected after the Millennium. The building of the new school for special needs students is modelled on local traditions: the houses of well-to-do farmers built on narrow, drive-through plots. The designers of the building, 3h Architect's Office (responsible designers: *Zsolt Gunther* and *Katalin Csillag*) opted for the economical, traditional building style. Nevertheless, the school completely conforms to present-day specifications. The building is strictly clear and disciplined: the façade is only divided by the pronounced white frames of the windows. The resulting covered and open spaces and the closed inner courtyard perfectly match the school's function. The surfaces and colours of the façade (earth tones, wood panels and raw concrete surfaces) create a harmonious unity. The colours of the interior counterpoint the reserved and disciplined appearance of the building's façade.

BUDAPEST GERMAN SCHOOL 2001, Bánáti Hartvig Achitect's Office - Scheffler Warschauer + Partner



Figure 4: Budapest German School

This building including a primary and a secondary school was erected on a beautifully situated, green plot in the 12th district. Following the design tender issued in 1996, it was designed in international co-operation: Bánáti Hartvig Architect's Office Ltd. worked together with Frankfurt-based Scheffler Warschauer & Partner. Despite its large proportions, the building does not overpower its environment, but rather attempts to make use of its natural conditions by organically fitting into the sloping terrain. Some rooms were lowered into the ground, which makes the mass of the school appear smaller. It is a modern, yet friendly and clear facility, where some of the ground floor classrooms have direct access to the garden. The materials used are natural: the majority of structures are made of wood and ashlar. According to German legislation, 1 % of the building's budget must be spent on the implementation of artwork. This law made it possible to erect a pavilion designed by *Miklós Galambos* in the school garden, supported by four slender pillars and covered with a trapezoidal roof, made of the combination of noble and ordinary materials.

BUDAPEST AUSTRIAN SCHOOL 2001, Georg Driendl



Figure 5: Budapest Austrian School

The “glass box” alluding to abstract art was designed by Viennese architect *Georg Driendl*. The building was placed next to a church school. The new school is distinctly separate from its environment; the transparent, divided glass surfaces recall the art of *Piet Mondrian*. The structures show virtuoso technical solutions: the glass walls of the façade are suspended on an aluminium supporting structure and are divided by suspended walkways of metal structure. The old and the new buildings are connected by the gymnasium, which is used by both schools. The “glass box” also serves as a solar space, saving significant heating costs by the utilisation of solar energy. Both the architectural details and the technical-engineering solutions are of extremely high quality.

CSÍK FERENC PRIMARY AND SECONDARY SCHOOL, BUDAPEST 2002, Architect's Studio



Figure 6: Csík Ferenc Primary and Secondary School, Budapest

The old, eclectic style school building was in need of reconstruction and extension. It was designed by the Architect's Studio Ltd. (responsible architects: *Ferenc Cságoly* and *Benedek Sólyom*). During the reconstruction and extension, it was very important to retain the original character of the school, and care had to be taken to protect the Roman archeological remains in the area. Therefore, the new wing was placed on pillars. Whereas in the old school building, keeping the traditions was the dominant aim, the architecture of the new wing is much more playful. It is due, among other things, to the fenestration arranged differently on each level and to the façade materials of second-hand and exposed concrete. At the joining of old and new wings, the architects designed a smaller, tower-like block, which creates a pleasant emphasis in the street view.

FOREST SCHOOL, VISEGRÁD 1996, László Földes , András Göde and Gábor Turányi



Figure 7: Forest School, Visegrád

The Forest School, completed in 1996, was one of the first buildings in Hungary after the change of regimes to draw international attention. Its architect, *László Földes* had spent three years in Finland prior to this task, from where he was called home by *Gábor Turányi*, who was working on the Hungarian pavilion of the later cancelled Budapest expo. The fruit of their joint labour was the Forest School situated on the bank of the Apátkúti stream in Visegrád. With its natural materials and fine but firm lines, the school fits into the natural environment without having to make any architectural compromises. Erected on a hillside, the building has outdoor access on each floor and its horizontal division resembles *Frank Lloyd Wright's* prairie-style. The colourful patches of the exterior are condensed into a merry picture inside. The building was awarded a Pro Architectura-prize.

HORVÁTH JÓZSEF BASIC ART SCHOOL, SOPRON 2003, Mária Farkas, Ágota Józsa, Dávid Józsa (Domiporta Architect's Studio)



Figure 8: Horváth József Basic Art School, Sopron

The building of the 17th century Jesuit boarding school was probably saved from final destruction by the city's decision to move the music school here. The new wing was erected next to the two existing buildings, on the

longitudinal axis of the plot. The resulting courtyard layout retains the local architectural traditions and provides access from two directions. The unique geometry of the façades is provided by the ashlar and brick surfaces and the alternating wood panels and plastered planes. The old and new wings are connected with graceful bridges. The determining emphasis of the block is provided by the stairwell-tower erected in front of the boarding school which, with its mixed masonry and robust mass, brings the atmosphere of Mediterranean piazzas to the Saint Michael-hill in Sopron.

KODÁLY ZOLTÁN MUSIC PRIMARY SCHOOL, GRAMMAR SCHOOL AND MUSIC SECONDARY SCHOOL, KECSKEMÉT 1997, Pál Boros (Építésműhely)



Figure 9: Kodály Zoltán Music Primary School, Grammar School and Music Secondary School, Kecskemét

The authorities of the city of Kecskemét wished to create the new school on the site of the infantry (later Soviet) barracks built at the end of the 19th century in Neo-Renaissance style, designed by the Pártos-Lechner architect's office. The tender was won by a joint venture (Építészeti Társvállalkozás Bt.), which had been specifically formed for this job from three different architectural limited companies, with *Pál Boros* as the leading architect. The facility was created by converting the previous barracks building and adding a new wing. The latter closed the previously U-shaped plan, thus creating a closed schoolyard. The new façade fits in with the monumental size of the old barracks. The existing building retained its original reserved character and the current colours (grey and white façade and tiled roof) recall the old music school. The colours of the new wing are braver on the exterior and in the interior alike. We can regard it as a symbolic gesture that the entrance of the new facility was placed at the meeting point of the two buildings.

SZEMERE PÁL PRIMARY SCHOOL, PÉCEL 2007, Dezső Ekler



Figure 10: Szemere Pál Primary School, Pécel

The mass of the new school in Pécel was determined by the complicated plot and neighbourhood relations. It does not have a street façade but the yard looks to the Ráday-castle, which is a national monument. What is more, the building had to be connected with the old school consisting of eight classrooms. The Baroque-like division of the mass of the building is adapted to existing features: the precious metal-plated “staff wing”, for example, rhymes with the main bay of the castle opposite, covered with similar material. The middle wing, the centre of the school, houses the assembly hall and the dining area. The long classroom wing, rising above the ground in a bridge-like manner provides a passage between the two parts of the garden as well as a connection to the old building. The colours of the interior of the school were inspired by those of the seven main chakras in the human body and they represent the function of the given internal spaces. The building, erected with scarce resources, earned great appreciation: the Dutch architectural magazine A10, for example, published a three-page article about it.

TOLDY FERENC GRAMMAR SCHOOL, BUDAPEST 2004, László Földes – Tamás Mórocz



Figure 11: Toldy Ferenc Grammar School, Budapest

The original Neo-gothic main building of the Toldy Ferenc Grammar School was completed in 1859, on the basis of *Johann Nepomuk Petschnig*'s design. The new wing of 1350 square metres opening to Donáti Street houses the gymnasium, which had long been missing, some medical rooms, offices and changing rooms. The atrium connecting the two sections is at the same time the grandstand of the gymnasium. The brick surfaces determining both the outdoor and indoor spaces show resemblance to the material use of the main building and the proportion is adapted to the historical environment. Considering the building's function, the façade is reserved and modest, and at the same time carefully measured. The Donáti Street main entrance is decorated with a newly-made copy of the legendary lion door handle of the main building. The extension of the Toldy Grammar school was the first Hungarian building to get on the main page of the global architectural collection page World-Architects.

SUMMARY

Like all progressive and proactive activities, school building also goes beyond itself. In an environment taking into account “the third teacher”, which is the concept of educational spaces, not only education is more effective but its economic effect is also calculable. The BOSTI study (Buffalo Organization for Social and Technological Innovation), conducted with 70 companies in the USA, studied the changes made on the basis of architectural psychology and the optimisation of the work environment. The result: after five years, the performance of employees rose by 17 %. (<https://cutt.ly/pimh31>)

What is true for companies operating in the USA might also be true for the “knowledge-factories” called schools. (Matzing, 2015.) The rise in the motivation and effectiveness of teachers and students of such proportion, the appearance of significantly higher qualified youths on the job market could put the national economy on a new track.

The modernisation, differentiation and changing functions of educational spaces are the consequences of the professionalisation of educational principles and viewpoints. Increasing professionalism and the effectiveness of the educational work go hand in hand to shape educational spaces. Therefore, the implementation of a new spatial structure is always preceded by expectations based on new insights. (Sanda, 2009.)

Classrooms and lecture halls will soon be replaced by learning zones which can be flexibly modified. The infinity of knowledge is ever more often expressed by space creating solutions that enhance intellectual osmosis. At the

same time, designing this school environment in a modern, low energy, passive house-like building aiding environment-conscious education is a unique opportunity and challenge for architects and educational experts co-operating with them to shape and improve the environmental and ecological awareness of children and the whole community. Thus, the members of the school and the community can become the centre of action ensuring the future.

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SPREGO TOOLBOX: A WAY TO TEACH SPREADSHEETING MEANINGFULLY

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ABSTRACT

Sprego (Spreadsheet Lego) programming is an algorithm-based, high mathability method of teaching data-management in spreadsheets. In comparison with the traditional, interface-based approach, Sprego focuses on the problem-solving skills of end-users, relying only on an open set of twelve general-purpose functions, and on an extensive set of handy tools – constructed by our research group – with an intent to make the teaching-learning process as interesting and efficient as possible.

These previously mentioned resources range from unplugged games and activities to meaningful, plugged-in tasks on authentic data. In fact, this variety is crucial not just to motivate learners, but to make them more involved in computer sciences and strengthen their belief in the incremental nature of sciences. Nowadays, it is proven and widely accepted that students have various means of acquiring knowledge, consequently, it is advantageous to present topics from multiple angles. Based on these findings, in our methodology, fundamental programming algorithms are introduced in unplugged sessions. In these computer-free environments, students act out the steps of the algorithms themselves. Furthermore, we present semi-unplugged, animated visualizations of the same problems in both 2D and 3D virtual environments. The combination of these two different representations can be used in advance to plugged-in sessions. Eventually, when students get to solve problems in any spreadsheet software, they are already familiar with the algorithm of the problem, the teacher only has to describe the syntax of the given environment.

Our research group have had numerous opportunities to teach Sprego and use these tools in practice. The experiences show that the same methods work with students in K-12 education from grade 6 to 12. On top of being age-independent, another interesting aspect of the method is the prior background knowledge of the students. Younger students had no prior spreadsheet experience, while older students have studied this topic using the traditional methods. Despite this contrast, we found no relevant differences between the two groups when it comes to understanding Sprego. Both groups were able to comprehend the material, including the algorithms and the concept and the use of array formulas and composite functions.

INTRODUCTION – SPREGO

Working in spreadsheet environments has always been a relevant topic in Informatics. The vast majority of companies and firms manage their data using such software, and the expertise in this topic is generally expected from employees in the middle-skill job market (Burning Glass Technologies, 2017).

Despite this relevance, the traditional method of teaching spreadsheet management has major pitfalls. One of the main problems with the approach is that it relies heavily on software-specific and interface-related knowledge. As a consequence, end-users can only acquire a specific knowledge which is heavily software- and version dependent and easy to forget (Bíró and Csernoch, 2014). On top of that, textbooks related to the topic generally lack authentic data as they tend to rely on mock-data to teach spreadsheet functions and syntax (Papp and Csernoch, 2018). Besides that, there is an enormous amount of problem-specific functions built-into these programs which are impossible to memorize and use effectively and efficiently (Microsoft, 2019a).

On the other hand, Sprego (Spreadsheet Lego) offers an alternative which resolves many of the issues mentioned beforehand (Csernoch, 2014). As opposed to the traditional approach, Sprego relies on array formulas and composite functions built from a small set of functions. In the newest versions of Microsoft Excel, formulas are evaluated as array formulas by default (Microsoft, 2019b). This set consists of 12 general functions which can be categorized into 3 subgroups as presented in Figure 1.



Figure 1. The 12 general functions of Sprego can be subcategorised into three groups.

It is important to note that this is an open set which can be expanded with other simple, general-purpose functions if there is a need. This approach of using only a dozen functions to solve problems in a given environment makes spreadsheeting convenient as a first programming language (Booth, 1992; Sestoft, 2011).

Besides having a notably smaller memory-load, Sprego also relies on the algorithmic skills and computational thinking of the students which makes it even more suitable as an introductory programming language for the students. Moreover, we have collected an extensive amount of authentic, real-life data-tables like the top rated movies from the IMDb (IMDb, 2019), as presented in Figure 2.

| | A | B | C | D | E |
|----|------|--------|--|--------|---|
| 1 | Rank | Rating | Title | Votes | |
| 2 | 1 | 9,2 | The Shawshank Redemption (1994) | 790425 | |
| 3 | 2 | 9,2 | The Godfather (1972) | 585045 | |
| 4 | 3 | 9 | The Godfather: Part II (1974) | 371343 | |
| 5 | 4 | 8,9 | Pulp Fiction (1994) | 621174 | |
| 6 | 5 | 8,9 | The Good, the Bad and the Ugly (1966) | 244920 | |
| 7 | 6 | 8,9 | 12 Angry Men (1957) | 194680 | |
| 8 | 7 | 8,9 | Schindler's List (1993) | 414133 | |
| 9 | 8 | 8,8 | The Dark Knight (2008) | 736027 | |
| 10 | 9 | 8,8 | The Lord of the Rings: The Return of the King (2003) | 559517 | |
| 11 | 10 | 8,8 | Star Wars: Episode V - The Empire Strikes Back (1980) | 401532 | |
| 12 | 11 | 8,8 | Fight Club (1999) | 602785 | |
| 13 | 12 | 8,8 | One Flew Over the Cuckoo's Nest (1975) | 335035 | |
| 14 | 13 | 8,7 | The Lord of the Rings: The Fellowship of the Ring (2001) | 582406 | |
| 15 | 14 | 8,7 | Inception (2010) | 583724 | |
| 16 | 15 | 8,7 | Goodfellas (1990) | 351749 | |
| 17 | 16 | 8,7 | Star Wars (1977) | 451124 | |
| 18 | 17 | 8,7 | Seven Samurai (1954) | 132075 | |
| 19 | 18 | 8,7 | The Dark Knight Rises (2012) | 56128 | |
| 20 | 19 | 8,7 | The Matrix (1999) | 578883 | |
| 21 | 20 | 8,7 | City of God (2002) | 261761 | |

Figure 2. Using authentic data tables during spreadsheet management lessons.

Consequently, the Sprego method allows teachers to present real, authentic problems and tasks to their students which makes the learning process much more engaging, interesting and fun for them.

Another advantage of this approach is that it is applicable from a range of relatively young children (4th graders and up) to adults, regardless of their prior knowledge or experience in the topic. The distinction of the 3 groups discussed above demonstrates the learning process excellently because the purpose of this method is to extend the students' knowledge incrementally, starting from relatively easy, text-based tasks. Starting with texts is much easier for younger end-users as they do not have to rely on advanced mathematical background knowledge to start learning. Consequently, they are able to learn the syntax and the interface much earlier. Besides that, they can start solving algorithm-based tasks which helps to develop their algorithmic skills and computational thinking. In fact, this way of teaching computer science enables the teacher to develop a constructivist learning environment which is beneficial for the students in a sense that it helps them in developing long-lasting knowledge (Chen, Morris and Mansour, 2015, Sweller, Ayres and Kalyuga, 2011).

UNPLUGGED TOOLS

Our research group developed a versatile toolbox with the intention of making the spreadsheet management learning process as interesting and efficient as possible. Unplugged tools are rarely used in IT education (Bell and Newton, 2013) because lessons tend to focus on getting things done in front of a computer. However, unplugged tools are certainly helpful when it comes to developing algorithmic skills and computational thinking. As a matter of fact, by providing an unplugged environment, the different interfaces, software, syntactic rules of a given language and other unnecessary distractions disappear from the process. As a result, students can develop these crucial skills in a creative, algorithm-centred environment.

Are you tall enough?

One frequently reoccurring problem in programming is conditional counting to which we built one of our unplugged games. The purpose of this algorithm is to count how many entities of a set satisfy a given condition. In our approach, the context of this unplugged task is that the class is at an amusement park where they want to ride the Ferris wheel. However, there is a height limit which you need to pass in order to ride it. Consequently, the data set is provided by the students themselves as their height is the input vector for this algorithm. As a first step, students form a line and get tested one-by-one whether they meet the requirements or not. Whoever passes the height limit gets a green team marker vest. As a result, students end up either wearing a vest or not, and this corresponds to true (vest) and false (no vest) boolean values for the following question: “Am I tall enough to ride the Ferris wheel?”. Finally, the teacher has to count how many students are wearing a vest to complete the algorithm. For illustration, see Figure 3.



Figure 3. Students marked with team marker vest in the amusement park unplugged game to demonstrate how condition works in programming.

Do you live here?

Linear search is another common problem not just in spreadsheet environments but generally in programming. This problem is presented to the students from a postman's point of view. The postman has to deliver a letter but he does not know the address of the house, only the inhabitant. Students have to draw their houses in sizable, colourful cardboards, as it can be seen in Figure 4. This unplugged task requires creativity from the side of the students and it is easier to get them involved and interested in algorithms like this. On top of that, they get an opportunity to express themselves in the form of art which is seldom associated with the field of informatics.



Figure 4. Teaching linear search during an unplugged session.

There are many unplugged visualizations of algorithms like these, such as dances demonstrating searching and sorting algorithms (Kátai, 2010). The main advantage of using such tools is that these classes are vividly visual, consequently, easier to remember. As a result, when it comes to actually solving these problems in front of a computer the teacher can refer back the unplugged sessions in order to aid and accelerate the learning process.

On top of that, many of these unplugged tools can be used as complementary material in a plugged-in classroom as well. For instance, teachers from our research group utilize origami boats to help students comprehend how composite functions work (Figure 5). The variously sized and coloured boats visualize both the syntactic and semantic properties of these functions. Specifically, one asset represents one step of the algorithm with its input, output and the step itself indicated on it in any natural language. Putting a smaller boat into a bigger one demonstrates how the output of one function or expression can serve as the input for another one. These unplugged tools are invaluable in teaching such abstract concepts because they can be used as reference points in plugged-in lessons.



Figure 5. Origami boats can be used to represent each distinctive step of an algorithm.

SEMI-UNPLUGGED TOOLS

Besides the unplugged tasks, this toolbox also offers semi-unplugged tools to help end-users with their spreadsheet-learning experience. Semi-unplugged means that at least one computer (or smartphone) is needed to use these tools. However, spreadsheet programs are still not necessarily involved in the process. There are two different applications currently available which are both being developed by our research group (Dienes, Gulácsi, 2018, Dienes, Gulácsi & Csernoch, 2018, Csapó & Sebestyén, 2017; Csapó, 2017; Csapó & Sebestyén, 2018). The purpose of both of these is to visualize programming algorithms as animations for the end-users in Sprego environment.

In general, both applications provide visualizations for the conditional counting and the linear search algorithms. On top of that, they are using matryoshka dolls as avatars for their animations. The reason for that is that matryoshka dolls are excellent for demonstrating how composite functions work, just like the origami boats mentioned beforehand. There are three different animations available at the time, as presented in Table 1.

Table 1. Currently available semi-unplugged animations.

| Algorithm | Context |
|---|---|
| Conditional counting (equality-based) | Counting matryoshka dolls around a campfire, based on their colours. |
| Linear search | Delivering a mail to the a house, based on the inhabitant of the letter. |
| Conditional counting (inequality-based) | Counting how many dolls can ride the Ferris wheel, based on their height. |

The major difference between the two applications is their virtual environments. The earlier software utilizes hand-drawn 2D graphics, hence it is built in a 2D environment (Csapó & Sebestyén, 2017; Csapó, 2017; Csapó & Sebestyén, 2018).

On the other hand, the second one is built in a 3D space. As a consequence, the second application uses 3D models and textures for the animations (Dienes & Gulácsi, 2018). Despite the differences, the motivation behind them is the same: providing reinforcement for the students by supporting what they have already learned in the unplugged sessions with visually appealing, motivating animations. In other words, semi-unplugged tools can be considered as bridges between the unplugged and the plugged-in classes. It is important to point out that the semi-unplugged tools are available for the end-users as well. Specifically, both the 2D and the 3D applications support Android devices. The 3D tool is yet to be published in Google Play, but the 2D software is already available from the online store (Google, 2019).

The research group is currently focused on expanding the semi-unplugged tools by implementing new algorithms in the two software. On top of that, there is a spreadsheet-related smartphone game in an early development stage which will provide a fully interactive semi-unplugged tool to further enhance end-users' experience in- and outside the classroom.

EXPERIENCES

Our research group have tested the toolbox in practice this year, in a K-12 education environment. Namely, we were asked to teach spreadsheet management for two days in Ajka, Hungary. Each day consisted of six, 45-minute long sessions. The students were 6th, 7th and 8th graders with varying background knowledge in spreadsheet management. Some of the students had absolutely no prior experience in the topic, and some of them were already started learning about the topic, but with the traditional methods. Each group had 12 lessons in total, so we had 540 minutes to introduce them to spreadsheets which is an incredibly narrow schedule. However, despite the difficulty of having a small amount of time to produce results, we have received encouraging feedback from the students.

In the learning process itself, the main focus was to utilize the whole toolbox as effectively as possible. There were two different scenarios for the groups because some of the groups started with three unplugged classes, followed by three plugged-in classes, while the other groups had it the other way around. Surprisingly, we have found out that it is much easier to work with groups who started with the unplugged lessons. Due to the fact that they were already familiar with the algorithms and the workflow of building algorithms to solve problems, we only had to teach how the interface and the syntax work in Microsoft Excel. Despite that, we still built the algorithms step-by-step using the semi-unplugged applications first for demonstration purposes, and then the origami boats to implement each step of the solution.

Additionally, we used authentic data exclusively during the teaching process. As a promising result, students became more engaged and motivated throughout the 12 lessons. They even told us that they appreciate the real-life data tables and the related tasks like the one in Figure 6.

| | A | B | C | D | E | F |
|----|------|-------|-------------------------------|---------|---------|-------------|
| 1 | Rank | Grade | Username | Uploads | Subs | Video Views |
| 2 | 1st | A | LetsGoMartin - Nursery Rhymes | 242 | 7387857 | 2150257699 |
| 3 | 2nd | B+ | Childrenofworld2014 | 73 | 589831 | 124812329 |
| 4 | 3rd | B+ | bella022 | 2 | 486188 | 138011598 |
| 5 | 4th | B+ | KerekMese | 151 | 568922 | 821203405 |
| 6 | 5th | B+ | R3D ONE Official | 201 | 1312515 | 164714175 |
| 7 | 6th | B+ | Magneoton | 1085 | 418223 | 489902371 |
| 8 | 7th | B | AK26 OFFICIAL | 33 | 282313 | 83842525 |
| 9 | 8th | B | FollowTheFlow | 24 | 220493 | 112105870 |
| 10 | 9th | B | ZGSTUDIO Official 1 | 834 | 326129 | 406400258 |
| 11 | 10th | B | Toys TV For Kids | 747 | 329456 | 131211136 |
| 12 | 11th | B | No FakeTM | 9 | 28718 | 16588 |
| 13 | 12th | B | UborCraft | 530 | 389824 | 151326644 |
| 14 | 13th | B | Barni. | 855 | 556166 | 168784504 |
| 15 | 14th | B | DUNA BEATS | 44 | 74013 | 51195058 |
| 16 | 15th | B | PamKutya | 133 | 1031888 | 290633169 |
| 17 | 16th | B | YoungG26 | 227 | 143599 | 103228719 |
| 18 | 17th | B | #MISSHMUSIC | 129 | 455942 | 266211967 |
| 19 | 18th | B | KEDD | 900 | 411203 | 469303612 |
| 20 | 19th | B | HeyKids - Gyerekdalok és... | 56 | 191911 | 98172156 |
| 21 | 20th | B | Lidl Magyarország | 555 | 17824 | 26743826 |

Figure 6. An authentic data table which contains information about the top Hungarian YouTube channels.

Finally, after finishing up our two-day spreadsheet training session, we have sent the students an online questionnaire. This form was designed to provide an image of the students' experience, and a self-evaluation of how well they think they were managed to grasp the basics of this topic. In total, 60 students have filled in the form among the three participating classes. Here are some promising data from the evaluation of the questionnaires:

- 86,67% of the students found the material comprehensible,
- 73,33% said that the material was useful,
- 75% of them stated that they could solve spreadsheet-related tasks with guidance,
- 55% of them stated that they could solve spreadsheet-related tasks on their own,
- 58% of the students said that they would like to participate in more Sprego lessons,
- 60% said that the unplugged games helped to comprehend the material,
- 71,67% stated that the semi-unplugged visualizations were helpful,
- 61,67% of them said that the origami boats were helpful in the learning process.

For further details, all questions from the questionnaire are listed with the respective answers in Table 2.

Table 2. Feedback from the 60 students who filled out the online form after the 2-day teaching session.

| | not at all | not really | rather yes | absolutely |
|--|------------|------------|------------|------------|
| The material was comprehensible. | 2 | 6 | 27 | 25 |
| I found the material useful. | 4 | 12 | 29 | 15 |
| I can solve similar tasks with guidance. | 4 | 11 | 22 | 23 |
| I can solve similar tasks on my own | 4 | 23 | 20 | 13 |
| The unplugged lessons were helpful. | 17 | 20 | 15 | 8 |
| I would like to attend more similar classes. | 9 | 16 | 18 | 17 |
| The origami boats slowed down the lessons. | 29 | 13 | 11 | 7 |
| The origami boats confused me. | 30 | 17 | 9 | 4 |
| The semi-unplugged animations were helpful. | 7 | 10 | 25 | 18 |
| The origami boats were helpful. | 8 | 15 | 20 | 17 |
| The unplugged lessons helped to comprehend the material. | 15 | 9 | 22 | 14 |

CONCLUSION

In conclusion, our research group successfully developed a toolbox that provides a way to teach spreadsheet management in a meaningful way. The base of the toolbox is the Sprego methodology which is a computer science- and algorithm-based framework as opposed to the traditional, interface-based teaching methods. Sprego is built upon the idea that a spreadsheet environment is suitable for teaching programming, thus it is an exquisite way to develop the algorithmic skills and computational thinking of end-users, especially, students. Another crucial point is the nature of the data tables presented in the teaching process. The traditional approach and even textbooks tend to use mock-data which is discouraging for the students. However, our toolbox utilizes authentic, real-life data tables from a wide range of topics in order to provide challenging and interesting tasks for the students while maintaining variety.

The toolbox itself consists of unplugged and semi-unplugged tools. The purpose of these tools is to make the material more interesting and easier to comprehend, at the same time. Moreover, after using them in practice, they become suitable reference points for the teacher, so they smoothen out the plugged-in lessons as well. Both the unplugged and the semi-unplugged tools are mainly focused on two pivotal algorithms in spreadsheet management: conditional counting and linear search. However, the toolbox is not limited to these two problems as there are many more tools available. For instance, the origami boats are more universal as they can be used to build composite functions for any task.

As for future plans, the main goal for the research group is to extend the toolbox with more complementary material. More games, more visualizations for algorithms, even smartphone games to make the learning experience as interesting and as efficient as possible. Besides extending the toolbox itself, we want to collect more experience and feedback from students and institutions. Constructive feedback and gaining more teaching experience is essential in order to improve and evolve the framework.

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STRATEGIES USED IN THE INDIVIDUAL APPROACH AT LABOUR OFFICES AS A CHALLENGE FOR THE EDUCATIONAL PROCESS OF SOCIAL WORKERS

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ABSTRACT

This paper is based on partial data collected from research on organizational factors and conditions that prevent or support the application of an individual approach with long-term unemployed clients. The paper aims to analyze and describe what strategies are used by labour office staff when working individually with their long-term unemployed clients. The research led to identification of the factors that influence the choice of individual approach strategies in case of long-term unemployed clients, and which can be divided into five groups. These are organizational factors, inter-organizational cooperation factors, legislative factors, factors on the part of clients, and the expertise and experience of a social worker. The results of the partial research point to the need for further education or training of labour office workers in methods of working with long-term unemployed clients and related issues in order to implement a more effective process of working with the clients.

INTRODUCTION

Labour office workers apply an individual approach in their individual casework with clients. However, it has become evident that an individual approach both in the social work practice and education tends to be viewed intuitively, as tacit knowledge, rather than as an explicitly defined procedure for working with clients. This knowledge is based on routine activities that have been incorporated into their work practices and have become so self-evident that they are no longer perceived by the workers as learned information. Thus, on the one hand, tacit knowledge enables workers to implement appropriate procedures quickly and appropriately without the need for long reflection, but on the other hand, tacit knowledge cannot be reflected, discussed, and passed on to novice workers. Therefore, it is important to focus on strengthening the ability to explain work approaches and practices by social work professionals (Potting et al., 2010). However, in order to achieve an individual approach, this method needs to be better understood, since its use represents the potential to help long-term unemployed clients to find jobs on the labour market.

The problem may be that workers may differ in the concept and the subsequent application of an individual approach. This approach is present as part of activation strategies with an aim to integrate people who are able to work in a paid employment system. These strategies, in addition to the concepts of activation or conception of clients, also differ in understanding and applying an individual approach to clients. Nicaise (1995 in Sirovátka, 2005) sees two groups of approaches to active labour market policy measures. Individualized approaches focus on multiple causes and standardized approaches focus on a simple handicap such as lack of professional skills. Individualized and comprehensive programs apply an individual approach based on identifying the needs of clients, their involvement in activation and mutual communication. Then it is necessary to choose appropriate individual inclusion strategies that match the individual combinations of clients' disadvantages and their needs. Conversely, standardized approaches involve clients as objects of intervention. Clients' active participation in activation is delayed and their responsibility is mainly to accept activation conditions. It is an instrumental individual approach that does not take into account the heterogeneity of clients and their needs. Individualization procedures are used in connection with the assignment and control of fulfillment of activation requirements by clients (Sirovátka, 2005).

However, the individual approach should primarily be based on the clients' wishes and needs. An important feature of social workers is the art of listening and communicating, in order to set clear objectives for cooperation in a joint discussion. However, based on their experience, and often on the basis of their first impression, workers distinguish long-term unemployed clients in different subgroups, and on that basis, they apply individual approach strategies. The personality and life experience of a social worker directly determines the success or failure of mutual cooperation with the client (Schavel, Oláh, 2010). Therefore, the stereotypical dividing of clients into larger groups and the application of a standardized procedure without taking into account clients' individual life situation may be problematic. Workers should be aware that each jobseeker is in a unique social situation and therefore, they should consider the possibility of involving other professionals and working with them to address these situations (Oláh, 2016). Resolving a client's unfavorable life situation can be an important step forward for the client's subsequent participation in the labour market. Clients who do not have stability in their personal lives are

hardly able to have a stable work life.

All of the above areas related to working with long-term unemployed clients influence the choice of workers' strategies and the final form of individual approach. Therefore increasing the competencies of labour office workers in the area of their expertise and in the area of possibilities of the labour market and the importance of cooperation with experts while taking into account client's unique life situation, can contribute to the effective choice of the strategy applied during the individual approach to their clients. Continuous education, as well as inclusion of social work into the labour office workers' practise, can help in solving the life situation of clients on both work and personal levels.

INDIVIDUAL APPROACH AT THE LABOUR OFFICE

Every jobseeker has the right to employment intermediation from labour office workers. Therefore, individual counselling plays an indispensable role here. Labour office workers strive to apply an individual approach to clients within individual counselling. Workers focus on solving the client's life situation. An individual interview allows them to take a personal approach to clients needed to build trust and cooperation between the client and the worker (Freibergová, Vepřková, 2013).

The Labour Office of the Czech Republic is an administrative authority with a national scope and an organisational unit of the state. The Labour Office of the Czech Republic was established on 1st of April, 2011, by Act No. 73/2011 Coll., On the Labour Office of the Czech Republic and amending related acts. The Labour Office of the Czech Republic is managed by the Ministry of Labour and Social Affairs as its superior administrative authority. In 2011, labour offices fundamentally changed their organisational structure. A centralized Labour Office of the Czech Republic has been established, managed by the Director General. Under its heading, there are 14 regional branches with contact offices. In particular, regional offices provide active employment policy tools, contact offices perform tasks in the area of employment and state social support. The Labour Office of the Czech Republic also became the only location to pay out all non-insurance benefits (About the Labour Office of the Czech Republic MoLSA, 2019).

It is clear from the description that the Labour Office of the Czech Republic is a highly structured organization with clearly defined organizational rules. The organizational structure of the Labour Office of the Czech Republic is represented by the General Directorate, Regional Branches and the branch for the City of Prague. The scope of activity of regional branches is identical to the territory of regions according to Constitutional Act No. 347/1997 Coll., On the creation of higher territorial self-governing units, as amended. There are also contact offices that are part of the regional branches. Other conditions of the organizational structure of the Labour Office of the Czech Republic are laid down in the Statute and Organizational Rules issued by the Director General with the prior written consent of the Minister of Labour and Social Affairs (Organizational Structure of the Labour Office of the Czech Republic MoLSA, 2019). The research was focused on the staff of the contact offices, the organizational units of the regional branches, which were created by the reorganization of the original labour offices and their contact offices.

The contact offices perform tasks in the areas of non-insurance social benefits, unemployment benefits, employment intermediation services and registration of job seekers. Employment intermediation service is one of the most important functions of labour offices. Within the framework of employment intermediation, contact offices' staff members seek employment for individual job seekers, search for new workers for employers, and provide job-related information and advice services. In employment intermediation services, special care belongs to job seekers who require it due to their age, health condition, caring for children or for other serious reasons. In particular, it includes persons with disabilities, persons up to 20 years of age, pregnant and breastfeeding women, mothers up to the ninth month after childbirth, persons caring for a child under 15 years of age, persons over 50 years of age, and persons registered in the register of job seekers for more than 5 months, and those in need of special assistance (Vybíhal et al. 2017).

The contribution is then focused on clients who are in the register of job seekers for a long time. Long-term unemployed persons are those who have been unsuccessfully seeking employment for more than one year. These persons are registered in the Labour Office of the Czech Republic, which also includes as long-term unemployed those job seekers who were in the register for a total amount of 12 months in the last two years. In the Czech Republic, as at 31st of March 2019, 56,965 long-term unemployed clients were registered at the labour office (Unemployment Statistics, MoLSA, 2019). Šmajsová Buchtová (2002) ranks among the characteristics that condition the employment of people in the labour market their age, gender, education, health status and ethnicity. These characteristics may cause a higher risk of job loss and may even predispose individuals to long-term unemployment or recurrent unemployment. These groups include young people, people with disabilities, women,

especially mothers with children, the elderly, people with low education and ethnic minorities.

The heterogeneity of the group consisting of long-term unemployed clients of the labour office is apparent, which points out the importance of addressing clients' life situations individually. The counselling process at the labour office is then a key tool to help clients find their way into the labour market. The basic approach in working with the client at the labour office is therefore individual counselling and applying an individual approach based on considering all the attributes of the client's life. The individual approach is based on the assumption that each person has a disposition to deal with his/her unfavourable situation. This approach emphasizes that the client determines the best solution to his / her situation. Workers should then take into account all the circumstances of the client's life situation and accept his/her wishes and needs (Hrozenská, Dvořáčková, 2013).

According to the Methodology of Procedures in Public Employment Services (MoLSA, 2015), an individual approach to job seekers should be the basis of any counselling work and thus should not be neglected even in employment intermediation. The individual approach includes an environment enabling privacy, as well as taking into account client's life situation, current needs, health restrictions and the uniqueness of the client's personality. The effectiveness of the counselling process is also supported by building trust needed for active cooperation, recurring appointments with the client and the possibility of scheduling appointments with the client in a manner, so that the workers can focus on their clients' needs. Workers of the labour office thus apply elements of social work in their activities. An important aspect is involving external resources in their work processes, such as social services organizations focusing on working with long-term unemployed clients or cooperating with the municipality. According to Beck (2012), social work is used by workers of the Material Need Department as part of an individual approach to clients. However, the basic principles of social work ethics should also be followed by workers who are not social workers.

RESEARCH METHODOLOGY

This paper is based on partial data collected from research aiming to find out which organizational factors and conditions prevent or support the application of an individual approach with long-term unemployed clients. The paper aims to analyze and describe what strategies are used by labour office staff when working individually with their long-term unemployed clients.

A qualitative strategy was used for the research. The area of interest of this research is to understand how people interpret their experiences, how they construct words, and what importance they attach to their experiences (Merriam, 2009). A qualitative approach has been used for the research as it is a process of exploring phenomena and problems in an authentic environment. It aims to get a comprehensive picture of these phenomena based on deep data. The aim of the researcher is to uncover and represent how people understand, experience and create social reality (Švaříček, Šedřová, 2013). Qualitative research is a process of seeking understanding based on different methodological traditions of exploring a particular human or social problem. Attention is focused on a human in his everyday life. Important criterion in choosing a qualitative research strategy is that it brings detailed information about the researched phenomenon that cannot be generalized to the general population (Hendl, 2012), and gathers information about what people say and then uses their words as keys to the subject being studied (Walker, 2013).

The research was carried out at four different contact offices of the Labour Office of the Czech Republic in the South Moravian Region. The research is further specified by focusing on job intermediation workers and continuous education and counselling staff as workers who provide individual counselling services to long-term unemployed clients. For the selection of informants we used a intentional sampling method with the following preset criteria: a) Work position in an employment department b) Geographical nature of the worksite (rural parts of the South Moravian Region) c) Voluntary participation in research. Data were obtained through semi-structured interviews thematically focused on approaches and ideas of workers related to persons suffering from the long-term unemployment, opinions of workers on the implementation of activation policy measures for these clients and work problems as well as ideas for improving work with clients from the workers' perspective. Interviews were conducted with 17 female workers of the labour offices during fall of 2018. The average age of female workers is 43 years and the average length of their work experience is 16 years. The data were subsequently analysed through thematic analysis, based on identification, analysis and reference to topics in collected data. (Braun, Clarke, 2006). The ethical principles of the American Psychological Association (2010) were adhered-to throughout the research.

RESULTS

When analyzing research data, it has been found that organizational factors are not the only factors that affect the application of an individual approach by labour office workers to clients, but it is rather a collection of different

factors that can support an individual approach but also prevent it. It turns out that these groups of factors have an influence on the choice of the strategy in applying an individual approach by the labour office worker to clients. An important element here is the dynamics of these factors. These factors are not separate, but they intertwine and cross each other.

In their testimonies, all workers confirm that the individual approach is part of their work with long-term unemployed clients. The problem, however, is the fact that none of the workers has given their own definition of an individual approach. The answers were always rather general. "I think we have an ideal approach to them. We try to work as much as we can" (R10). It turns out that an individual approach is rather an abstract concept for labour office workers. Workers commonly use the term, but its definition is difficult for them to grasp. The key to this may be the fact that the individual approach is not clearly defined in methodologies or work processes. Workers thus uncritically adopt the definition of an individual approach, which is included in methodologies, albeit vaguely. Thus, in relation to the definitions they adopted, workers do not apply a critical view. The same feature in the workers' testimonies is a personal contact and an individual interview with the client, in which the client expresses his / her ideas. Based on this, the workers apply individual work procedures that prevail in their professional work. In a deeper analysis of the interviews, two groups formed the concept of an individual approach in terms of its outcome for long-term unemployed clients. The different conception is manifested in relation to the work position of individual workers. Intermediation office workers are rather practical when working with a client and focus on finding a job. This approach can be defined as an "individual effect-oriented approach". Counselling department workers and counselling specialists for intermediation and further education view the individual work with clients more comprehensively in the sense of implementing processes to solve client's life situation in terms of his participation in the labour market. They consider involving other subjects and stress the importance of gradual steps in the job search process. This method can be referred to as an "individual process-oriented approach". Different approaches toward the desired outcome of individual work with clients are related to the perceived expectations of clients from the worker's perspective. "Effect-oriented" workers equally perceive finding a job as the primary expectation of the clients. "Process-oriented" workers do not express the same expectations of the clients in their responses. They refer to a client as a person who should express his/her expectations.

For the purpose of the article, it is possible to generally define an individual approach, from the point of view of both groups of workers, as an individual cooperation with a long-term unemployed client, whose aim is to help him/her to participate in the labour market based on mutual communication and while taking into account problems or obstacles in the client's personal life.

Both groups of workers carry out their profession in the same organizational environment which can be influenced from the outside as well as inside by different factors that may influence the choice of strategies applied in an individual approach to clients. They can be divided into five groups. These are organizational factors, inter-organizational cooperation factors, legislative factors, factors on the part of clients, and the expertise and experience of a social worker. Organizational factors include work environment and organizational rules, management approach, and cooperation with colleagues. The inter-organizational cooperation involves coherence and cooperation between the labour office staff and social services organizations while taking into account the life situation and needs of the clients, and also communication with employers as well as considering their needs. Legislative factors are the legislative anchoring of work procedures. Motivation to obtain a job or to participate in the labour market, active or passive attitude, life situation, can all be considered as factors on the client's side. Work experience, effort to take into account clients' life situations and their motivation can also influence the choice of strategies and tools applied in an individual approach to clients.

Organizational factors

The application of an individual approach to clients is undoubtedly influenced by the type of organization in which the employee operates. As previously stated, labour offices represent bureaucratic, formal organizations with a clear hierarchical organizational structure. Therefore, the management approach and the co-workers represent an important influence on the implementation of individual approach strategies. From the statements of the employees of the labour offices there is excellent cooperation within and between the departments. "... there is no problem to go to any colleague if you need advice" (R15). "The colleagues' readiness to help is great there" (R6). Workers also perceive cooperation with social workers from Department of Material Need as essential. In particular, they find it beneficial to obtain more information about clients "... It is called enhanced contact, so that we, as employment intermediation specialists, meet with that client together with a material need worker, and consult why the situation occurred, that they need to apply for material need benefits, where the problem really is. So again, it is beneficial for us to learn, for example, about the family situation" (R16). The Head of the counselling department confirms the statements of the workers, who perceive the cooperation among individual workers very positively.

The workers also meet during work meetings where they deal with organizational issues as well as work procedures in a joint discussion. She also highlights the aforementioned organization environment with clearly defined rules, which she considers very important in terms of work procedures within the organization and towards clients. "I like the rules and I tell people how to do it and this is expected from me. We discuss it, we write it down and it goes like that. And it is easier for our clients when we tell them clearly that this is how it needs to be done" (R9). The Head of the Department senses the similar attitude regarding the perception of the rules from her subordinates' vantage point. "I like the rules and I sense the same from my staff. They want to know from me how we're going to do it" (R9). The opportunity to hear the opinions of other colleagues and the cooperation between individual departments enables a comprehensive approach to employment intermediation for clients. According to the labour office workers, the complexity of the approach is seen in the tools and projects of the labor office. "... It is focused on why they are in the long-term evidence. They learn to write their CV, so that the project helps them find that job, to think about why they are in such a situation" (R12). "And I think those regional projects are the best way to help a client because there is a truly individual approach..." (R1). The Head of department points out the important fact that the activities of the project are essentially the same as those of the labour office. However, she sees the benefit of being able to pay more attention to individual clients by appointing a certain worker only for that specific activity. "It's no more than the labour office does, but it's a project. European funds are being used. And it is also an advantage that one worker is allocated to it, or one has two projects where he is dedicated to it. So, he has the opportunity to devote himself to those people" (R9).

It proves significant that managers should primarily support their subordinates in a joint discussion, enable them to cooperate as a team and provide them with sufficient space for their own decisions. There are rules in the labour office, which, as seen by the workers, make their work more transparent. In order to use the individual approach more effectively, workers consult difficult life situations of their clients with their colleagues and superiors. They combine an individual approach with the need to comprehensively look at the situation of clients and they often see the solution in the possibility of being included in projects that are tailored to long-term unemployed clients and their needs. Workers devote their time to clients individually and provide support services such as babysitting, paying transportation fees and refreshment costs to make it easier for clients to enter the labour market.

Inter-organizational cooperation

The aforementioned complexity of looking at the client's life situation does not only involve cooperation within labour offices, but also cooperation with workers in social services organizations. Although this cooperation with social services organizations is just in the beginning, its contribution is mainly in sharing information, professional experience and examples of good practice. "It's getting started, we're already working with social workers, we're communicating with each other. They know the information from another side" (R14). A positive outcome is a more comprehensive picture of a particular client. "They go to home visits and see how that person lives, which I don't know at all. I see him once a week" (R14). An important element of mutual cooperation between social services organizations and the labour office is the implementation of case study seminars and regular staff meetings of mentioned organizations within regional projects. The aim is for the labour office workers to know the activities of the organizations involved, especially because their common goal is to help the client. "They get to know our possibilities and our clients, the problems of our clients, and then they are suggesting their options to help. By getting to know each other, it opened up a lot, and it improved" (R1). Another reason is to bring social work elements into the individual approach in counseling services at the labour office. "During these case study seminars, they told us how to deal with, for example, mentally ill people. How to work with them, how to tell them..." (R2). It is apparent from the previous sentence that this meeting is being conducted with counselling workers. Unfortunately, employment intermediation workers are not in contact with representatives of social services organizations very often. "We won't come in contact with them" (R6). More frequently they are in contact with employers, for example within the earlier mentioned projects. Employment intermediation workers have the opportunity to visit the employers' facilities in the given region and get acquainted with their activities. Furthermore, these workers refer to frequent telephone communications with employers. Their cooperation consists mainly in communication with them, in the exchange of contacts or in the implementation of projects.

Inter-organizational cooperation is an important part of the implementation of individual approach strategies with long-term unemployed clients, and in some regions it is a relatively new element. In particular, the counselling department workers come into regular contact with representatives of these organizations to better understand the problems that their clients face. Restriction in application of an individual approach can be seen in the case of employment intermediation workers who do not come into regular personal contact with the workers of these organizations. It is the establishment of personal cooperation with workers from other types of organizations that opens up a new perspective on the client's situation and new possibilities of solving their life situation, as a first step to enter the labour market. If workers strictly operate according the rules and directives of the labour office, the complexity of individual approach to clients can be limited. Thus, the prevailing contact only with the

employers may have an impact on the strategies of an individual approach of workers in terms of their primary focus on the effect, i.e. finding a job. Promoting cooperation and the need for coherence with social work by the management of the labour office may appear to be an important factor in influencing the individual approach to clients.

Legislative factors

Legislative factors in the context of the application of individual approach strategies mean the legislative anchoring of the working practices of the labor office workers. In their activities, they are governed by Act No. 435/2004 Coll., On Employment, as amended. "Because we are bound by the Employment Act, and it's all covered there. So then, that's related to everything" (R3). "We must follow the law, it's based on the law. From methodologies" (R8). The Head of department confirms the colleagues' testimonies and specifies the communication between the individual departments of the Labour Office of the Czech Republic. "We all have the same law, the same directives, everything is managed by the headquarters. Now everything is under the General Directorate, then there is a Regional Branch and we are the Contact Office. I deal with the Regional Branch, the Regional Branch deals with the General Directorate..." (R9). Hence, the Directorate General issues directives and decides about the activities that the labour office and its components will perform. The regional offices then methodically manage the contact offices, which also have their own internal guidelines. The employment intermediation and counselling department is not much affected by legislative changes from a managerial perspective. In this connection, she emphasizes the influence of the regional branch and states that the law is an umbrella for the work of the labour office workers and that their first and foremost goal is to help clients. "But at employment intermediation department and especially at counselling department, we are probably very much protected by that regional branch. And I'm here to help those people" (R9).

The strategy of applying an individual approach at the labour offices has its legal limits. Workers follow the laws, methodologies and internal guidelines in their work procedures. They inform their clients about legislative measures and provide advice in this area as well. Labour office worker should be thoroughly familiar with the current legislation and apply an individual approach to their clients within its bounds. However, the choice of their strategy should always be accompanied by some discretion in the best interests of the client.

Client factors

All workers come into contact with different groups of unemployed clients. Furthermore, they all agree that they treat all clients in the same way. "We treat all clients equally" (R7). However, long-term unemployed clients currently account for a large proportion of the total number of labour offices clients and workers come into contact with them daily. The workers then formally differentiate these clients into groups that are identical to risk groups in the labour market, and based on this, jobseekers can be included in different projects. Other criteria for dividing clients into groups are length of evidence, health status and age. However, there is also an informal division of clients based on clients' attitude to workers and job search. It is a combination of different factors from the clients' lives, which determine how they present themselves to labour office workers. The main criterion for this division is the level of client's activity. "Because you see it, those who are motivated and interested in working, they won't be here long" (R6). Active clients do not stay very long in the labour office registry. Labour office workers often mention the passive approach in connection with long-term unemployed clients. Furthermore, the term passive client is being used in the context that these clients do not want to work and the primary reason for their registration at the labour office is not finding a job. As the main reason they see the financial support, i.e. the payment of health insurance and the collection of social benefits. "First of all, surely because they don't have to pay health insurance. This is a great motivation... and then it is individual" (R6). The workers point out that in correlation with the length of registration at the labour office, the motivation of the clients to participate in the labour market decreases while the loss of clients' work habits is increasing. "So, when the person is here, let's say 5 years, he'll lose the work habits" (R14). In many cases, workers mention examples of clients' passive behaviour during self-presentation to the employer. "As soon as he shows up and looks like, if you take me, you'll need me like lice in a fur coat, so of course they won't take him" (R3). "Or they start the job and behave in such a way that the employer fires them ..." (R8). All workers have experience with passive clients, but they still do their best to help them in their life situations and take into account the causes of long-term unemployment. However, they all perceive the difficult conditions for applying an individual approach to this group of clients. They find a solution in increased number of appointments with long-term unemployed clients and their inclusion in the labour office programmes. "If the client really starts that course, in the team, they really create some environment there, a class where they mingle (with each other) and this is really helping them mentally" (R1).

Quite often, there is a combination of disadvantages preventing long-term unemployed clients to participate in the labour market. Thus clients' passivity can also be caused by the long-term frustration arising from unsuccessful efforts to solve these problems. During individual counselling meetings workers can find out about clients'

possibilities, help them to look for part-time jobs or single shift jobs, but unfortunately they often face a lack of these jobs. When working with long-term unemployed clients, they also consider the frequency of appointments. Frequent appointments can be seen as small steps towards activating passive clients. They also see the possibility of gaining work habits in including these clients in counselling courses or different activities within projects. The poor assessment of the situation and the stereotypical inclusion of the client in a passive group of clients who do not want to work may be problematic. Therefore, it is important to communicate with clients and listen to their needs, and to proceed to sanctions only as an extreme measure.

Factors on the side of labour office workers

Intermediation department workers perceive the priority in finding a job for their clients and putting them back into a work process. This is connected with a more practical view of workers on the life situation of clients. When applying an individual approach, they take into account, in particular, the characteristics of the client that are important for the labour market and his / her possibilities of combining work and personal life, such as travel distance from home, childcare, education, other competencies, etc. They also aim to increase clients' competences and to prevent loss of clients' work habits. As already mentioned, the testimonies of these workers led to their inclusion in the group of effect-oriented workers. In this case, the goal is the employment intermediation, or offering retraining, as the fulfillment of the main purpose of registering at the labour office, and as fulfilling the perceived expectations of clients. "From the beginning we are working with the client according to his needs. During the first appointment when I see that there is a problem with qualification or work experience, and that there is no assumption that he can find a place in a labour market with what he knows, we send him immediately to the counselling department. I think this is an individual approach" (R7). Thus, employment intermediation department workers refer clients to their colleagues, counselling specialists, who provide retraining and other counselling services. Counselling department workers perceive as a priority client's wishes and possibilities and adjust their work procedures accordingly. "So we are first trying out the short counselling where we're trying to figure out if it really makes sense or we have to start somewhere else" (R2). "... that we're not strictly going by offering employment and some sanctioning when they don't fulfill their duties, yeah, that we're trying to empathize with everyone, into his life situation, his attitude, why he acts as he acts and what then is the problem..." (R16). The worker points to another element in the individual approach to clients, which is the personality of the worker and his/her ability to empathize. An equally essential element for the effectiveness of an individual approach is the motivation of clients to be active, whether it is job search or participation in counselling or retraining that is performed by both intermediation workers as well as counselling staff. "To encourage them, that it will benefit them" (R16). "... We try to motivate them" (R15). And last but not least, cooperation between departments and joint discussions play an important role in the individual approach of workers to clients. "It is like when more heads are put together, so more things will be discovered about the person. Because he doesn't always tell the intermediation worker what he tells us. Then we find more barriers to why he can't find a job and then we can try to work on it" (R2).

When applying individual approach strategies, it is important to properly assess client's life situation and his needs. This is affected by the work experience of the labour office workers, their education and having a good understanding of the field. Equally important is the possibility of sharing experiences during joint discussions and cooperation between the labour office departments. Individual approach strategies are selected based on personal contact and conversations with the client. In addition to their wishes, ideas or expectations, the counselling department workers also take into account the clients' possibilities, their health status and the overall family and social context of the client's life. It is important for labour offices to help clients find employment, which means primarily applying an effect-oriented strategy. However, counselling department workers pointed out that a process-oriented approach will help to comprehensively assess the client's life situation. It is apparent from the workers' testimonies that the activation of the client gradually step by step is significant. The common feature of the individual approach of both groups of workers is then the overall motivation of the clients.

IMPLICATIONS FOR PRACTICE AND EDUCATION IN SOCIAL WORK

Labour office staff often faces a number of factors that may shape and influence their choice of help-strategy to this target group. In order to avoid poor practices on the part of staff when assessing clients' life situations, it is important to address the issue of education and theoretical bases of the individual client approach. Glumbíková, Vávrová, Nedělníková (2018) point out that it is necessary for workers to actively reflect their approaches towards the client and, through that, understand their actions, client's behaviour and the actions of other cooperating colleagues. Therefore, the challenges for the education of social workers appear to be the focus on development of actual competencies for reflecting on their own strategies of working with clients with regard to an individual approach. This is important especially in cases where cooperation with other colleagues is necessary to solve a client's situation. Understanding the procedures connected with working with long-term unemployed clients by organizations other than the labour office is also important. These workers operate in a different, more flexible

type of organization, and their work procedures can bring a new perspective as well as new solutions for long-term unemployed clients.

With new experiences and sharing good practice comes another challenge. That can be seen in support of workers to challenge existing strategies of individual approach with regard to their functionality in practice. The demands on social work are constantly increasing to prove its usefulness, and experts must explain what they do, why they do it, and how their actions solve the problem. In each profession, it is desirable to have internal debates about what improvements should be made in certain areas. It is very important that the social workers themselves participate in this discussion, contribute their opinions and bring new ways into their work processes and thus improve their professional prestige (Potting et al., 2010). Combining opinions of various experts on the issue of individual approach and on work with long-term unemployed clients may bring new knowledge and thus enrich the theory and practice of social work.

It is important to emphasise the development of critical thinking skills and to encourage future workers to approach the practice holistically as a summary of several factors that influence the individual approach, while trying to understand the role of these factors. Future social workers in their professional training construct their own expectations of the performance of this profession (Gojová, Glumbíková, 2015). In practice, they often face new situations they have not met in their education. In such situations, they will want to continue their education or they will ask their colleagues for advice. However, it is important for future social workers to critically evaluate the new information they receive. According to Petr and Walter (2009 in Potting, 2010), it is important to educate professionals to view their work with a scientific research approach and constantly, critically evaluate their decision-making processes, resulting in transparent and legitimate practice. In the Czech Republic, however, the tradition of critical social work is rather absent, and at present, social workers have no solid ground to build on. Efforts for critical thinking can be found as a part of education at some universities, e.g. the Faculty of Social Studies of the University of Ostrava and there are a few social workers who write and implement critical social work (Janebová et al., 2015).

The results of the partial research point to the need for further education of the labour offices workers in methods of working with long-term unemployed clients and related issues for a more effective process of applying individual approach to clients. Furthermore, the intensity, the increased frequency of individual work with these clients and the enhancement of expertise could bring the solution into practice based on the workers' opinion. Last but not least, the active development of communication skills is important as communication is an integral part of the social worker's profession.

CONCLUSION

Labour office workers come into contact with diverse groups of long-term unemployed clients who, in addition to employment intermediation also expect individual counselling services focused on solving their life situation. Social work at labour offices is more typical than at the Department of Assistance in Material Need, but the results of the research also show that all the departments of the labour office are closely cooperating and the elements of social work are included in the work procedures in all departments. It is the cooperation among workers and the involvement of social service organizations that brings the possibility of a comprehensive view of clients' life situations and new ways of helping. Applying an individual approach to long-term unemployed clients is influenced by a number of factors that need to be understood and taken into account when choosing an individual approach strategy. Encouraging critical thinking in education as well as in social work practice and supporting internal discussion can be a possible way how to transfer these new approaches to cooperation as well as addressing clients' life problems into professional practice.

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STUDENT OPINIONS ON E-PORTFOLIO USE IN LEARNING AND EVALUATION

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ABSTRACT

In line with the developing and changing technology, training programs develop and change themselves. Portfolio assessment, which is one of the alternative assessment and evaluation approaches, provides the student with the opportunity to develop aspects such as taking responsibility and cooperation in their learning process. The e-portfolios, which are carried out in electronic environment with the help of technology, enable technological skills to be developed and distracts the portfolio presentation from being uniform. The aim of this study is to determine student views on the use of e-portfolio applications in schools as a performance evaluation tool. The study group consisted of 30 primary school 4th grade students studying in Alasya Primary School in the Ministry of National Education in Northern Cyprus during the 2017-2018 Fall term. The research is an action research which is one of the qualitative research methods. The students were selected by means of non-random sampling methods. The students used as e-portfolio assessment tools within the scope of the study were informed about the application and use of e-portfolio approach. Semi-structured interview questions were asked to the end-of-term research participants and their opinions on the e-portfolio method were applied. As a result of the research, students could also do homework without writing a letter about the application of e-portfolios, they were very pleasant to prepare the portfolios in the computer, parents were constantly helping them, and they expressed their ambivalence as to what they would choose.

Key words: Learning and evaluation, portfolio assessment, e-portfolio approach

STUDENTS' PERCEPTION ON MULTIPLE INTELLIGENCE-INSPIRED GENERAL EDUCATION CLASS

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ABSTRACT

This paper aims to examine students' learning experience in Multiple Intelligence (MI)-inspired general education class. Howard Gardner's MI theory supports the diversity of students' strengths in school and empowers students to learn. It becomes a lens or perspective in the classroom that teachers can use to identify students' intelligence profiles and provide different learning experiences. Intelligence is pluralistic, and any discipline, idea, skill or concept of significance should be taught in multiple ways. Some students learn better through stories and others learn better through artwork, visual images, hands-on activities or group work. Gardner identifies seven entry points for students that reflect multiple teaching strategies: narrational, logical, quantitative, foundational (or existential), aesthetic, experiential and collaborative. The interview data reflecting the students' learning experiences as they relate to pedagogical MI dimensions were examined through students' interactions in practice in addition to the students' written self-reflections on group projects. Furthermore, case study data revealed that the incorporation of MI theory into Integrated Thematic Instruction (ITI) was a pedagogical initiative to support the goals of general education and strengthen learning opportunities for community college students with multiple intelligence.

INTRODUCTION

This qualitative case study investigated the teaching practices in a general education course at a Hong Kong community college. It was intended as a reflection on the instructional design and teaching strategies. The research questions arose from my professional interest in how a general education course should be designed and taught and how students could be helped to achieve learning outcomes. The research was conducted within the context of a Hong Kong community college that witnessed system-wide education reforms in 2012. The single unit of analysis was the students who completed a general education course during the 2013/14 academic year, which comprised the study period. Interviews with open-ended questions were used as the instruments to collect students' voices about their learning experiences in the MI-inspired general education course. Merriam (1988) remarks that the research process begins with at least "an organising image of the phenomenon" to be examined and "theory provides direction for the initial formulation of research questions through to the selection of facts and the interpretation of findings" (p.61). MI theory was adopted as curriculum framework and integrated thematic instruction as teaching approach. Three research questions were posed. First, how does a course instructor design and teach a general education course at a community college in Hong Kong? Second, how do community college students experience learning in such a course? Third, how do community college students evaluate their learning outcomes in such a course? The interview data clearly revealed that the students' learning experiences in an MI-inspired general education course included making connections to lived experience, applying the course content, learning to synthesise information and find relationships, learning to think critically, learning to solve problems and creating knowledge through group projects. Apparently, their learning experiences corresponded to four dimensions of MI theory in instructional design: designing broad-based knowledge and reality-based curriculum, using multimedia sources as teaching materials, developing cognitive skills in students and empowering students to learn. Results of college-wide teaching evaluations indicated that students gave higher ratings to their learning experiences in an MI-inspired general education course.

THE STUDY

Community college students in Hong Kong are mostly academically underprepared and may encounter difficulties in the linguistic and logical-mathematical spheres. According to MI theory, students have diverse intelligences, and once they are given chances to pick up their intelligences through pluralistic teaching and apply them in practical ways, they successfully achieve learning outcomes such as the development of critical-thinking, communication and problem-solving skills. They may even be able to apply the course content they learn to real-life situations and create important knowledge. The educational aims of MI theory are to individualise and pluralise teaching. According to Gardner (2006a), the teacher functions as "a student-curriculum broker who provides different entry points by using various sources of teaching materials" (p.141) due to the diversity of students' intelligences.

Gardner (2013) posits that “instead of ‘one size fits all’, [educators should] learn as much as you can about each student, and teach each person in ways that they find comfortable and learn effectively” (para. 14). In addition, Gardner believes that educators should pluralise teaching: “Teach important materials in several ways, not just one (e.g., through stories, works of art, diagrams, role play)... Also, by presenting materials in various ways” (para. 14). Gardner (2006a) identifies seven entry points for students that reflect multiple teaching strategies: narrational, logical, quantitative, foundational (or existential), aesthetic, experiential and collaborative. In light of the educational implications of MI theory, a case study of the instructional design and teaching practices in a general education course at a community college was conducted.

“Pacific-rim Asian Societies” a discipline-based course under the Division of Social Sciences introduced students to the various social, economic and cultural facets of Asian societies located in the Asia-Pacific region. Current news and developments in the Asia-Pacific region were explored and analysed to stimulate and consolidate students’ learning. The course had been offered every semester since September 2012 under the administration of the Division of Social Sciences. It was a semester-long discipline-based general education course involving three contact hours per week for thirteen weeks. It was an elective course designed mainly for non-Social Sciences majors with English as the medium of instruction. Each class consisted of no more than 32 students. The students enrolled in the course mostly majored in the film and TV, journalism, Chinese linguistics, hotel and tourism and business fields. Table 1 shows the teaching plan and learning activities corresponding to MI dimensions. As such, both individuation and pluralisation theories comprised the theoretical foundation for teaching practices in the course.

Table 1: General outline of teaching and learning activities in the course corresponding to MI theory

| Multiple Intelligence | MI planning questions | Teaching materials (seven entry points) | Learning activities |
|------------------------------|---|---|--|
| Linguistic | Use spoken or written words? | Lectures, online news reports, documentaries, academic books and journal articles | Class discussion, debate |
| Logical-Mathematical | Bring in logic, classifications skills? | Statistical data and survey reports | Group work (in-class survey) and oral presentation |
| Spatial | Use visual aids, colour, art or metaphor? | Pictures, photos, diagrams and mind maps | Game and worksheets |
| Musical | Bring in music or a melodic framework? | Theme songs of TV dramas/films and YouTube videos | Worksheet (popular culture) |
| Bodily-Kinesthetic | Involve the whole body or use hands-on experience? | Awarded short films and songs produced by Hong Kong young people | Role play / drama |
| Interpersonal | Engage students in peer sharing, cooperative learning | Interviews (e.g. politicians, leaders of NGO, ordinary people, etc.) | Simulation (lobbying), class discussions |
| Intrapersonal | Evoke personal feelings or memories | TV dramas / films, news articles, social networking platform | Class discussion, worksheets |
| Naturalist | Incorporate ecological awareness? | On-line news reports and documentaries about Japan’s 311 earthquake in 2011 | Quiz, class discussion |

In terms of measuring learning outcomes, paper and pencil tests are not recommended by MI theory, as they only

assess one's linguistic and logical-mathematical intelligences. Gardner (2006a) advances the idea of ecological validity and posits that qualitative assessment in a natural setting can be used to assess students' learning experiences. Based on the concept of ecological validity, new guidelines for group projects in the course was created which the students had more autonomy to design their research in terms of topic and presentation skills. Students had been provided with opportunities to use their intelligences, demonstrate their mastery of knowledge and apply generic skills to real-life situations.

During the 2013/14 academic year, Class A with a total of 32 students was selected as the case of interest to gain in-depth understanding of teaching practices and student learning in an MI-inspired general education course. Throughout the 13-week course, a teacher journal was used to keep the reflections, initial interpretations, confusion and hunches as a participant observer. To construct a knowledge base for the teaching practices and student learning involved in a general education course, information about the students' perceptions of their learning experiences by conducting one-on-one interviews were collected. After the examination results were released in June 2014, twelve students were invited to participate in hour-long one-on-one interviews to be held in July and August. Six students agreed to attend the interviews, which were conducted between July and August 2014 in the student study room at the college.

FINDINGS

Based on the collected interview data, six major themes of learning experiences in general education were identified in relation to four dimensions of MI theory: D1). teaching crucial concepts in the discipline through reality-based curriculum, D2). teaching in a variety of ways using multimedia resources, D3). teaching students cognitive skills that allow them to learn how to learn and D4). providing students with choices that allow them to use their intelligences in practical ways. According to these four dimensions, the interview data were categorised into six themes: T1). making connections to lived experience, T2). applying the course content to real-life situations, T3). learning to synthesise information and find relationships, T4). learning to think critically, T5). learning to solve problems and T6). creating knowledge through group projects. The interview data showed that the students were able to learn three levels of cognitive ability through self-evaluation. The learning outcomes included the abilities to L1). describe current socio-cultural issues in neighbouring countries (memorise information), L2). analyse the structure and roles of the social and cultural institutions in Asian societies (understand relationships) and L3). explain and apply sociological concepts and principles when discussing particular social issues (apply generic skills). The students' qualitative comments on their learning experiences confirmed the pedagogical initiative to incorporate MI theory into integrated thematic instruction that may be well-suited to academically underprepared students. The MI model of learning experience reflected that the six student participants acquired three levels of cognitive ability throughout the course. The interview data reflecting the students' learning experiences as they relate to the pedagogical MI dimensions were examined through teacher's observations of the students' interactions in practice during the class activities and group projects in addition to the students' written self-reflections.

DISCUSSION AND IMPLICATIONS

The most important finding of this case study is its determination of an MI model of learning experience in a general education course. The course created opportunities for students to realise their strengths and practise their intelligences in a variety of ways. The reality-based curriculum, multimedia sources and open learning environment allowed the students to activate their intelligences and use them to think about a topic in many ways. The students may go further to apply their skills to real-life situations and discover more important knowledge. The findings indicate that the group projects were appropriate learning activities that enhanced the students' higher-order thinking, empowered them to learn and gave them the choice to take ownership of their learning experiences.

Perin (2013) reminds that academically underprepared students may experience high levels of anxiety, memories of academic failure and perceptions that instructors have low expectations of community college students: "it is important to understand the emotional experience of academically underprepared students [because] academic motivation is influenced by students' goals ... sense of control ... level of interests ... recognition ... [and] quality of social interaction" (p. 90). Teachers should be independent life-long learners. As Armstrong (2009) notes, MI teachers keep their educational objectives firmly in mind and use different teaching methods that can engage students with diverse interest and intelligence in learning.

There are limitations of the case study. The findings of this study may not represent or replicate the same course taught by other teachers or other general education courses taught in the same community college or other

community colleges in Hong Kong. As Yin (2014) stresses, a common concern about case studies is the “apparent inability to generalise” their findings (p. 20). Yin (2014) accentuates the distinction between “analytic generalisation and statistical generalisation” (p. 40). The latter is not an appropriate choice for evaluating the quality of the research design, as this qualitative case study is not a “sampling unit”. Furthermore, Yin (2014) argues that “case studies, like experiments, are generalisable to theoretical propositions and not to populations or universes” (p. 21). Nevertheless, this case study involved a holistic single-case research design. Students who had completed a general education course grounded in MI theory served as the unit of analysis to represent the critical test of whether MI theory supported teaching in general education.

Although the curricular innovation indicates some positive changes, certain problems and constraints persist. General education courses are designed according to discipline, and each discipline seldom initiates collaboration across departments. Therefore, without the concerted efforts of different departments, it is hard to develop general education curriculum that adopt an interdisciplinary approach and integrate different disciplinary perspectives at both the programme and course levels. In addition, general education sharing and training sessions for teachers are rarely organised at the college. However, general education sharing sessions are held regularly at the university. The different pedagogical goals of general education may threaten the connection between curriculum and learning goals. Students are not given a chance to understand the goals of general education. Because most of them just feel as though they are being forced to take general education courses, it is unsurprising to see large numbers of passive learners in classrooms. For MI theory to be successfully implemented, corresponding changes must be made to the curriculum, pedagogy and assessment methods.

There is no one set of pedagogical guidelines. Teachers’ concepts of curriculum affect the pedagogical approach. Yeung et al. (2012) state that “[t]o develop the cognitive process of students, a teacher must infuse cognitive models in the curriculum design and in the classroom setting. The teacher should also be creative, reflective, critical, and analytical. He or she should be able to cultivate a learning climax or a thinking classroom to facilitate creative thinking in the students” (p. 42). Teachers can find it challenging to strive to innovative teaching in a structured curriculum. Yeung et al. (2012) mentions that many governments and educational administrators have found outcome-based curriculum useful for management because they involve a “scientific procedure of effective instructional planning, including setting up objectives, selecting and organising teaching content and learning experiences, and planning for tests and assessments” (p. 34). As such, teachers should be exposed to different teaching approaches and define their own pedagogical goals in connection with the general education learning outcomes of the institution or discipline. This involvement can be mutually beneficial for both faculties and students. As Perin (2013) emphasises, getting to know what the students need can help a teacher design a well-suited educational instruction method. Hunter and Michaelsen (2012) advise teachers to “not be afraid to create your own goals to fit the outcome you want to see from your students” (p. 84).

To reach more students with diverse strengths and interests, teaching and learning activities corresponding to each intelligence that seem most appropriate for communicating course content must be identified in future course development. Teachers are encouraged to file their accumulating MI teaching experience in teacher journal including the use of multimedia resources and learning activities corresponding to eight multiple intelligences. An MI instructional menu could be developed to expand pedagogical repertoires and infuse variety into lessons engaging the eight MI according to teachers’ own teaching context and learning goals. The preceding interview data, my observational notes taken during class activities and the students’ written self-reflections on group projects revealed that using MI theory as a framework for the instructional design of the course empowered the students to take ownership of their learning experiences. The results of this case study can offer faculties and administrators practical advice on general education curriculum development, teachers’ professional training and prospects of future course development.

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STUDENTS' VIEWS ON USING OF THE INSTRUCTIONAL MATERIALS AND MATH LABORATORY BY TEACHER

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ABSTRACT

Today, technology has a powerful effect in every point of education. It provides some meaningful advantages instructors and students. Specially in mathematics lectures, this basic tool has many using platform with its special functions that students apply and study in his/her special work. By the help of this device, understanding of mathematical concepts, developing abilities and skills and problem-solving capacity could be more efficient than the traditional way of education. So, it has a big effect to improving of instruction and learning supplements. Many researches showed that using of technological ways as software and internet sources engages learners, gives them 3-dimensional views of the concept and motivates them to spend much time for mathematical activities.

In this study, it was presented technological sources for education and the school performance of vocational school students from different department such as business, accounting-task and marketing in Turkey in basic mathematics lecture of their curricula. For the analyses of the study, the quantitative research method is applied, and data were obtained with the measurements that socio-demographic ways of the students, academic performance level of the participants and students' perceiving for their teachers using to mathematics laboratory. According to the result of this study trainers don't fully use libraries and the mathematics laboratory of the school for their lectures.

Key words: lecture material, academic achievement, teacher performance.

INTRODUCTIN

Technology is one of the main important tools for education. It is the main helper equipment of students and teachers for learning and teaching (Drijvers, 2015; King, 2000; Lian and Ma, 2010, Neo, 2007). Not only in education life but also it has critical important in other parts of life such as economy, sport and marketing. Some technological devices have many using format in the mathematics laboratory (Meyer and Feinberg, 1992; Etcuban at al., 2019; Yesseldyke at al., 2003; Zumwalt 2001). According to many researchers, computer makes mathematical exercises' solution and geometrical presentation more practical and faster than hand on computation. By manipulating and transforming of technology with meaningful and effective strategies of mathematics teacher, learning of student and teaching of teacher could be more interesting and more modern. Teachers had been more time to spend on definitions, theorems and proofs by using computer to present exercises.

Many researches stress the effect of technology and network on teaching and learning (Liao, 1999; Ouyang, 1993; Oshinaike and Adekunmisi, 2012; Wodarz, 1994; Van Dursen and Worthen, 1995; SETDA, 2010). By using of technological materials in mathematics lectures as computer, mathematical information transforms correctly, painlessly and rapidly to students (Lee, 1990). So, these innovative alternatives present a learning environment that is self-controlled, student operated individualized usage.

For teaching and learning mathematics, computer and some other technological material are vital and indispensable. Besides the abstract concepts, mathematics has many concrete concepts that have directly relation with daily life subjects. Presentation of these concrete concepts by technological materials and learning these concepts by help of computers give big advantages to teachers and students. Adaptation of using technological material with non-technological material in teaching and learning mathematics, it gives students some practical habits as multiple way analyzing of the mathematics problems and experimentation of mathematics problems with different perspective.

METHOD

In this study by using descriptive statistical method for gathering the data, it was assessed the using of the business, accounting-task and marketing in Turkey. As an instructional media it was used math laboratory in which internet was available and educational tools for math lectures. The effect of instructional media and tool to the academic achievement of the students was searched. 62 students were selected from marketing, business and accounting – task departments as randomly. The research scale was applied to the students. The questionnaire developed by

Capuno at al. (2019) was translated for the Turkish students when the researcher was applying to them if it was necessary to translate. The materials used in this study were instructional tools for math lectures and math laboratory with internet network. The scale had tree level as always utilized (3 point), sometime utilized (2 point) and never utilized (1 point). The data was analyzed statistically with frequency, mean, pearson and percentage.

FINDINGS

Table 1. Gender of the students.

| <i>Department</i> | <i>Male (n = 24)</i> | | <i>Female (n = 38)</i> | | <i>Total (n = 62)</i> | |
|---------------------|--------------------------|-------------------|----------------------------|-------------------|---------------------------|-------------------|
| | <i>Frequency</i> | <i>Percentage</i> | <i>Frequency</i> | <i>Percentage</i> | <i>Frequency</i> | <i>Percentage</i> |
| Marketing | 7 | 29.2 | 13 | 34.2 | 20 | 32.2 |
| Accounting and Task | 9 | 37.5 | 12 | 31.6 | 21 | 33.9 |
| Business | 8 | 33.3 | 13 | 34.2 | 21 | 33.9 |

According to table 1, the number of the students coming from different departments was the same. Also, a large portion of the students was female. Usually, the number of female students is much more than the number of male students at the social program of the vocational schools in Turkey.

Table 2. Academic Performance of the Students.

| <i>Performance level</i> | <i>Point</i> | <i>Frequency</i> | <i>Percentage</i> |
|--------------------------|--------------|------------------|-------------------|
| Perfect | 90 - 100 | 5 | 8.0 |
| Very Good | 85 - 89 | 6 | 9.7 |
| Good | 80 - 84 | 8 | 13.0 |
| Successful | 75 - 79 | 11 | 17.7 |
| Sufficient | 65 - 74 | 17 | 27.4 |
| Failure | Below 65 | 15 | 24.2 |

According to the analyzing of Table 2, it was clear that the academic performance points of the students were centered at the intervals "Successful" (75 -79) & 11 students, "Sufficient" (65 -74) & 17 students and "Failure" (Below 65) & 15 students. The meaning of this data is that the academic performance of these students is very low, and need be promoted. Especially, high level points of students were very low that "Perfect" (90-100) & 5 students, "Very Good" students (85-89) &6 students and "Good" level (80-84) & 8 students. So, we can say that the academic performance of the students' needs to be enhanced to reach more better level at least good level. For this reason, some educational activities are needed to develop students' academic achievement in mathematics lectures.

Table 3. Students' perceiving of teachers' using to Math Laboratory.

| <i>Indicators</i> | <i>Mean</i> | <i>StDev</i> | <i>Description</i> |
|---|-------------|--------------|--------------------|
| 1. The teacher use textbooks downloaded from internet in the mathematics laboratory. | 1.25 | 0.428 | Not Satisfactory |
| 2. The teacher use some different material from his/her textbook | 1.72 | 0.691 | Satisfactory |
| 3. The teacher organize the classroom as a controllable way. | 1.83 | 0.722 | Satisfactory |
| 4. The teacher sometimes makes different presentation using the material in math lab. | 1.00 | 0.324 | Not Satisfactory |

| | | | |
|--|------|-------|------------------|
| 5. The teacher sometime stresses the necessity of the mat laboratory. | 1.97 | 0.853 | Satisfactory |
| 6. The teacher uses internet network to show mathematical text or math videos. | 1.39 | 0.452 | Not Satisfactory |
| 7. The teacher tell the students to spend time in the math laboratory when they have time. | 1.65 | 0.671 | Satisfactory |
| 8. The teacher benefits from all kind of materials which were in the math laboratory. | 1.71 | 0.765 | Satisfactory |
| 9. The teacher helps students when they need help in the math laboratory. | 1.75 | 0.598 | Satisfactory |
| 10. The teacher spends time when he or she has time out of the lectures. | 1.41 | 0.396 | Not Utilized |

According to Table 3, we shortly say that the teacher using mathematics laboratory is not satisfactory by view of the students. Especially, teachers' using different resource for the lecture, a rich presentation to the students, video presentation or web presentation and efficiently using to mathematics laboratory is not satisfactory by mean of the students. But the teacher was sometimes changing their textbook as that they were using the lecture notes and a textbook. How every they stressed on the important of math laboratory for mathematics lectures to their students. All kinds of mathematics materials in the math laboratory were used by the teachers. And finally, students expressed that the communication between the teachers and them was sufficiently level.

Table 4. Students' perceiving of teachers' using to Mathematical Materials

| <i>Indicators</i> | <i>Mean</i> | <i>StDev</i> | <i>Description</i> |
|---|-------------|--------------|--------------------|
| 1. Teacher uses many kinds of educational tools as integer models, maps for functions and tools for analytic geometry | 1.48 | 0.394 | Not Satisfactory |
| 2. Teacher uses some geometric tools to facilitate the understanding of the geometric figures. | 1.39 | 0.325 | Not Satisfactory |
| 3. Teacher sometimes presents some famous historical mathematician characters | 1.93 | 0.710 | Satisfactory |
| 4. The materials that teacher uses in the mathematics lecture are compatible with the math subjects. | 2.47 | 1.105 | Satisfactory |
| 5. Teacher uses mathematical software, internet sources and tools that are available for every student. | 2.56 | 1.208 | Much Satisfactory |
| 6. Teacher always gives information about the instructional materials that he/she uses in mathematics lectures. | 2.41 | 0.989 | Satisfactory |
| 7. Students are sometimes used instructional materials in the mathematics lectures to develop their hands-on abilities. | 1.43 | 0.502 | Not Satisfactory |
| 8. The using adaptation of teacher between mathematics subject and instructional tool is good | 1.56 | 0.726 | Satisfactory |
| 9. Teacher uses instructional material in mathematics lecture carefully and professionally. | 1.62 | 0.812 | Satisfactory |
| 10. Teacher wants from students using instructional material at their special studies. | 1.94 | 0.963 | Satisfactory |

Table 4 gives us a multifaceted situation about the students' ideas on the teacher using of instructional material in mathematics lectures. So, it is not possible to say a certain result on this subject from this table. At the items of the table that teacher's using many kinds of educational tools, his/her using geometric tools to facilitate the understanding of the concepts and his/her giving chance to the students to use instructional materials in the mathematics lectures to develop their hands-on abilities are not satisfactory according to the students. At the items of the table that teacher's presenting some famous historical mathematician characters, his/her compatible using of mathematics materials with the math subjects, his/her giving information about the instructional materials, his/her using adaptation between mathematics subject and instructional tool, his/her using instructional material in mathematics lecture carefully and professionally and finally, his/her getting students to use instructional material at their special studies are satisfactory by the views of the students. At the item of the table that his/her using of mathematical software, internet sources and tools is much satisfactory according to the students.

RESULT

In this study, it was focused on the student's views, who are from the departments that marketing, business and accounting – task at a vocational school in Turkey, for their mathematics' teacher using of mathematics laboratory and instructional materials in math lectures with their academic performance. First, our students' mathematics academic performance levels were gathered round the points that “successful”, “sufficient” and “failure”. We think that the main reason of this situation is our data coming from the social programs of a vocational school and mathematics lecture is not an important subject on their working carrier. And, they are only focusing mathematics lecture to take passing grade or to graduate. Students' view on their teacher's using mathematics laboratory was not satisfactory. In this subject, the findings say that mathematics laboratory is not an absolute object for social programs of vocational schools. And finally, teacher's using educational materials was not also expected level. According the data analyze, the mean reason of this situation is mathematical subjects of the social program's curricula don't require using of instructional materials. Searching of the relation between academic performance and students' views on these subjects could give extra information about the reasons.

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STUDY ON THE DESIGN OF DELIBERATIVE TOWN MEETING PROCESS FOR INTEGRATED REGIONAL HUMAN RESOURCE DEVELOPMENT(RHRD)

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ABSTRACT

The purpose of this study is to develop a deliberative town meeting process that enables more effective and efficient deliberation in order to solve the complex challenges of regional human resource development, such as social integration and future human resources development. To do this, we first derive the core values of deliberation through literature review and case studies. After drafting the deliberative town meeting process, we completed the final process by revising and supplementing through expert group interviews and received validation. As a result of the study, we derive eight core values of deliberative town meeting like as 'Common Good', 'Formation of Public Opinion', 'Horizontal Dialogue', 'Representative Diversity', 'Rationality', 'Balance', 'Voluntary Sincerity' and 'Dynamic Openness'. And each core value is structured in a multi-layered and systematic manner based on four categories(vision and goal, fairness, validity, and reflection) and two levels(internal and external). The process of 'Deliberative Town Meeting' is "[Pre-stage] Determination of agenda and issues ⇒ [Main-stage] Selection of participants ⇒ Individual deliberation ⇒ Open mind ⇒ Small group deliberation ⇒ Whole deliberation ⇒ Public opinion decision ⇒ [Post-stage] evaluation and result proposal". Particularly, the whole process has the stage of 'individual deliberation', 'small group deliberation', 'whole deliberation' and each stage is made up of the common sub-process called <mutual understanding> → <in-depth evaluation> → <decision making>. From a systematic perspective, the process of input – transformation – output is dynamically feedforward and feedback, and the value is increased by gradually deeper deliberation, increasingly clear decision-making, and increasing public opinion formation. It is expected that the research result will be used to solve complicated and difficult local and organizational problems cooperatively, and the capacity of deliberation of the individual and organization will be developed through the process.

Keywords: Town meeting process, human resource development, rural development

SUPPORTING HEART HEALTH

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ABSTRACT

In 2007, the World Health Organization (WHO) adopted an Action Plan for the years 2008-2013, which confirmed that elimination of risk factors can prevent up to 80% of premature cardiovascular diseases. These are among the most common causes of death, as well as hospitalization, disability and increasing health care costs. They can also be considered as diseases in which the state of health is conditioned by the level of knowledge of the population. Nursing plays an indispensable role in promoting heart health, which in primary (general) prevention can, through education, improve awareness, change attitudes, thinking and actions, and lead the adult population to take responsibility for their health. The aim of this thesis was to determine the prevalence of selected risk factors in relation to selected demographic indicators. The respondent sample consisted of an adult population in Slovakia. A questionnaire of own design was used to determine the data. The results indicate a statistically more frequent occurrence of obesity in women, in respondents without a life partner and in respondents in their fifties and older. More frequent occurrence of smoking as a risk factor was recorded in secondary school-educated respondents, in respondents aged 31-40 and in respondents living in rural areas. The physical activity deficit was influenced by the age, education and social status of research participants. Considering these results, I propose to strengthen the nurse's educational role.

Keywords: Risk factor. Cardiovascular diseases. Nursing. Prevention.

INTRODUCTION

Cardiovascular diseases (CVDs) belong to the world's most urgent health problems. CVDs account for 53% of the total mortality in Slovakia and they are the main cause of shortening the average life expectancy of the population. According to the Report on the Health of the Population of the Slovak Republic (2015), 15.8% of people who died from CVDs were younger than 65 years. In statistical data comparing V4 countries, Slovakia shows the lowest fall in mortality rate from CVDs (26% decrease in men and 31% in women in Slovakia versus 48% in both genders in the Czech Republic, 37% in men and 42% in women in Hungary, and 41% in men and 44% in women in Poland). In the Slovak Republic, the standardized mortality rate from CVDs is 3.6 times higher than in France, 2 times higher than in Austria and 1/5 higher than in the Czech Republic (NPPZ – the National Health Promotion Program Update, 2014). According to the OECD Report – Health at a Glance from 2013, Slovakia has a shorter life expectancy at birth than most of the OECD countries. But what's much worse, the number of years we live in health after reaching 65 is the least from all EU countries. WHO data are also alarming – it is estimated that 17.9 million people died from CVDs in 2016, which represents 31% of all deaths worldwide. 85% of these deaths were caused by the heart attack or stroke.

Already in 2004, the WHO Member States approved the Global Strategy on Diet, Physical Activity and Health, committing themselves to take action at a national level to reverse the unfavourable trend of developing CVDs (www.who.int). WHO also estimates that of 1.13 billion people, only less than 1 in 5 has it under control. Unhealthy diet, physical inactivity, stress, alcohol and tobacco consumption are among the main contributors to increasing hypertension. In order to achieve the global goal of reducing hypertension by 25% by 2025, WHO and Centers for Disease Control and Prevention in the US launched the Global Hearts Initiative in 2016 to promote heart health worldwide. One of the 5 “packages” is called HEARTS and it provides a manual for identifying CVD risk factors in the primary health care. These risk factors represent a probability measure of developing CVDs and they are collectively referred to as the risk profile of the individual. Schusterová et al. (2012, p. 59), Jurkovičová (2005), Najafi Ghezeli et al. (2014), Zhu et al. (2012) claim that risk factors mutually potentiate each other. They can be categorized as non-controllable and controllable. The group of non-controllable factors includes those representing a dominant risk of developing cardiovascular diseases: genetic predisposition, age, gender and race. Controllable risk factors are characterized as determinants that may be affected by certain measures. They are also called the lifestyle factors. The group of controllable CVD risk factors includes: dyslipoproteinaemia, arterial hypertension, smoking, obesity, diabetes, insufficient physical activity and psychosocial factors. According to WHO (www.who.int), the risk of premature heart attacks can be reduced by 80% through these controllable risk factors. A healthy diet, regular physical activity, non-use of tobacco products and avoiding stress are crucial for the preventive population care.

Nursing in Heart Health Promotion

According to the results of long-term prospective and intervention studies in many countries (e.g. Framingham Heart Study, Study of Seven Countries, Lipid Search Clinics Follow-Up Study, Interheart Study and others), early identification of major risk factors and reducing their prevalence in the population lead to a significant decrease in CVD mortality. Early identification of risks and subsequent good management of the heart care are necessary for people with the risk profile (Balady et al. 2011). CVD risk reduction management includes also preventive strategies such as coordinated efforts of several sectors at a national level: health professionals, teachers, politicians, family members, food producers and retailers, advertising agencies, mass media, as well as the general public. Nursing represents a significant element of the health community. Five million nurses working in the European region play an important role in promoting the health of individuals, families and communities. They comprise the largest single group of health professionals and often provide the first contact with the health and social system (Farkašová et al. 2009). Already in 2000 at the WHO conference “Nurses and Midwives: a Force for Health” in Munich, it was stated that nurses are one of the key sources in the strategy based on principles of the primary prevention and promotion of the public health. A nurse should be prepared to support the heart health on three levels: individual, family and community. This task of nursing can be achieved through education. Nowadays, the education in nursing is conceived as a controlled and documented nurse activity. The elementary goal of nurses’ educational intention is for people to understand and acquire new information, skills, develop the right values and attitudes towards their own health and strive to achieve changes in established stereotypes through their own activities. In order to accomplish these educational goals aimed at promoting heart health, it is necessary to prepare an educational plan consisting of:

a) conditions for the implementation of education:

- environment – institutionalized (outpatient health care, family and community environment),
- duration and number of education units according to the needs of the individual, family and community,
- selection of appropriate methods – monologic, dialogic, printed word,
- form – individual and group (family, community),
- principles of education – purposefulness, progression, individual approach, activity, combination of theory with practice,
- phases of education – motivational, cognitive, performance, revision,
- communication adaptation in relation to the intellect of educated individual/people.

b) nursing diagnoses (NDx) (Nanda 2018 – 2020) (Table 1); a nurse uses a problem-focused diagnosis, risk diagnosis and health promotion diagnosis. According to Slezáková (2014), the nursing diagnosis for health promotion means that a nurse seeks for ways to improve the patient’s health or strengthens it.

Table 1: Nursing diagnoses in relation to risk factor

| Nursing diagnosis | Risk factor |
|--|--|
| Ineffective health management 00078 | overweight and obesity, physical inactivity, smoking, stress |
| Readiness for enhanced health management 00162 | overweight and obesity, physical inactivity, smoking, stress |
| Overweight 00233 | overweight and obesity |
| Risk for overweight 00234 | overweight and obesity |
| Obesity 00232 | overweight and obesity |
| Deficient knowledge 00126 | overweight and obesity, physical inactivity, smoking, stress |
| Readiness for enhanced knowledge 00161 | overweight and obesity, physical inactivity, smoking, stress |
| Ineffective health maintenance 00099 | overweight and obesity, physical inactivity, smoking, stress |
| Risk-prone health behaviour 00188 | overweight and obesity, physical inactivity, smoking, stress |
| Deficient diversional activity 00097 | overweight and obesity, physical inactivity, smoking, stress |
| Readiness for enhanced power 00187 | physical inactivity |
| Stress overload 00177 | stress |
| Ineffective coping 00069 | stress |
| Readiness for enhanced coping 00158 | stress |

c) education units (EU) for nursing diagnoses:

- EU1 – heart health, CVD risk factors
- EU2 – healthy diet
- EU3 – physical activity
- EU4 – elimination of smoking
- EU5 – handling stressful situations

General interventions of nurse towards education units:

- monitors heart health of the individual, family and community,
- identifies individuals with the risk profile,
- motivates to get regular preventive medical examinations,
- persuades to be responsible for one's own health,
- cooperates with a team of cardiac health professionals,
- initiates and participates in the cardiac health research.

Specific interventions/recommendations of nurse towards education units:

EDUCATE/INCREASE THE LEVEL OF KNOWLEDGE OF THE INDIVIDUAL, FAMILY AND COMMUNITY on:

- heart health and CVD risk factors,
- balanced nutrition which is crucial for a healthy heart and circulatory system (plenty of fruit and vegetable, wholemeal products, lean meat, fish and pulses, nuts, unsweetened drinks, reduced intake of salt, artificial sugars and alcohol) (WHO, 2015), split the all-day food intake into 5-6 portions: breakfast (20%), mid-morning snack (15%), lunch (25-35%), afternoon snack (10%), dinner (20%) and possibly also second dinner (0-10%) (Kamenský, Pella, 2010),
- regular physical activity (at least 30 minutes of regular physical activity per day help to maintain the cardiovascular condition; at least 60 minutes during most days of the week help to maintain healthy weight) (WHO, 2015),
- elimination of tobaccoism (the risk of heart attack and stroke starts to decline immediately after a person stops using tobacco products, and may fall by a half after one year) (WHO, 2015),
- Health Advice Line and Heart Health Promotion and Protection Helpline,
- regular and correct monitoring of blood pressure (Kamenský, Pella, 2010),
- simple techniques for coping with the stressful situations (Linden, 2005),
- meaning of the healthy life codes (0–3–5–140–5–3–0) 0: zero cigarettes per day, 3: walking 3 km per day or performing 30 minutes of the aerobic physical activity, 5: portions of fruit and vegetable per day, 140: blood pressure < 140/90 mmHg, 5: upper limit of total cholesterol in mmol/l, 3: upper limit of LDL cholesterol in blood in mmol/l, 0: absence of obesity (80 cm/94 cm and less – ideal waist size for women/men) and diabetes (European Heart Health Charter, 2007).

THE STUDY

The aim of this empirical research was to:

- map the occurrence of selected CVD risk factors – overweight and obesity, smoking, lack of physical activity and excessive stress,
- compare the incidence of selected CVD risk factors by gender, education, residence and marital status.

Sample and methods

The sample consisted of 594 respondents. To be included in the sample, they must have been at least 18 years old and willing to respond independently. 370 (62.33%) women and 224 (37.67%) men participated in the survey. The average age of the respondents was 37 years, with a range of 18-87 years. A detailed demographic structure of the sample is presented in Table 2.

We used a questionnaire as the research tool to process the defined problem. Questions were focused on obtaining the identification and anthropometric data (weight and height) about respondents, as well as the smoking status, physical activity and stress.

The overweight and obesity of the survey participants were evaluated according to the BMI, the respondent was categorized as overweight when the BMI was 25-29.9 kg/m² and obese when the BMI was 30.0 kg/m² and more. The physical activity in relation to the cardiovascular diseases was considered as effective when it reached moderate or severe intensity and was repeated 3-5 times per week, i.e. the respondent gets out of breath, his/her pulse quickens, has trouble with fluent speaking or gets sweaty.

The stress was assessed as excessive if respondents reported at least a moderate intensity of stressful situations experienced several times per week.

Table 2: Socio-demographic characteristics of respondent group

| | | Number | % |
|-----------------------|-------------------|--------|-------|
| Summary | | 594 | 100 |
| Gender | Women | 370 | 62.33 |
| | Men | 224 | 37.67 |
| Education | Basic | 102 | 17.17 |
| | Secondary | 342 | 57.58 |
| | University | 150 | 25.25 |
| Residence | City | 472 | 79.46 |
| | Village | 122 | 20.54 |
| Marital status | Single | 284 | 48.15 |
| | Married | 204 | 34.34 |
| | Without a partner | 104 | 17.51 |

The survey was carried out in 2018-2019, the questionnaire return rate was 85.5%. Descriptive statistics were used to interpret the results, and the statistical significance of differences between categories was measured by the χ^2 test. We presented mainly distinct results such as differences at the level $p < 0.05$. SPSS Statistics programme was used for the statistical evaluation.

FINDINGS

We inquired about the height and weight of respondents to assess their nutrition status. The results of anthropometric data analysis and subsequent BMI calculation showed an unfavourable situation in the occurrence of overweight and obesity in the selected group of survey participants. The average BMI for men was 24.07 kg/m², with a range of variation 17.35-43.21 kg/m². The average BMI for women was 23.7 kg/m², with a range of variation 16.56-38.05 kg/m².

Based on these BMI values, we found out that the sample consisted of 50 respondents (8.42%) with underweight, 320 (53.87%) had a normal weight, 164 (27.61%) were overweight and 60 (10.10%) suffered from obesity.

The incidence of overweight and obesity in men and women was not the same ($p = 0.001$). While in the men's group 35.71% suffered from overweight and 6.25% from obesity, there were 22.70% overweight and 12.63% obese respondents in the women's group. We also found out that the occurrence of risk factors was increasing in proportion to the age ($p < 0.00001$). In the highest age group (more than 50 years old), there were up to 49.18% overweight and 26.23% obese people. The lowest incidence of overweight and obesity was found in the lowest age group (18-30 years old): 13.01% cases of overweight and 1.63% cases of obesity. The prevalence of overweight and obesity was seen more often in respondents who lost their life partner (divorced, widowed) than in single or married research participants (overweight 42.31%, obesity 21.15%). The occurrence of this risk factor in our sample was also influenced by the education of respondents ($p = 0.00019$), the most people with overweight were from the university-educated group (33.33%) and the highest number of obese people had a secondary education (12.86%). In case of the residence, we didn't find any statistically significant differences in the incidence of overweight and obesity ($p = 0.56$). The prevalence of overweight and obesity according to the selected demographic indicators can be seen in Figure 1.

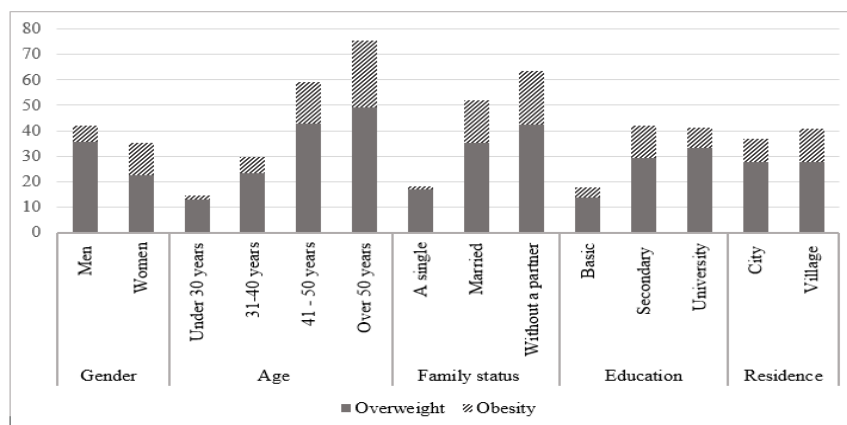
Figure 1: Prevalence of overweight and obesity by selected demographic indicators

Figure 1: Prevalence of overweight and obesity by selected demographic indicators

Another controllable risk factor of the lifestyle that we focused on is the physical inactivity, i.e. insufficient physical activity. The analysis of data showed the lack of sufficient physical activity in 218 (36.69%) survey participants and the effective physical activity was proclaimed by 376 (63.31%) respondents. The insufficient physical activity was observed more often in respondents with a completed secondary education than in people with primary and university education ($p < 0.00001$). In the group of respondents with marital status “married”, there were significantly fewer people who performed the effective physical activity ($p = 0.0014$). Analyses also showed that the realization of effective physical activity decreases with the age of respondents, from 72.36% in the age of 18-30 to 47.54% in the age of 50 and more ($p = 0.000067$). In case of the gender and residence, we didn't find any statistically significant differences in performing effective physical activity (Figure 2).

Figure 2: Physical activity by selected demographic indicators

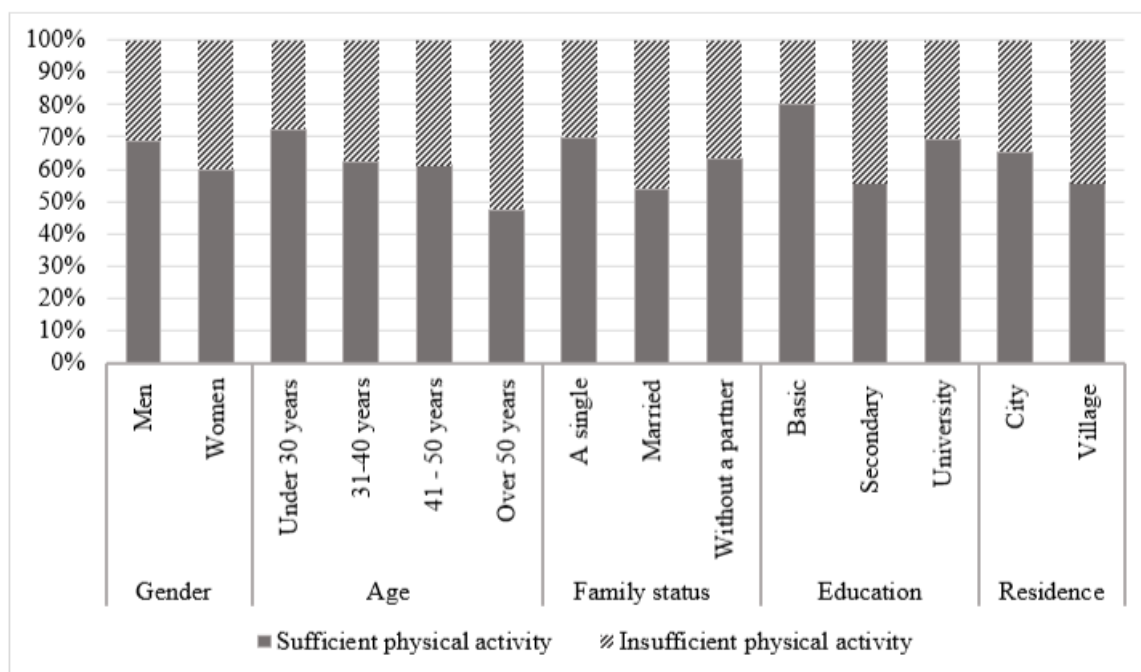
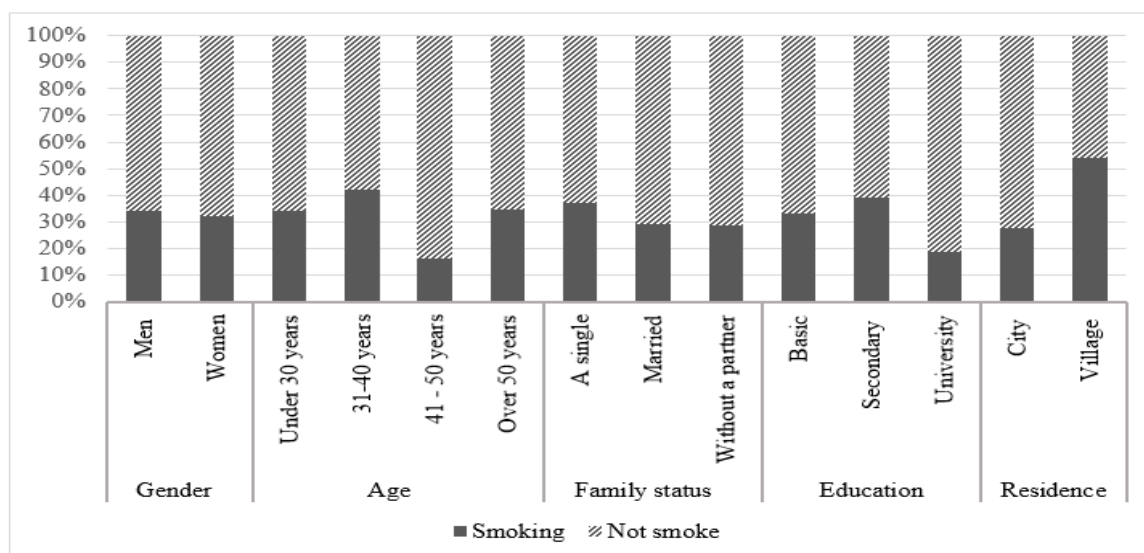
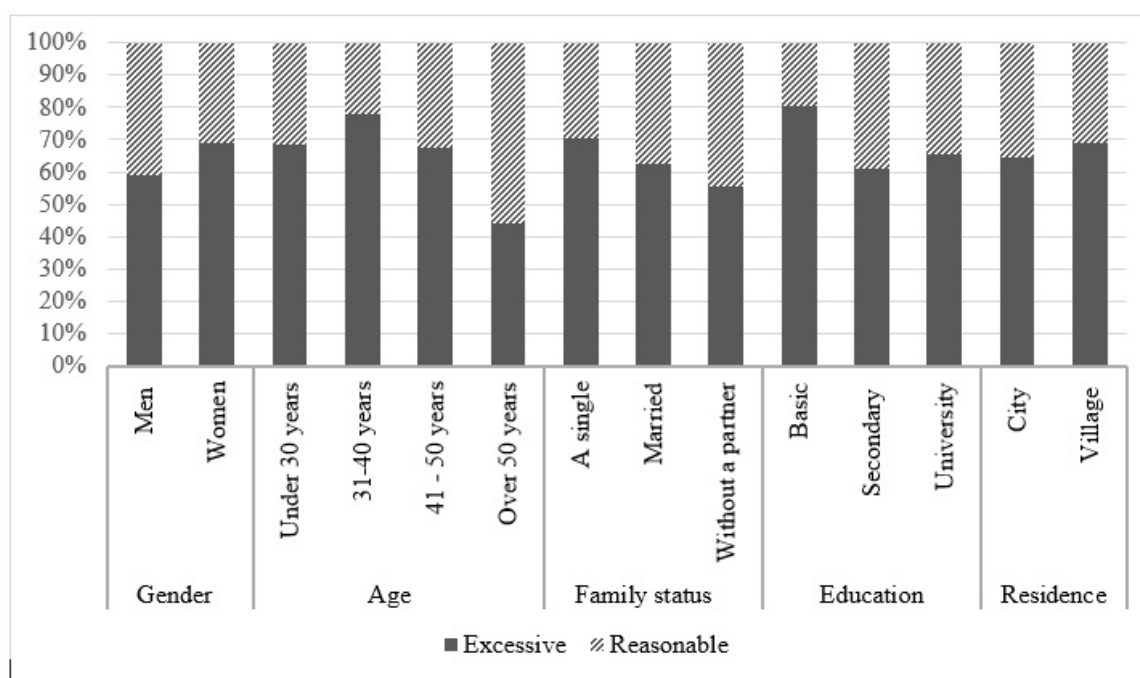


Figure 2: Physical activity by selected demographic indicators

Smoking is considered a serious society-wide problem with health, economic and social consequences. It is one of the most important preventable CVD risk factors. According to the results of our research, 33% of respondents smoke daily. The difference in smoking prevalence in men and women did not reach the statistical significance. Respondents living in rural areas smoke more (54.1%) than those living in a city (27.54%) ($p < 0.00001$). The lowest occurrence of smoking was observed among respondents with the university education ($p = 0.0014$). The incidence of smoking is increasing to the age of 40 (34.15% in the age group up to 30 years; 42.19% in the age group 31-40 years), then it decreases to 16.33% in the age group 41-50 years and in the age group 51 years and more, it raises again to 34.43% ($p = 0.00056$). Up to 25.51% of respondents have been smoking for more than 15 years. The average cigarette consumption has stabilized at 10 cigarettes per day. The prevalence of smoking based on the selected demographic indicators is shown in Figure 3.

Figure 3: Smoking by selected demographic indicators**Figure 3: Smoking by selected demographic indicators**

The last preventable risk factor we examined was stress. Analyses indicates that up to 65.32% of research participants feel like they're struggling with an excessive stress. Men experience stressful situations more intensively than women ($p = 0.01$). In relation to the age, the most respondents were experiencing excessive stress in the age group 31-40 years (78.13%) and the lowest occurrence was observed in the age group 51 years and more (44.26%) ($p < 0.00001$). Respondents with the primary education experienced stressful situations more often (80.39%) than people with the secondary (60.82%) and university education (65.33%) ($p = 0.0013$). Considerably more people struggling with excessive stress were in the group of respondents with the marital status "single" ($p = 0.0154$). In case of the residence, we didn't find any statistically significant differences in the impact of stressful situations (Figure 4).

Figure 4: Stress by selected demographic indicators**Figure 4: Stress by selected demographic indicators**

DISCUSSION

For the purpose of processing the discussion, we used databases such as PubMed, ScienceDirect, Scopus, SpringerLink, Web of Science, ProQuest Central, Medvik and Slovak Medical Library when searching for sources (complete relevant articles related to this specific issue).

Among the determining requirements were: English, German, Slovak, Czech and Polish language, complete texts of articles and the time range 2000-2019. It can be concluded that several authors dealing with the same topic have come to results similar to those in our study.

In relation to the CVD risk factors overweight and obesity, we would like to mention some important global and European statistics. WHO warns about the alarming increase of overweight and obesity incidence in the world. Since 1975, the occurrence of these undesirable phenomena has almost tripled. In 2016, more than 1.9 billion of adults were overweight and 650 million of them suffered from obesity. Overall, it means there were 39% of adults with overweight and 13% with obesity (WHO, 2018). Eurostat published the incidence of overweight and obesity in the EU countries already in 2014 (last modified on 21.03.2019). The most obese population is in Malta (25.2%), Latvia (20.8%), Hungary (20.6%), Turkey and the United Kingdom (19.9% and 19.8%). The lowest incidence of overweight and obesity was observed in Romania (9.1%) and Italy (10.5%). WHO and other studies confirm a higher occurrence of obesity in women than in men. National studies of experts also point to the prevalence of obesity in population. In the research carried out by Novýsedláková and Šeliga (2017, p. 991), the body mass index higher than 29 (overweight) was found in 41.4% of the total amount of 70 respondents. They also reported a higher occurrence of obesity in women than in men (64.6% of women and 54.9% of men). Similar results were published by Adhikari (2018) in India. His analysis of data shows that 194 respondents out of 1 080 patients were overweight and also diagnosed with one of the CVDs. Results of the Carrington and Stewart study (2015, p. 355) conducted in Australia confirmed the occurrence of overweight and obesity in 370 (74%) respondents out of the total amount of 530 survey participants. Dorner (2016, p. 70) reports the prevalence of obesity in adult population in Austria between 8.3 and 19.9% in men and between 9.0 and 19.8% in women. Results of our study likewise showed that from the total amount of 594 respondents, 164 were overweight (27.61%) and 60 (10.10%) suffered from obesity. Higher incidence of obesity in women was also confirmed by our findings (women = 12.63% and men = 6.25%). The current situation needs to be solved by prompt and effective preventive interventions focused on reducing weight. Several countries are taking steps towards a national strategy to reduce the incidence of overweight and obesity. For example, Ireland has launched the obesity policy and action plan „A Healthy Weight for Ireland 2016-2025“ which includes the preparation of calorie labeling legislation and publication of the voluntary code of practice on food advertising. Since 2013, Turkey has been launching campaigns to promote health such as „Move for Health“, „Reduction Portions Size“ and „Promoting Physical Activity“ with 275 000 bicycles distributed to schools, universities, towns and non-governmental organizations (WHO, 2016).

Physical inactivity belongs to controllable CVD risk factors. In 2014, Eurostat divided the physical activity for European citizens into four categories: walking, cycling, aerobics and muscle building. Most adult Europeans unequivocally prefer walking. Although, it should be mentioned that the statistics do not indicate the type and frequency of walking. Therefore, if the walking did not last ≥ 30 minutes per day or ≥ 150 minutes per week and if it wasn't equivalent to fast walking or aerobics (www.who.int), it cannot be considered a physical activity. In Europe, most cyclists are Germans (47.1%) and Hungarians (40.4%), but only minimum can be found in Cyprus (2.2%), Malta (3.9%) and Turkey (5.3%). Aerobics is preferred (over 70%) by citizens of Austria, Germany, Luxembourg, Finland, Sweden, Norway and Iceland, while in Romania (4.9%), Turkey (7.5%) and Bulgaria (10.8%) it is the least popular among adults. The physical activity at gyms is performed the most by citizens of Island (57.3%), Finland, Sweden (52.8%, 51.6%) and Germany (48.3%). Although, this activity is unpopular with Romanian (1.9%), Turkish (3.3%) and Polish (7.7%) people. It should be noted that this kind of physical activity is effective when performed at least 2 and more days per week (WHO, 2018). If we'd generalize results by Eurostat, it can be said that Germany, Slovenia, Finland and Sweden are countries with the most intense physical activity. Citizens of Turkey, Romania and Greece are at the other end of the scale. In our study, we detected insufficient physical activity in 218 (36.39%) survey participants and effective physical activity was proclaimed by 376 (63.31%) respondents. Our findings are slightly more optimistic than results of the physical activity of Slovaks published by Eurostat in 2014, and SACHO study (2015) carried out at a national level in 2 000 respondents, which showed the effective physical activity in 25.4% of women and 37.1% of men after data analyses.

Another serious public health problem with health, economic and social consequences is smoking. The organization Our World in Data (2016) compared its incidence in the female and male population between years 2000-2016. The development map shows that approx. 30% of the female population in France, Czech Republic, Bosnia and Herzegovina, Bulgaria and Greece is smoking. The lowest smoking rate in women (about 2%) is in the North African countries, China, India, Saudi Arabia and Iran. The highest smoking incidence in men is observed in Russia (58.3%), approx. 50% in Ukraine, China, Mongolia and Morocco. The least one is in Ethiopia and Ghana. A positive indicator of these statistics is the fact that smoking had been on a downward trend in both genders from

2000 to 2016. According to results of our research, 33% of adult respondents smoke daily. Differences in the prevalence of smoking in men and women in Slovakia didn't reach the statistical significance.

The last investigated CVD risk factor was stress. Based on the results of the American Psychological Association, the Global Organization for Stress reported a high level of stress among the US citizens – 75%, and more than a half of them said it has an upward tendency. The American Institute of Stress points out that 80% of employees feel stressed out and nearly half of them needs help to cope with it. According to Regus, China has the highest increase in the workplace stress rate (86%). The report by Lifeline Australia is also alarming – 91% of Australian adults experience stress in at least one important part of their lives. Similarly, results of the Mental Health Foundation study (2018) (the UK) confirmed the occurrence of stress in 74% out of 4 619 respondents. Results of our analysis confirm these above-mentioned statistical indicators. 65.32% of the total amount of 594 survey participants evaluated their stress level as excessive. Men experience stressful situations much more intensively than women ($p = 0.01$). Coping strategies help to minimize the negative effects of stress on the body. According to Solgajová et al. (2017), supporting adaptive forms of stress management is necessary to achieve positive results in the process of promoting health, prevention and treatment of CVDs.

Based on the statistical indicators presented at a transnational and national level, also with regard to objectives of our research study, we can conclude that the controllable CVD risk factors are present in the population worldwide. Unsatisfactory results lead to a global appeal to eliminate or minimize the impact of risk factors. Smoking cessation, maintaining a healthy weight and regular aerobic physical activity belong to lifestyle areas where consultancy and support can be provided. Results of several studies confirm that nurse-led programmes tend to improve patients' lifestyle in relation to the CVD risk factors.

The study on preventive cardiologic programmes conducted in six European countries showed that more high-risk patients achieved the lifestyle goals in the nurse-coordinated group than in the control group (Wood et al., 2008). In 2009, the randomized study on cardiovascular risk management and preventive care carried out in the Netherlands showed that nurses achieved the same results as general practitioners after one year of follow-up (Voogdt-Pruis et al., 2010). A clinical trial in the US also came to results that preventive interventions of nurses working in the community can accomplish a significant control of risk factors (Allen et al., 2011). Interesting results were also brought by Cicolini et al. (2014). During the 6-month nurse's programme, the physical activity of 98 respondents increased from 5.8% to 16.6%.

In addition to improving the lifestyle and reducing the levels of risk factors, it is important that people of all ages are encouraged to recognize and adopt a healthy lifestyle. As Dimunová (2018) states, the health literacy leading to higher interest of people in their own health is one of the concepts of health promotion the nursing participates in.

CONCLUSIONS

The state of health of the population is a result of the complex combination of genetic predisposition, economic and psychosocial situation, nutrition and lifestyle, but also quality of health services, living and working environment. There is a mutual bond among these forms. It is important to mention that the existence and function of health trade unions and their implementers, including nursing, is irreplaceable at all stages of the health care.

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SURİYELİ ÖĞRENCİLERİN EĞİTİM GEREKSİNİMLERİNİN İNCELENMESİ: SİSTEMATİK LİTERATÜR SENTEZİ

EXAMINING THE EDUCATIONAL NEEDS OF SYRIAN STUDENTS: A SYSTEMATIC LITERATURE SYNTHESIS

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ABSTRACT

There has been a global migration crisis in Syria due to the civil war that started in 2011. One of countries most are regarded as living space for Syrian people in this process is Turkey. These displaced people began to live together with another society with a culture and language that is alien to them. Identifying and meeting the educational needs of Syrian students in a society that is unfamiliar with their own education and life culture may facilitate or hinder this process. This systematic literature review shows that there have been a number of studies on the training of Syrian children in Turkey since 2015. In this meta-synthesis study, whether the educational needs of Syrian children are met and the relationship between the culture of the society in which they live and adaptation was examined. In this study, a systematic research was conducted by using the database of scanned journals in national and international indexes (ERIC, Web of Science, Scopus, SSCI) publishing research in the field of educational sciences. Journal articles and theses discussing the educational needs of Syrian students in Turkey were included in the study. Using the words such as (i) Syrian, (ii) culture / acculturation (iii) integration, (iv) educational needs, (vi) student, and (vi) Turkey, the literature was scanned to access the article in the databases. Most of the present studies in the meta-synthesis of 30 research prove that an education system is provided for Syrian students in Turkey without identifying their educational needs. The findings of the study are enabling Syrians continuing their education to be kept in the education system, including those who do not continue their education in the education process, empowering them to cope with the trauma, violence and problems they have experienced, ensuring their commitment to the school climate and the classroom, enhancing their academic success, eliminating the problems faced by the Syrian students whose mother tongue is not Turkish during the process of learning how to read and write, individualizing learning opportunities while providing basic literacy skills, using classroom activities in second language education, providing psychological counseling on intercultural competence for immigrant children and their families at school, and strengthening education and psychological support for Syrian children in the development of sociocultural and psychological adjustment and the sense of belonging to school in order to ensure that they take part in the community life. In this context, this study shows that schools can play a vital role in the integration of Syrian students to education system in Turkey.

Key Words: Turkey, Syrian, Culture/acculturation, Student, Educational need, İntegration, Meta-synthesis.

ÖZET

Suriye’de 2011 yılında başlayan iç savaş nedeniyle küresel göç krizi yaşanmıştır. Bu süreçte yaşam alanı olarak en çok kabul edildikleri ülkelerden biri Türkiye’dir. Kendi yaşam alanlarından zorla yerlerinden edilmiş bu insanlar, kendilerine yabancı olan kültür ve dille başka bir toplumla birlikte yaşamaya başlamışlardır. Kendi eğitim ve yaşam kültürlerine yabancı olan toplumda Suriyeli öğrencilerin eğitim gereksinimlerinin belirlenerek karşılanması bu sürecini kolaylaştırabilir veya engelleyebilir. Bu sistematik literatür taramasıyla Türkiye’de Suriyeli çocukların eğitimine yönelik 2015 yılından itibaren son zamanlarda çok sayıda çalışma yapıldığı görülmüştür. Bu meta-sentez çalışmada Suriyeli çocukların eğitim gereksinimlerinin karşılanıp karşılanmadığı ve eğitim yoluyla yaşadıkları toplumun kültürüne uyum arasındaki ilişki araştırılmıştır. Bu çalışma kapsamında veriler, Türkiye’de eğitim bilimleri alanındaki araştırmaları yayımlayan ve uluslararası indekslerde (ERIC, Web of Science, Scopus, SSCI) taranan dergilerin veritabanında sistematik bir araştırma yapılmıştır. Bu çalışmaya, sadece Türkiye’deki Suriyeli öğrencilerin eğitim gereksinimleri konularını ele alan dergi makaleleri ve tezler dahil edilmiştir. Veritabanlarındaki aramalarda makalelere ulaşmak için (i) Suriyeli, (ii) kültür/kültürleşme (iii) entegrasyon, (iv) eğitim gereksinimi, (v) öğrenci, (vi) Türkiye terimleri kullanılarak tarama yapılmıştır. 30 çalışmanın meta-sentezinde, mevcut araştırmaların çoğunluğu Suriyeli öğrencilerin eğitim gereksinimlerinin belirlenmeden Türkiye’de bir eğitim sisteminin içerisine girdiğinin kanıtını sağlamıştır. Eğitime devam eden Suriyelilerin eğitim sistemine sürekliliğinin sağlanması, devam etmeyenlerin ise eğitim sürecine dahil edilmesi, yaşamış oldukları travma, depresyon, şiddet ve sorunlarla başa çıkabilmeleri için güçlendirilmesi, Suriyeli çocukların okul iklimine ve sınıfa bağlılıklarını sağlama, akademik başarılarını arttırma, ana dili Türkçe olmayan Suriyeli öğrencilerin okuma-yazma öğretiminde karşılaştıkları sorunların

giderilmesi, temel okuryazarlık becerilerini sağlarken öğrenme olanaklarının bireyselleştirilmesi, ikinci dilde eğitiminde sınıf içi etkinliklerin uygulanması, kültürlerarası yeterlikte göçmen çocukları ve ailelerine yönelik okulda psikolojik danışma hizmetleriyle göçmen aileleri ve çocuklarının sosyokültürel ve psikolojik uyum süreçlerine ve okula aitlik duygusunun geliştirilmesinde Suriyeli çocuklar için eğitim ve psikolojik desteği güçlendirme stratejileriyle toplum hayatında yer almalarını sağlama çalışmaya ait bulgulardır. Bu bağlamda, bu çalışma Suriyeli öğrencilerin Türkiye'deki eğitim sistemine entegrasyonunda okulların hayatı bir rol oynayabileceğini göstermektedir.

Anahtar Kelimeler: Türkiye, Suriyeli, Kültür/kültürleşme, Öğrenci, Eğitim gereksinimi, Entegrasyon Meta Sentez.

GİRİŞ

Suriye'de 2011 yılında başlayan iç savaş nedeniyle küresel bir göç krizi yaşanmıştır. Bu süreçte yaşam alanı olarak en çok tercih ettikleri ya da kabul edildikleri ülkelerden biri Türkiye'dir. Kendi yaşam alanlarından zorla yerlerinden edilmiş bu insanların kendilerine yabancı olan kültür ve dille başka bir toplumla birlikte yaşamaya başlamışlardır. Bu bağlamda Suriyeli göçmenlerin yeni bir kültüre uyumda zorlanmakta oldukları konuyla ilgili literature tarafından ortaya konulmuştur (Aras ve Yasun, 2016; Erdem, Kaya ve Yılmaz, 2017; Gürsoy ve Ertaşoğlu, 2019). Bundan dolayı yaşadıkları ülkenin kültürüne de entegre olmaları gerekmektedir. Bu entegrasyon sürecindeki etkileşim de doğal olarak yaşanan ülkenin dilini öğrenme konusunu gündeme getirmektedir. Öğrenilen dil ile birlikte o ülkenin kültürü de öğrenilmektedir. Bu bağlamda dil ve kültür kavramlarını birbirinden ayırmak mümkün değildir. Kültürel entegrasyon, yabancıların kimliklerini ve kültürel birikimlerini yok sayıp onları asimile etme çabası değildir. Kültürel entegrasyon, yaşanan yabancı toplumla birçok alandaki bütünleşme faaliyetlerini içerir.

Yeniden yerleşim sonucu ortaya kültürel entegrasyon ve eğitim gereksinimlerinin karşılanmasında ortak kültürel öğelerin bulunması bu entegrasyonu kolaylaştırabilir. Bu entegrasyon sürecinde Suriyeli öğrencilerin eğitimle gereksinimlerinin belirlenerek karşılanması bu kültürleşme sürecini kolaylaştırabilir veya engelleyebilir. Türkiye'de, toplamda 3.606.737 Suriyeli mülteci bulunmaktadır (GİGM, 2019). Bunların 1.490.033'ü ise Suriyeli çocuktur. Yapılan araştırmalarda, bu çocukların ancak %21,8'nin eğitim aldığı ve devlet okullarına devam ettiği bilinmektedir (Emin, 2016; UNICEF, 2016). Buradan hareketle, Suriye'li çocukların büyük çoğunluğunun Türkiye'de eğitim sisteminin dışında olduğu söylenebilir. Diğer sorunlar ise; Türkiye'de okula giden Suriyeli çocukların ya okula devam etmemeleri ya da okullarda başarısız olma, uyum sorunu yaşama, okulda şiddet olaylarına karışma, okuldan dışlanma ve/veya sosyal damgalanma gibi sorunlar yaşanmasıdır. Türkiye'de Suriyeli çocukların eğitime yönelik 2015 yılından itibaren son zamanlarda çok sayıda çalışma yer almaktadır. Türkiye'de Suriyeli çocukların eğitime yönelik son zamanlarda çok sayıda çalışma yer alsa da bu çalışmalar nitel boyutta olup daha çok eğitim gördükleri sınıflarda yaşadıkları sorunlar üzerinde yoğunlaştığı görülmektedir (Akar-Vural, Karabacak, Küçük, Sezer ve Çelik, 2018; Aydın ve Kaya, 2019; Beltekin, 2016; Kaysılı, Soylu ve Sever, 2019; Kiremit, Akpınar ve Tüfekçi-Akcan, 2018; Morali, 2018; Taşkın ve Erdemli, 2018). Halbuki Türkiye'de en büyük göçmen grubunu oluşturan Suriyeli öğrencilerin eğitiminde karşılaşılan sorunlarının yansıtıldığı bu çalışmalar içinde çok sınırlı sayıdaki çalışmada, bu gruptaki öğrencilerin eğitim gereksinimleri üzerinde durulmuştur. Diğer taraftan bu çalışmaların yöntem, bulgu, sonuç ve önerileri birbirini tekrarlar nitelikte olup bu çalışmaların sonuçlarının bütünlüklü bir şekilde ortaya konulduğu meta-sentez çalışmasına rastlanmamıştır. Bu çalışmalarının sonuç ve önerilerinin bir bütün olarak değerlendirilmesini amaçlayan bu çalışmanın alan yazına önemli bir katkı yapacağı öngörülmektedir. Bu bağlamda bu meta-sentez çalışmasında Suriyeli çocukların eğitim gereksinimlerinin karşılanıp karşılanmadığı ve eğitim yoluyla yaşadıkları toplumun kültürüne uyum arasındaki ilişki araştırılmıştır.

YÖNTEM

Çalışma, nitel araştırma desenlerinden doküman inceleme modelindedir. Bu çalışmada, Suriyeli çocukların eğitim gereksinimlerinin karşılanıp karşılanmadığı ve eğitim yoluyla yaşadıkları toplumun kültürüne uyum arasındaki ilişkisinin incelenmesi amaçlandığından makalelerin tematik olarak incelendiği meta-sentez yöntemi kullanılmıştır. Meta-sentez, bir alana özgü yapılan araştırmaların nitel bulgularının yorumlanarak değerlendirilmesi, benzer ve farklı sonuçlarının ortaya konulması, temalar ve tablolar oluşturularak eleştirel bir bakış açısıyla sentezlenmesine yönelik çalışmalar olarak bilinmektedir (Au, 2007; Karadağ, 2009; Kennedy ve MacNeela, 2014). Tematik içerik analizi olarak da adlandırılan meta-sentez, spesifik bir alana özgü yapılan çalışmaların tema veya matrisler yoluyla sentezlenerek kritik edilmesidir. Bu bağlamda meta-sentez yorumlayıcıdır (Walsh ve Downe, 2005).

Verilerin Toplanması

Bu çalışma kapsamında veriler, Türkiye'de 2011-2019 yılları arasında yayınlanmış ve Türkiye'deki Suriyeli öğrencilerin eğitim gereksinimleri konularına yönelik ulusal ve uluslararası indekslerde (ERIC, Web of Science,

Scopus, SSCI) taranan hakemli dergilerin veritabanlarında sistematik bir araştırma yapılarak makaleler incelenerek toplanmıştır. Bu çalışma için Türkiye’deki Suriyeli öğrencilerin eğitim gereksinimleri konularını ele alan rapor, kongre kitabı, yüksek lisans / doktora tezi ve dergi makaleleri incelenmiştir. Bunlardan sadece yüksek lisans / doktora tezi ve dergi makaleleri çalışmaya dâhil edilmiştir. Bu çalışmalarda 2011-2019 yılları arasında eğitim bilimleri alanındaki araştırmaları yayımlayan ve Türkiye’deki Suriyeli öğrencilerin eğitim gereksinimleri konularına yönelik yapılan makaleler kullanılmıştır. Veritabanlarındaki aramalarda makalelere ulaşmak için Türkçe; Türkiye, Suriyeli, sığınmacı, mülteci, göçe zorlanan, göçmen, kültür/kültürleşme, entegrasyon, öğrenci, okullaşma, eğitim, eğitim gereksinimi, meta sentez ve İngilizce Turkey, Syrian, asylum seeker, refugee, forced to migrate, immigration, culture/acculturation, integration, student, schooling, education, educational need, meta-synthesis terimleri tarama yapılarak her bir veri tabanı ayrı ayrı taranarak veriler toplanmıştır. Meta-sentez çalışmasında sınırlı sayıda nitel çalışmaların kullanılması daha uygun bir yöntemdir. Buna karşın ele alınan konuyu bütünsel bir tablodan sunabilmek amacıyla, Türkiye’de 2011-2019 yılları arasında yayınlanmış ve Türkiye’deki Suriyeli öğrencilerin eğitim gereksinimleri konularına yönelik ulusal ve uluslararası indekslerde taranan makalelerin tümü çalışma kapsamına alınmıştır. Araştırmanın yazarı ve yılı, amacı, çalışma yöntemi/deseni, örnek açıklama, eğitim düzeyi, eğitimsel sonuç ve ana bulgular gibi parametreler dikkate alınarak çalışmalar toplanarak bu çalışmaya dâhil edilmiştir. Bu yolla ulaşılan çalışmalardan belirtilen bu ölçütlere uyan çalışmalar içinden toplam 30 çalışma incelemeye alınmıştır.

Verilerin Analizi

Taramalar sonucunda ulaşılan çalışmaların tam metinleri bilgisayar destekli nitel veri analiz programı NVivo 11 ile içerik analizine tabi tutulmuştur. Bu çalışmalar, meta-sentez (tematik içerik analizi) yöntemine uygun olarak incelenmiştir. Her bir çalışma aşamalı olarak incelenmiş ve genel hatlara bağlı kodlamalar yapılmıştır. Kodlardan yola çıkılarak, makalelerin bölümlerine uygun temalar oluşturulmuştur. Bu işlem sonucunda; araştırmanın yazarı ve yılı, amacı, çalışma yöntemi/deseni, örnek açıklama, eğitim düzeyi, eğitimsel sonuç ve ana bulgular şeklinde temalar belirlenmiştir. Bu belirlenen temalar aynı zamanda ilgili çalışmaların meta-sentez çalışmasına dâhil edilmesinde kullanılan kriterlerdir (Noblit ve Hare, 1988). Verilerin analizindeki kod ve temaların oluşturulmasında içerik analizi kullanılmıştır. İçerik analizi yönteminde, Fraenkel ve Wallen’in (2000) içerik analizi yönteminden yararlanılmıştır. Araştırmanın güvenilirliğini sağlamada veri analizi işlemlerinde, üç farklı eğitim fakültesinden eğitim bilimleri alanında ve Suriyeli konusunda çalışmaları bulunan üç uzmandan görüş alınmıştır.

BULGULAR

Sistematik olarak meta-sentez çalışmasına alınan çalışmaların büyük çoğunluğunun çalışma grubu, sınıfında Suriyeli öğrencisi bulunan öğretmenler, okulunda Suriyeli öğrencisi bulunan okul yöneticileri ve rehber öğretmenlerdir. Bu çalışmalardan oldukça sınırlı sayıdaki çalışma, Suriyeli öğrencilerle yürütülmüştür. Örneklem grubunu genel olarak ilköğretim ve ortaokul öğrencileri oluşturmaktadır. Sistematik literatür taramasında yer alan çalışmaların, ağırlıklı olarak nitel paradigma gerçeğeleştirilmiş olup ulusal dergilerde yayınlandığı görülmektedir. Yine oldukça sınırlı sayıdaki çalışma geçici eğitim merkezlerinde (GEM) yürütülmüştür. Suriyeli çocukların eğitim gereksinimleri ile ilgili eğitim bilimleri alanındaki çalışmalar 2016 yılında başlamış ve 2018 yılında ivme kazanmıştır.

30 çalışmanın meta-sentezinde, mevcut araştırmaların çoğunluğunun Suriyeli öğrencilerin eğitim gereksinimlerinin belirlenmeden Türkiye’de bir eğitim sisteminin içerisine girdiğinin kanıtını sağlamıştır. Eğitime devam eden Suriyelilerin eğitim sistemine sürekliliğinin sağlanması, devam etmeyenlerin ise eğitim sürecine dahil edilmesi, yaşamış oldukları travma, depresyon, şiddet ve sorunlarla başa çıkabilmeleri için desteklenmesi, Suriyeli çocukların okul iklimine ve sınıfa bağlılıklarını sağlama, akademik başarılarını arttırma, ana dili Türkçe olmayan Suriyeli öğrencilerin okuma-yazma öğretiminde karşılaştıkları sorunların giderilmesi, temel okuryazarlık becerilerini sağlarken öğrenme olanaklarının bireyselleştirilmesi, ikinci dilde eğitiminde sınıf içi etkinliklerin uygulanması, kültürlerarası yeterlikte göçmen çocukları ve ailelerine yönelik okulda psikolojik danışma hizmetleriyle göçmen aileleri ve çocuklarının sosyokültürel ve psikolojik uyum süreçlerine ve okula aitlik duygusunun geliştirilmesinde Suriyeli çocuklar için eğitim ve psikolojik desteği güçlendirme stratejileriyle toplum hayatında yer almalarını sağlamaktır. Meta-sentez çalışmasında yer alan çalışmaların ortak paydası Suriyeli öğrencilerin eğitim gereksinimlerinin belirlenmesine yönelik bir çalışma yapılmadığı ve Türkiye’de böyle bir program geliştirme sürecinin gerçekleşmemesidir.

Bu sistematik literatür taramasında Suriyeli öğrencilerin eğitim gereksinimlerinin karşılanmasıyla kültürleşme stratejileri arasındaki ilişki ortaya konulmaya çalışılmıştır. Çalışmaya ait bu bulgular, okulların Suriyeli öğrencilerin Türkiye’deki eğitim sistemine entegrasyonunda hayati bir rol oynayabileceğini göstermektedir.

SONUÇ

Türkiye’de yaşayan Suriyeli öğrencilerin eğitimi, devlet tarafından eğitimde fırsat eşitliği bağlamında desteklenmektedir. Bundan dolayı Türkiye Cumhuriyeti devleti tarafından Suriyelilerin yaşadığı çadır kentlerde kamp okullarını açma, geçici eğitim merkezlerini (GEM) kurma ve sivil toplum kuruluşlarıyla (STK) birlikte gönüllü okulların ihtiyaçlarını karşılama yoluna gidilmiştir. Aynı zamanda Suriyeli öğrencilerin devlet okullarındaki eğitime erişim olanakları ücretsizdir ve ders kitapları da devlet tarafından sağlanmaktadır. Bu bağlamda Suriyeli çocuklar, Türk devlet okullarına ücretsiz eğitime erişimde Türk çocuklarıyla aynı haklara sahiptir. Aynı zamanda bir devlet politikası olarak, Suriyeli öğrencilere fırsat eşitliği bağlamında devlet okullarına ve üniversiteye erişimde olanaklar sağlanmaktadır. Devlet tarafından yapılan bu çalışmalara karşın; Suriyeli öğrencilerin Türk kültürüne entegrasyonu, eğitim kalitesi, eğitimin devamlılığı, aile katılımı, okula devam, Suriyeli çocukların ve ailelerinin eğitim yoluyla güçlendirilmesi gibi konularda Türkiye’de yaşayan Suriyeli öğrencilerin eğitim gereksinimlerinin belirlenmeden eğitim sürecinin içerisine girdiği ve eğitim gereksinimlerinin yeterince karşılanmadığı yapılan çalışmaların analizinden yansıtılmıştır. Bu bağlamda göçmen çocukları/yabancı uyruklu öğrencilerin eğitimi için Türkiye’nin bir eğitim politikasına ve sistemine sahip olmadığı söylenebilir. 2011 yılında başlayan Suriyelilerin göç olayının bir misafir ağırlama olarak karşılanmasına karşın Suriyedeki iç savaşın bitmesi ve geri dönüş olayının yaşanmaması/oldukça az olması bağlamında bir devlet politikası olarak Türkiye’de yaşayan yabancı uyruklu öğrencilerin eğitimi için sistematik bir program oluşturmalıdır.

Suriyeli çocuklara eğitim veren okulların öğretmenlerine ve okul yöneticilerine, bu grupta yer alan öğrencilerini destekleyebilmeleri için mesleki eğitim ve gelişim programlarına katılabilecekleri hizmet içi eğitimler verilmesi oldukça önemlidir.

Bu çalışmanın bir başka sonucu da eğitim bilimleri alanında Suriyeli sığınmacıların eğitimi, ulusal ve evrensel bağlamda bütüncül bir bakış açısıyla araştırmalıdır.

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SURIYELİ ÖĞRENCİLERİN OKULDAKİ EĞİTİM DENEYİMLERİNİN ÖĞRETMEN YANSIMASINDAN İNCELENMESİ

EXAMINING EDUCATIONAL EXPERIENCES OF SYRIAN STUDENTS FROM THE VIEWPOINT OF TEACHERS

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ABSTRACT

Today, the interaction of states and nations has considerably increased compared to the past because of war, migration, education or economic reasons. Migration to Turkey has gained speed in the last 15-20 years. According to the Immigration Administration General Directorate, almost half (1,662,753) of 3,644,342 Syrian refugees in Turkey are children. Some of Syrian immigrants who flocked to Turkey were settled in Rize. According to the official data obtained from Rize Provincial Migration Administration, 157 Syrian families live in Rize. 114 children of these families receive primary school education. Although there are a certain number of Syrian families living in Rize, neither Rize Provincial Directorate of National Education nor the non-governmental organizations have conducted a systematic study on these families' and their children's adaptation to school and the environment. The children of these immigrant families start formal education directly. Therefore, they face various problems especially related to school adaptation depending on language learning. Other problems related to the language problem are that these children either do not attend school or fail at school. In the literature, it was revealed that the main factor causing these problems is the fact that children and their families do not know Turkish and therefore have communication problems. These described problems appear in a similar manner in Rize as in other cities of Turkey. Depending on these students' communication with the class and teacher in Turkish, there is an increase in dropping out of school at next grade levels. There are also problems about the integration of children into the education system. In this context, the aim of this study is to examine the educational experiences of Syrian students from the viewpoint of teachers.

This study was designed in a qualitative approach to examine Syrian students' educational experiences at school. The study group of the research consists of public primary, secondary and high schools affiliated to Rize Provincial Directorate of National Education and having Syrian students in the 2017-2019 academic year. The study group of the research was determined by criterion sampling method which is one of the purposive sampling methods. In the sample, primary, secondary and high schools with low, middle and upper socio-economic status were determined. The participants of the study consist of 34 teachers who have different branches and work at different grade levels in these schools. The study was conducted as a field study by the researcher in these schools. The data in the field study were collected through 1) focus group interview, 2) semi-structured interview and 3) observation. Interviews with teachers were conducted on a voluntary basis. The computer aided qualitative data analysis program was used in the analysis of the data obtained from the field study. Data analysis was conducted through content analysis and descriptive analysis.

In the study, the main themes were determined as follows: 1) Difficulties encountered in the education of the Syrian students, 2) Solution suggestions for improving the quality of school life of the Syrian students, 3) Solution suggestions for the development of the education programs, 4) Solution suggestions for supporting teachers. Language problem is the most stated problem by the teachers. Language problem leads to communicative and academic barriers. Academic barriers involve not planning an academic future, disregard for education, discontinuation of education, problem of attendance, inadequate academic readiness, not studying regularly, lack of additional courses, different levels in the classroom, classrooms not suitable for development, indifference to the lesson, lack of materials, weakness of understanding and expression skills and low motivation level. Other obstacles are behavioral, socio-cultural and parental barriers. Teachers proposed solutions for these problems. These solutions are intended to: 1) improve the quality of school life of Syrian students, 2) develop educational programs, 3) support teachers. This study shows that the approaches and performances of the teachers actively involved in the education of Syrian students are very important. In order to meet the educational needs of the students in this group, these teachers must be supported.

Key Words: Turkey, Syrian, student, school, language, education, experience, teacher, problem, communication.

ÖZET

Günümüzde savaş, göç, eğitim ya da ekonomik sebeplerden dolayı devletlerin ve milletlerin birbirleriyle olan etkileşimi geçmişe kıyasla çok artmıştır. Türkiye'ye göç son 15-20 yıldır ivme kazanmış durumdadır. Göç İdaresi Genel Müdürlüğü verilerine göre, Türkiye'de toplamda 3.644.342 Suriyeli göçmenin yarıya yakını 1,662,753 çocuklar oluşturmaktadır. Türkiye'ye akın eden Suriyeli göçmenlerin bir bölümü Rize'de iskân edilmiştir. Rize İl Göç İdaresi'den alınan resmi verilere göre Rize'de 157 Suriyeli sığınmacı aile yaşamaktadır. Rize'de bu ailelerin 114 çocuğu ilköğretim almaktadır. Rize'de belli sayıda Suriyeli aile yaşamasına rağmen bu aileler ve çocuklarının eğitimi için ne Rize İl Milli Eğitim Müdürlüğü tarafından ne de sivil toplum kuruluşları tarafından okula ve çevreye uyum konusunda sistemli bir çalışma yapılmamıştır/yapılmamaktadır. Bu göçmen ailelerin çocukları doğrudan okul eğitimine başlamaktadır. Bu nedenle dil öğrenimine bağlı olarak başta okula uyum olmak üzere çeşitli sorunlar yaşamaktadırlar. Dil sorununa bağlı olarak yaşanan diğer sorunlar ise; bu çocukların ya okula devam etmemeleri ya da okullarda başarısız olmasıdır. Alan yazında paylaşılan sorunların yaşanmasındaki esas faktör olarak bu gruptaki çocukların ve ailelerinin Türkçe bilmedikleri ve bu nedenle iletişim sorunu yaşadıkları ortaya çıkarılmıştır. Bu açıklanan sorunlar Türkiye'nin diğer illerinde olduğu gibi Rize ilinde de benzer şekillerde görülmektedir. Bu öğrencilerin sınıfla ve öğretmenle Türkçe paylaşımına bağlı olarak okul başarısızlığı ilerleyen eğitim kademelerinde okul terklerinde artış yaşanmaktadır. Bu grupta yer alan çocukların eğitim sistemine entegrasyonlarında da sorunlar yaşanmaktadır. Bu bağlamda bu çalışmanın amacı, Suriyeli öğrencilerin okuldaki eğitim deneyimlerinin öğretmen yansımalarından incelenmesini ortaya koymaktır.

Bu çalışma, Suriyeli öğrencilerin okuldaki eğitim deneyimlerinin öğretmen yansımalarından incelendiği, nitel yaklaşıma göre desenlenen bir çalışmadır. Araştırmanın çalışma grubundaki okullar, 2017-2019 eğitim - öğretim yılında Rize İl Milli Eğitim Müdürlüğüne bağlı ilköğretim, ortaokul ve liselerde Suriyeli öğrencisi bulunan devlet okulları oluşturmaktadır. Araştırmanın çalışma grubu amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemiyle belirlenmiştir. Örnekleme düşük, orta ve üst sosyo-ekonomik statüdeki ilköğretim, ortaokul ve liseler belirlenmiştir. Çalışmanın katılımcılarını bu okullarda görev yapan farklı kademelerden ve farklı branşlardan olmak üzere 9'ar toplamda 34 öğretmen oluşturmaktadır. Çalışma, bu belirlenen okullarda araştırmacı tarafından saha çalışması olarak yürütülmüştür. Saha çalışmasındaki veriler; 1) odak grup görüşmesi, 2) yarı yapılandırılmış görüşme ve 3) gözlem yoluyla toplanmıştır. Öğretmenlerle gerçekleştirilen görüşmeler gönüllülük esasıyla yürütülmüştür. Saha çalışmasından elde edilen verilerin analizinde bilgisayar destekli nitel veri analizi programından faydalanılmıştır. Verilerin analizi, içerik analizi ve betimsel analiz yoluyla gerçekleştirilmiştir.

Suriyeli öğrencilerin okuldaki eğitim deneyimlerinin öğretmen yansımalarından incelendiği bu çalışmada 1) Suriyeli öğrencilerin eğitiminde karşılaşılan zorluklar, 2) Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik çözüm önerileri, 3) Eğitim programlarının geliştirilmesine yönelik çözüm önerileri, 4) Öğretmenlerin desteklenmesine yönelik çözüm önerileri ana temaları belirlenmiştir. Suriyeli öğrencilerin okuldaki eğitim deneyimlerinde yaşanan sorunlar öğretmenlerinin yansımalarından; ortak paydada görüş birliği olarak en çok yansıtılan dil sorunudur. Dil sorununa bağlı olarak; iletişimsel ve akademik engeller gelmektedir. Akademik engeller de en dikkat çekici bulgular; akademik gelecek planlamama, eğitime önem vermemesi, eğitime ara vermesi, devam sorunu, yetersiz akademik hazırbulunuşluk, düzenli ders çalışmama, ek ders desteğinin olmaması, sınıftaki seviye farklılığı, gelişime uygun olmayan sınıflar, derse ilgisizlik, materyal eksikliği, anlama ve ifade becerilerinin zayıflığı ve düşük motivasyondur. Diğer engeller ise; davranışsal engeller, sosya-kültürel engeller ve ailesel engellerdir. Yaşanan bu sorunların çözümüne yönelik yine öğretmenler tarafından çözüm önerileri üretilmiştir. Bu çözüm önerileri; 1) Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik, 2) Eğitim programlarının geliştirilmesine yönelik, 3) Öğretmenlerin desteklenmesine yöneliktir. Bu çalışma gösteriyor ki Suriyeli öğrencilerin eğitiminde aktif olarak görev yapan öğretmenlerin bu grupta yer alan öğrencilere yaklaşımları ve performansları oldukça önemlidir. Bu öğretmenlerin, bu grupta yer alan öğrencilerin eğitim gereksinimlerini karşılayabilmesi için öğretmenlerin mutlaka desteklenmesi gerekmektedir.

Anahtar Kelimeler: Türkiye, Suriyeli, öğrenci, okul, dil, eğitim, deneyim, öğretmen, sorun, iletişim

GİRİŞ

2011 yılında Suriye'de iç savaşın başlamasıyla birlikte Suriye'nin en büyük sınır komşusu konumunda olan Türkiye ile birlikte eşzamanlı dünya ülkeleri de tarihin kayıt ettiği en büyük göç sorunuyla karşılaşmışlardır. Geçen bu zaman zarfı içerisinde küçük gruplar halinde başlayan göç hareketi 2018 yılı itibarıyla neredeyse 12 milyonu bulmuştur. Evlerini terk etmek zorunda olan Suriyeli sığınmacıların yaklaşık olarak beş milyonu komşu ülkelere gitmeyi tercih etmiştir. Tercih edilen bu ülkelerin içinde en büyük sınır komşusu Türkiye'dir (Yonca, 2004).

Suriyeli sığınmacı çocuklar göç olayının başlarında konteynır şehirlere yönlendirilmiş ve buradaki okullarda eğitime devamlılıkları sağlanmıştır. Ancak bu durum geçici bir yaşam alanı oluşturmakta, orta ve uzun vadede kalıcı çözümlerin getirilmesi ihtiyacı bulunmaktadır. Suriyeli sığınmacı çocuklar misafir olarak görüldükleri için eğitim durumları ve devamlılıkları göz önünde bulundurularak eğitim gereksinimlerine yönelik eğitim programları hazırlanma yoluna gidilmemesinden dolayı bu gruptaki çocukların büyük çoğunluğunun Türkiye’de eğitim sisteminin dışında olduğu söylenebilir.

Konuyla ilgili alan yazının ortaya koyduğu gibi (Akar-Vural, Karabacak, Küçük, Sezer ve Çelik, 2018; Aykırı, 2017; Bulut, Kanat-Soysal ve Gülçiçek, 2018; Erdem, 2017; Kuzu-Jafaria, Tongab ve Kışla, 2018; Levent ve Çayak 2017; Sarıtaş, Şahin ve Çatalbaş, 2016; Solak ve Çelik, 2018) Suriyeli öğrencilerin yaşadıkları sorunların başında dil sorunu gelmektedir. Diğerleri ise; Suriyeli çocukların ya okula devam etmemeleri ya da okullarda başarısız olma gibi sorunlar yaşamasıdır. Alan yazında paylaşılan sorunların yaşanmasındaki esas faktör olarak Suriyeli çocukların ve ailelerin Türkçe bilmedikleri ve bu nedenle iletişim sorunu yaşadıkları ortaya çıkarılmıştır. Bu açıklanan sorunlar Türkiye’nin diğer illerinde olduğu gibi Rize ilinde de benzer şekillerde görülmektedir.

Türkiye’de 2011 yılından bu yana Suriyeli sığınmacı çocukların eğitim gereksinimlerini belirlemek, eğitimsel hedef ve yönelimlerini ortaya koymak ve eğitim sistemine tam bir entegrasyonlarını sağlamak amacıyla çok boyutlu bir çalışma yürütülmemiştir. Bu bağlamda buradaki sorun Türkçeyi ikinci dil olarak okulda öğrenen Suriyeli öğrencilerin eğitim gereksinimleri ve Türkçe dil düzeylerinin belirlenmeden Türk öğrencilerle aynı eğitim sistemine alınmasıdır. Böyle bir uygulamada, Suriyeli öğrenciler için öğretim programında özel uygulamalara yer verilmemesi, bu öğrencilerin Türkçeyi etkili bir şekilde kullanamamasına neden olduğu ortaya konulmuştur (Güngör ve Şenel, 2018).

Rize İl Göç İdaresi’den alınan resmi verilere göre Rize’de bulunan Suriyeli sığınmacı sayısı 157 ailedir. Rize’deki Suriyeli ailelerin ve çocuklarının eğitim ihtiyaçlarının karşılanması konusunda ciddi sorunlar yaşanmaktadır. Rize’de bu ailelerin 114 çocuğu ilkokulda eğitim almaktadır. Rize’de belli sayıda göçmen Suriyeli aile yaşamasına rağmen bu aileler ve çocuklarının eğitimi için ne Rize İl Milli Eğitim Müdürlüğü tarafından ne de sivil toplum kuruluşları tarafından okula ve çevreye uyum konusunda sistemli bir çalışma yapılmamıştır/yapılmamaktadır. Türkiye’nin sınır illerinde ve büyük şehirlerde yaşayan sığınmacı çocuklar, okul eğitim programları ile karşılaşmadan önce belli bir süre dil eğitimi almaktadırlar. Rize’deki Suriyeli ailelerin çocukları doğrudan okul eğitimine başlamaktadır. Bu nedenle dil öğrenimine bağlı olarak başta okula uyum olmak üzere çeşitli sorunlar yaşamaktadırlar. Oysa Rize’de hiçbir kurumda (Milli Eğitim Müdürlüğü, halk eğitim merkezleri vd.) bu türden bir çalışma yürütülmemiştir. Yani, okul çağında bulunan bu çocuklar fiziksel gelişimi açısından hangi sınıfa gitmesi gerekiyorsa bir uyum programı uygulanmadan o sınıfa yerleştirilmektedir. Bu durum her iki kültürden çocukların da eğitim sürecinde sorun yaşamasına neden olabilmekte, öğretmen yeterlikleri ve eğitim programları açısından eksiklikler ortaya çıkmaktadır. Bu bağlamda bu çalışmanın amacı, Suriyeli öğrencilerin okuldaki eğitim deneyimlerinin öğretmen yansımalarından incelenmesini ortaya koymaktır.

Bu genel amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

1. Suriyeli öğrencilerin ekonomik profilleri nedir?
2. Suriyeli çocukların Türkçe dil yeterlilikleri nasıldır?
3. Suriyeli çocuklar okulda mutlu mudurlar?
4. Suriyeli çocukların eğitim-öğretimiyle ilgili ne tür sorunlar yaşanmaktadır? Bu sorunların çözümü nasıl gerçekleştirilmektedir?
5. Suriyeli veliler çocuklarının eğitim sürecini yeterince destekliyorlar mı?
6. Bu çocuklara ve ailelerine daha çok destek olabilmek için neler yapılabilir?

YÖNTEM

Bu araştırma, nitel paradigmadaki durum çalışması deseniyle planlanmıştır. Saha çalışması olarak gerçekleştirilen durum çalışmasında Suriyeli öğrencilerin okuldaki eğitim deneyimlerinin öğretmen yansımalarından güçlendirilmesi için odak grup görüşmesi, yarı yapılandırılmış görüşmeler ve gözlemlerle sıralı-açıklayıcı desen kullanılarak çalışmanın derinlemesine zenginleştirilmesi sağlanmıştır. Bu bağlamda, bu çalışma nitel paradigmadaki farklı yöntemlerin bir arada kullanılmasıyla çalışma verilerinin güçlendirildiği bir çalışmadır. Nitel araştırmalarda görüşme ve gözlem birlikte kullanılarak elde edilen verilerden birden fazla yöntemle teyit edilmesiyle veri çeşitlenmesi sağlanır. Bu bağlamda nitel yöntemler kullanılarak veri toplama, analiz etme ve bulguları bütünleştirerek ileriye dönük tahminlerde bulunulmuştur. Farklı yöntemlerle toplanan veriler, birbirlerini desteklemek amacıyla kullanılarak sonuçların inandırıcılığı güçlendirilir. Daha zengin detaylara ulaşarak, ayrıntılı ve gelişmiş bir analiz sunulur (Yıldırım ve Şimşek, 2016). Bu bağlamda öğretmenlerle yapılan odak grup görüşmesi ve yarı yapılandırılmış görüşmeleri desteklemek amacıyla gözlem (doğrudan katılımcı

gözlem) yöntemine yer verilmiştir. Odak grup görüşmesi ve yarı yapılandırılmış görüşme; araştırmacının önceden sormayı planladığı soruları içeren görüşme formunu hazırladığı ve görüşmenin akışına bağlı olarak değişik alt sorularla kişinin cevaplarını açarak ayrıntılandırmasını ve bireyin serbestçe tepki vermesini sağlayan bir tekniktir (Karasar, 2015).

Çalışmanın katılımcıları

Rize’de, düşük, orta ve üst sosyo-ekonomik düzeydeki ailelerin çocuklarının eğitim gördüğü ve Suriyeli öğrencilerin devam ettiği 3 devlet ilkokulu, 3 devlet ortaokulu ve 3 devlet lisesi çalışmaya dâhil edilmiştir. Bu okulların sosyo-ekonomik değişken bağlamında okul türüne göre şehir merkezinde, ilçede ve belde/köyde bulunmasına dikkat edilmiştir.

Araştırmanın çalışma grubunu, 2017-2019 eğitim - öğretim yılında Rize İl Milli Eğitim Müdürlüğüne bağlı ilkokul, ortaokul ve liselerde Suriyeli öğrencisi bulunan devlet okullarında çalışan öğretmenler oluşturmaktadır. Çalışma grubu, amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemiyle belirlenmiştir. Örnekleme, Suriyeli öğrencilerin devam ettiği düşük, orta ve üst sosyo-ekonomik statüdeki 3 ilkokul, 3 ortaokul ve 3 lise belirlenmiştir. Çalışmanın katılımcılarını bu okullarda görev yapan farklı kademelerden ve farklı branşlardan öğretmen oluşturmaktadır. Katılımcıların 12’si erkek, 22’si kadın olmak üzere toplamda 34 öğretmendir. Bu öğretmenlerin 12’si ilkokul, 11’i Ortaokul ve 11’i lise öğretmendir.

Öğretmenlerin en genci 23 yaşındayken en tecrübelisi ise 59 yaşındadır. Katılımcıların mesleki deneyimleri ise; 0-5 yıl 12 öğretmen, 6-10 yıl 10 öğretmen, 11-15 yıl 9 öğretmen, 16-20 yıl 2 öğretmen, 31-35 yıl ve üstü 1 öğretmendir. Göçmen öğrencilerin eğitimine yönelik hizmetiçi alan sadece 6 öğretmendir. Rize’de çok sayıda göçmen ve Suriyeli öğrencinin olduğu göz önüne alındığında bu sayı oldukça düşüktür.

Katılımcıların, öğretmenlik yaşamları analiz edildiğinde genel olarak ilk yıllarda kırsalda ve zorlu koşullar altında çalıştıkları görülmüştür. Okulların sosyo-ekonomik düzey açısından yönetici profilleri; işbirliği, dönüşümsel ve katılımcı liderliğe sahip özelliklerde öğretmenlerinin yaptıkları çalışmaları destekleyiciliği önemliyken düşük, orta ve üst sosyo-ekonomik düzey açısından öğrenci ve veli profili değişmektedir. Düşük ve orta düzeydeki okullarda, velilerin ilgisizliği ve öğrenci-öğretmen katılımı çalışmalarını desteklemediği görülmektedir.

Verilerin Toplanması

Çalışma düşük, orta ve üst sosyo-ekonomik düzeydeki ailelerin çocuklarının eğitim gördüğü ve Suriyeli öğrencilerin devam ettiği 3 devlet ilkokulu, 3 devlet ortaokulu ve 3 devlet lisesinde gerçekleştirilmiştir. Rize’de, sınıfında, Suriyeli öğrencilerin bulunduğu ilkokulda 1, 2,3 ve 4. sınıf öğretmenleri, ortaokul ve lise kademesi için de farklı branş öğretmenlerinin olması ölçüt alınarak veriler toplanmıştır.

Çalışma, belirlenen okullarda araştırmacı tarafından saha çalışması olarak yürütülmüştür. Saha çalışmasındaki veriler; 1) odak grup görüşmesi, 2) yarı yapılandırılmış görüşme ve 3) gözlem yoluyla toplanmıştır. Öğretmenlerle gerçekleştirilen görüşmeler gönüllülük esasına göre yürütülmüştür. Öğretmenlerle gerçekleştirilen odak grup görüşmeleri ve yarı yapılandırılmış görüşmeler; en uygun zaman dilimi ve ortamın uygunluğu açısından okul saatinin bitiminden sonra öğretmenler odasında gerçekleştirilmiştir. Odak grup görüşmelerinde öncelikle Suriyeli öğrencilerin okul algısı ve okul deneyimlerine odaklanırken öğretmen katkıları; farklı sınıflardaki ve derslerdeki farklı Suriyeli öğrencileri karşılaştırarak verilerin çeşitlendirilmesi olanağı sağlanmıştır.

Araştırmacı tarafından uzman görüşleri alınarak hazırlanan, odak grup görüşmesi ve yarı yapılandırılmış görüşme formu kullanılmıştır. Odak grup görüşmesi, yarı yapılandırılmış görüşme ve gözlem formu için izlenen çalışma basamakları; (i) alan yazının derinlemesine incelenmesi, (ii) Sınıfında Suriyeli öğrencilerin bulunduğu sınıflarda görev yapan ilk, orta ve lise sınıf öğretmeniyle birer pilot görüşme gerçekleştirilmesi, (iii) Hazırlanan odak grup görüşmesi/yarı yapılandırılmış görüşme/gözlem formu için uzman görüşleri alınarak nihai halinin verilmesidir. Öğretmenlerle yüz yüze görüşmeler yapılmıştır. Öğretmenlerle yapılan görüşmelerde önce odak grup görüşmesi, daha sonraki zaman dilimlerinde de yarı yapılandırılmış görüşmeler gerçekleştirilmiştir.

Okul kademesine göre üç odak grup görüşmesi gerçekleştirmiştir. İlk görüşme ilkokul, ikincisi ortaokul ve üçüncüsü lisedir. Odak grup görüşmeleri ve yarı yapılandırılmış görüşmeler ses kayıt cihazıyla kayıt altına alınırken not alma yöntemiyle desteklenmiştir. Gözlemler yine görüşme yapılan okullarda araştırmacı tarafından saha çalışması olarak yapılmıştır. Gözlemlerde, Suriyeli öğrencilerin sınıf içi ve dışında Türk öğrencilerle ve Suriyeli öğrencilerle iletişim ve davranışları gözlemlenmiştir. Gözlem yapılan öğrenci grubunun davranışlarında

yanlı bir durumun yaşanmaması için gözlem çalışmaları sadece not alma yoluyla desteklenmiştir. Gözlem kayıtları, gözlem formu kullanılarak tutulmuştur. Gözlem kayıtları araştırmacı tarafından kayıt altına alınmıştır.

Veri toplama ilgili, okullarda 2017-2019 eğitim - öğretim yılları arasında Eylül ve Mayıs aylarında Rize şehir merkezi ve ilçelerinde gerçekleştirilmiştir. Odak grup görüşmeleri 75 - 90 dakika arası, yarı yapılandırılmış görüşmeler ise 45 – 75 dakika zaman aralığında, katılımcı öğretmenlerin öğretmenler odasında gerçekleştirilmiştir.

Verilerin Analizi

Saha çalışmasından elde edilen verilerin çözümlenmesinde bilgisayar destekli nitel veri analizi NVivo 11 programından yararlanılmıştır. Çok aşamalı veri analizi sürecinde, birincil veri kaynağı odak grup görüşmeleridir. İkincil veri kaynağı yarı yapılandırılmış görüşmelerdir. Üçüncül veri kaynağı gözlemlerdir. Çok aşamalı veri analizi sürecinde, odak grup görüşmelerinin temaları ortaya konulduktan sonra buradan elde edilen bulgular temele alınarak yarı yapılandırılmış görüşme soruları hazırlanmıştır. Üçüncül veri kaynağı gözlemlerdir. Odak grup görüşmesi ve yarı yapılandırılmış görüşmelerden elde edilen bulgular bağlamında gözlem formu oluşturularak, gözlemler gerçekleştirilmiştir. Odak grup görüşmesi, yarı yapılandırılmış görüşmeler ve gözlemlerden elde edilen veriler bütünleştirilerek üçgenleştirme gerçekleştirilmiştir.

Araştırmacı tarafından alan notları ve araştırma soruları, başlangıç temaları ve alt temalarını oluşturmaya başlamadan önce üç kere görüşme transkriptleri ve gözlem notları okunmuştur. Veriler, bu çalışmanın bulgularıyla ilgili olarak tanımlanmış ve kodlanmıştır. Veriler, çalışmanın bulgularına göre grupladıktan sonra, üç uzman görüşü alınarak veri setindeki kodlamalara indirgenmiştir (Corbin ve Strauss, 2015). Daha sonra temalar, temel alan verileri kodlanmıştır. Temalarla bağlantılı gözlemlenen Suriyeli öğrencilerin sınıf içi ve dışı davranışları arasındaki ilişkiyi kontrol etmek için gözlemsel veriler rapor edilmiştir. Araştırmacı ve uzmanlar arasındaki kodlamadaki görüş ayrılıkları tespit edilerek uzlaşma yoluyla ortak görüş birliğine gidilerek çözülmüştür. Bazı temalarda net ve açık anlam sağlama amacıyla ifadeler düzeltilme yoluna gidilmiştir.

Verilerin çözümlenmesinde, elde edilen verilerin transkripti (yazılımı) için bilgisayar programına veriler yüklenmiştir. Elde edilen ham veri (107 sayfa) yazı formata dönüştürülmüştür. Bu amaçla verilerin analizi için araştırmacı tarafından *ilk aşama olarak*; ses kayıtlarının dökümü yapılarak veriler yazılı formata dönüştürülmüştür.

İkinci aşama olarak; verilerin dökümü işleminden sonra verilerin analizi işlemine geçilmiştir.

Verilerin çözümlenmesi, nitel veri analizi tekniklerinden içerik analizi ve betimsel analiz yoluyla gerçekleştirilmiştir. Verilerin altında yatan kavramlar ve bu kavramlar arasındaki ilişkileri ortaya çıkarmak amacıyla tümevarımcı içerik analizi kullanılmıştır. Ses dökümlerinden elde edilen veriler doğrultusunda içerik analizi sürecinde takip edilen genel işlemler: (1) verilerin kodlanması, (2) temaların bulunması, (3) kodların ve temaların düzenlenmesi, (4) bulguların tanımlanması ve yorumlanmasıdır (Corbin ve Strauss, 2008; Moustakas, 1994). Araştırma katılımcılarının yarı yapılandırılmış görüşme sorularına verdikleri cevaplardan elde edilen verilerin analizinde tümevarımsal kodlama tekniği kullanılarak içerik analizi yapılmıştır. Tümevarımsal kodlama tekniğinde, elde edilen verilerin altında yatan kavramlar ve bu kavramlar arasındaki ilişkiler ortaya konulmuştur. İçerik analizi ise genel olarak veriye ‘anlam vermek’ olarak ifade edilebilir. Betimsel analiz, elde edilen verilerin oluşturulan temalar altında açıklanması, yorumlanması, neden-sonuç ilişkilerinin irdelenmesi ve sonuca ulaşılmasını sağlayan bir yaklaşımdır. Betimsel analiz sürecinde, araştırma soruları veya görüşme sorularının ortaya koyduğu temalara göre özetlenmesi ve yorumlanması söz konusudur. Bu süreçte, önce veriler ayrıntılı şekilde betimlenerek yorumlanır. Ardından yapılan bu betimlemeler, görüşme verilerinden yapılan doğrudan alıntılar kullanarak açıklanır (Hatch, 2002; Yıldırım ve Şimşek, 2016).

İçerik ve betimsel analizde, elde edilen verilerden çıkarılan kavramlara göre kodlamalar yapılmıştır. Her odak grup görüşmesinin transkripsiyon işlemine bağlı ana temalar oluşturulmuştur. Bu işlemi takiben temaları geliştirmek için yinelemeli bir süreç kullanmıştır. Ana temalardaki grup tartışmalarına odaklanmak için kod tablosu oluşturulmuştur (Maxwell, 2013; Miles, Huberman ve Saldana, 2013). Kodlanmış ham veriler, tema ve alt temalara göre sıralanarak analiz edilmiştir (Saldana, 2012). Tümevarımcı analizle, kodlar doğrudan verilerden üretilerek bu çerçeveye göre verilerin hangi temalar altında sunulacağı; ilgili alan yazın literatürü, araştırmanın amacı ve görüşmede yer alan boyutlardan yola çıkılarak veri analizi çerçevesi belirlenmiştir. Elde edilen veriler üzerinde, araştırmanın kodlamacıları tarafından kodlamalar ayrı ayrı yapılmıştır. Bu kodlama işleminden sonra kodlamacılar bir araya gelerek, veri analizindeki kodlamalar arasındaki uyum test edilmiştir. Bu bağlamda kodlamalar, kodlamacıların ortak görüşleri doğrultusunda oluşturulmuştur. Elde edilen veriler, bu temalara göre sınıflandırılarak çözümlenmeler NVivo 11 programında “*Nodes*” bölümünde gerçekleştirilmiştir. Temaların oluşturulmasında ana temaya bağlı olarak alt temalar oluşturulmuştur. Çözümlenmeler sonucunda ortaya çıkan

tema ve bu temaya bağlı alt temalar programda “Maps” bölümüyle ilişkilendirilerek görselleştirilmiştir. Son olarak, bulgular derlenerek sentezlenmiştir.

Verilerin toplanması ve ses transkripsiyonu araştırmacı tarafından gerçekleştirilmiştir. Ses transkripsiyonundan sonra transkript dökümleri ses kaydıyla birlikte tekrar dinlenerek kontrol edilmiştir. Doğrudan alıntıların anlam ve yansıttığı algıları ortaya koyacak şekilde yapılmasına çok dikkat edilmiştir (Oliver, Serovich & Mason, 2005). Bu bağlamda yapılan çalışmalar, geçerlik ve güvenilirlik uygulamalarını yansıtır (Lapadat ve Lindsay, 1999).

BULGULAR

Suriyeli öğrencilerin okuldaki eğitim deneyimlerinin öğretmen yansımasından incelenmesi çalışmasında görüşme yapılan öğretmenler, kendi deneyimlerini açık ve tutarlı bir şekilde paylaşmıştır. Ancak, öğretmenler tarafından Suriyeli öğrencilerin kültürel entegrasyonu konusundaki kaygıları olması nedeniyle dikkatli olma eğilimindeydiler. Öğretmenlerle yapılan görüşmeler ve araştırmacının sınıf içi ve dışı gözlemlerindeki verilerden elde edilen bulgular içerik analizine tabii tutulmuştur. Görüşmelerde öğretmenlerin yansıtmış olduğu deneyimler ve gözlem analizlerinin incelendiği bu çalışmada 1) Suriyeli öğrencilerin eğitiminde karşılaşılan zorluklar, 2) Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik çözüm önerileri, 3) Eğitim programlarının geliştirilmesine yönelik çözüm önerileri, 4) Öğretmenlerin desteklenmesine yönelik çözüm önerileri ana temaları belirlenmiştir. Bu bölümde, araştırma sürecinde toplanan verilere dayalı olarak elde edilen bulgulara tematik olarak sırasıyla derinlemesine yer verilmiştir. Tablo 1’de Suriyeli öğrencilerin eğitiminde karşılaşılan zorluklara ilişkin ana temalar ve alt temalara yer verilmiştir.

Tablo 1. Suriyeli öğrencilerin eğitiminde karşılaşılan zorluklar

| Ana Tema | Alt Temalar |
|--------------------------|---|
| Davranışsal Engeller | Ülkesini özleme, dışlanma, hoşgörüsüz tutum, ayrımcılığa uğrama, yalnızlık hissi-yalnızlık, travma ve depresyon, dilini üstün görme (şovenizm), sosyal damgalanma, uyumsuzluk, güvensizlik |
| İletişimsel Engeller | Dil engeli, iletişim kuramama, empati eksikliği |
| Akademik Engeller | Yetersiz dil öğrenimi (dil sorunu), akademik gelecek planlamama, eğitime önem vermeme, eğitime ara verme, devam sorunu, yetersiz akademik hazırbulunuşluk, düzenli ders çalışmama, ek ders desteğinin olmaması, sınıftaki seviye farklılığı, gelişime uygun olmayan sınıflar, derse ilgisizlik, derse odaklanamama, materyal eksikliği, kalabalık sınıflar, anlama ve ifade becerilerinin zayıflığı, düşük motivasyon |
| Sınıfta Yaşanan Sorunlar | Saldırganlık, arkadaşlarıyla kavga/geçimsizlik, ders araç-gereçlerini hazır bulundurmama/yetersiz olması, kurallara uymama, dersi dinlememe |
| Sosyo-Kültürel Engeller | Öğretmen kabulü, öğretmen reddi, uyum sorunu, akran kabulü/reddi, kültürel farklılıklar, etnik köken, cinsiyet eşitsizliği, geleneksel kıyafet tarzları, temizlik anlayışları, öz bakım beceri yetersizliği |
| Ailesel Engeller | Ailenin sürekli göç etmesi, yetersiz aile katılımı, ekonomik güçlükler, okul-aile işbirliğinin sağlanamaması, çocuk sayısının fazlalığı |

Tablo 1’de, Suriyeli öğrencilerin okuldaki eğitim deneyimlerinde yaşanan sorunlar öğretmenlerinin yansımasından; ortak paydada görüş birliği olarak en çok yansıtılan dil sorunudur. Dil sorununa bağlı olarak; iletişimsel ve akademik engeller gelmektedir. Akademik engeller de en dikkat çekici bulgular; akademik gelecek planlamama, eğitime önem vermeme, eğitime ara verme, devam sorunu, yetersiz akademik hazırbulunuşluk, düzenli ders çalışmama, ek ders desteğinin olmaması, sınıftaki seviye farklılığı, gelişime uygun olmayan sınıflar, derse ilgisizlik, materyal eksikliği, anlama ve ifade becerilerinin zayıflığı ve düşük motivasyondur. Diğer engeller ise; davranışsal engeller, sosyo-kültürel engeller ve ailesel engellerdir.

Tablo 2. Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik çözüm önerileri

| |
|---|
| Ana Temalar |
| Derslik sayısının artırılması |
| Öğrencilerin Türkçe dil becerilerinin geliştirilmesi |
| Psikososyal destek ve güçlendirme |
| Öğretmen desteği ve güçlendirme |
| Eğitim materyalleri sağlama |
| Disiplin sorunlarını azaltma |
| Öğrenciye maddi destek sağlama |
| Dil ve kendini ifade etme konusunda destek ve güçlendirme |
| Aile desteği ve ailelerin bilinçlendirilmesi |
| Eğitime ara vermiş çocuklar için uyum çalışması |

Tablo 2’de, öğretmenlerinin yansımından Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik çözüm önerilerinde; ortak paydada görüş birliği olarak en çok yansıtılan öğrencilerin Türkçe dil becerilerinin geliştirilmesi önerisidir. Bu öneriyi destekleyecek şekilde dil ve kendini ifade etme konusunda destek ve güçlendirme ve eğitim materyalleri sağlama gelmektedir. Derslik sayısının artırılması, disiplin sorunlarını azaltma, Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik çözüm önerilerinde yerini alırken öğretmen desteği ve güçlendirme, psikososyal destek ve güçlendirme, eğitime ara vermiş çocuklar için uyum çalışması bu grupta yer alan öğrencilere bireysel olarak sağlanacak çalışmalardır. Öğrenciye maddi destek, aile desteği ve ailelerin bilinçlendirilmesi ise bu grupta yer alan öğrencilerin okul yaşam kalitesini artırmaya yönelik diğer çözüm önerileridir.

Tablo 3. Eğitim programlarının geliştirilmesine yönelik çözüm önerileri

| |
|---|
| Ana Temalar |
| Ders kitaplarının geliştirilmesi |
| Ders süresinin arttırılması |
| Konuların sadeleştirilmesi |
| Türkçe öğrenimini kolaylaştıracak materyallerin çeşitlendirilmesi |
| Suriyeli öğrenciler için ayrı sınıflar düzenlenmeli |
| Suriyeli öğrenciler için okullar açılmalı |
| Suriyeli öğrenciler için program geliştirilmeli |
| Ders çeşitliliğinin artırılması |
| Suriye kültürüne özgü öğelerin eklenmesi |
| Eğitimin interaktif hale getirilmesi |

Tablo 3’te, ders kitaplarının geliştirilmesi, konuların sadeleştirilmesi, Türkçe öğrenimini kolaylaştıracak materyallerin çeşitlendirilmesi, ders çeşitliliğinin artırılması, Suriye kültürüne özgü öğelerin eklenmesi, eğitimin interaktif hale getirilmesi eğitim programlarının geliştirilmesine yönelik çözüm önerilerinde ortak paydada görüş birliği olarak en çok yansıtılan ve ihtiyaç duyulan temalar olarak yer almaktadır. Suriyeli öğrenciler için ayrı sınıflar düzenlenmeli, Suriyeli öğrenciler için okullar açılmalı, Suriyeli öğrenciler için program geliştirilmeli, ders süresinin arttırılması ise en az görüş birliği olan temalar olarak yerini almasına karşın oldukça dikkat çekici bulgulardır.

Tablo 4. Öğretmenlerin desteklenmesine yönelik çözüm önerileri

| |
|---|
| Ana Temalar |
| Mesleki gelişim eğitimi |
| Eğitim materyallerinin sağlanması |
| Dil eğitimi |
| Suriye kültürünün tanıtılması |
| Farklı branştan öğretmenlerden destek alma |
| Öğrencilerin aileleri hakkında bilgi edinme |

Tablo 4’de, mesleki gelişim eğitimi, dil eğitimi, eğitim materyallerinin sağlanması, öğretmenlerin mesleki gelişimleri olarak desteklenmesinde yer alan temalar olarak yer alırken Suriye kültürünün tanıtılması ve öğrencilerin aileleri hakkında bilgi edinme, öğretmenlerin öğrenciyi daha iyi tanımasına yardımcı bilgi olarak yer alırken farklı branştan öğretmenlerden destek alma ise meslektaş desteklenmesi olarak yer alan bulgulardır.

SONUÇ

Rize, Osmanlı döneminden 1980'lere kadar dışarıya göç veren bir il konumundayken Sarp sınır kapısının açılmasıyla uluslararası anlamda göç almaya başlayan bir şehir konumuna gelmiştir. 2010 yılında Suriye'de başlayan iç savaş nedeniyle Türkiye'ye akın eden Suriyeli göçmenlerin bir bölümü Rize'de iskân edilmiştir. Bu yüzden Rize'deki yabancı uyruklu göçmenlerin önemli bir bölümünü Suriyeli göçmenler oluşturmaktadır. Rize'de belli sayıda Suriyeli aile yaşamasına rağmen bu aileler ve çocuklarının eğitimi için ne Rize İl Milli Eğitim Müdürlüğü tarafından ne de sivil toplum kuruluşları tarafından okula ve çevreye uyum konusunda sistemli bir çalışma yapılmamıştır/yapılmamaktadır. Bu göçmen ailelerin çocukları doğrudan okul eğitimine başlamaktadır. Bu nedenle başta okula uyum olmak üzere çeşitli sorunlar yaşamaktadırlar. Suriyeli öğrencilerin okuldaki eğitim deneyimlerinin öğretmen yansımalarından incelendiği bu çalışmada dört ana tema belirlenmiştir. Bu temalar; 1) Suriyeli öğrencilerin eğitiminde karşılaşılan zorluklar, 2) Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik çözüm önerileri, 3) Eğitim programlarının geliştirilmesine yönelik çözüm önerileri, 4) Öğretmenlerin desteklenmesine yönelik çözüm önerileridir.

Suriyeli öğrencilerin eğitiminde karşılaşılan zorluklarda ortak paydada görüş birliği olarak en çok yansıtılan dil sorunudur. Dil sorununa bağlı olarak; iletişimsel ve akademik engeller gelmektedir. Akademik engeller de en dikkat çekici bulgular; akademik gelecek planlamama, eğitime önem vermeme, eğitime ara verme, devam sorunu, yetersiz akademik hazırbulunuşluk, düzenli ders çalışmama, ek ders desteğinin olmaması, sınıftaki seviye farklılığı, gelişime uygun olmayan sınıflar, derse ilgisizlik, materyal eksikliği, anlama ve ifade becerilerinin zayıflığı ve düşük motivasyondur. Diğer engeller ise; davranışsal engeller, sosya-kültürel engeller ve ailesel engellerdir. Bu çalışmada ortaya konulan bu sonuçlar konuyla ilgili alan yazın tarafından da desteklenmektedir (Aras ve Yasun, 2016; Bircan ve Sunata, 2015; Delen, 2018; Güzel, 2019; Jalbout, 2015; Levent ve Çaylak, 2017; Mercan, Uzun ve Bütün, 2016; Nayır, 2017; Nielsen ve Grey, 2013; Sarıtaş, Şahin ve Çatalbaş, 2016; UNICEF, 2014; Taşkın ve Erdemli, 2018).

Suriyeli öğrencilerin eğitiminde yaşanan sorunların çözümüne yönelik yine öğretmenler tarafından çözüm önerileri üretilmiştir. Bu çözüm önerileri; Suriyeli öğrencilerin okul yaşam kalitesini artırmaya yönelik, eğitim programlarının geliştirilmesine yönelik ve öğretmenlerin desteklenmesine yöneliktir. Bu çalışmada ortaya konulan bu sonuçlar konuyla ilgili alan yazın tarafından da desteklenmektedir (Akar-Vural, Karabacak, Küçük, Sezer ve Çelik, 2018; Beltekin, 2016; Güzel, 2019; Özer, Komsuoğlu, ve Ateşok, 2016; Tanrıkulu, 2017; Yüce, 2018; Taşkın ve Erdemli, 2018).

Bu çalışma gösteriyor ki Suriyeli öğrencilerin eğitiminde aktif olarak görev yapan öğretmenlerin bu grupta yer alan öğrencilere yaklaşımları ve performansları oldukça önemlidir. Bu öğretmenlerin, bu grupta yer alan öğrencilerin eğitim gereksinimlerini karşılayabilmesi için öğretmenlerin mutlaka desteklenmesi gerekmektedir.

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SWARA YÖNTEMİ İLE ÖĞRENCİ KULÜPLERİNİN PERFORMANSINI ETKİLEYEN KRİTERLER AĞIRLIKLARININ BELİRLENMESİ

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Özet

Kampüsteki öğrenci kulüpleri her öğrenciyle, katılmak, liderlik etmek, ufku genişletmek, arkadaş edinmek ve eğlenmek için fırsatlar sunar. Öğrenciler, kulüp çalışmaları sayesinde ilgi alanı olan konularda kendilerini geliştirme fırsatı bulmakta ve bu durum üniversitelerinin gelişimine ve itibarına da katkı sağlamaktadır. Öğrenci kulüpleri kişisel gelişime fayda sağlarken kendi gelişimine de özen göstermelidir. Öğrenci kulüplerinin performansının değerlendirilebileceği bir ölçüm modeli ihtiyacı ve bunun sonucunda kulüp performansının geliştirilmesi gereken alanların tespit edilmesi önem arz etmektedir. Bu çalışmada üniversitelerde faaliyet gösteren öğrenci kulüplerinin performansını değerlendirme modeli geliştirmek için bu performansı etkileyen kriterlerin ağırlıklarının belirlenmesi amaçlanmaktadır. Performansların değerlendirilmesi için öğrenci kulüplerinin gelişim süreçleri gözlemlenmiştir. Bu çalışma Sakarya Üniversite'sinin öğrenci kulüpleri faaliyetleri göz önünde bulundurularak yapılmıştır. Çalışmada 5 öğrenci kulübü başkanı, 1 kulüp başkan yardımcısı, 3 akademik başkan ve 1 Sakarya Üniversitesi Sağlık Kültür ve Spor Dairesi Başkanlığı Uzmanı olmak üzere, toplamda 10 karar verici, öğrenci kulübünün performansını etkileyen kriterlerin tespiti ve uzman görüşlerinin alınması konusunda bilgi ve tecrübelerinden faydalanılmıştır. Söz konusu kriterler şöyledir: (1)etkinliklerde sponsor kullanımı, (2)kulübün aktivitelerinin kuruluş amacına uygunluğu, (3)üyenin/katılımcının etkinliklerden memnuniyet oranı, (4)prestij, (5)yıllık etkinlik plana uyum, (6)sosyal sorumluluk/iş birliği, (7)faydalandırma/kişisel gelişim, (8)aidiyet, (9)sosyal medyayı aktif kullanma, (10)şeffaflık ve (11)düzen. Kriterlerin 10 ayrı karar verici tarafından değerlendirmesi sağlanarak daha hassas bir sonuç elde edilmesi amaçlanmıştır. Yapılan araştırmalar sonucunda öğrenci kulüplerinin performansını etkileyen performans kriterleri belirlenerek, SWARA (Adım Adım Ağırlık Değerlendirme Oran Analizi) yöntemi ile söz konusu kriterlerin ağırlıkları belirlenmiştir. Üniversite bünyesinde bulunan kulüpler yıllık faaliyet planlamalarını ve çalışma yöntemlerini araştırma sonucunda ortaya çıkan bu önemli kriterleri dikkate alarak yapacak ve çok daha etkin ve olumlu sonuçlara ulaşabilecektir. Öğrenci kulüplerinin bağlı olduğu Sağlık Kültürü ve Spor Bölümleri, bu ölçüm modeli ile kulüplerin performansını analiz edebilir ve öğrenci kulüpleri için önerilen bu model tarafından ölçülen performans değerlerine dayalı olarak kaynakların daha adil ve verimli bir şekilde kullanılmasını sağlayacaktır.

Anahtar Kelimeler: öğrenci kulübü performansı, SWARA yöntemi, performans ölçüm modeli

Abstract

Student clubs on campuses provide opportunities to join, lead, expand horizons, make friends and have fun to every student. Students have the opportunity to develop themselves in the areas of interest through club work and contribute to the development and prestige of their universities. Student clubs should take care of their own development while benefiting personal development. The need for a measurement model where the performance of student clubs can be assessed and as a result it is important to identify areas where club performance needs to be improved. In this study, it is aimed to determine the weight of the criteria affecting this performance in order to develop the performance evaluation model of student clubs operating in universities. Development processes of student clubs have been observed for the evaluation of performances. This study was carried out considering Sakarya University student club activities. A total of 10 decision makers, including 5 students club presidents, 1 club vice president, 3 academic chairmen and 1 Sakarya University Health Culture and Sports Department Specialist, have benefited from their knowledge and experience to determine the criteria affecting the performance of the student club and to get expert opinions. These criteria are as follows: (1)the use of sponsors in activities, (2)the suitability of the club's activities for the purpose of its establishment, (3)satisfaction rate of the member/participant, (4)prestige, (5)annual activity plan compliance, (6)social responsibility/cooperation, (7)benefit/personal development, (8)belonging, (9)active use of social media, (10)transparency and (11)order. The

criteria were assessed by 10 different decision makers to achieve a more precise result. As a result of the studies conducted, the performance criteria affecting the performance of student clubs were determined and the weights of these criteria were determined by SWARA (Step by Step Weight Assessment Ratio Analysis) method. The clubs within the university will carry out their annual activities planning and working methods by taking these important criteria into consideration and will reach more effective and positive results. Health Culture and Sports Departments to which student clubs are affiliated can analyse the performance of clubs through this measurement model and will provide a fairer and efficient use of resources based on performance values measured by this model which is proposed for the students clubs.

Keywords: student club performance, SWARA method, performance measurement model

1.GİRİŞ

Üniversitelerde öğrenci kulüpleri tarafından gerçekleştirilen etkinliklerin düzgün planlanmaması, etkinlik sonrası memnuniyet geri dönüşlerinin yapılmaması, kulübün amacı dışında etkinliklerin düzenlenmesi, belirli düzeyde elde edilen başarının süreklilik arz etmesi ve rutinleşmesi gibi etmenler performans kaybına neden olmaktadır. Bu performans kaybının ölçülmemesi, dolayısıyla kulübün kendini geliştirememesi anlamına gelmektedir.

Bu çalışmanın amacı öğrenci kulüplerinin performansını etkileyen kriterleri çok değişkenli karar verme tekniklerinden biri olan SWARA (Step-Wise Weight Assessment Ratio Analysis- Adım Adım Ağırlık Değerlendirme Oran Analizi) metodu ile belirlemek ve modelin uygulanabilirliğini gözlemlemektir.

Öğrenci kulüpleri, öğrencilerin ders dışı zamanlarında belirli bir hedef doğrultusunda eğitim, sağlık, spor sosyal, bilim ve kültür faaliyetlerini üniversite öğrenci kulüpleri yönergesine göre planlı ve organize şekilde gerçekleştirmek amacıyla bir araya gelerek oluşturdukları gruptur. Öğrencilerin bilimsel, kültürel, sosyal, sanatsal ve sportif etkinliklerde bulunmalarını, bu tür etkinlikler ile akademik gelişimlerini desteklemelerini sağlamakla beraber bilgi, yetenek ve ilgileri ölçüsünde kişisel potansiyellerini geliştirmelerini, takım çalışmasının önemi ile birlikte, özgüveni yüksek, sorumluluk sahibi bireyler olarak yetişmelerini sağlar. Öğrencilerin bilimsel, sosyal, kültürel, sanatsal, sportif ve mesleki alanlarda sürekli faaliyet göstermek amacıyla oluşturdukları öğrenci kulüplerini kapsar.

Öğrenci kulüplerinin yapılan etkinliğe bağlı olarak üniversite imkanları ölçüsünde yararlandırılması, kulüpler, üye kayıtlarını, gelen-giden evrak, karar defterleri ve tutanaklar, malzeme alımı, demirbaş kayıtları ile her türlü resmi belge ve evrakların takip korunmasından sorumludur. Üyelerden üyelik aidatı veya başka bir isim altında herhangi nakdi yardım alınmaz; ancak kulüp üyeleri kendi rızaları ve kulüp danışmanı onayı ile kulübe aynı malzeme desteğinde bulunabilir. Öğrenci kulüplerinin çalışma alanları şöyledir:

- Spor/Doğa Sporları
- Kültür/Sanat/Edebiyat
- Sağlık/Yaşam
- Sosyal Etkinlikler ve Gönüllülük Hizmetleri
- Eğitim/Bilim/Teknoloji
- Uluslararası Faaliyetler
- Kişisel Gelişim

Öğrenci kulüpleri okulların sosyal anlamda sağladığı olanaklardan birisidir. Bu bağlamda kulüpler öğrencilere grup çalışması bilinci, yeteneklerini geliştirme ve boş zamanlarını faydalı, yararlı şekilde vakit geçirebilecekleri ve kendilerini geliştirebilecekleri imkanlar sağlamaktadır. Öğrenci kulüplerinde bu tür aktiviteler ile kişiler kendi bölümleriyle alakalı işlerde grup çalışma bilinçleri geliştiği için ya da sevdiği kulüplerde görev alıp yeteneklerini geliştirdiği için iş hayatında daha faydalı olmaktadır. Bu kulüplerde farklı insanlarla tanışarak farklı konularda daha farklı bakış açıları kazanarak, yeni bilgiler öğrenerek kendilerini geliştirmektedirler. Öğrenci kulüpleri sadece gelişim açısından değil insanların deşarj olma yani rahatlatma açısından da kişilere fayda sağlamaktadır. Öğrenci kulüplerinin kişiler üzerindeki faydaları bu şekildedir.

Öğrenci kulüpleri kişisel gelişime fayda sağlarken kendi gelişimine de özen göstermelidir. Bu nedenle araştırmanın yapılmasının amacı öğrenci kulüplerinin performansının değerlendirilebileceği bir standardizasyon olmaması ve değerlendirilememesi sonucunda kulüp performansının geliştirilememesidir. Performansların değerlendirilmesi için kulüplerin en temel halinden en gelişmiş haline nasıl gelebildiğini görmeye, öğrenilmeye çalışılmıştır. Bu nedenle öğrenci kulüplerinin performansını değerlendiren bu araştırmayı yapma gereği duyulmuştur.

1.1. Öğrenci Kulüpleri İle İlgili Literatürdeki Araştırmalar

Literatürde Öz Vektör yöntemi, SWARA yöntemi, Analitik Hiyerarşi Prosesi (AHP) , ANP, Birleşik Analiz, Entropi yöntemi gibi ağırlık belirlemede kullanılan birçok yöntem bulunmaktadır.

Öğrenci kulüplerinin performanslarının değerlendirilmesinde kullanılan kriterler ile ilgili literatür incelemesi Tablo 1’de özet halinde gösterilmiştir.

Tablo 1. Öğrenci Kulüpleri Hakkında Yapılan Çalışmalar için Literatür Araştırması

| Konu | Yazar, Yıl | Yöntem | Sonuç |
|---|----------------------------|--|---|
| Sosyal kulüp çalışmalarının öğrencilerin yöneticilik niteliklerinin gelişmesine katkısı | Sezgin Karşlı, 2006 | Tarama modeli, Anket | Sosyal kulüp çalışmaları yoluyla öğrencilerin yöneticilik niteliklerinin gelişmesi amacıyla, birinci ve ikinci kademedeki orta derecede ulaşıldığı görülmüştür [2]. |
| Okullardaki sosyal kulüp etkinliklerinin rekreasyonel açıdan değerlendirilmesi | Ertan Özkaptan, 2007 | Tarama modeli, Anket | Bos zamanlarını değerlendirme konusunda özel okullar ve devlet okulları arasında anlamlı farklar görülmektedir. Bu da okul yönetimlerinin sosyal etkinliklere değer vermesi ile kapatılmayacak bir fark değildir [3]. |
| Öğrenci kulüplerinin değerlendirilmesi | Nurcan Yiğit, 2008 | Tarama Modeli, Anket | Kulüp danışmanları ve öğrencilerin, kulüp ilkelerini orta derecede uyguladıkları bulunmuştur [4]. |
| Üniversite öğrencilerinin ders dışı etkinlikler konusundaki yaklaşımları | Mehmet Nama, 2010 | Betimsel tarama modeli, Anket | Elde edilen sonuçların benzer süreçlerin etkinliğinin iyileştirilmesi için veri oluşturulması sağlanmıştır [5]. |
| Boş zamanın değerlendirilmesinde ilköğretim okullarındaki öğrenci kulüplerinin yeri | Emel Emineoğlu, 2011 | Tarama modeli, Anket | Öğrenci kulübü etkinliklerinin boş zamanların değerlendirilmesinde olumlu yönde etkilediği, boş zamanların değerlendirilmesi yeterliliğine iyi düzeyde sahip olduğu bulunmuştur [6]. |
| Öğrenci kulüplerinin sosyalleşmeye etkisi | Serkan Yalçın, 2014 | Tarama Modeli, Anket | Öğrenci kulüplerinin sosyalleşmeye etkisinin “nadir” olduğu ve öğrenci cevaplarının araştırma değişkenlerine göre farklılaştığı sonuçlarına ulaşılmıştır [7]. |
| Okullarda sosyal kulüplerin işlevselliği | Hande Birtürk, 2015 | Tarama modeli, Anket | Cinsiyet, istenen sosyal kulüplerin açılma durumu, okulun kulüp çalışmalarının düzenli devam edip etmediği, uygun mekân değişkenlerine göre farklılık olduğu ortaya çıkmıştır[8]. |
| Eğitsel kulüp çalışmaları | Gamze Çağlayan Şahin, 2015 | Betimsel tarama modeli, Anket | Eğitsel kulüp çalışmalarının teorik niteliğinden kurtarılıp bu çalışmalara uygulamaya yönelik, işlevsel bir nitelik kazandırılması ve çalışmaların eğitim programı ögesi üzerinde durulması gibi önerilerde bulunulmuştur [9]. |
| Öğrenci kulüp etkinliklerinin temel becerileri geliştirmedeki etkililik düzeyi | Kübra Ay, 2015 | Tarama modeli, Anket | Etkinliklerinin yönetmeliğe uygun yürütüldüğünü düşünen öğretmenlerin uygun yürütülmediğini düşünen öğretmenlerden kulüp etkinliklerini temel becerileri geliştirmede daha etkili buldukları sonucuna ulaşılmıştır [10]. |
| Sosyal kulüp etkinliklerinin etkililiği | Mehmet Gögebakan, 2016 | Kalmagorov-Smirnov testi ,Görüş ölçeği | Aynı kulüpte uzun süre görev alan öğrencilerin durumu daha olumlu değerlendirdikleri ve teknik liselerde öğrenim görenlerin diğer liselerde öğrenim görenlere göre durumu daha pozitif değerlendirdikleri tespit edilmiştir. Öğrenciler okullarda yapılan sosyal kulüplerin yapısını ve etkililiğini değerlendirdiklerinde genel anlamda çıkan sonucun orta düzeyde olduğu bilgisine ulaşılmıştır [11]. |

Uzman görüşler için Sakarya Üniversitesi’nde bulunan öğrenci kulüplerinin başkanları, başkan yardımcıları ve akademik başkanları tercih edilmiştir. Bu doğrultuda öğrenci kulüplerinin performansını etkileyen kriterler aşağıdaki gibi belirlenmiştir:

Sponsor Kullanımı : Öğrenci kulüpleri yıl boyunca pek çok proje ve etkinlik düzenlemektedir. Bu noktada etkinlik katılımcılarına daha iyi hizmet verebilmek adına sponsorluk ön plana çıkıyor. Etkinliklerde sunulan ürün veya hizmet sponsorlukları sayesinde, hem daha iyi bir deneyim sağlanıyor hem de proje için ayrılan maliyetler düşüyor. Üniversite kulüpleri ile gerek maddi gerekse de aynı olarak sponsorluk anlaşması imzalayan pek çok kurum bulunuyor. Bu noktada, hangi kurumlar ile nasıl iletişime geçilmesi gerektiği konusunda bir rehber ihtiyacı duyuluyor. Etkinlik öncesinde; sponsorluk dosyası, potansiyel kurum listesi gibi ihtiyaçların haricinde, internet sitesi tasarımı, afiş tasarımı, mailing, sosyal medya yönetimi, basın sponsorluğu, baskı sponsorluğu gibi konular ön plana çıkmaktadır. Etkinlik sırasında; yiyecek ve içecek (su, meyve suyu/nektarı, maden suyu, çay, kahve, asitli içecek, tatlı-tuzlu kurabiye/kokteyl yiyecek çeşitleri veya kitleye uygun yeni bir ürün), konaklama, Wi-Fi, iletişim, simultane çeviri, mailing, deneyim alanları, giyim, ulaşım gibi konular ön plana çıkmaktadır. Etkinlik sonrasında; raporlama, mailing, toplu yemek, after party gibi konular ön plana çıkmaktadır.

Kulübün Amaca Uygunluğu : Öğrencilerin bilimsel, kültürel, sosyal, sanatsal ve sportif etkinliklerde bulunmalarını, bu tür etkinlikler ile akademik gelişimlerini desteklemelerini sağlamakla beraber bilgi, yetenek ve ilgileri ölçüsünde kişisel potansiyellerini geliştirmelerini, takım çalışmasının önemi ile birlikte, özgüveni yüksek, sorumluluk sahibi bireyler olarak yetiştirmelerini sağlar.

Üye/Katılımcının Etkinlik Sonrası Memnuniyeti : Öğrenci toplulukları anketleri etkinlikten önce ve sonra geribildirim almak için kullanılmalıdır. Böylece sponsorların, katılımcıların ve kadro üyelerinin katılabileceği veya katılmak/destek olmak isteyeceği etkinliklere olan ilgileri değerlendirilmiş olur. Memnuniyet anketi sayesinde etkinliklerde görev alan kişilerin katılımcı iletişim becerileri, etkinlik ortamı, etkinlik organizasyonu, etkinlik amacı, etkinliğin çıktıları ve genel değerlendirmede etkinlik memnuniyeti amacına uygun olarak sağlıklı ve detaylı olarak ölçümlenerek gerekli aksiyonların alınması sağlanmış olur.

Prestij : Türk Dil Kurumuna göre saygınlık anlamına gelen prestij kelimesi öğrenci kulüplerinin değerlendirilmesi esnasında kulübün bilinirliği, tanınırlığı anlamında irdelenmiştir. Bu bağlamda kulübün üye sayısının üniversitedeki toplam öğrenci sayısına oranı prestiji ifade edecektir.

Plana Uyum : Planlılık Öğretmen Ansiklopedisi ve Pedagoji Sözlüğünde [12] plan, bir eylem tasarısı, kendisi ya da başkaları için tasarlananların sırası, bunları gerçekleştirme yolu olarak tanımlanmıştır. Büyük Türkçe Sözlük (1996:907)'te, planlılık plana uygun ve ölçülü anlamlarına gelmektedir. Plana uyum öğrenci kulübünün eğitim yılı başında yıl boyunca kulüp olarak yapacağı çalışmaları planlayıp bu plan doğrultusunda ilerlemesi ve yapılan çalışmaların ve bu çalışmalarının sonuçlarının yazılı olarak da rapor edilmesidir. Öğrenci kulüplerinde planlı bir şekilde çalışmaların yürütülebilmesi için çalışmalara başlamadan önce etkili bir şekilde planlanmalı ve çalışmalar devam ederken ve sonucunda kayıt altına alınmalıdır.

Sosyal Sorumluluk / İş Birliği : “Ortaklaşa yapılan bir işte başkalarıyla birlikte çalışmak, katkıda bulunmak, yardım etmektir” (Pedagoji Sözlüğü 1994:246). Büyük Türkçe Sözlük (1996:562)'te işbirliği, “bir iş ya da faaliyetle ilgili olarak müşterek hareket etme anlamına gelmektedir”. Öğrenci kulüplerinde işbirliği önemli bir yere sahiptir. Çünkü kulüplerin amacı öğrencileri içinde yaşadıkları toplumla uyumlu ve yararlı bireyler haline getirmektir. Bu da öğrencilerin hem kulüp içi de hem de dışarıdan farklı statüdeki bireylerle işbirliği halinde çalışmayı öğrenmesiyle gerçekleşir. Hollrah'ın Rombokas'tan (1995) aktardığına göre sosyal etkinlikler ve öğrenci kulüp çalışmaları öğrencilerin sadece yakın arkadaşlarıyla değil diğer öğrencilerle de iletişim ve işbirliği halinde etkinlikler yapmalarını sağlar.

Faydalandırma / Kişisel Gelişim : Sertifikalar, insanın bilgili olmasını ve kendisine yarayacak bilgilerin verilmiş olduğunun bir göstergesidir. Öğrenciler üniversite bünyesinde düzenlenen seminerlere katılarak buralarda sertifika elde edebilir. Düzenlenen seminerler genel olarak öğrenci kulüpleri tarafından organize edilmektedir. Bu kulüplerde görev alan kişiler bir nevi iş dünyasından gelen temsilci ile birebir iletişim kurma, tanışma imkanı kazanmaktadır.

Aidiyet : Grupların karakteristikleri göz önünde bulundurulduğu zaman, kişilerin temel hedef ve normlar çerçevesinde birlikte hareket ederek ekip ruhu ile süreklilik gösteren faaliyetler gerçekleştireceği görülecektir. Bu şekilde kişilerde bir aidiyet(benimseme) durumundan bahsedilebilir. Bireylerin faaliyetlerini güdüsel olarak gerçekleştirdiği göz önüne alındığında ekip olarak bir takım işleri başarma ve bu ekibin bir parçası olma eğiliminde oldukları ortaya çıkmaktadır.

Sosyal Medyayı Aktif Kullanma : 90'lı yılların sonlarına doğru internet oldukça popüler olmuş, web siteleri kullanıcılara içerik yaratma ve oluşturmaya izin vermiştir. 1997'de ilk sosyal ağ sitesi olan Sixdegree.com ortaya

çıkıştır. Bunun ardından 2002’de çok sayıda sosyal ağ sitesi, Friendster ve Myspace gibi, kullanılmaya başlanmıştır. Bu tarihten sonra ise sosyal medya aracı sayısı ve kullanımı küresel olarak tüm dünyada yaygınlık kazanmıştır [13]. Literatüre bakıldığında sosyal medya kavramının tanımı konusunda tam bir fikir birliği bulunmamakla birlikte, sıklıkla şu tanımlamalar karşımıza çıkmaktadır. Sosyal medya, Web 2.0’ ın ideolojik ve teknolojik temellerini oluşturan ve kullanıcı tarafından oluşturulan içeriğin oluşturulmasına ve paylaşılmasına izin veren bir grup internet tabanlı uygulamadır [14]. Sosyal medya, kullanıcıların ağlarındaki kişilerle etkileşimde bulunmak için herkese açık veya özel bir profil oluşturmaya sağlayan en yeni çevrimiçi iletişim aracıdır [15]. Sosyal medya, bireylerin sınırlı bir sistem içinde bir kamu ya da yarı-kamu profili oluşturmaya, bir bağlantıyı paylaştıkları diğer kullanıcıların listesini eklemelerine, bağlantı listelerini görüntülerine ve başkalarının bağlantılarını görüntülemeye ve bunlar arası geçiş yapmasına izin veren web tabanlı hizmetlerdir [16]. Üniversite öğrencilerinin büyük bir çoğunluğu Y kuşağına ait öğrencilerden oluşmaktadır. Y kuşağı, çoklu ortamlarda dijital medya ile büyüyen ilk nesildir ve birden fazla cihazla çoklu görevlerde son derece uzadırlar. Hemen hemen hepsinin akıllı telefon, tablet ve bilgisayarları bulunmakta ve bu araçları çoğunlukla kişisel amaçları için kullanılmaktadır [17] Her türlü sosyal medya ağını kullanmak, katkıda bulunmak, aramak, paylaşmak ve tüketmek konusunda oldukça aktiftirler. Bu nedenle sosyal medya platform yöneticileri veya araştırmacılar için stratejik bir öneme sahiptirler.

Şeffaflık : Öğrenci kulüplerinin ihtiyaçları olanaklar ölçüsünde fakülte ve yüksekokullar tarafından karşılanır ve kendilerine olanaklar ölçüsünde yer sağlanır. Hesap verebilirlik ve şeffaflık sadece işlerin mali boyutuyla sınırlı değildir. Şeffaflık, mali açıdan denetlenebilir olmanın ötesinde, yapılan her faaliyetin neden yapıldığının, hangi sonucun alındığının, ne kadar kaynak harcadığının açıklanması demektir.

Düzen : Defter ve evrakların her kulüpte bulundurulması ve istendiğinde Öğrenci Kulüpleri Koordinasyon Kurulu (Ö.K.K.K.)’na getirilmesi zorunludur. Bunlar üye kayıt defteri, yönetim kurulu karar defteri ve genel kurul tutanakları, işletme defteri , gelir gider belgeleri, kulübe kullanılması için verilmiş olan demirbaş eşyanın listesi ve bunların demirbaş numaralarıdır.

2. METODOLOJİ

Bu çalışmada da çok kriterli karar verme yöntemlerinden SWARA yöntemi ile kriter ağırlıkları tespit edilmiştir. Şekil 1’de SWARA metoduyla yapılan kriter ağırlıklandırma işleminin iş akışı geniş bir şekilde görülebilmektedir. Aşağıda, yöntemde değerlendirilecek kriter ağırlıklarının 5 adımda gösterimi mevcuttur.

Adım 1: Kriterler en önemliden başlanmak üzere sıralanır.

Adım 2 : Her bir kriter için ikinci kriterden başlayarak göreceli önem dereceleri belirlenir. Bunun için, j kriteriyle bir önceki kriter (j-1) karşılaştırılır. Bu oran “ortalama değer karşılaştırmalı önemi” olarak adlandırılır ve s_j simgesiyle gösterilir.

Adım 3 : Katsayı (k_j) belirlenir.

$$k_j = \begin{cases} 1 & j = 1 \\ s_j + 1 & j > 1 \end{cases} \quad (1)$$

Adım 4 : Önem vektörü q_j , aşağıda gösterilen eşitlikle hesaplanır :

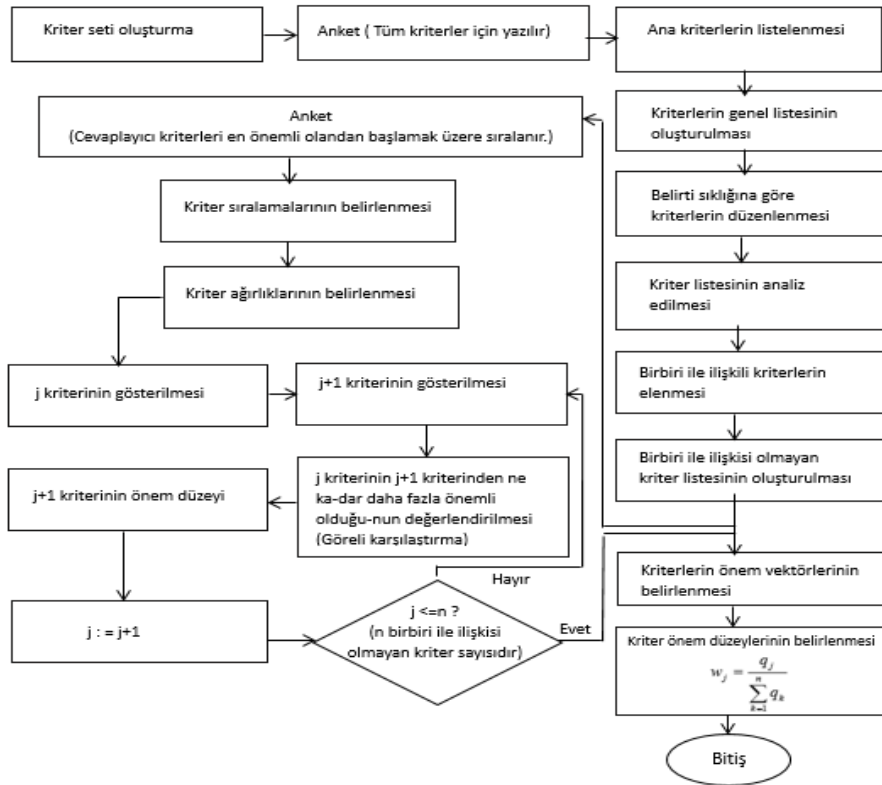
$$q_j = \begin{cases} 1 & j = 1 \\ \frac{x_{j-1}}{k_j} & j > 1 \end{cases} \quad (2)$$

x_{j-1} notasyonu q_{j-1} ‘e işaret etmektedir.

Adım 5 : Kriterlere ait ağırlıkların (w_j) hesaplama işlemi ise aşağıdaki eşitlikle sağlanır.

$$w_j = \frac{q_j}{\sum_{k=1}^n q_k} \quad (3)$$

w_j , j kriterinin göreceli önemini göstermektedir [19].



Şekil 1. SWARA Yöntemi ile Kriter Ağırlıklarının Belirlenmesi [18]

Uzmanların yetenekleri ve özellikleri çok değişkenli karar verme yöntemleriyle ortaya çıkarılan neticelerin kalitesini arttıran önemli bir olgudur. Çalışma içerisinde yer alan 10 uzman, öğrenci kulübü akademik başkaları (4), SKS’de sorumlu 1 uzman ve öğrenci kulübü öğrenci başkanlarından (4) oluşan öğrenci kulüpleri hakkında yeterli ve kapsamlı bilgi birikimine sahiptir.

3. UYGULAMA

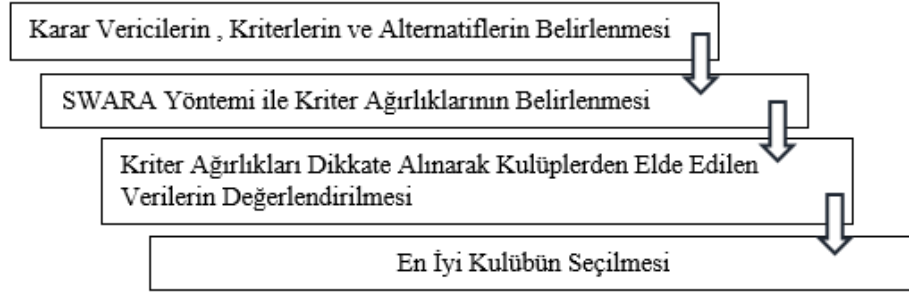
Öğrenci kulüplerinin performansını etkileyen kriterlerin belirlenmesi için ilk olarak 10 adet karar verici ve 11 adet kriter belirlenmiştir. Belirlenen 11 adet kriterin önem derecelerini belirlemek için SWARA yöntemi kullanılmıştır. Kriterlerin önem dereceleri belirlenirken uzman görüşünden yararlanılmıştır.

Kriterlerin önem dereceleri 10 ayrı karar verici tarafından belirlenmektedir. Bunun nedeni daha hassas bir sonuç elde edebilmektir. Problemin çözüm aşamalarına dair çözüm için kullanılacak araçlar Tablo 2’de gösterilmiştir.

Tablo 2. Problemin Çözüm Aşamaları ve Çözüm için Kullanılan Araçlar

| Çözüm Aşamaları | Yapılan İş | Çözüm Aracı |
|-----------------|---|-----------------------|
| 1 | Kriterlerin Değerlendirilmesi | Uzman Görüşü |
| 2 | Kriter Ağırlıklarının Bulunması | Excel (SWARA Yöntemi) |
| 3 | Kulüplerin Performansının Değerlendirilmesi | MS Excel |

SWARA yöntemi ve değerlendirme süreci Şekil 2’deki adımlar izlenerek yürütülmüştür.



Şekil 2. SWARA Yöntemi ve Değerlendirme Aşaması

Performans kriterlerinin önem derecelerinin bulunabilmesi için, 10 karar verici belirlenmiştir. İlk olarak, SWARA metodunun başlangıç adımı olan her bir karar verici tarafından kriterlerin en önemliden en az önemliye sıralanması işlemi gerçekleştirilmiştir. Sıralama işleminin sonuçları Tablo 3’de gösterilmiştir.

Tablo 3. Karar Vericilere Göre Kriter Sıralamaları

| Kriterler | KV1 | KV2 | KV3 | KV4 | KV5 | KV6 | KV7 | KV8 | KV9 | KV10 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Sponsor | 10 | 3 | 3 | 10 | 7 | 11 | 1 | 1 | 6 | 5 |
| Kulübün Amacına Uygunluğu | 1 | 7 | 2 | 6 | 3 | 7 | 6 | 6 | 1 | 1 |
| Katılımcının Etkinlik Sonrası Memnuniyeti | 6 | 11 | 11 | 2 | 11 | 1 | 9 | 7 | 2 | 3 |
| Prestij | 2 | 6 | 9 | 3 | 4 | 2 | 4 | 5 | 9 | 2 |
| Kişisel Gelişim / Faydalandırma | 3 | 8 | 1 | 1 | 1 | 6 | 8 | 8 | 3 | 6 |
| Plana Uyum | 5 | 5 | 6 | 8 | 6 | 3 | 3 | 2 | 5 | 4 |
| Aidiyet | 7 | 1 | 5 | 4 | 5 | 4 | 5 | 4 | 8 | 11 |
| Sosyal Sorumluluk | 9 | 9 | 10 | 11 | 2 | 9 | 11 | 11 | 7 | 7 |
| Sosyal Medyayı Aktif Kullanma | 8 | 10 | 7 | 9 | 10 | 5 | 10 | 10 | 10 | 8 |
| Şeffaflık | 11 | 4 | 8 | 5 | 9 | 10 | 7 | 9 | 4 | 10 |
| Düzen | 4 | 2 | 4 | 7 | 8 | 8 | 2 | 3 | 11 | 9 |

Tablo 3’de karar vericilere göre gösterilen kriter sıralamaları Tablo 4’de karşılaştırmalı olarak karar verici düzeyinde aşağıdaki gibi gösterilmiştir.

SWARA metodu ile uygulanan kriter ağırlıklandırma adımları aşağıdaki şekilde sürdürülmektedir ; Kat sayı (k_j) değerlerine Eşitlik 1 ile s_j ’ler kullanılarak ulaşılmıştır. Devamında önem vektör (q_j) değerleri, Eşitlik 2 yardımıyla her bir kriter göre hesaplanmıştır. En son adımda, Eşitlik 3 ile kriterlere ait ağırlıklar (w_j) hesaplanmış; k_j , q_j , w_j değerleri karar verici (KV) 1’e ait her bir kriter için hesaplanarak Tablo 5’te gösterilmiştir.

Tablo 4. Kriterlerin Karar Vericiler Düzeyinde Karşılaştırmalı Önemi

| | KV1 | | KV2 | | KV3 | | KV4 | | KV5 | | KV6 | | KV7 | | KV8 | | KV9 | | KV10 | |
|----|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Sıra | s_j | Sıra | s_j | Sıra | s_j | Sıra | s_j | Sıra | s_j | Sıra | s_j | Sıra | s_j | Sıra | s_j | Sıra | s_j | Sıra | s_j |
| 1 | 10 | / | 3 | / | 3 | / | 10 | / | 7 | / | 11 | / | 1 | / | 1 | / | 6 | / | 5 | / |
| 2 | 1 | 0,75 | 7 | 0,6 | 2 | 0,8 | 6 | 0,9 | 3 | 0,95 | 7 | 0,6 | 6 | 0,8 | 6 | 0,7 | 1 | 0,1 | 1 | 0,9 |
| 3 | 6 | 0,8 | 11 | 0,9 | 11 | 0,9 | 2 | 0,5 | 11 | 0,5 | 1 | 0,85 | 9 | 0,9 | 7 | 0,9 | 2 | 0,3 | 3 | 0,75 |
| 4 | 2 | 0,5 | 6 | 0,9 | 9 | 0,75 | 3 | 0,8 | 4 | 0,4 | 2 | 0,95 | 4 | 0,7 | 5 | 0,4 | 9 | 0,2 | 2 | 0,6 |
| 5 | 3 | 0,5 | 8 | 0,9 | 1 | 0,8 | 1 | 0,9 | 1 | 0,8 | 6 | 0,6 | 8 | 0,6 | 8 | 0,35 | 3 | 0,1 | 6 | 0,8 |
| 6 | 5 | 0,6 | 5 | 0,5 | 6 | 0,9 | 8 | 0,8 | 6 | 0,75 | 3 | 0,3 | 3 | 0,6 | 2 | 0,7 | 5 | 0,6 | 4 | 0,85 |
| 7 | 7 | 0,5 | 1 | 0,5 | 5 | 0,2 | 4 | 0,9 | 5 | 0,8 | 4 | 0,8 | 5 | 0,4 | 4 | 0,5 | 8 | 0,6 | 11 | 0,65 |
| 8 | 9 | 0,4 | 9 | 0,75 | 10 | 0,1 | 11 | 0,9 | 2 | 0,6 | 9 | 0,7 | 11 | 0,4 | 11 | 0,9 | 7 | 0,4 | 7 | 0,85 |
| 9 | 8 | 0,2 | 10 | 0,3 | 7 | 0,3 | 9 | 0,5 | 10 | 0,5 | 5 | 0,1 | 10 | 0,9 | 10 | 0,4 | 10 | 0,7 | 8 | 0,6 |
| 10 | 11 | 0,2 | 4 | 0,05 | 8 | 0,7 | 5 | 0,8 | 9 | 0,5 | 10 | 0,35 | 7 | 0,8 | 9 | 0,5 | 4 | 0,7 | 10 | 0,3 |
| 11 | 4 | | 2 | 0,3 | 4 | 0,2 | 7 | 0,7 | 8 | 0,7 | 8 | 0,95 | 2 | 0,2 | 3 | 0,4 | 11 | 0,2 | 9 | 0,5 |

Tablo 5. SWARA Yöntemi ile Karar Verici 1'e Ait Kriter Ağırlıklarını Hesaplama İşlemi

| Sıralama | Kriterler | s_j | k_j | q_j | w_j |
|----------|---|-------|-------|-------|--------|
| 1 | Kulübün Amacına Uygunluğu | / | 1 | 1,00 | 0,3970 |
| 2 | Prestij | 0,75 | 1,75 | 0,57 | 0,2268 |
| 3 | Kişisel Gelişim / Faydalandırma | 0,8 | 1,8 | 0,32 | 0,1260 |
| 4 | Düzen | 0,5 | 1,5 | 0,21 | 0,0840 |
| 5 | Plana Uyum | 0,5 | 1,5 | 0,14 | 0,0560 |
| 6 | Üye/Katılımcının Etkinlik Sonrası Memnuniyeti | 0,6 | 1,6 | 0,09 | 0,0350 |
| 7 | Aidiyet | 0,5 | 1,5 | 0,06 | 0,0233 |
| 8 | Sosyal Medyayı Aktif Kullanma | 0,4 | 1,4 | 0,04 | 0,0167 |
| 9 | Sosyal Sorumluluk | 0,2 | 1,2 | 0,03 | 0,0139 |
| 10 | Sponsor Kullanımı | 0,2 | 1,2 | 0,03 | 0,0116 |
| 11 | Şeffaflık | 0,2 | 1,2 | 0,02 | 0,0096 |

Tablo 5'te, Karar Verici 1 için yapılan hesaplamaların diğer karar vericiler için de yapılması sonucu elde edilen kriter ağırlıkları Tablo 6'da çıkarılmıştır.

Tablo 6. Kriterlerin KV'ler Bazında Hesaplanan Ağırlıkları

| Kriterler | KV1 | KV2 | KV3 | KV4 | KV5 | KV6 | KV7 | KV8 | KV9 | KV10 |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Sponsor | 0,0116 | 0,1376 | 0,1275 | 0,0025 | 0,0178 | 0,0038 | 0,4323 | 0,3954 | 0,0722 | 0,0463 |
| Kulübün Amacına Uygunluğu | 0,3970 | 0,0169 | 0,2422 | 0,0248 | 0,1413 | 0,0189 | 0,0290 | 0,0381 | 0,2180 | 0,4435 |
| Katılımcının Etkinlik Sonrası Memnuniyeti | 0,1675 | 0,0055 | 0,0061 | 0,2291 | 0,0029 | 0,4076 | 0,0078 | 0,0254 | 0,1982 | 0,1334 |
| Prestij | 0,2268 | 0,0254 | 0,0124 | 0,1527 | 0,1009 | 0,2547 | 0,0744 | 0,0648 | 0,0190 | 0,2334 |
| Kişisel Gelişim / Faydalandırma | 0,1260 | 0,0097 | 0,4360 | 0,4353 | 0,4134 | 0,0339 | 0,0148 | 0,0134 | 0,1524 | 0,0250 |
| Plana Uyum | 0,0560 | 0,0381 | 0,0213 | 0,0069 | 0,0320 | 0,1377 | 0,1264 | 0,2326 | 0,1155 | 0,0834 |
| Aidiyet | 0,0233 | 0,4183 | 0,0405 | 0,0849 | 0,0561 | 0,0706 | 0,0465 | 0,0874 | 0,0322 | 0,0026 |
| Sosyal Sorumluluk | 0,0139 | 0,0074 | 0,0073 | 0,0015 | 0,2120 | 0,0101 | 0,0036 | 0,0045 | 0,0451 | 0,0152 |
| Sosyal Medyayı Aktif Kullanma | 0,0167 | 0,0071 | 0,0178 | 0,0046 | 0,0049 | 0,0441 | 0,0043 | 0,0064 | 0,0111 | 0,0082 |
| Şeffaflık | 0,0096 | 0,0724 | 0,0161 | 0,0447 | 0,0074 | 0,0075 | 0,0207 | 0,0095 | 0,1270 | 0,0039 |
| Düzen | 0,0840 | 0,2615 | 0,0728 | 0,0131 | 0,0111 | 0,0111 | 0,2402 | 0,1224 | 0,0093 | 0,0051 |

Tablo 6'da elde edilen kriter ağırlıklarına her bir karar vericiye ait kriterlerin ağırlıklarının ortalaması alınarak ulaşılmıştır. Sonuçlar Tablo 7'de gösterilmiştir. Değerlendirmeler sonucunda karar vericiler, en önemli kriterin 0,165998 değeriyle "Kişisel Gelişim/Faydalandırma" kriteri olduğu sonucuna varmıştır.

Tablo 7. Nihai Kriter Ağırlıkları

| Kriterler | Nihai Kriter Ağırlığı |
|---|-----------------------|
| Kişisel Gelişim / Faydalandırma | 0,165998 |
| Kulübün Amacına Uygunluğu | 0,156973 |
| Sponsor Kullanımı | 0,124936 |
| Prestij | 0,116456 |
| Üye/Katılımcının Etkinlik Sonrası Memnuniyeti | 0,105085 |
| Aidiyet | 0,086246 |
| Plana Uyum | 0,084988 |
| Düzen | 0,08306 |
| Sosyal Sorumluluk | 0,033111 |
| Şeffaflık (Hesap Verilebilirlik) | 0,031903 |
| Sosyal Medyayı Aktif Kullanma | 0,011941 |

Tablo 7'de kriter ağırlıklarının nihai sonuçları gösterilmiştir. Nihai sonuçlara, karar vericilerin değerlendirmelerinin ortalamaları alınarak ulaşılmıştır. Uzman olan kişilerin yaptıkları değerlendirmelerin ortalamaları araştırmacıları son kriter ağırlıklarına ulaştırabilmektedir. Bu sonuçları elde ettikten sonra öğrenci kulüplerinin değerlendirme işlemini elde edilen kriter ağırlıkları neticesinde gerçekleştirme imkanı oluşmuştur.

Çalışma için değerlendirilen iki öğrenci kulübü için veriler aşağıdaki tabloda verilmiştir.

A ve B kulüplerinin 2018 yılı için alınan verileri;

Tablo 8. Öğrenci Kulüpleri İçin Elde Edilen Veriler

| Kriter Bazında Sorulan Sorular | A Kulübü | B Kulübü |
|--|----------|----------|
| Toplam etkinlik sayısı | 40 | 22 |
| Sertifikalı etkinlik sayısı | 10 | 4 |
| Amacı dışında düzenlediği etkinlik sayısı | 8 | 6 |
| Kullanılan Aktif Sponsor Sayısı | 5 | 3 |
| Kulübe üye olan toplam öğrenci sayısı | 1153 | 750 |
| Etkinliklerde yapılan memnuniyet anketi sayısı | 0 | 0 |
| Bir önceki sene aktif olan üyeler arasından tekrar aktif olan üye sayısı | 575 | 100 |
| Yapılması planlanan etkinliklerden iptal edilenlerin sayısı | 0 | 1 |
| Sosyal sorumluluk içeren etkinliklerin sayısı | 8 | 1 |
| Sosyal medyadaki son 1 hafta için etkileşim sayısı | 1934 | 1088 |
| Düzen | 11 | 11 |
| Teknik gezi sayısı | 8 | 5 |

Tablo 8’deki veriler, öğrenci kulüplerinden elde edilir. Daha sonra önceden belirlenmiş olan kriterler bazında aşağıda bulunan veriler yardımıyla hesaplanır. Tablo 7’deki nihai kriter ağırlıklarıyla çarpılır. Bu bağlamda Tablo 9’daki veriler elde edilir.

Kişisel Gelişim / Faydalandırma = Kulübün Sertifikalı Etkinlik Sayısı/ Toplam Etkinlik Sayısı

Kulübün Amacına Uygunluğu = 1-(Kulübün Amacı Dışında Yaptığı Etkinlik Sayısı/ Toplam Etkinlik Sayısı)

Sponsor Kullanımı = Aktif Olarak Kullanılan Sponsor Sayısı

Prestij = Kulübün Üye Sayısı / Sakarya Üniversitesinin Güncel Toplam Öğrenci Sayısı

Üye/Katılımcının Etkinlik Sonrası Memnuniyeti = Memnuniyet Anketi Sayısı/ Etkinlik Sayısı

Aidiyet = Bir Önceki Seneye Göre Aktifliği Devam Eden Öğrenci Sayısı/ Kulübün Üye Sayısı

Plana Uyum = 1-(İptal Edilen Etkinlik Sayısı/ Toplam Etkinlik Sayısı)

Sosyal Sorumluluk = Sosyal Sorumluluk İçeren Etkinliklerin Sayısı/ Toplam Etkinlik Sayısı

Sosyal Medyayı Aktif Kullanma = Sosyal Medyadaki Son 1 Hafta İçin Etkileşim Sayısı

Şeffaflık = (Teknik Gezi Sayısı + Sosyal sorumluluk içeren etkinliklerin sayısı) / Toplam Etkinlik Sayısı

Düzen = Yukarıdaki Sorulara Eksiksiz Olarak Cevap Verilebilirlik

Tablo 9. Uygulama Sonucunda Elde Edilen Kulüp Performans Değerleri

| Kriterler | Kriter Ağırlıkları (Nihai) | A Kulübü | B Kulübü |
|---|----------------------------|-----------------|-----------------|
| Kişisel Gelişim / Faydalandırma | 0,165998 | 0,714286 | 0,285714 |
| Kulübün Amacına Uygunluğu | 0,156973 | 0,571429 | 0,428571 |
| Sponsor Kullanımı | 0,124936 | 0,625 | 0,38 |
| Prestij | 0,116456 | 0,019659 | 0,012788 |
| Üye/Katılımcının Etkinlik Sonrası Memnuniyeti | 0,105085 | 0 | 0 |
| Aidiyet | 0,086246 | 0,498699 | 0,133333 |
| Plana Uyum | 0,084988 | 0,975 | 0,909091 |
| Düzen | 0,08306 | 0,5 | 0,5 |
| Sosyal Sorumluluk | 0,033111 | 0,2 | 0,045455 |
| Şeffaflık | 0,031903 | 0,40 | 0,27 |
| Sosyal Medyayı Aktif Kullanma | 0,011941 | 0,639974 | 0,360026 |
| TOPLAM | | 0,483073 | 0,307839 |

4. SONUÇLAR VE TARTIŞMA

Bu çalışmada T.C. Sakarya Üniversitesi Öğrenci Kulüpleri için 11 adet kriter 10 uzman tarafından değerlendirilmiş ve SWARA Yöntemi ile bu kriterlerin ağırlıkları hesaplanmıştır. Kulüpler için belirlenen kriterler uzmanlar tarafından öncelikle önem derecesine göre sıralanmış, daha sonra her birinin bir öncekiyle ilişkisini belirleyecek şekilde puanlar verilmiştir. Yapılan çalışma sonucunda en önemli beş kriter kulüplerin kişisel gelişim ve faydalandırma özellikleri, kulübün amacına uygun etkinlikler yapışı, alınan sponsor desteği, kulübün prestiji ve etkinlik sonrası katılımcılardan memnuniyet anketi doldurulması olarak belirlenmiştir. Ayrıca en yüksek önem derecesine sahip kriterin “Kişisel Gelişim/ Faydalandırma” kriteri olduğu ve en düşük öneme sahip kriterin ise, “Sosyal Medyayı Aktif Kullanma” kriterinin olduğu sonucuna ulaşılmıştır.

Öğrenci kulüpleri kişisel gelişime fayda sağlarken kendi gelişimine de özen göstermelidir. Bu nedenle araştırmanın yapılmasının amacı öğrenci kulüplerinin performansının değerlendirilebileceği bir standardizasyon olmaması ve değerlendirilememesi sonucunda kulüp performansının geliştirilememesidir. Performansların değerlendirilmesi için kulüplerin en temel halinden en gelişmiş haline nasıl gelebildiğini görmeye, öğrenilmeye çalışılmıştır. Bu nedenle öğrenci kulüplerinin performansını değerlendiren bu araştırmayı yapma gereği duyulmuştur. Yapılan araştırma sonucu elde edilen veriler neticesinde üniversitelerdeki kulüp faaliyetlerinin daha verimli ve aktif bir duruma getirilmesi amaç olarak belirlenmiştir. Öğrenciler, kulüp faaliyetleri ile ilgi duydukları alanlarda kendilerini geliştirme imkanı bulacak, öğrenim gördükleri üniversitenin gelişimine fayda sağlayacak ve bunun sonucu olarak üniversitelerin çevresi ile olan ilişkisini de olumlu yönde etkileyecektir. Tablo 9’da hesaplanan toplam puanlara bakıldığında A kulübünün performansının B kulübüne göre daha iyi olduğu söylenebilir.

Belirlenen kriter ağırlıklarına göre öncelik sıralaması incelendiğinde etkinliğin finansmanı için sponsor bulmak etkinliğin önüne geçmiş durumdadır. Kulüp üyelerinin; sponsor bulma konusunda netwoking oluşturma ve networking’den elde edilen hedef sponsorların faaliyet alanları doğrultusunda etkinlikleri şekillendirmesi performansı yine oldukça etkilemektedir.

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SYNERGISTIC LEADERSHIP OF ADMINISTRATORS AFFECTING PROFESSIONAL TEACHERS UNDER THE OFFICE OF SURIN PRIMARY EDUCATIONAL SERVICE AREA 3

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ABSTRACT

The purpose of this research were to study the influence of Synergistic leadership of school administrators who influenced professional teachers under the office of SURIN Primary Educational Service Area 3. is a descriptive research. Sample group is School administrators and teachers under the office of SURIN Primary Educational Service Area 3, academic year 2018, number 345 persons. Data were collected using a 5-level estimation scale questionnaire with a reliability of 0.972. Data were analyzed by Pearson's product moment correlation coefficient. And structural equation modeling (SEM) by considering the consistency of the structural model developed with empirical data.

The results of the research found: Synergistic leadership in 4 areas:

Goals and Objectives, Work Empowerment, Job Autonomy, And Organizational Commitment. With the observed variables, being a professional teacher in 7 areas. Every pair is related in a positive direction. With statistical significance at the level of .01. The correlation coefficient is between 0.072 and 0.626. And the study of the influence of Synergistic leadership of school administrators on professional teachers With a positive influence size of 0.771, can explain 59.50 percent of professional variance

Keywords : Synergistic Leadership, Professional Teachers, Primary School

INTRODUCTION

Change is a constant in the educational administration; therefore being a school director and leading the school is difficult and consequently, most professional end up taking direction from others (Dawruwan Thawinkarn, 2018). Synergistic leadership is essential in the development of quality education to be effective and lead to work achievements and effective organization administration. There are various concepts in terms of organizational development and improvement such as the synergistic organizational development, which is the improvement of working system as well as the power reinforcement of employees within the organization (Baxter & Lisburn, 1994). The development of a school to be successful in every aspect is a challenging role of a leader. The application of synergistic administration concept to develop and improve staffs' focus on the cooperation and providing opportunities for them to work together and be part of the goal determination and plan development of the school, especially for teachers as they are directly involved in teaching and reinforcing students. Reinforcement is a process that increases capacity and effectiveness of an organization and also develops and increases the products and achievements resulting in quality development and modification of organizational cultures as well (Laschinger, Finegan & Shamane, 2001). Synergistic leadership will help increase employees' potential and confidence in success in order to achieve the goals, be responsible, determined and dedicated to their roles, build a sense of belonging to the organization including benefits from the organization's services (Hersey, Blanchard & Johnson, 2001; Ronald, 2000).

Klakovich (1996) proposed a concept about work reinforcement as a corresponding process between leader's and followers' roles, which will help achieve both individuals' and the organization's goals resulting in individuals' potential, who have been reinforced both by themselves or others. As a result, the staffs develop and improve continuously – develop a sense of stability, self-confidence, self-esteem, ability to make decisions and work to successfully achieve both of their own and the organization's goals.

It can be seen that effective synergistic leadership is essential to the school's administration because the Office of the National Education Commission (2002) has emphasized the importance of education administration to be successful. Therefore, the school's administrators should have visions, knowledge, potential, and leadership skills for success and progress of the school, which are some of the responsibilities of administrators who possess leadership to lead, facilitate, coordinate with the staffs for effective work, utilize the existing resources to their most usefulness, and to be able to lead colleagues to work together.

From the importance and literature review discussed previously, the researcher would like to study synergistic leadership of the administrators affecting professional teachers under the Office of Surin Primary Educational Service Area 3 as a guideline for schools' administrators to synergistically work to develop the organization by reinforcing teachers' and staffs' work within the organization – promote and increase work potential of the teachers and educational staffs by providing opportunities for the teachers and staffs to be part of work planning and educational management. This will also help build a sense of self-value, good relationship and cooperation within the workplace for the success of both staffs and the organization. Synergistic leadership of schools' administrators is the key to the educational quality and efficiency development in schools – to achieve goals and lead to efficient and effective organizational administration. Synergistic organizational development is an improvement of the working system according to educational reform. Also, it is a reinforcement for employees in the organization to cooperate, strengthen the organization itself and help the country resulting in successful and efficient school administration in all aspects. Moreover, it supports the teachers under the Office of Surin Primary Educational Service Area 3 to be professional, possess good and desiring qualifications for effective and successful work and make progress in their teaching career.

RESEARCH OBJECTIVE

To study the effects of synergistic leadership of the administrators affecting professional teachers under the Office of Surin Primary Educational Service Area 3.

RESEARCH METHODOLOGY

Population and Sample group: Population of the research subjects are 3,610 schools' administrators and teachers under the Office of Surin Primary Educational Service Area 3 from 233 schools. The size of the sample group is determined by using Hair et al. (2006)'s proportion criterion between the sample group and parameters 15:1, and the set deviation range is 0.01. Simple sampling is applied to select the subjects for the sample group from 23 educational management networks to represent the population. 345 subjects were selected by drawing lots according to the proportion of the administrators and teachers.

Research Tools: To collect data needed, the researcher used questionnaire asking about synergistic leadership of the administrators and professional teachers under the Office of Surin Primary Educational Service Area 3, which has been divided into three parts:

Part 1 is about the status of the sample group in a form of checking list including questions about sex, education, position, and work experiences.

Part 2 is about synergistic leadership of the schools' administrators. There are 31 questions with 5 rating scales.

Part 3 is about professional teachers. There are 47 questions with 5 rating scale.

Data Analysis

The data analysis at the level of synergistic leadership of the administrators and professional teachers is statistically calculated using average, standard deviation and linear structural equation modeling.

RESULTS

The results of the study about synergistic leadership of administrators are in four aspects: 1) setting goal and objective, 2) work empowerment, 3) independence of work responsibilities, and 4) organization commitment. The average of the overall is at a high level, and the aspect with the highest score is organization commitment followed by the independence of work responsibilities. In terms of professional teachers under the Office of Surin Primary

Educational Service Area 3, the average of the overall is at a high level in all aspects, and the aspect with the highest average value is organizational cooperation followed by the learners' potential development.

The linear structural equation modeling of the synergistic leadership of schools' administrators affecting professional teachers corresponds empirically by considering that chi-square value (χ^2) equals 51.316, the degree of freedom (df) equals 42, chi-square per degree of freedom (χ^2/df) equals 1.221, which are statistically significant to 0.153; root mean square error of approximation (RMSEA) equals 0.025; the standardized root mean square residual (SRMR) equals 0.029; the comparative fit index (CFI) equals 0.992; Tucker-Lewis index (TLI) equals 0.990. The results of the test are as presented in Table 1, 2 and 3:

Table 1 Results of the analysis of the relationship between synergistic leadership of the administrators affecting professional teachers under the Office of Surin Primary Educational Service Area 3

| | X1 | X2 | X3 | X4 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|----|
| X1 | 1 | | | | | | | | | | |
| X2 | .626** | 1 | | | | | | | | | |
| X3 | .573** | .535** | 1 | | | | | | | | |
| X4 | .567** | .615** | .520** | 1 | | | | | | | |
| Y1 | .432** | .567** | .427** | .442** | 1 | | | | | | |
| Y2 | .332** | .490** | .340** | .413** | .536** | 1 | | | | | |
| Y3 | .386** | .510** | .381** | .434** | .484** | .581** | 1 | | | | |
| Y4 | .392** | .519** | .309** | .426** | .527** | .489** | .567** | 1 | | | |
| Y5 | .073 | .123* | .072 | .104 | .080 | .087 | .173* | .122* | 1 | | |
| Y6 | .160** | .151** | .138* | .155** | .182** | .124* | .165** | .178** | .126* | 1 | |
| Y7 | .140** | .178** | .126* | .179** | .185** | .173** | .283** | .214** | .160** | .142** | 1 |

From table 1, when considering Pearson's product moment correlation coefficient in the overall image of observed variables in four aspects of synergistic leadership and in seven aspects of professional teachers, the correlation does not occur in every pair and had positive correlation statistically significant at 0.01 levels. The correlation coefficient ranges between 0.072 to 0.626, and the pair with the most correlation coefficient is synergistic leadership of the schools' administrators in terms of synergistic leadership in working and professional teachers in terms of synergistic goal and objective determination and work empowerment ($r = 0.626$). The pair with the lowest correlation coefficient is synergistic leadership of the schools' administrators in terms of work reinforcement and professional teachers in terms of cooperation within the organization ($r = 0.072$). There is also a relationship in a positive direction, demonstrate that the correlation variables of simple observation, all are related.

Table 2 the structural equation modeling of the synergistic leadership of administrators affecting professional teachers

| Element model measurement | Element weight Matric | | | |
|---|-----------------------|-------|--------|----------------|
| | β | SE | t | R ² |
| Synergistic Leadership (SL) | | | | |
| 1. Goal and Objective Determination (X1) | 0.741 | 0.030 | 25.083 | 0.549 |
| 2. Work Empowerment (X2) | 0.844 | 0.023 | 37.150 | 0.713 |
| 3. Job Autonomy (X3) | 0.667 | 0.035 | 19.185 | 0.445 |
| 4. Organizational Commitment (X4) | 0.745 | 0.029 | 25.464 | 0.555 |
| Professional Teachers (PT) | | | | |
| 1. Pedagogical Content Knowledge: PCK (Y1) | 0.773 | 0.031 | 24.689 | 0.597 |
| 2. Instructional Design (Y2) | 0.705 | 0.031 | 22.411 | 0.497 |
| 3. ICT (Y3) | 0.797 | 0.030 | 26.829 | 0.635 |
| 4. Professional Development (Y4) | 0.703 | 0.032 | 21.834 | 0.494 |
| 5. Cooperation within the Organization (Y5) | 0.036 | 0.057 | 0.636 | 0.001 |
| 6. Develop Learners (Y6) | 0.209 | 0.055 | 3.820 | 0.044 |
| 7. Develop a Learning and Environment (Y7) | 0.252 | 0.054 | 4.686 | 0.064 |

From table 2, the structural equation modeling of the synergistic leadership of the schools' administrators affecting professional teachers correlates empirically when considering that Chi-square value (χ^2) equals 51.316; the degree of freedom value (df) equals 42; Chi-square per degree of freedom (χ^2/df) equals 1.221; the statistical significance (P) equals 0.153; the deviation value of root mean square error of approximation (RMSEA) equals 0.025; the standardized root mean square residual (SRMR) equals 0.029; the comparative fit index (CFI) equals 0.992; Tucker-Lewis index (TLI) equals 0.990.

Table 3 Size effects of synergistic leadership of administrators affecting professional teachers under the Office of Surin Primary Educational Service Area 3

| Variable | Influence on the Professional Teacher (PT) | | |
|--|--|-------|--------|
| | Size Effects | SE | t |
| Synergistic Leadership (SL) | 0.771 | 0.033 | 23.593 |
| R² of Professional Teacher = 0.595 | | | |
| $\chi^2 = 51.316$, Df = 42, $\chi^2/\text{Df} = 1.2218$, P-Value = 0.1535, RMSEA = 0.025, SRMR = 0.029, CFI = 0.992, TLI = 0.990 | | | |
| ** p < 0.01 | | | |

From table 3, the result of the analysis of the direct effect's size of the synergistic leadership of administrators affecting professional teachers under the Office of Surin Primary Educational Service Area 3 is positive, which equals 0.771 and is statistically significant at 0.01 level. It means the higher the synergistic leadership of the schools' administrators, the higher the professionalism of the teachers. The variable of the synergistic leadership of the schools' administrators explains the variation of the professional teachers at the average of 59.50%. Moreover, the modeling also correlates with the empirical data as shown in Figure 1:

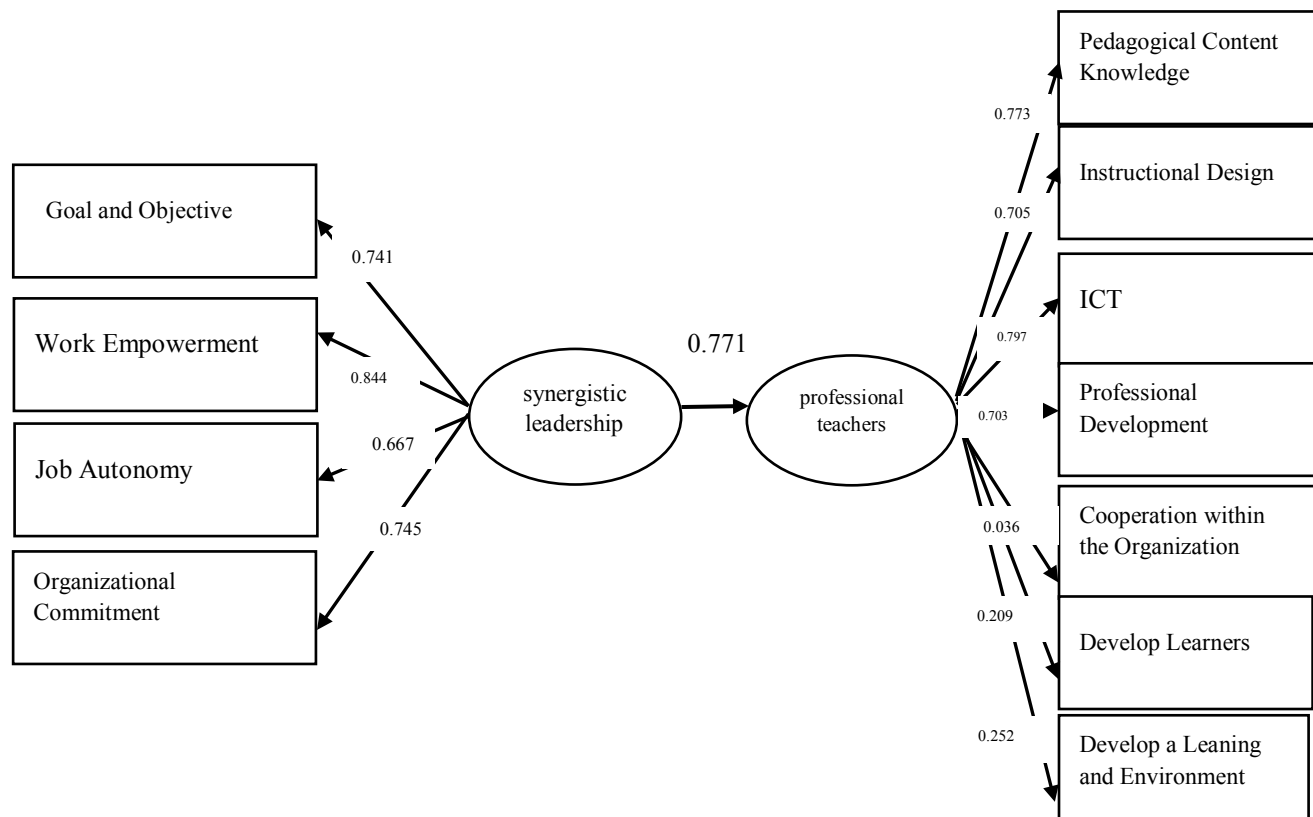


Figure 1. The structural equation model of the synergistic leadership of administrators affecting professional teachers under the Office of Surin Primary Educational Service Area 3

The results of the study about the effect of the synergistic leadership of the schools' administrators on professional teachers found that the size of the positive effect equals 0.771, which is quite statistically significantly high at 0.01 level. This shows that the higher the synergistic leadership of the schools' administrators, the higher the professionalism of the teachers. The variable of the synergistic leadership of the schools' administrators explains the variation of the professional teachers at the average of 59.50% because of the effect on professional teachers. The synergistic leadership of the schools' administrators in different aspects especially the organizational bond – the administrators have faith and will to work and also believe in their colleagues and their own potential will result in effective administration. Furthermore, the administrators will be able to build unity within the organization then later lead to a positive relationship and the effectiveness of the organization. These qualities will then bring enthusiasm, dedication, bond, and attention, which is more stable than satisfaction. Therefore, the organizational bond is the indicator of the organization's effectiveness, which corresponds to Bundhit Limpanachaipornkuk's study (2016) about compositions and indicators of the synergistic administration of basic education board. The result found that the compositions and indicators of the synergistic administration of the basic education board consist of 8 items: 1) objective determination, 2) synergistic decision making, 3) cooperation, 4) responsibility independence, 5) trust, 6) bond, 7) organizational atmosphere, and 8) synergistic evaluation and benefits. Every indicator is possibly practical from a high to the highest levels – more than 80%, suitable and corresponding to theoretical data.

SUGGESTION

Suggestions for applications

- 1) The Office of Surin Primary Educational Service Area 3 is able to apply the compositions of the professional teachers from this study as information for the development of professional teachers either in every composition or from the most important one first.
- 2) Schools can establish goals in order to achieve effective work which will be more challenging and will also affect teachers and educational staffs within the organization to realize the importance and involvement in the development to synergistically achieve those goals.

Suggestions for further study

- 1) There should be a study on the need to develop quality culture in accordance to the compositions from this study to acquire information for the practical development of professional teachers under the Office of Surin Primary Educational Service Area 3.
- 2) There should be a study and development of teachers' professions by considering specific indicators to the context and conditions in the Office of Surin Primary Educational Service Area 3 more.

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THE EFFECT OF BLOCK-BASED PROGRAMMING ON THE COMPUTATIONAL THINKING SKILLS OF MIDDLE SCHOOL STUDENTS

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ABSTRACT

The aim of the study was to determine the effect of the programming instruction process carried out by using mBlock programming tool on the students' computational thinking skills. The study design was one group pre-test-post-test experimental design. Study group was consisted of 82 students enrolled to a secondary school in Edremit district of Van province / Turkey. 39 of the participants were female and 43 of them were male. Participants were 6th grade students in three different classes. Instruction process was leaded in 2017-2018 academic year. MBlock tool was used in computer programming instruction process. Teaching sessions were two hours per week, 12 weeks in total. In the instruction process *concepts of software, the problem concept, algorithm concept, algorithm steps belonging to a problem, geometrical shapes in the flow chart, mBlock characters, events & control blocks, coordinate axis & scene section, perception blocks, operator blocks, and variable concepts* were handled respectively. Exercises about these subjects were done. Data were collected by Computational Thinking Levels Scale (CTLTS) developed by Korkmaz, Çakır & Özden (2015). CTLTS has five sub-dimensions, namely, Creativity, Algorithmic thinking, Collaboration, Critical thinking, and Problem solving. The collected data were corresponding to the normal distribution. The data were analyzed through paired samples t tests. According to the findings, post-test scores of the CTLTS were statistically higher than the pre-test scores. In addition to this, all scores for sub dimensions statistically differ in favor of post-tests except problem solving dimension. In other words, the development of higher order thinking skills such as computational thinking can be provided with programming courses where block based tools used. In 2018, Problem Solving and Programming Unit were added to Information Technology and Software curriculum in 5th and 6th grades in Turkey. In the lights of the findings, it seems that the decision taken by Turkish Ministry of Education is correct.

Keywords: computational thinking, block based programming, middle school students.

INTRODUCTION

Contemporary technological developments are used by all areas. These technologies make life easier. In addition to this, it is expected that Information and Communication Technologies (ICT) have a potential to improve higher order thinking skills (Korkmaz & Altun, 2014). At this point first higher order thinking skill that comes to mind is Computational Thinking (CT). "CT is the thought processes involved in formulating problems and their solutions so that the solutions are represented in a form that can be effectively carried out by an information processing agent" (Wing, 2011). There are some methods to bring higher order thinking skills to people via technology. One of them is orienting individuals' computer programming. Thus, they use various technologies, develop projects and products (Akpınar & Altun, 2014; Çakıroğlu, Sarı, & Akkan, 2011).

After discourses about computer programming by celebrity people, worldwide projects have been started. New projects have started concerning integration of computer programming to education systems. Private sector administrators also support this progress (Numanoğlu & Keser, 2017). Turkish Ministry of Education (MoE) also followed this process. In 2018, Problem Solving and Programming Unit has been added to Information Technology and Software curriculum in 5th and 6th grades in Turkey (MoE, 2018). With the aim of make popular and teach computer programming some programming languages, implementation software and virtual platforms have been emerged. Within the scope of Information Technology and Software curriculum usually free tools are used. Blockly, AppInventor, Alice, Code Org and mBlock, Scratch and KoduLab are some examples for these platforms. MBlock, a block based programming tool, consists of robotic platforms (e.g., Mbot, MegaPi and Arduino) and Scratch 2.0. Scratch has graphical interface and it is a visual programming language. mBlock has an easy programming property. Via mBlock, we can program robots, produce with Arduino or Mbot and we do not need cable connection. Thus, robots can be programmed with various ways. With the graphical interface property we can develop interactive applications (e.g., animations, games, stories) (Numanoğlu & Keser, 2017). mBlock is an open source tool. We can use it for programming circuit boards which is based on Arduino. Additionally, we can

use it with other Arduino compatible boards. Manufacturer Company stated that they will provide support for new platforms (Makeblock, 2017). New versions of mBlock are based on Windows, MAC, Linux, and Ipad. They support 20 languages and one of them is Turkish. It works independently and do not need additional application. It supports wireless communication protocols. Those are the reasons show why mBlock's range of use is wide.

To examine the effect of programming instruction leaded with mBlock in a certain period of time, on higher order thinking skills (e.g. Computational thinking) is important. Thus, programming instructors could observe the results and contribute to the literature about its effect.

THE STUDY

For Information Technology and Software course, coding has an important position. In the study, we aimed to determine the effect of mBlock based instruction on middle school students' Computational thinking skills. The study group consisted of 82 students enrolled to a secondary school in Edremit district of Van province / Turkey. Participants were 6th grade students in three different classes. Teaching activities were conducted in the 2017-2018 academic year. One sample pretest-posttest experimental design was used. In the one sample pretest-posttest experimental design, the effect of the experimental process was determined with the study of one group. In the design, the differences between participants' pre-test and post-test scores were considered (Büyükoztürk et al., 2009).

The computational thinking levels scale (CTLS) was used as a measurement tool. CTLS was developed by Korkmaz, Çakır & Özden (2015). CTLS has five sub-dimensions. Creativity, Algorithmic thinking, Collaboration, Critical thinking, and Problem solving are the names of sub-dimensions. Creativity has 4 items; Algorithmic thinking has 4 items; Collaboration has 4 items; Critical thinking has 4 items; Problem solving has 6 items, and CTLS has 22 items in total. Cronbach alpha reliability coefficient is 0.640 for Creativity, 0.762 for Algorithmic thinking, 0.811 for Cooperativity, 0.714 for Critical thinking and 0.867 for Problem solving. Cronbach alpha reliability coefficient is 0.809 for whole scale. Scales goodness of fit indexes are as [$\chi^2_{(d=195, N=241)}= 448.11628$, $p<0.01$, $CMIN/DF=2.298$, $RMSEA= 0.074$, $S-RMR= 0.078$, $GFI= 0.89$, $AGFI= 0.84$, $CFI= 0.91$, $NNFI= 0.91$, $IFI= 0.90$]. MBlock tool was used in computer programming instruction process. The computational thinking skills were measured before and after the instruction process.

The participants received 24-class hour training that took 12 weeks (i.e., each week two-hour training was provided). In the first week, concepts of software and the problem concept were explained. Daily life problems presented and problem solving steps were showed. It was highlighted that, computers also apply commands step by step and solve problems.

In the second week, algorithm concept was explained. Algorithm steps, belonging to example problem, were shown. The use of geometrical shapes in the flow chart and their purposes were expressed. Flowchart representation of sample algorithms was explained. Finally, a problem situation was given. The participant students were asked to write algorithm steps for the solution of the problem given and prepare the flow chart.

In the third week, the students started to study with mBlock. Other characters (e.g., puppets etc) from Character tab were shown. Events and control blocks were introduced. The name application was made by using letters in the puppets. Students wrote their names with the help of puppets. They gave simple movements to their names with simple commands (e.g. magnify, minimize, increase color effect).

In the fourth week, coordinate axis and scene section were introduced. Puppets motion on the X Y location, direction concepts and various motion commands were introduced.

In the fifth week, students created some characters. They gave motion to the characters. Finally, they made some studies about the characters' appearance.

In the sixth week, aquarium application was shown to the students. Fish character and how to change the scene was shown. Then how to give motion to fish with motion block commands was shown. Finally, teacher asked the students to prepare an aquarium application themselves. In this week Events, Control, Motion and Appearance block commands were used by students actively.

In the seventh week, Perception block commands were introduced. Labyrinth application was made. Owing to this application all commands from all blocks were used.

In the eighth week, all commands learned earlier weeks, were remembered. Small samples were made about them. Pinball application was shown to the students. How to characters motion, what do they do when they touch each other and etc. was explained. Then students realized similar pinball application.

In the ninth week, operator block commands were shown. Small samples were made about it. With this commands a question bank was prepared. The question bank consisted of 5 questions. Teacher wanted to the students enlarge the question bank with different questions. In this exercise, the final question bank must consist of 15 questions.

In the tenth week, variable concept was introduced. Variable block commands were shown. Teacher asked students to make a fish catch application. Within the scope of this application scores must be shown to the users. The scores must be saved in some variables.

In the eleventh week, pen object commands were shown. Small samples were made the commands. Then teacher asked the students to make a mBlock application that draws geometric shapes.

In the twelfth week, code blocks, are subject of earlier weeks, were recalled again. Teacher asked questions about them and students answered. A prepared table hockey application was presented as an example. Helpful questions were asked to the students for building the game's algorithm. With the answers, students could build the algorithm. Further, students created their games in collaborative learning environment.

FINDINGS

The paired samples t-test was used to analyze research data. 0.05 significance level was accepted in the interpretation of the results. Table 1 shows the comparison of CT scores before and after the instruction process of the students.

Table 1: t-test results for CTLS pre-test post-test scores

| Measurement | N | \bar{x} | Sd | df | t | p |
|-------------|----|-----------|---------|----|---------|--------|
| Pre-test | 82 | 2.01 | 0.40894 | 81 | -10.323 | 0.000* |
| Post-test | 82 | 2.59 | 0.57299 | | | |

*p<0.01

When the Table 1 is examined, it is seen that there is a significant difference between CTLS' pre-test post-test scores ($t_{(81)}=-10.323$, $p<0.05$). According to the mean values, it is seen that the mean score of post-test is higher than that of pre-test. With this result, we can say mBlock based instruction process has a positive effect on students' computational thinking skills.

Table 2 below presents the details of the changes in Creativity sub-dimension scores of the CTLS before and after the instruction process.

Table 2: t-test results for CTLS creativity sub-dimension

| Measurement | N | \bar{x} | Sd | df | t | p |
|-------------|----|-----------|-------|----|--------|--------|
| Pre-test | 82 | 2.17 | 0.805 | 81 | -6.223 | 0.000* |
| Post-test | 82 | 2.77 | 0.873 | | | |

*p<0.01

According to Table 2, there is a significant difference between the pre-test and post-test scores of the creativity sub-dimension of the CTLS ($t_{(81)}=-6.223$, $p<0.05$). Considering the change in mean values, it is concluded that mBlock programming tool has a positive effect on students' creativity skills within the scope of 6th grade information technologies and software course.

Table 3 below presents comparisons of the change in the Algorithmic thinking sub-dimension of the CTLS before and after the instruction process.

Table 3: t-test results for CTLS algorithmic thinking sub-dimension

| Measurement | N | \bar{x} | Sd | df | t | p |
|-------------|----|-----------|-------|----|--------|--------|
| Pre-test | 82 | 1.65 | 0.702 | 81 | -9.051 | 0.000* |
| Post-test | 82 | 2.51 | 0.747 | | | |

*p<0.01

According to Table 3, there is a significant difference between the pre-test and post-test scores of the algorithmic thinking sub-dimension of the CTLS ($t_{(81)}=-9.051$, $p<0.05$). Considering the change in mean values, it is concluded

that mBlock programming tool has a positive effect on students' algorithmic thinking skills within the scope of 6th grade information technologies and software course.

Table 4 below presents comparisons of the change in the Cooperativity sub-dimension of the CTLS before and after the instruction process.

Table 4: t-test results for CTLS cooperativity sub-dimension

| Measurement | N | \bar{x} | Sd | df | t | p |
|-------------|----|-----------|-------|----|--------|--------|
| Pre-test | 82 | 1.96 | 0.846 | 81 | -8.037 | 0.000* |
| Post-test | 82 | 2.83 | 0.766 | | | |

*p<0.01

According to Table 4, there is a significant difference between the pre-test and post-test scores of the cooperativity sub-dimension of the CTLS ($t_{(81)}=-8.037$, $p<0.05$). Considering the change in mean values, it is concluded that mBlock programming tool has a positive effect on students' cooperativity skills within the scope of 6th grade information technologies and software course.

Table 5 below presents comparisons of the change in the Critical thinking sub-dimension of the CTLS before and after the instruction process.

Table 5: t-test results for CTLS critical thinking sub-dimension

| Measurement | N | \bar{x} | Sd | df | t | p |
|-------------|----|-----------|-------|----|--------|--------|
| Pre-test | 82 | 1.68 | 0.665 | 81 | -7.725 | 0.000* |
| Post-test | 82 | 2.45 | 0.762 | | | |

*p<0.01

According to Table 5, there is a significant difference between the pre-test and post-test scores of the critical thinking sub-dimension of the CTLS ($t_{(81)}=-7.725$, $p<0.05$). Considering the change in mean values, it is concluded that mBlock programming tool has a positive effect on students' critical thinking skills within the scope of 6th grade information technologies and software course.

Table 6 below presents comparisons of the change in the Problem-solving sub-dimension of the CTLS before and after the instruction process.

Table 6: t-test results for CTLS problem solving sub-dimension

| Measurement | N | \bar{x} | Sd | df | t | p |
|-------------|----|-----------|-------|----|--------|-------|
| Pre-test | 82 | 2.38 | 0.638 | 81 | -0.778 | 0.439 |
| Post-test | 82 | 2.46 | 0.826 | | | |

According to Table 6, there is no significant difference between the pre-test and post-test scores of the problem solving sub-dimension of the CTLS ($t_{(81)}=-0.778$, $p>0.05$). MBlock tool based instructional process did not contribute significant effect to the problem solving skills of the students.

CONCLUSIONS

The aim of the study was to examine the possible effect of mBlock based instruction to middle school 6th grade students' Computational thinking skills. According to the results obtained, a significant difference has occurred in the students' computational thinking skills. According to this result, it can be said that it is useful to perform computer programming instruction in middle school with block based and graphical interface tools like mBlock. At the same time, it is seen that the mean scores of creativity, algorithmic thinking, cooperativity, and critical thinking sub-dimensions of the CTLS increased significantly from pre to post-test.

According to the findings of the study, cooperativity and algorithmic thinking sub-dimensions of the CTLS have the highest mean values and they have significant difference from pre to post test. Pre-test mean values of cooperativity sub-dimension was $\bar{x}=1.96$; post-test average measurements of cooperativity sub-dimension was $\bar{x}=2.83$. Similarly, in the study of Korkmaz et al. (2015) with university students, the highest score was observed in the cooperativity sub-dimension. For the critical thinking dimension, while the pre-test mean score was $\bar{x}=1.68$, the post-test mean score was $\bar{x}=2.45$. This result shows that mBlock programming tool positively affects students'

critical thinking skills. Critical thinking is an important output of the National education system. Additionally, it is important for information literacy (MoE, 2005). At the end of the instructional process, there was no significant change in the problem solving sub-dimension of the CTLS, while all sub-dimensions of CTLS were improved. This result may suggest that 24-hour training may not be sufficient to develop problem-solving skill. In the future studies, it may be useful to give longer training to participants and pay specific attention to that sub-dimension. Finally, the results of this study are limited to 82 students who were 6th grade in Edremit district of Van. In the future studies, similar research should be conducted with larger groups in different parts of Turkey. In doing so, clearer and richer results will inform the literature.

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THE EXAMINATION OF EXPERIENCED CHEMISTRY TEACHERS' SCIENCE PROCESS SKILLS' DEVELOPMENT THROUGH PROFESSIONAL DEVELOPMENT

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ABSTRACT

The purpose of this study is to examine the development of 24 experienced in-service teachers' science process skills (SPSs) through a week-long professional development (PD) supported by the Scientific and Technological Research Council of Turkey (#117B302). SPSs are important part of scientists' work, scientific literacy, science education, and problem solving. In the related literature, SPS are categorized in different ways. However, we adopted the categorization that examines SPS under two main categories, namely, basic SPS and integrated SPSs. Basic SPSs are prerequisite for development of integrated ones that have also two sub-categories, namely, verification type and authentic experiment design. Through the one-week PD, participants received a training with theory and application of inquiry strategy from expert teacher educators. The participants had a chance to apply the all inquiry-based activities in a chemistry laboratory, write hypothesis, design experiments, control variables, collect data and analyze the data, and present it to other groups. To addresses the research question set, we collected data by the use of a test including 36 multiple choice items. The test was administered as pre- and post-test. The statistical analysis of the data was performed with SPSS.23 package program. We run paired sample t-test. Results revealed that there is a statistically significant change in participants' SPSs ($t=2.508$, $p < .05$). In the light of the results, we recommend that longitudinal PDs should be organized more frequently. Moreover, active participation of in-service teachers should be ensured.

Key words: In-service teacher education, science process skills, professional development.

INTRODUCTION

There is a growing need for people to learn how to reach and interpret scientific knowledge with changing and developing scientific and technological developments. Parallel with changing conditions in the world, both learning and teaching environments should be changed and modified in terms of 21st century learner skills such as science process skill, critical thinking, life skills etc. Within the scope of 21st century skill, in order to gain learners these skills, teachers should utilize instructional strategies including making brainstorming, solving a real life problem, identifying dependent/ independent variables and designing an experiment (Köseoğlu & Bayır, 2012, Finlayson, McLoughlin, Coyle, McCabe, Lovatt, & van Kampen, 2015). The main aim is enriching learners with critical thinking and inquiry skills through their education. At this point, science process skills (SPSs) have crucial role by giving a chance to students for producing scientific knowledge and utilizing nature of science by experiencing scientific knowledge.

SPSs generally refer abilities that every individual can use in all stages of daily life in order to become a scientifically literate person, to understand and use scientific knowledge and to improve the quality and adaptation of social life (Bozkurt & Olgun, 2005; Işık & Nakiboğlu, 2011; Karapınar, 2016). In order to train learners who, have those skills and knowledge, inquiry-based approaches in which learners are active participants of knowledge acquisition and solve problems faced with everyday life are necessary (Finlayson et al. 2015; Köseoğlu & Bayır, 2012). In order for teachers to implement effective science instruction including inquiry based approaches, they should improve both their knowledge and experience in terms of teaching and learning science via professional development programs (Cotabish, Dailey, Hughes, & Robinson, 2011). The main purpose of this study is to investigate the development of experienced chemistry teachers' SPSs through professional development.

This study aimed to address following research question:

- Is there any effect of professional development program on experienced teachers' science process skills?

LITERATURE REVIEW

Science Process Skills (SPS) and Categorization of SPSs

Although SPS is simply defined as skills that scientists use in their scientific studies, they are utilized by everyone in order to be scientifically literate people (Harlen, 1999). There are many definitions of SPS in the science education literature. Çepni, Ayas, Johnson and Turgut (1997) defined SPS as special skills that simplify learning science, activate students, develop students' sense of responsibility in their own learning, increase the permanency of learning, as well as teach them the research methods. In another study, Gultepe (2016) described SPS as "the tools that students use to investigate the world around them and to construct science concepts" (p.780). SPS are also considered as the thinking skills that we use to process information, to think about solving problems, and formulate conclusions (Karamustafoğlu, 2011; Tan & Temiz, 2003). Although researchers have defined SPS more or less similar in a similar way, they categorized SPS in different ways. While some researchers categorized the SPS in two groups as basic and integrated SPS (Lancour 2005, cited: Kanlı & Yağbasan, 2008), some of them grouped them under three levels, namely, basic processes, causal processes and experimental processes (Çepni et al., 1997). In this study, we adopted the first categorization that examines SPS under two main categories, namely, basic SPS and integrated SPS.

Basic SPS includes observation, classification, recording data, measurement and using numbers, time and spatial relationship, and communication skills. These skills can be used in both scientific studies and daily life. On the other hand, integrated SPS are more complex skills than basic ones and includes use of two or more basic skills together. Integrated SPS has been examined under two sub-categories, namely, verification type and authentic experiment design SPS. Verification type includes skills used in the process of performing an experiment to confirm a truth. Verification SPS are prediction, identifying variables, operational identification, and interpreting data. Authentic experiment design SPS refers the skills are the ones that are used to design an experiment and to perform the designed experiment. Authentic experiment design SPS are hypothesizing, designing experiments, changing and controlling variables, processing data and creating model, and decision making (Aslan, Ertaş-Kılıç, & Kılıç, 2016; Şen & Nakiboğlu, 2012).

Scientific Literacy, Inquiry, & SPS Development

Scientific literacy, is one of the most important outcome of science education all around the world (National Research Council, [NRC], 1996, Organisation for Economic Cooperation and Development [OECD], 2015). Scientific literacy is "knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity" (NRC, 1996, p.22). In addition to science content knowledge about concepts and principles, scientific literacy has other facets that are nature of science (NOS) understanding, how science and its products affect the society and individuals (OECD, 2007). In order to train learners who have those skills and knowledge, inquiry-based approaches in which learners are active participants of knowledge acquisition and solve problems faced with everyday life are necessary (Finlayson, McLoughlin, Coyle, McCabe, Lovatt, & van Kampen, 2015).

SPS Development

Teachers play a crucial role in learners' SPS development. A teacher who is not properly equipped with these skills would experience some difficulties to support learners' SPS development (Feyzioğlu, 2009). Therefore, science teachers are expected to be equipped with those skills and help learners develop SPS (Kruea-In et al., 2014; Özer & Özkan, 2012). Numerous studies have been conducted to examine teachers' views about learners' SPS level, and teachers' SPS sufficiency in the related literature. Many research studies have revealed that science teachers and preservice teachers' SPSs were insufficient (Aydoğdu, 2006; Emereole, 2009; Feyzioğlu, 2009; Karşı et al., 2009; Mbewe et al., 2010; Yıldırım, Atilla, Özmen, & Sözbilir, 2013).

Researchers have focused on how to develop SPS in addition to determining teachers' and learners' SPS level. However, these studies have mostly been conducted with students and pre-service teachers. Studies have revealed that especially research-based activities and laboratory works include interventions such as project-based (Abdulhanung, Supasorn & Samphao, 2011; Hernawati, Amin, Irawati, Indriwati, & Aziz, 2018; Özer & Özkan, 2012), problem-based (Saputro, Irwanto, Atun & Wilujeng, 2019), and inquiry-based trainings (e.g., Budak-Bayır, 2008; Irwanto, Saputro, Rohaeti & Prodjosantoso, 2019; Köksal & Berberoğlu, 2014; Kruea-In & Buaraphan, 2014; Nworgu & Otum, 2013; Şen & Sezen-Vekli, 2016) enhance SPS development of participants.

THE STUDY

Type of the study

In the current study mixed method design was used (Creswell & Plano Clark, 2011). Both quantitative and qualitative data were collected throughout teachers' professional development to provide validated results.

Participants

Participants of the study were 24 (12 females and 12 males) in-service chemistry teachers. They have chemistry teaching experience of at least 10 years. They were teaching chemistry subject at high schools in different cities of Turkey.

Professional Development (PD) and its Details

Although different definition of PD has been existed in the literature, PD can be defined as "an activity in which the individual and the group interact to develop better models for practice which preserve the best of professional autonomy while promoting the sort of reflective culture that encourages constructive, cooperative change" (Paechter, 1996, p.354). PDs are vital components of educational system due to changes occurred in curriculum, society, and technology (Borko, 2004).

In the PD reported in this study, a training that took 5 days were provided to 24 in-service chemistry teachers. During the 5-day PD, participant in-service teachers involved in 13 different sessions led by chemistry educators. Sessions lasted 2 to 4 hours. While some of the sessions provided theoretical knowledge about inquiry-based teaching, some of them led participants practice laboratory activities based on inquiry approach. For instance, in 'Generating Electricity from Chemical Energy' session, teachers were supposed to design a voltaic cell that produces the cheapest and highest voltage by using different variables (e.g., concentration of electrolytes, the type of the electrodes, temperature, the ratio of the concentration of electrolytes in anode and cathode cells. In this way, participants will be able to work in groups, form a hypothesis by using their pre-knowledge of the problem, design their own hypothesis by using the tools and equipment available, and predict the results of the observations.

Data source

Science process skills test developed by Burns, Okey and Wise (1985) and translated into Turkish by Geban, Askar, and Özkan, (1992) was used as data source. The SPS test includes 36 multiple-choice items. The test includes 5 sub-dimensions that are identifying variables, operationally defining, stating hypothesis, interpreting data, and designing investigations. The test has 12 items for identifying variables, 6 items for defining operationally, 9 items for stating hypothesis, 6 items for graph and interpreting data, and 3 items for designing investigations. The reliability of the Turkish version of the test was $\alpha = 0.82$.

Data Analysis

First, pre-test and post-test data were coded as true (1) or false (0), and then, the data were entered to SPSS.23 program. The participants' scores were analyzed through t-test analysis. Specifically, paired sample t-test was run. Later, the scores were examined for each SPS sub-categories.

FINDINGS

Results obtained from paired sample t-test analysis of teachers' total score from pre and post-tests are shown in Table 1.

Table 1: Results of paired sample t-test analysis of the total scores obtained from pre and post science process skills test

| Measurement | | X | N | S | SD | t | p |
|----------------------|-----------|-------|----|-------|----|--------|------|
| Science Process Test | Pre-test | 26.13 | 24 | 3.675 | | | |
| | Post-test | 28.00 | 24 | 4.243 | 23 | -2.508 | .020 |

*p<0.05

Results revealed that inquiry-based teaching activities provided through 5-day PD resulted in a significant increase in experienced chemistry teachers' SPS development ($t = 2.508$, $p < .05$) (Table 1).

Science process skills test includes 5 sub-dimensions (i.e., identifying variables, operationally defining, stating hypothesis, interpreting data, and designing investigations). Table 2 shows the participants' mean scores of pre- and post-tests for each sub-dimension.

Table 2: Pre- and post-test results of teachers for the sub-dimensions of science process skills test

| The sub-dimensions | Test | X | N | S |
|--------------------------|-----------|--------|----|---------|
| Identifying variables | Pre-test | 6.3750 | 24 | 1.95187 |
| | Post-test | 7.6667 | 24 | 2.53097 |
| Operationally defining | Pre-test | 4.6250 | 24 | .96965 |
| | Post-test | 5.0833 | 24 | 1.05981 |
| Stating hypothesis | Pre-test | 7.0417 | 24 | 1.36666 |
| | Post-test | 7.4167 | 24 | 1.50121 |
| Interpreting data | Pre-test | 5.3333 | 24 | .76139 |
| | Post-test | 5.2500 | 24 | .79400 |
| Designing investigations | Pre-test | 2.7083 | 24 | .55003 |
| | Post-test | 2.5833 | 24 | .65386 |

The scores obtained from pre- and post-tests for each sub-dimension were analyzed by paired sample t-test. It was revealed that there was a significant difference between the scores. Although we received a statistically significant difference, still the mean scores were low. For the other sub-dimensions, such as the mean was 6.4 for the pre-test and 7.7 for the post-test for identifying variables. However, the means were good for designing investigations (i.e., over 3.0).

Table 3: Results of paired sample t-test analysis of teachers' pre- and post-test scores of the sub-dimensions of science process skills test

| | X | S | t | p |
|--------------------------|----------|---------|--------|-------|
| Identifying variables | -1.29167 | 3.02855 | -2.089 | .048* |
| Operationally defining | -.45833 | 1.21509 | -1.848 | .078 |
| Formulating hypothesis | -.37500 | 1.17260 | -1.567 | .131 |
| Interpreting data | .08333 | .82970 | .492 | .627 |
| Designing investigations | .12500 | .61237 | 1.000 | .328 |

*p<0.05

When Table 3 was examined, it can be seen that there is a meaningful significant difference between teacher scores for the first sub-dimension, identifying variables, in favor of post-test ($t = -2.089$, $p < .05$).

CONCLUSIONS

First, this study is a small part of a large project that includes 5-day PD offered to 24 in-service chemistry teachers. In the light of the literature that has report the significant contribution of inquiry—based, project- and problem-based training on SPS development, the researchers designed a PD with activities based on those strategies. Desimone (2009) has stated that one of the most important features of PD is active participation of teachers. In our PD context, we paid specific attention to active participation. Through the PD participant teachers had a chance to actively participate in chemistry activities. To be clear, to support the teachers' SPS development, the teachers educators let them hypothesize, control variables, collect data, analyze data, and interpret them. As a result of the study, it can be concluded that the chemistry teachers have acquired and improved the science process skills through professional development program to some extent. Similar to previous studies (Ergül, Şimşekli, Çalış, Özdilek, Göçmençelebi, & Şanlı, 2011; Irwanto, et al., 2019; Köksal & Berberoğlu, 2014; Şen & Sezen-Vekli, 2016) the findings of this study have shown that hands-on activities incorporating inquiry based teaching to chemistry instruction improve science process skills. It is recommended that in order for the teachers to acquire SPSs, they should be directly participated in the inquiry process. However, as stated earlier, we observed low mean scores for some sub-dimensions of the test (e.g., identifying variables, stating hypothesis), which shows that in the future studies, teacher educators should pay specific attention to those sub-dimensions and provide more opportunities for teachers to identify variables and write hypothesis during PD.

Second, studies on SPS development in the related literature have been focused on pre-service teachers' (Irwanto et al., 2019; Saputro et al., 2019; Şen & Sezen-Vekli, 2016) or K-12 learners SPS development (Ergül, Şimşekli, Çalış, Özdilek, Göçmençelebi, & Şanlı, 2011; Kanlı & Yağbasan, 2008). Hence, more studies should be focused on in-service and experienced teachers' SPS development and how they incorporate SPS into their laboratory work.

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THE FAIRY TALE AS A MEANS TO REINFORCE LEARNING IN MATHEMATICS: A DIDACTIC EXPERIMENT AT ITALIAN PRIMARY SCHOOL LEVEL

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ABSTRACT

Situations for informal learning have a recognized role in the psychology of development and education as well as in general and disciplinary didactics - in this case mathematics education. Our contribution, supported by results from informal learning in laboratory experiences carried out in the project "La matematica dei ragazzi", shows the efficacy of narrative elements for reinforcing learning in mathematics at primary school level.

1. INTRODUCTION

1.1 THE ROLE OF NARRATIVE ELEMENTS IN HUMANS

The realm of narration is characterized by imagination yet humans spend an extraordinary amount of their life in this "virtual" kingdom telling and/or listening to stories, reading them, watching films and playing with video games (Carroll, 2018; Gottschall, 2014).

In recent decades, increasing numbers of scholars from diverse fields, such as psychology, sociology, biology and - principally - pedagogy, have studied that special and mysterious human characteristic which is now commonly called "story-telling" (Bruner, 1992; Gottschall, 2014).

The tendency to create imaginary scenarios through narrating stories is, indeed, ingrained in every culture and human society, distinguishing itself as universal and innate. It is still subject for debate as to what function it has in the survival of our species and in what way it is therefore adaptive (Gottschall, 2014; Carroll, 2018). Surely, as extensively argued in Bruner (1992), it is just this expression of narrative thought by *Homo sapiens sapiens* that is able to elaborate concepts, thoughts and memories differently from paradigmatic logical-abstract thought which is used in practical and scientific reasoning. According to Bruner (1992), narrative thought, through the creation of collective myths, allows for not just a cultural transmission of values, knowledge and personal experiences (see Valsiner, 2017), but also - and above all - the structuring of our personal identity, an understanding of the world of interpersonal relationships and of social mores, including the meaning of our existence (see also Breen et al., 2017).

1.2 THE ROLE OF NARRATIVE ELEMENTS IN THE CHILD

The child's mind is, by its very nature, attracted by the imaginary world and is predisposed to creating alternative realities: as strikingly stated by Gottschall, "children are creatures who are closely bound to stories... their life is immersed in 'let's pretend that...'" (2014, p. 24). Indeed, the ability to create games of make-believe with adults, but above all with their peers, emerges at around two years old (Piaget & Inhelder, 1970; Harris, 2008) and characterises all the years of childhood.

The fairy tale is a literary genre specifically conceived for children. Through fairy tales, children are taught about the main difficulties in life, especially those linked to internal processes of psychological maturing, which, through identification with the main characters, are somehow elaborated in an indirect way (Bettelheim, 1977).

The fairy tale, communicating through metaphor, has a high value and therapeutic impact with regard to the chance to interpret and thus understand one's own emotional state and the difficulties to be faced (De Stasio, 2004; Mills & Crowley, 1988).

In recent years, narration has been increasingly used for teaching purposes not just to promote learning a language (lexis, grammar), as has traditionally been the case, but also to introduce basic scientific notions (Arya & Maul, 2012).

In particular, there are interesting results from experiments using fairy tales to facilitate the acquisition of mathematical concepts both at pre-school level and in the first years of school (see, for example, Andersone, 2009; Razzini, 2016). Analyzing four well-known fairy tales, Andersone (2009), in particular, identifies the explication of various mathematical concepts and concludes that fairy tales are an ideal means by which to facilitate the acquisition of basic notions of arithmetic, algebra, geometry, number theory and probability.

Our experimentation, which will be illustrated later in this contribution, deals instead with the use of the fairy tale as a means to go over and to reinforce mathematical notions. A pathway through geometry will be given as a specific example, where narration is used as an instrument of consolidation at the end of an activity, and not, as usually happens, at its beginning, to introduce a subject or to act as a setting.

2. THE DIDACTIC EXPERIENCES

2.1 THE RESEARCH GROUP

The experiences illustrated here arose in the context of our research group (“Nucleo di Ricerca in Didattica della matematica”, Department of Mathematics and Earth Science, University of Trieste), made up of a diverse group of teachers from nursery school, primary school, middle school and high school (teaching children and teenagers ranging from 3 to 19 years old) and led by university lecturers involved in multiple activities aimed at promoting and improving the teaching of mathematics at varying school levels.

In the periodic group meetings, difficulties, gaps and misconceptions are highlighted and we endeavour to find together “prevention” and “solution” strategies to them. Our activity is also “open to others” with the organization of events to promote mathematics among children and teenagers, and to offer initial or in-service training for teachers; among these, should be remembered, in particular, the “La matematica dei ragazzi” event, which has been held every two years since 1996 and in 2018 reached its 12th edition (see Leder, Scheriani & Zuccheri, 2002; Zuccheri & Zudini, 2014).

2.2 THE “LA MATEMATICA DEI RAGAZZI” EVENT

The event is held over two days, where a dozen classes, from nursery school up to high school, receive visiting classes (not necessarily of the same age) to whom they present a laboratory based on what they have studied throughout the year. There is no common theme to the laboratories, rather the teachers of each of the host classes are free to choose, whether by reworking familiar subjects or favouring an unusual and less traditional approach.

This has a great impact on the participating students, and, through the use of engaging and less well-known aspects of the subject (no longer only of the “world” of school), contributes to altering positively and enlarging the idea that many of them previously had of mathematics. The strength of this experimentation is that the learners choose how to handle the subject, rendering it accessible to the younger visitors yet attractive to the older ones.

2.3 FAIRY TALES AND STORIES AS LEARNING SUPPORT

Both in the preparatory stage and during the “La matematica dei ragazzi” event, stories have been used as a learning support and consolidation tool at Italian primary school level (5 years: from first to fifth year, with children aged 6-11 years).

The role of narration is fundamental particularly with younger children. The Italian primary school classes considered here (Primary School “G. Foschiatti” of Trieste) decided to greet the visitors with an introductory story: this story was conceived as a setting and memory support with regard to the specific elements to be dealt with in the laboratory. Thus, for the visitors, this was the point of departure, while for the class holding the laboratory it acted as a summary of the same laboratory. Our experience shows that such a procedure seems no longer to be felt when the pupils reach the fifth class. Each story was written directly by the children of a specific class: what is important is the role the story fulfils, not its plot.

2.4 A PATHWAY IN MATHEMATICS AMONG FAIRY TALES AND STORIES

Below we include a table of fairy tales proposed in the “La matematica dei ragazzi” event (from 2010 to 2018), ordered according to the age of the pupils and indicating the laboratory presented and the mathematical elements involved.

| School level | Year | Title of the laboratory | Contents of the laboratory | Title of the fairy tale |
|--------------|------|--|----------------------------|----------------------------------|
| First class | 2016 | “Alla ricerca del quadratino... nel quaderno!” | Point, lines Even, odd | “Il pupazzo di neve e il bruco” |
| Second class | 2012 | “Geo-gio 2: La fiaba di Rombomante. La geometria di un’avventura fantastica” | Polygons and non-polygons | “La fiaba di Rombomante” |
| Third class | 2018 | “Qual è la festa?” | Classifications | “La fiaba delle Feste” |
| Fourth class | 2014 | “Aritmetica e orologi” | Modular arithmetic | “La scuola Formulis de la Gioia” |

Figure 1. Experiences presented at the “La matematica dei ragazzi” event

2.5 AN EXAMPLE: “LA FIABA DI ROMBOMANTE”



Figure 2. “La fiaba di Rombomante” (Figure and photo by D. Leder)

The fairy tale, created in 2012 by second-class pupils, was as follows:

Once upon a time, a long time ago, in a far-off wood, lived a wizard called “Rombomante” (Rhombusond). His father “Rombo” (Rhombus) and his mother “Diamante” (Diamond) had called him by this name because he looked like both of them.

He was good even if he was talkative and grumbled about everything. He also had some amazing powers: he could fly, rotate very fast on himself like a top and become invisible, he never made mistakes with magic potions and was very strong. He loved playing with kites: on windy days, he went out on the big lawn in front of his house and had great fun. For this reason, he always kept a kite stored behind the garden wall.

His house had a peculiar roof built in such a way that three of its sides were equal; the windows, which had the shape of many quadrilaterals, were magic: they let in the light, but they didn’t let you see inside. In order to have light in the evening, Rhombusond didn’t use ordinary lamps, but lamps which floated in the air and followed him like little dogs.

One day, as he was walking in the triangle wood, Rhombusond met a Rectangle accompanied by his servant, an old, lame Triangle. Rhombusond grumbled: “Now I’m going to have to listen to him! And I wanted to go and have a rest!”.

The Rectangle really wanted to talk: he was desperate, once he was “Prince Askewangle” from the Kingdom of Clepsydra. He had been transformed by the Witch of Shapes because he wanted to win the hand of Princess No Name. He wanted to give her a special skirt, made of material from the first rays of the sun interwoven with the sunset’s rays, encrusted with dewdrops. Alas, only the Witch had such a skirt! Askewangle had tried to ask her politely, but he had been turned into a rectangle.

If he didn’t return to how he’d been before, Princess No Name would be without a bridegroom!

Just at that moment, the Witch appeared and, without more ado, said: “Salacazum, one, one, one, parababum, turn into a quadratum!” and changed him into a square.

Rhombusond couldn’t move fast any more, let alone fly. He couldn’t even talk.

The Witch went away. Rhombusond tried to get up, but tripped over the roots of a tree, then, with the help of the lame Triangle, he made it, little by little, back to his garden at home. Once there, he got his kite and, by the power of thought, turned it into an arrow and flung it in the direction of the Witch.

The arrow flew faster than the wind for kilometres and kilometres, above the woods, the sea, the cities, until it arrived at the Witch’s retreat and struck her. From that moment, all the spells that the Witch had cast disappeared: even Rhombusond and Askewangle went back to how they had been before. Rhombusond went at last to have a rest,

Askewangle married Princess No Name and the servant returned to his home where he could hug his equal-legged children, Isosceles.

And the Witch? A few days later, Rhomusond reached her at her retreat and made her explain why she was so bad; the Witch told him that from when she was little she had always been teased because she was different: she had neither vertices nor sides, but only curved lines... so she had thought that nobody would ever be able to love her.

Rhomusond, as talkative as ever, told her that he too, when he was little, had had problems: he had a good four equal sides! They used to tease him, calling him "four sides". Then, as he grew up, he understood that it was not he who should feel strange, but the others who were wrong: we are all different and we all have our own characteristics.

In the end, Rhomusond invited the Witch to a party along with all the inhabitants of the Kingdom of Clepsydra. From that time on, Rhomusond and the Witch have become inseparable and, just imagine... their children are beautiful non-polygons who are a bit like daddy and a bit like mummy!

2.5.1 SOME REMARKS

This is about a story that grew out of a class project on geometry, using straws to construct polygons. The children began working with the straws and then, when the teacher saw that they had could handle wire, straws and scissors, they had fun giving a name to the forms that they had constructed; thus, the characters and/or the objects were created and then the question arose as to what was "special" about them - what their characteristics were - in such a way as to construct them correctly but also to give them a consistent role in the story.

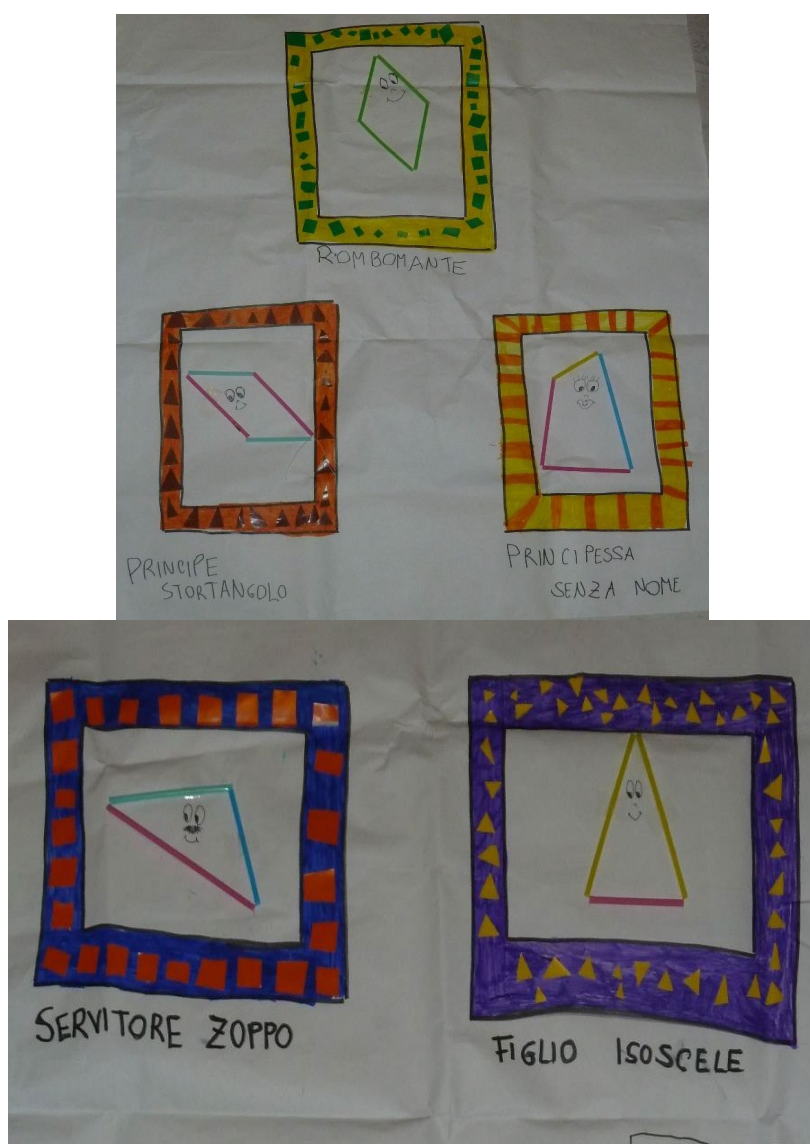


Figure 3. Characters of the fairy tale (Figures and photos by D. Leder)

A few names of the characters or the objects in the story were suggested (for example, the lame servant), others were thought up by the children. The names given do not correspond to the "names" of the polygons in geometry: the aim,

indeed, was recognition of the characteristics, while the acquisition of the name comes later. When constructing the text, the significance of the name was also kept in mind (for example, rhombus which means top: see lines in the story). When re-presenting the story, since some children already knew the names of the geometrical shapes and identified them correctly (for example, the trapezium, which in the earlier school cycle had not been named), it was easy to share them with the others, so they were introduced “early”.

The logic followed is that: first it is important to identify (the name identifies bringing with itself all the characteristics), then to communicate.

The correspondence between characters and shapes are as follows:

- Roof: isosceles trapezium with the shorter base equal to the sides
- Skirt: isosceles trapezium with the longer base equal to the sides
- Lamp: isosceles trapezium
- Quadriver: quadrilateral with all sides different
- Rhombusond: rhombus (which can turn into square)
- Princess: quadrilateral with two consecutive equal sides
- Kite: deltoid (it turns into clepsydra and into arrow if it is a concave polygon)
- Askewangle: parallelogram (which becomes rectangle)
- Lame Triangle: scalene triangle
- Equal-legged Triangle: isosceles triangle

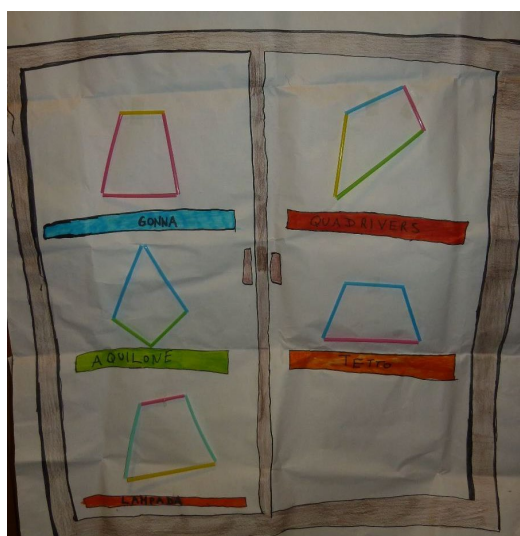


Figure 4. Objects of the fairy tale (Figures and photos by D. Leder)

The pupils of the class were also part of a research project (Matofi Azad, 2014), which aimed to illustrate the effects of the laboratory education on learning in the field of geometry, with particular reference to the relationship between the study of geometry and the students' skills. There were both experimental classes (including the class which had created Rhombusond) and control classes involved in the research.

The conclusions corroborated other studies which assert the greater efficacy of a teaching approach based on the active

participation of the pupils in the process of building knowledge (see Boaler, 2002). Also, the pupils of the traditional classes learnt to name the geometric shapes, but the teaching style adopted in the experimental model was more efficient in that the geometric concepts in the minds of the pupils were (well-)formed and able to be potentially exploited in various situations, thus developing further their skills.

Keeping these positive results in mind, we continued working with this method dealing both with topics other than geometry (see Figure 1) and also reproducing a part of the pathway. For example, in the school year 2018/2019, working as always with the straws and naming the shapes, the pupils of another second class (Primary School “G. Foschiatti” of Trieste) decided that “Dive”, “Stra” and “Ugu” were the names of the triangles, respectively the scalene triangle (“Dive” = different sides), the isosceles triangle (“Stra” because it was strange, and the children did not know exactly what name to give it) and the equilateral triangle. The quadrilaterals, instead, became:

- Lamp: isosceles trapezium with the shorter base equal to the sides
- Skirt: isosceles trapezium with the longer base equal to the sides
- Bell: isosceles trapezium
- Stone: quadrilateral with all sides different
- Rhombus: rhombus (which can turn into square)
- Diamond: deltoid (it turns into clepsidra and into arrow if it is a concave polygon)
- Rocket: quadrilateral with two consecutive equal sides
- Screen: parallelogram (which becomes rectangle)

A few analogies are to be noted (Skirt, Lamp) with respect to the previous didactic situation (of 2012), despite the storyline, naturally, being different.

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THE IMPACT OF THE HUMAN FOUR DIMENSIONS ON STUDENTS' LIFE

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ABSTRACT

We are always thinking of having new version of computer;mobile phone;sport wears;cars,houses....but we never think of having a new version of ourselves.It 's very necessary to undersatnd the four human dimensions of our students and to help them to discover which dimension do they have to improve in order to achieve their well being ,which will help them to be successful in their studies , in their life and achieve easily their target and realise their personal and professional projects.This a new way of teaching and making students to think outside the box.

This paper is a kind of analysis of the different strategies and techniques adopted with a new methodology of work in my classroom with a group of students who belong to ENSIAS ,a college of enginners on computer science.the analysis consisted on creating a kind of self awarress for each student by pushing him to discover which of the four dimensions did he neglect ;is it the emotional ,the mental one ;the spiritual one or the physical one.The student can't be performant and proactive if he doesn't make an equilibrium among the four dimensions.Hence the student has a new version of himself.

Keywords :New version ; four dimensions; spiritual,emotional,comportemental,physical,confort zone,soft skills,renewal,balance human conditions

INTRODUCTION

The well being of each human being and espescially students is greatly related and linked to the equilibruim of the four dimension of one's life ;because if we neglect one dimension it may affect the others dimensions and leads to Unbearable consequences that may disturb the good way of living and the social integration of the student .They are independent dimensions as all of them are essential to the fulfillement and the development of the well being of the human _The physical being involves knowledge and different skills related to health ,the body,the strength...The mental dimension is related to all skills needed for developing memory ,having critical thinking ,sense of analysis of evaluation ,metacognition ;creativity and problem-solving capacity.Emotional dimension is related to the ability to understand one's emotions ,to manage emotions,to self-evaluate ,to be empathetic and to increase self-efficacy Developing the spiritual being is shaving an inner peace with oneself and with the others ;this dimension creates an atmosphere of energy and a kind of connection to something greater by praying and practicing meditation.

This methodology process pushes the student to upgrade himself to be a better version of himself and make him aware that once everything is getting better around him he could get better too .By making clear that we are our worst ennemy ;hence some of us are self- destructive without realizing it and others are aware of the phenomenon but the lack of self-awareness ,tools and knowledge can be hundles to improve one's self_



LITERATURE REVIEW

To be a better version of oneself here are some quotes of some important authors that define human dimension and motivation "a lifestyle and a personalized approach to living life in a way that... allows you to become the

best kind of person that your potentials, circumstances, and fate will allow” [1]] (1. 8)” Dimensions of Wellness Self regulations” It allows *us to* act in our short- and long-term best interests, consistent with our deepest values . [2] (6. Stosny S) There’s just one limitation: self-regulation requires mental energy, and the brain is always looking for ways to conserve energy (i.e., save effort) (7,8).. [3]” According to Goleman (1997) there are many paths to success in life, and many areas where other skills are rewarded. Emotional intelligence provides advantages in a complex society .In fact, and according to this author, it is important to understand the terms of motivation and work habits. [4] Stephen R. Covey said “But until a person can say deeply and honestly, "I am what I am today because of the choices I made yesterday," that person cannot say, "I choose otherwise.” As it is known students come from different environment and varied cultures so it ‘s not easy to convince all of them in the same way by adopting a similar behavior and identical methodology” [5] According to Nelson Laird et Al “... a single survey instrument spanning all disciplines is problematic when there is evidence that teaching and learning vary across disciplines. . The effects of discipline on deep approaches to student learning and college outcomes. Research in Higher Education, [6](49: 469–94 For example, how is the number of assigned readings or length of written assignments, both items in the academic challenge scale, relevant to a design or mathematics student? This problem has led to claims that mathematics and science students are less engaged [7]((Ahlfeldt, Sellnow; Ahlfeldt, S., Mehta, S. T. 2005.” Measurement and analysis of student engagement in university classes where varying levels of methods of instruction are in use. Higher Education, While others have argued that engagement is qualitatively different across disciplines”, [8]((Brint, Cantwell and Hanneman 2008 Brint, S., Cantwell, A. and Hanneman, R. 2008.” ..; engagement is both dynamic and situational behavior . (Bryson, Cooper, and Hardy 2010 Bryson, C., Cooper, G. and Hardy,.” [9]. Stephen Covey “Despite these issues, the psychological perspective has much to recommend it. Psychology in the past has tended to treat feeling and thinking as if they were entirely separate processes, but is more inclined now to see them as ‘inseparable, interwoven dimensions of human social life’ (Forgas 2000 Forgas, J. P. 2000). Feeling and thinking: The role of affect in social cognition, Edited by: Forgas, J. P. Cambridge: Cambridge University Press., [10]. Viewing student engagement as multi-dimensional recognizes this and enables a rich understanding of the individual's experience Fredricks, J.A., Blumenfeld, P. and Paris, A. 2004. School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74: 59–109.. “The final, and most important, benefit of the psychological perspective is that it does not conflate the state of being engaged with its antecedents or its consequences, a problem that is rife in other perspectives. However, in positioning engagement so clearly within the individual, there is a danger of downplaying the critical importance of the situation. Engagement is fundamentally situational – it arises from the interplay of context and individual.” [11] “First, the student emotions are the points of intersection between the university factors such as courses design and student variables such as motivation and background. Second ,the flow of influence between emotions, engagement, and learning reciprocal and complex and can spiral upwards towards ideal engagement or downwards towards disengagement and withdrawal. Pages 481-497

THE STUDY:

According to Stephen Covey [12] “Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny.”The most important habits that Steven Covey believes on and insists on adopting in order to reach wellness, peace, success, self-realisation and self-confirmation .Here are the key insights from The 7 Habits of Highly Effective People : list of the seven habit that all students have to follow to become a better version of himself, to go out of his zone of confort and accept the change.

“Habit 1: Sharpen the Saw
 Habit 2: Be Proactive
 Habit 3: Begin with the End in Mind
 Habit4: Put First Things First
 Habit 5: Think Win/Win
 Habit 6: Seek First to Understand, Then to Be Understood
 Habit 7: Synergize”

[13]” 1. Sharpen the saw. Don’t work yourself to death. Strive for a sustainable lifestyle that affords you time to recuperate, recharge and be effective in the long-term.

2. Be proactive. You have a natural need to wield influence on the world around you so don’t spend your time just reacting to external events and circumstances. Take charge and assume responsibility for your life.

3. Begin with an end in mind. Don’t spend your life working aimlessly, tackling whatever job is at hand. Have a vision for the future and align your actions accordingly to make it into a reality.

4. Put first things first. To prioritize your work, focus on what’s important, meaning the things that bring you closer to your vision of the future. Don’t get distracted by urgent but unimportant tasks.

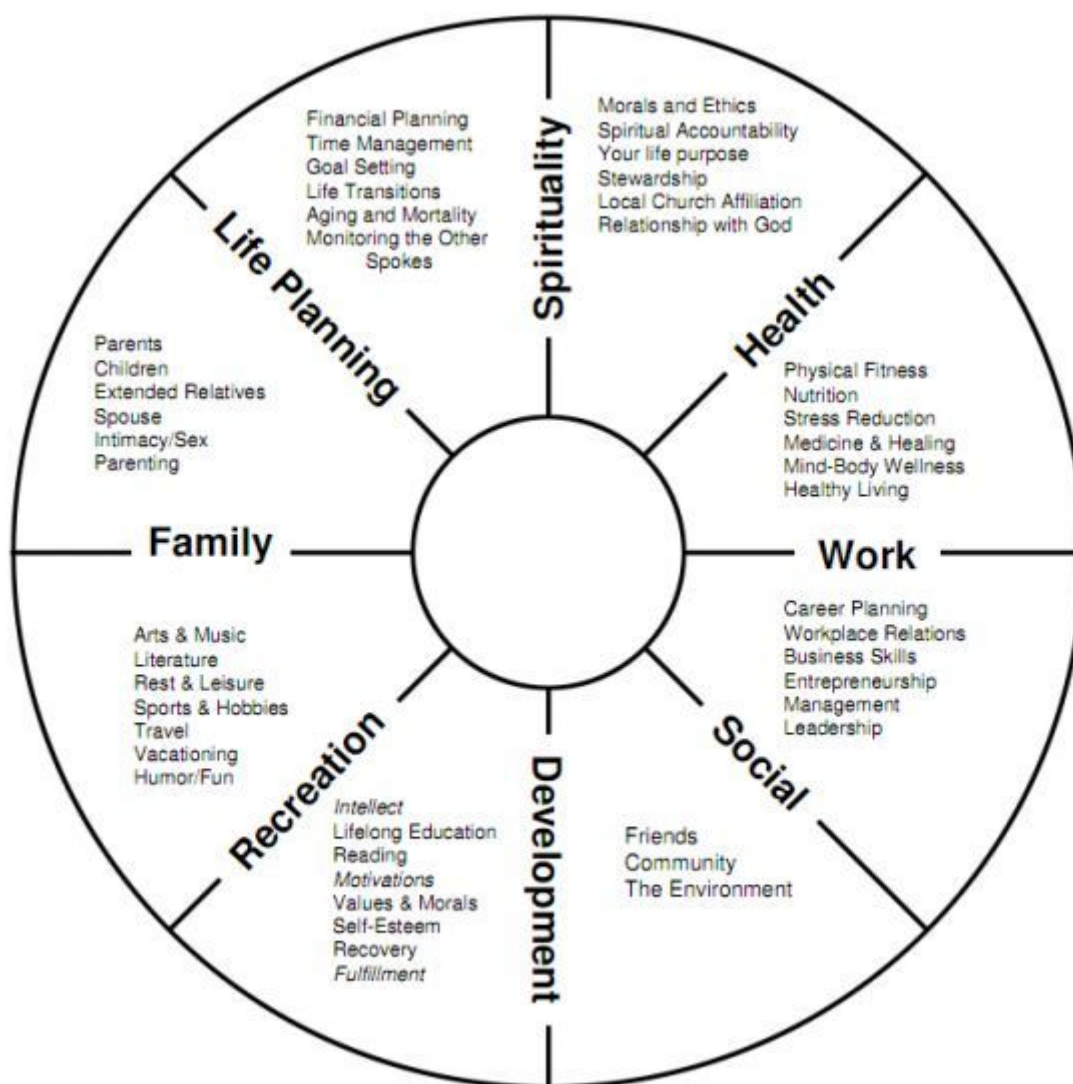
5. Think win-win. When negotiating with other, don't try to get the biggest slice of the cake, but rather find a division that is acceptable to all parties. You will still get your fair share, and build strong positive relationships in the process.

6. Seek first to understand, then to be understood. When someone presents us with a problem, we often jump right to giving a solution. This is a mistake. We should first take time to really listen to the other person and only then make recommendations.

7. Synergize. Adopt the guiding principle that in a group, the contributions of many will far exceed those of any individual. This will help you achieve goals you could never have reached on your own".

To motivate students to work this experience and to carry on finding one's weak dimension we explain to the students that the human being is like a car it has four wheels that must be well bumped ,because if one of the wheels is flat tyre the car can't be driven and can't go or travel; so by this metaphor we try to explain to the students the importance of the four dimensions in order to get well organized life and reach his target happily and successfully

We used the following wheel as a first step to familiarize students with the activity and to discover their potential, the lack of motivation and the axes where there are some problems and to think how to solve it and when to start and how long. Once the student discovers the weak dimension he evaluates it ,thinks about the causes and reasons and tries to find solution .To achieve his target he signs a contract with himself where he approves the procedures to follow and draws a deadline to respect .



<https://www.google.com/search?q=the+wheel+of+life&tbm=isch&source=iu&ictx=1&fir=LeKo5WfEE>



How to become a better version of yourself.

2nd year students had to read two books that are useful and interesting and they could adopt them as a guide line for this experience the books are “Liberer votre cerveau “ written by Driss Aberkane and ” The 7th Habits of successful people” written by Stephen Covey and later make introspection on themselves and discover which of the four dimensions needs to be upgraded and reinforced .Things that many students found it difficult to discover and also they were shy to share it with their classmate at the beginning and nine weeks to work on the chosen skill .One of the most difficult things to teach.

The working strategies (ENSIAS ‘Students) To discover the weak dimension ;to establish a way of working using agenda ,and present each week to the other students the working strategies and the target they achieved .They had seven weeks to try to find a way to go out of their zone of confort and to adopt a new style and strategies of living by improving the weak dimension .

The two and most important pillars of of the procedureds of the methodology adopted are as follow :

1. Make a list of activities that would help you renew yourself: along each of the 4 dimensions. The student selected one activity for each dimension and lists it as a goal for the coming week. At the end of the week, he evaluated his performance. What led him to succeed or fail to accomplish each goal?

2. Commit to writing down a specific “sharpen the saw” activity in all four dimensions every week, to do them, and to evaluate his performance and results.

FINDINGS

After seven weeks of negociation with oneself and personal introspection, self analysis; the department of communication and languages at ENSIAS (Ecole Nationale Supérieure d’Informatique et d’Analyses des Systèmes) has established different techniques of evaluation: a team evaluation and individual evaluation. » Out of 120 Students:

80 students were able in the first week to detect the poorest dimension and started to work on themselves by carrying an innovative process and stuggling to get out of their zone of confort ; And each week we had a clear feedback which reinforces their self-confidence and boosts them to carry on nurishing the specific dimension

28 students found diffculties to clarify one of the aspects of the choosen dimension as they couldn’t make up their minds which aspect to start with .But after long negotiations with oneself they were able to work by priorities and go through the process of renewal..

12 students were surprised to find that they had to work on more than one dimension, things that disturbed them and couldn't let them make the right choice the first three weeks. But after few days of reflection and self-analysis they were able to share with the others the dimension they have finally chosen to improve in the beginning as the first target.

After seven weeks of discovery, self-renewal, adaptation and acceptance ;all the students attended a seminar on the fourth human dimension hold by experts in the field of personal development and coaching. During the second part of the seminar the students shared their experience with the audience and The most common point among all the students their self- awareness and readiness to go through the process of change by being willing to leave their zone of comfort

This experience was successful at both levels personal level and professional level.

Personal level: it has a great impact on the life of our students. They gain their self-confidence and where satisfied as they were able to be faithful to their engagement and respectful to the deadline and the contract they have signed within themselves . Hence they congratulated themselves and celebrated their victory with their classmates .

Professional level ; Students developed a sense of responsibility and creativity which will impact their future career , decision-making and professional insertion .

CONCLUSION

This experience was conducted with 2nd year students of school of computer science engineers, it can be extended at the level of the faculties and schools of the university in Rabat (Morocco). The students' feedback was positive and they were satisfied with the change in their behavior and thinking and they were convinced that. *"It is not the strongest or most intelligent who will survive but those who can best manage change."* – Charles Darwin. All the students were ready to sharpen the saw that is becomes more perseverant and enhancing to the greatest asset of each one in order to get a balanced program for self- renewal in the four dimensions of the areas of life. Sharpening the Saw is to regularly engage in the exercise of the dimensions which make up the human condition: body, mind, emotion and spirit. To conclude this quotation has become all students' **Motto** "Every morning in Africa, a gazelle wakes up, it knows it must outrun the fastest lion or it will be killed. Every morning in Africa, a lion wakes up. It knows it must run faster than the slowest gazelle, or it will starve. It doesn't matter whether you're the lion or a gazelle-when the sun comes up, you'd better be running "

This teaching methodology has a great impact on students' personal behavior, professional and social insertion and allowed them to be more proactive; they moved from dependence and independence; develop team work and sense of collaboration.

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THE IMPACTS OF SOCIAL MEDIA ON CONSUMER BEHAVIOR: THE CASE OF COMMUNICATION FACULTY AT SAKARYA UNIVERSITY

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ABSTRACT

During this time period called social media age, online platforms that shape the lives of individuals and allow users to interact are becoming very popular. While social platforms have a great impact on individuals as news or information sources, they also transform marketing strategies in the context of entertainment, social sharing and content creation. In this context, this study aims to measure the behavioral changes in the purchasing processes of consumers in many ways by addressing the social media platforms that become an indispensable part of the daily lives of individuals. The opportunity to be included in the communication and sharing network by communication facilities makes social media sites the tool of a new generation of marketing. In this way, the social networks, which take the majority of their time under the influence of individuals, attract the interest of companies. Companies actively use social media platforms to attract attention to their products, brands or customers. The research plans to explore the perceptions of university students based on the idea that social media platforms are an effective tool for young consumers. The present study also aims to reveal the impact levels of social media platforms, which are the strong sources of digital transformation, on individuals. In this context, this thesis tests the hypotheses with a quantitative strategy applied to students of the Faculty of Communication who focuses on new media studies. In the scope of the study, a questionnaire was developed with 38 items consisting of 11 demographics and 27 social networks and a sample group of 300 students was applied. The data obtained from the survey with the contribution of SPSS program were analyzed by using Analysis of Variance (ANOVA), LSD Multiple Comparison Test and Independent Sample t Test and Pearson Moment Correlation Coefficient. The results of the research show that it is more possible to choose brands, products or services that are aware of the social media. In addition, the findings show that the individuals considered within the scope of the sample tend to use social media platforms as much as possible in their purchasing processes. For this reason, research shows that social media platforms have become a daily life practice and they contribute significantly to the attitudes of individuals to their behavior.

INTRODUCTION

As the technology has been changed in an incredibly difficult way, mass media, respectively, newspapers, radio and television were put into service for humanity and in this way, individuals had the possibility of visual and audio communication (Icirgin, 2018, p. 4). With the spread of mass media, social communication has improved, so individuals have contributed to their experiences and knowledge in many fields.

In recent years, the development of technology has pushed individuals to change over time in mass media. According to Kaplan and Haenlein (2009), through Web-based practices, individuals maintain to share their experiences through social media channels. For individuals who continue to socialize by sharing their experiences, social media is becoming increasingly important. The way in which social media allows sharing of knowledge and experience, allowing interaction, has changed the direction of communication in many ways.

The rapid use of social platforms allows the consumer to conduct a product or service survey. In this way, the behavior of consumers through social networks is changing. Especially, considering that young people are actively using social media, the impact of social media on the behavior of young consumers needs to be examined. The aim of this study is to examine the effects of social media usage habits on consumer behaviors in purchasing and decision making processes by considering the students of Faculty of Communication.

1. UNDERSTANDING CONSUMER BEHAVIOR

Mangold and Faulds (2009) argue that the media has undergone a massive conversion over the last decade of communication. Together with all the tools they contain, communication and media continue to change from year to year. The beginning of mass communication is based on the "print revolution" seen in Europe in the 15th century (Aggarwal & Gupta, 2001, p. 6).

The fact that, individuals who are included in all consumption processes become dynamic as a consumer, has made attention to consumption concepts. Individuals, regardless of their life practices, are entirely consumers. According to Walters (1974), the term of "consumer" may be called as an individual who buys or has a tendency to acquire products or services to meet the needs, wishes or desires of a personal or household (p. 4). Consumers, moreover,

can be regarded as individuals who care about their personal interests and make reasonable decisions in accordance with those interests (Schifman & Kanuk, 1987; Zinkhan, 1992). Consumers who have different needs and requirements from each other have different consumption behaviors independently from each other. The concept of “consumption”, which includes the use of a product or the purchasing process, uses a number of structures to address the needs. Although there is no consensus about what the concept of behavior means, human behavior is an experimental phenomenon that does not conform to the traditions in order to understand the concepts. Yet, “behavior” is also often known as the definition of the individual's movements.

In recent years, the Web has been widely used in a variety of ways, including obtaining, creating and sharing information. Darwish and Lakhtaria (2011) indicate that, in a closed period, Web technology, which has inspired new social networking networks, has undergone a significant change in the way communities use it in communication and development tools (p. 205). Therefore, Web 2.0 gives prominence as a technology platform for Internet users to turn the Web into a participatory area, not only to utilize content.

In the era of social media, in which the Internet and technology quickly participate in the lives of individuals, people are exposed to millions of advertisements far and wide. Each brand or organization brings its products to people through various ways such as billboards, websites, social media or traditional media. In this flow, consumers find it difficult to choose between many options. While the ads that individuals are exposed to affect the decision-making process of consumers, similar advertisements of each brand appear to be not internalized by consumers. In these cases, similar experiences of others stand out. In this sense, user-generated content is gaining value. User-generated content, which can be defined as content produced by the consumer or the user himself, is enriched by the experience, moreover, it increases the relationship between the user and the brand.

Social media networks have not only been the voice of the consumer but have also become a medium where consumers come together and communicate. Consumers have the opportunity to share their experiences and experiences in social media networks with each other. According to Mihalcea and Savulescu (2013), consumers use various social media sites in order to share their experiences, either positive or negative. Moreover, the increase in the use of social media sites by consumers has attracted the attention of brands and firms.

2. THEORITICAL BACKGROUND

This study directs to reveal individuals' perceptions and attitudes from different perspectives based on the idea that advertisements exposed to social networks have a strong and effective part in the lives of the users on social media platforms.

Theory of Reasoned Action (TRA) is a widely used model in the field of social psychology to measure the acceptance of new generation technologies by the user. Ajzen and Fishbein (1980) interpret the TRA model as one of the most striking frames in the theoretical field that define the connections between individuals' intentions and behaviors.

The study which deals with the example of the social advertisements in the context of young consumers, in this sense, has been analyzed within the TRA in order to investigate the behavioral intentions of consumers. The TRA developed by Ajzen and Fishbein (1969) is a model that foresees the behavior of individuals based on their attitudes and beliefs (Southey, 2011, p.43). Ajzen (1991) argues that this model was later expanded and that the approach obtained as a result of these variables is a theory of planned behavior. Despite the widespread use of this model by similar studies, there are also some studies arguing that they are not suitable for their complexity (Thompson & Panayiotopoulos, 1999). Nevertheless, the predictions in this model may be effective in determining the decisions between advertisements on social networks and the behavior of consumers.

In this study, it is aimed to understand whether external factors affect the behavioral intentions of young people through social media sites based on the model. Burton-Jones and Hubona (2006), in addition, emphasize external variables and suggest that traditional TRA structures mediate their effects on their behaviors. Therefore, the present thesis gives importance to two external structures as the individual's beliefs and level of awareness. Moreover, the study plans to systematically analyze the extent to which social sites perform this on the basis of the impact of positive intentions on behavior.

CHAPTER 3: LITERATURE REVIEW

According to Lee (2013), it is very difficult to gather all the data in only one study in order to inquire into the behaviors of the consumers (p. 8). Therefore, the researcher narrows the data and findings slightly. The research aims to understand the ways in which social networks affect consumers during the decision-making process. The study showed that individuals have an active role in consumption processes and social sites. According to the findings of the current research, social networks, although they are a specific factor on consumers, cannot be considered as a very powerful tool in any purchasing process. Specifically, the data generated by the participants within the sample group and the content generated by users on social media platforms can produce a data; moreover, it is likely that the data presented contributes to the current study.

Duque (2017) argues that it is necessary to specifically understand marketing, which affects various sectors of a developing country (p. 2). The research is planned to examine the contribution and impact of social media on this

issue by focusing on consumers' intention and perception of furniture purchase. The findings of the study show that all of the participants are familiar with social networks, take into consideration the goals of their social platforms and actively use them. The results also suggest that social media networks are widely used for information. It leads to the findings and results in a positive way of understanding the intentions and behaviors of consumers in addition to the current study.

Heikkinen (2015) wished to explore the evolving marketing and the opportunities it offers through social media platforms (p. 74). The study plans to give an idea of how social networks are developing in popular marketing. The results also ensure that social media is a powerful tool for acquiring information, making it the easiest place to reach consumers. In this respect, the study, which argues that the content created on social networks is also an important resource for both the other consumers and the related sector, leads to the current study.

Merivirta (2014) focuses on consumers by examining one of these communities. The research plans to explain the needs of consumers to have a remarkable community. The findings of the study suggest that motivation is one of the most important reasons why members of the community share their experiences as members of social media platforms. Through this study, new dimensions derived from the relationship between communities and consumer motivations on social platforms can guide the current study.

Nolcheska (2017) examined consumers' purchasing processes and also wanted to measure the perceptions. The research paper aims at discovering the consumer's intention to buy, focusing on individuals. The findings of the study show that there is no statistically significant relationship between the time spent by consumers on online networks and the effect of social networks on decision making. This study guide the understanding of consumer perceptions in the social network age with this sample.

Schivinski and Dabrowski (2013) conducted a study to measure the brand value of social platforms through an online survey in the Polish sample. The study has aimed to observe consumers' brand attitudes and purchasing intentions on 504 Facebook users. The empirical findings of the study found that the interactions and opinions on social platforms have a positive effect on the attitude and value of the brands. The recommendations, discussions and results in the article give the opportunity to expand the views more deeply along the current work.

Hoogstins (2007) conducted a study to examine the impact of social media on food preferences. The main purpose of the study is to determine how frequently consumers in a particular age range use social media in their food preferences. The results show that, in the example of eating behavior, consumers do not behave in a particular model. The research helps with the suggestions made by social modelling to perceive consumers' buying behavior. While advertising on social platforms pushes consumers towards buying behavior, it also draws attention among marketers and researchers (Chiang, Lo & Wang, 2017, p. 193). . The research focuses on the relationship of consumers with social media through advertising on these platforms. According to the research findings, social ties have a great impact on participation in social media advertising. Limitations and recommendations provide a reference to research in social media advertising.

The study is mainly to examine the content of users on social networking sites and to get an idea of the motivations of consumers (Alsubagh, 2015, p. 209). The study, which is organized in five sections, aims to reveal the effects of social media platforms on user motivation. The results of this study reveal that there is a significant relationship between the attitudes of the consumers and the variables. The results obtained in this study also guide the faster provision of the information expected in the current study.

The study (Sudha and Sheena, 2017) focuses on the retail world of clothing and tries to find out whether decision makers are affected. The study also deals with the marketing techniques that lead the clothing industry. Consumers argue that, according to research, blogs are seen as a way to verify a purchase. The research that makes the importance of social networks, in this sense, guide this and subsequent research.

4. METHOD

4.1 Problem Statement

This study seeks to reveal how people in the selected age group are affected by various social media platforms in the decision-making process. This study tries to find the answer to the following research question: "In an age in which the digital world is advancing rapidly, how does social media platforms affect the younger generation in decision making?"

4.2 Statistical Hypotheses

The following hypotheses are looking for answers to questions in the research process:

Hypothesis 1: There is a positive relationship between the behavior of young consumers and attitudes towards social networks.

Hypothesis 2: There is a positive relationship between the behavior of young consumers and advertising in social networks.

Hypothesis 3: There is a positive relationship between the behavior of young consumers and communication in social networks.

Hypothesis 4: There is a positive relationship between the behavior of young consumers and understanding consumer behavior sub-scale scores.

4.3 Scope and Limitations

Within the scope of the research, the sample was selected in a cosmopolitan structure and factors such as personality, value, promotion were not taken into consideration. There are several factors that determine and adjust the limitations encountered in the conduct of this research. At first glance, the study aims at concluding on the attitudes that affect consumer and user behavior in the context of social media platforms. Therefore, this study states that it will not take into account individual personality and differences, especially in the habit and sensitivity of using online in internet users. In particular, there is no disaggregation like female and male consumers; in addition, this study does not take into account demographic, geographical, cultural and social differences.

4.4 Sample

The population to be the subject of the research covers all areas of interest in a study (Ramsunder, 2011, p. 76). It is thought that a sample group including the population ($n = 300$) of the students in the Faculty of Communication at Sakarya University ($\alpha = 1130$) would represent a level of 0.05 significance and a 5% acceptable margin of error with a 95% confidence level (Balci, 2004, p. 95).

4.5 Instrument

A questionnaire provides the researcher with a great chance to respond to the questions of the participants (Trochim and Donnelly, 2008), and it is also a tool that provides the opportunity of the participants involved to convey their opinions on the research topic.

During the development of the questions to be carried out, a thesis published examining consumer attitudes towards advertising in social networks (Cretti, 2015) and a thesis published which investigates the social platforms and consumer relations in the tourism sector conducted between university students (Wen, 2018) have been referred. According to Ben (2018), the validity of a study reveals whether an instrument measures what it means (p. 33). In distinguishing the ideas and opinions of the participants, validity is very important for the research instrument. In the sub-dimensions of the developed scales, the alphas are listed as follows: Social network use 0,520 (when two items are evaluated, it is acceptable if the alpha is greater than 0,5), advertising in social media platforms 0,745, social media interactions 0,866, community of brand 0,868 (Cretti, 2015, p.27) and lastly consumer behavior 0,814 (Wen, 2018, p. 35).

There are 11 questions in total in the personal information form prepared by the researcher. "The Behavior of Young Consumers in the Age of Social Media Scale" has a total of 27 items. The developed questionnaire has a Likert five point scale to find meaningful answers to the sub-factor questions of the sample group.

4.6 Data Collection

The research was carried out in Sakarya University, especially among the students of the Faculty of Communication, where digital media was taught as a course tool. The survey was conducted between February and April 2019 for randomly selected students for approximately 15 minutes.

4.7 Data Analysis Procedures

The data were coded in parallel with the hypotheses and analyzed with the help of the SPSS program. Analysis of Variance (ANOVA), Fisher's Least Significant Difference (LSD) Multiple Comparison Test, Independent Sample t Test, and Pearson Correlation Coefficient were applied and findings have been presented in tables.

4.8 Definition of Terms

In this context,

"*The Consumer*" is a name given to an individual who is capable of purchasing in accordance with personal or environmental needs and wishes.

"*Behavior*" includes actions that can be seen or heard by an individual.

"*Consumer Behavior*" refers to a dynamic interaction of the feeling and attitude of individuals or groups during their decisions and activities in choosing, buying, and using actions and products in order to meet their desires and needs.

"*Attitude*" is the tendencies gained through the behaviors acquired by the individual's past experiences, and moreover, the individual creates a connection to his or her new behavior through these experiences.

"*Consumer Attitude*" is a behavioral tendency that individuals acquire and maintain events or concepts.

"*The Web 2.0*" is a set of online applications that allow users to interact with their experience and knowledge as an exhibitor on Internet platforms.

"*User-generated content*" is the content that is generated by the participants without any charge.

“*Social Media*” means an online network which information, experience and observations can be quickly and easily produced and shared by users.

“*eWOM*” clearly means that consumers share their views, reports, feelings and perceptions about products or services by interacting with each other through electronic or digital communications.

5. FINDINGS

5.1 Demographic Features of Participants

In order to clarify the study, demographic variables related to individuals in the research group have been illustrated in the tables below.

Table 5.1
Demographic Distribution of Participants for Age (N=300)

| Age | Frequency (n) | Percentage (%) |
|-----------------|---------------|----------------|
| Under 20 | 83 | 27,7 |
| Between 20 – 25 | 121 | 40,3 |
| Between 26 – 30 | 45 | 15,0 |
| Between 31 – 35 | 24 | 8,0 |
| Between 36 – 40 | 19 | 6,3 |
| 40 and above | 8 | 2,7 |
| Total | 300 | 100,0 |

When the distribution of the sample according to the age variable is considered, the percentage of the participants under 20 years of age is 27.7% (n: 83); the percentage of participants between 20 and 25 is 40.3% (n: 121); the percentage of participants between 26 and 30 was 15.0% (n: 45); the percentage of participants between 31 and 35 was 8.0% (n: 24); 36 to 40% of the participants (n: 19); the percentage of participants with 40 or more is 2.7% (n: 8).

Table 5.2
Demographic Distribution of Participants for Gender (N=300)

| Gender | Frequency (n) | Percentage (%) |
|--------|---------------|----------------|
| Female | 161 | 53,7 |
| Male | 139 | 46,3 |
| Total | 300 | 100,0 |

The sample consists of 300 participants, as clearly indicated in the above chart and table. While 53.7% of the participants (n: 161) are women, the participation rate of men is 46.3% (n: 139). According to the gender distributions of the surveys conducted to obtain the data, it is observed that the female participants are slightly higher than the male participants.

Table 5.3
Distribution of Social Media Platforms (N=300)

| Social Media Platforms | Frequency (n) | Percentage (%) |
|------------------------|---------------|----------------|
| Facebook | 36 | 12,0 |
| Twitter | 70 | 23,3 |
| Instagram | 121 | 40,3 |
| Linkedin | 12 | 4,0 |
| Pinterest | 4 | 1,3 |
| Tumblr | 9 | 3,0 |
| Google + | 3 | 1,0 |
| Youtube | 38 | 12,7 |
| Other | 7 | 2,3 |
| Total | 300 | 100,0 |

In the sample group, the percentage of users who prefer Facebook is 12.0% (n: 36). Twitter is selected with a percentage of 23.3% (n: 70). Consumers' percentage of using Instagram is 40.3% (n: 121). LinkedIn is preferred with 4.0% (n: 12); Pinterest uses 1.3% (n: 4). Consumers use 3.0% (n: 9) of Tumblr. Google+ is preferred at 3.0%

(n: 9) of social media platforms. The percentage of participants using YouTube is 12.7% (n: 38). The percentage of participants using other accounts is 2.3% (n: 7).

Table 5.4
Time Spent on Social Media Sites (N=300)

| Time (approximately) spent on social media sites per day | Frequency (n) | Percentage (%) |
|---|----------------------|-----------------------|
| 0 hour | 0 | 0,0 |
| 1 – 3 hours | 85 | 28,3 |
| 4 – 6 hours | 142 | 47,3 |
| 7 – 9 hours | 46 | 15,3 |
| 10 hours and more | 27 | 9,0 |
| Total | 300 | 100,0 |

In Table 5.4, the participant rate of 0 hours is observed at 0.0% (n: 0). The ratio of participants who spend 1-3 hours in social media networks is 28.3% (n: 85). The rate of participants with 4-6 hours is 47.3% (n: 142). The percentage of those who spend 7 to 9 hours on social media sites is 15.3% (n: 46). Participants in the sample prefer 10 hours or more in social media platforms at a rate of 9.0% (n: 27).

Table 5.5
Time Spent on Mass Media (N=300)

| Time (approximately) spent on mass media per day | Frequency (n) | Percentage (%) |
|---|----------------------|-----------------------|
| 0 hour | 27 | 9,0 |
| 1 – 3 hours | 220 | 73,3 |
| 4 – 6 hours | 51 | 17,0 |
| 7 – 9 hours | 1 | 0,3 |
| 10 hours and more | 1 | 0,3 |
| Total | 300 | 100,0 |

Table 5.5 shows the time spent by social media users in the sample on a daily basis such as TV, radio, newspaper and magazine. The sample group prefers 0 hours with 9% (n: 27) according to the time variable used in mass media. The proportion of participants with a duration of 1-3 hours is 73.3% (n: 220). 17.0% (n: 51) of the participants in the sample stated that they spend 4 to 6 hours daily in mass media. 0.3% of the participants (n: 1) mark 7-9 hours in this choice of the survey. According to the table, the percentage of participants with 10 hours and more is 0.3% (n: 1).

Table 5.6
Access of Social Media Sites (N=300)

| Access social media and networking sites application | Frequency (n) | Percentage (%) |
|---|----------------------|-----------------------|
| Access via IT gadget | 191 | 63,7 |
| Access via home PC | 78 | 26,0 |
| Access via office PC | 31 | 10,3 |
| Total | 300 | 100,0 |

Table 5.6 examines the sample group and the access variable to social media sites. In this table, it is tried to reveal how consumers are connected to social networking sites with the help of devices. According to the variable of the access social media and networking sites application, the percentage of participants who is able to reach through small devices is 63.7% (n: 191).

Table 5.7
Comments about the Product (N=300)

| Comments about the Product | Frequency (n) | Percentage (%) |
|-----------------------------------|----------------------|-----------------------|
| Always | 51 | 17,0 |
| Often | 140 | 46,7 |
| Sometimes | 70 | 23,3 |
| Not Really Often | 29 | 9,7 |
| Never | 10 | 3,3 |
| Total | 300 | 100,0 |

Table 5.7 shows that the rate of “Always” is 17.0% (n: 51). 46.7% (n: 140) of the respondents say it “Often”. 23.3% (n: 70) of respondents says “Sometimes”. The “Not Really Often” rate of participants is 9.7% (n: 29). “Never” is at a rate of 3.3% (n: 10).

Table 5.8
The Function of Social Media (N=300)

| The Function of Social Media | Frequency (n) | Percentage (%) |
|--|----------------------|-----------------------|
| Contacting with others | 65 | 21,7 |
| To gain informative advertising | 15 | 5,0 |
| Refer opinion from experts | 13 | 4,3 |
| Collect opinion about product or services | 58 | 19,3 |
| Purchase goods | 83 | 27,7 |
| Connecting among university friends | 66 | 22,0 |
| Total | 300 | 100,0 |

Table 5.8 shows the data in terms of the function variable of social media. In the context of this variable, 21.7% of the participants in the sample group (n: 65) indicate the possibility of communicating with others. The proportion of participants who say they gain information from advertisements is 5.0% (n: 15). In this sample, 4.3% (n: 13) participants would like to receive opinions from the experts. The percentage of respondents who discuss that they would like to gather opinions about the products or services is 19.3% (n: 58). 27.7% (n: 83) of the participant, in this variable, they tend to buy products. The percentage of participants who connect among their university friends is 22,0% (n: 66).

Table 5.9
Social Media Facilitates in “University Life” (N=300)

| Social Media Facilitates in “University Life” | Frequency (n) | Percentage (%) |
|--|----------------------|-----------------------|
| As a Main Platform of E-Learning | 30 | 10,0 |
| Knowledge-Sharing with Friends | 41 | 13,7 |
| Communication | 93 | 31,0 |
| Convenience | 58 | 19,3 |
| Collect information | 24 | 8,0 |
| Entertainment | 49 | 16,3 |
| Others | 5 | 1,7 |
| Total | 300 | 100,0 |

The sample group is asked the question of “What social media think facilitates in your university life?” and when the distribution of responses is considered, the rate of participants who say that “As a Main Platform of E-Learning” is 10.0% (n: 30). 13.7% of the participants (n: 41) state “Knowledge-Sharing with Friends”. 31.0% (n: 93) of the participants in the sample responded to the communication response. 19.3% of participants (n: 58) seems to mark the option of “Convenience”. The rate of participants who “Collect information” is 8.0% (n: 24).

Table 5.10
The Experience through Social Media (N=300)

| The Experience through Social Media | Frequency (n) | Percentage (%) |
|---|----------------------|-----------------------|
| Effortless Communication | 62 | 20,7 |
| Get a Sense of Belonging | 19 | 6,3 |
| Socializing | 139 | 46,3 |
| Allows Interactivity with Other Online Users | 70 | 23,3 |
| Others | 10 | 3,3 |
| Total | 300 | 100,0 |

Table 5.10 aims to emphasize the importance of social media platforms among university students by focusing on the experience of individuals through social media. In this context, the question of “What is your experience in Social Media?” is asked as a variable. The rate of the participants who say that the “Effortless Communication” is 20.7% (n: 62). Participants give an answer to create a sense of belonging at a rate of 6.3% (n: 19). 46.3% of the participants who answer socialization (n: 139).

Table 5.11
Usage Social Media to Search for Information (N=300)

| Usage Social Media to Search for Information | Frequency (n) | Percentage (%) |
|---|----------------------|-----------------------|
| Easy | 75 | 25,0 |
| Reliable | 54 | 18,0 |
| Get distinct solutions | 40 | 13,3 |
| Higher level of trust in responses | 68 | 22,7 |
| Get replies from people with similar interests | 54 | 18,0 |
| Others | 9 | 3,0 |
| Total | 300 | 100,0 |

Table 5.11 focuses on the reasons why Internet users in the sample group can access information on any issue on social media platforms. In this variable, the percentage of users who deem it “Easy to Access” is 25% (n: 75).

18% of the respondents say that information is “Reliable” (n: 54). 13.3% of the respondents (n: 40) are seeking information on social networks due to higher confidence in responses. The percentage of users aiming to respond from people with similar interests is 18.0% (n: 54). The proportion of participants who say “Others” is 3.0% (n: 9).

5.2 The Results of Factors

In this section, the scores taken from the scale and sub-dimensions are compared in terms of the various variables of the sample group.

Table 5.12
Comparison of the Scale and Sub-Dimensions in the context of Age Variable

| Factors | Groups (Age) | N | \bar{x} | sd | F | P | Sig. Dif. |
|---|--------------|-----|-----------|----------|-------|------|-----------|
| Attitude towards Social Networks | Under 20 | 83 | 7,90 | 5 294 | 4,223 | .001 | 1-6 |
| | 20 – 25 | 121 | 8,85 | | | | 2-6 |
| | 26 – 30 | 45 | 7,71 | | | | 3-6 |
| | 31 – 35 | 24 | 8,45 | | | | 4-6 |
| | 36 – 40 | 19 | 9,21 | | | | 5-6 |
| | 40 | 8 | 11,62 | | | | 1-2 |
| | | | | | | | 2-3 |
| Advertising on Social Networks | 20 | 83 | 15,08 | 5 294 | 4,245 | .001 | 3-5 |
| | 20 – 25 | 121 | 16,93 | | | | 1-2 |
| | 26 – 30 | 45 | 15,28 | | | | 1-4 |
| | 31 – 35 | 24 | 18,29 | | | | 1-5 |
| | 36 – 40 | 19 | 18,00 | | | | 2-3 |
| | 40 and above | 8 | 17,75 | | | | 3-4 |
| | | | | | | | 3-5 |
| Communication on Social Networks | Under 20 | 83 | 23,81 | 5 294 | 1,216 | .302 | - |
| | 20 – 25 | 121 | 25,30 | | | | |
| | 26 – 30 | 45 | 23,28 | | | | |
| | 31 – 35 | 24 | 25,37 | | | | |
| | 36 – 40 | 19 | 25,36 | | | | |
| | 40 and above | 8 | 23,87 | | | | |
| | | | | | | | |
| Understanding Consumer Behaviour | Under 20 | 83 | 18,31 | 5 294 | 2,348 | .041 | 1-2 |
| | 20 – 25 | 121 | 20,32 | | | | |
| | 26 – 30 | 45 | 19,04 | | | | |
| | 31 – 35 | 24 | 18,37 | | | | |
| | 36 – 40 | 19 | 18,84 | | | | |
| | 40 and above | 8 | 21,00 | | | | |
| | | | | | | | |
| Total Point | Under 20 | 83 | 65,12 | 5 294 | 4,058 | .001 | 1-2 |
| | 20 – 25 | 121 | 71,42 | | | | 1-5 |
| | 26 – 30 | 45 | 65,33 | | | | 1-6 |
| | 31 – 35 | 24 | 70,50 | | | | |
| | 36 – 40 | 19 | 71,42 | | | | |
| | 40 and above | 8 | 74,25 | | | | |
| | | | | | | | |

Table 5.12 shows the average score of Young Consumers Behavior Scale and sub-dimensions of this scale. The difference between these scores was examined with “Analysis of Variance (ANOVA)” in the context of “age variable”.

According to the data analysis, “Young Consumer Behavior Scale” and “Attitude towards Social Networks” scores of the sample group significantly differ based on the age variable ($f_{(0,05;5-294)}:4,223$, $p<0.05$). According to the data analysis, “Young Consumer Behavior Scale” and “Advertisements on Social Platforms” scores of the sample group significantly differ based on the age variable ($f_{(0,05;5-294)}:4,245$, $p<0.05$). According to the data analysis, “Young Consumer Behavior Scale” and “Communication on Social Networks” scores of the sample group significantly do not differ based on the age variable ($f_{(0,05;5-294)}:1,216$, $p<0.05$). According to the data analysis, “Young Consumer Behavior Scale” and “Understanding Consumer Behaviors” scores of the sample group significantly do not differ based on the age variable ($f_{(0,05;5-294)}:2,348$, $p<0.05$). The results of data analysis show that the individuals in the sample group differ significantly according to the age variable of the Young Consumers' Behavior Scale scores ($f_{(0,05;5-294)}:2,348$, $p<0.05$).

Table 5.13
Comparison of the Scale and Sub-Dimensions in the context of Gender Variable

| Sub-Dimension | Groups | N | \bar{x} | SS | t | p |
|--|--------|-----|-----------|-------|-------|------|
| Attitudes towards Social Networks | Female | 161 | 8,34 | 2,80 | -,913 | .362 |
| | Male | 139 | 8,64 | 2,86 | | |
| Advertising on Social Networks | Female | 161 | 16,18 | 4,26 | -,826 | .410 |
| | Male | 139 | 16,59 | 4,47 | | |
| Communication on Social Networks | Female | 161 | 24,42 | 5,90 | -,418 | .676 |
| | Male | 139 | 24,71 | 6,11 | | |
| Understanding Consumer Behaviour | Female | 161 | 19,40 | 5,01 | ,237 | .812 |
| | Male | 139 | 19,27 | 4,40 | | |
| Total Point | Female | 161 | 68,36 | 12,08 | -,614 | .540 |
| | Male | 139 | 69,23 | 12,62 | | |

According to the gender variable of the sample group included in the research, the N numbers, the arithmetic averages of the points and the standard deviations are given. In addition, the Young Consumers Behavior Scale and the subscale scores of this scale are seen. The differences between these scores were examined by “Independent Sample t Test” depending on gender variable. The results reveal that there is no significant difference between the groups.

Table 5.14
Correlations between Scale and Sub-Dimensions

| | Total Score | Attitudes towards Social Networks | Advertising on Social Networks | Communication on Social Networks | Understanding Consumer Behavior |
|--|-------------|-----------------------------------|--------------------------------|----------------------------------|---------------------------------|
| Total Score | 1 | | | | |
| Attitudes towards Social Networks | ,551** | 1 | | | |
| Advertising on Social Networks | ,682** | ,297** | 1 | | |
| Communication on Social Networks | ,782** | ,244** | ,367** | 1 | |
| Understanding Consumer Behaviour | ,656** | ,255** | ,212* | ,286** | 1 |

* $p<.05$, ** $p<.01$

Table 5.41 shows the correlation coefficients between the scores of the consumers' behavior scale obtained from the university students in the sample group and the subscales of this scale. These coefficients were examined by Pearson Correlation Coefficient. There is a positive correlation between the scale of “Young Consumers' Behavior in the Age of Social Media” and the subscale scores of “Attitudes towards Social Networks”. Table reveals that there is a positive correlation between the scale of “Young Consumers' Behavior in the Age of Social Media” and the subscale scores of “Advertising on Social Networks”. It can be observed that there is a positive correlation between the scale of “Young Consumers' Behavior in the Age of Social Media” and the subscale scores of

“Communication on Social Networks”. It can be seen that there is a positive correlation between the scale of “Young Consumers' Behavior in the Age of Social Media” and the subscale scores of “Understanding of Consumer Behaviors”.

DISCUSSIONS, CONCLUSION AND RECCOMENDATIONS

The study has the method of analyzing and expanding social media advertising with the results obtained from the individuals in the sample group, along with the necessary literature study. The findings from previous researches show that the Internet has an important place in human life in an acceptable way, and it also offers companies a great and unique marketing opportunity (Cretti, 2015, p. 34). When the studies conducted in this sense are examined, it is seen that social media and decision-making processes have been tested in different ways, but it is clear that research has not reached an adequate result. Although social media platforms are an extension of daily life, it has been determined that the studies in this area have some deficiencies especially in terms of individuals in the sample group. Moreover, in addition to its economic dimension, the sociological and psychological aspects of people's behavior and orientation are an important issue for social media marketing, which are the main reasons why this issue is deemed appropriate for research.

The research revealed that all the individuals in the sample group actively used it as a member of at least one of the social platforms. While it is observed that young people often use social networks, the findings show that the population is concentrated between 4-6 hours daily (47.3%). On the other hand, it was observed that consumers spent less time on mass media in the same time period (17.0%). This situation shows that social media platforms, where consumers can create their own content and make shares, are now preferred more than mass media. For this reason, companies have had to allocate a large portion of their advertising budget to social platforms. Research results also indicate that young users' participation in those platforms is mostly through small devices (63.7%). Due to the change and development of data, the importance of small devices is increasing. In this context, social networking applications need to be designed in accordance with small devices. In line with these results, advertisers need to make their visibility more suitable to reach consumers.

The results of the research announce that one of the most important factors affecting the decision-making process of the young population in online purchasing processes is the criticism of the online networks. Through the developed questionnaire, the sample group was asked whether they read the comments of the products or services in the online networks. The majority of respondents (n: 161) have always emphasized their options and emphasized that they place great emphasis on criticism on the Internet (63.7%). In this context, it is seen that consumers attach great importance to the criticism and comments of other consumers, so firms or companies must take into account the evaluations made by the consumers for the products or services. Clients perceive the examinations carried out by other consumers are more beneficial than experts do. (Li et al., 2007).

Social networks may tend to enable university students to collaborate with each other by sharing their experiences through interaction (Liccardi et. al., 2007, p. 224). Research results show that the experience shared on social networks affects socialization (46.3%). Internet users who share their knowledge and experience in social networks have drawn attention to the ease of social media through surveys. The data indicate that young consumers prefer social sites as the social networks are particularly easy (25.0%).

As a result of the research, some suggestions have been reached with the help of the findings obtained from the participants in the university sample. Recommendations related to the descriptive and inferential statistical results of the thesis are given below through the analysis of the data.

- Myers (2012) draws attention to the social dimension of learning, suggesting that mirror neurons are the basis for simulated and observational learning (as cited in Snyder, 2016, p. 7). Thus, it can be concluded that behaviors are acquired through observation in social networks. Individuals have the ability to be influenced by the behaviors of other users in social platforms. Therefore, it can be stated that consumer behavior is enhanced by observation or imitation. Consumers, in this case, should try to reduce the exposure to unwanted individuals on social media sites. In addition, companies that want to market their products or services need to effectively evaluate social learning.
- The results revealed that the ratio of university students' frequency of using social networking networks is quite high. While the effective use of social platforms is perceived as positive for many areas, it is seen that such high utilization rates exceed the other social areas when the negative effects on the individuals are considered. Therefore, this intensive use should be considered once again and necessary precautions should be taken.
- The findings suggest that university students in social media sites are highly likely to be affected in decision-making processes. In order to avoid possible negative situations, consumers should be more careful in the case of behavior.
- According to the findings of research, Instagram and Twitter are two social media platforms that attract attention among young people and marketers who want to influence consumers should use those networks effectively, especially in visual and textual dimensions.

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THE INTEGRATION OF POE METHOD TO CHEMISTRY II COURSE LABORATORY APPLICATIONS IN SCIENCE TEACHER TRAINING PROGRAM

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ABSTRACT

In terms of education, argumentation can be considered as a process in which students work in small groups through collaborative problem-solving to support a result or refute counter claims. Can the argumentation which has become very important in terms of scientific literacy or science teaching in the Turkish education system be taught to the students or can the students' argumentation skills be improved? For this purpose, in the General Chemistry Laboratory applications of Chemistry-II course, activities were designed according to the "Predict-Observe-Explain" technique which is one of the activities that can be used for the argumentation based teaching method in science classes and carried out with the prospective teachers. Within the scope of the study, the stages of this technique were determined by the researchers and all activities related to the subjects determined by the Council of Higher Education were designed. In the fall semester of the 2018-2019 academic year, the laboratory practices of Chemistry-I course were conducted with the prospective teachers according to the traditional teaching method. In addition to the data obtained within the scope of the study, prospective teachers' opinions about laboratory applications according to argumentation based teaching method were collected and recommendations which could be considered as basis for further researches were presented.

Keywords: Argumentation based laboratory applications, POE technique, Chemistry II course, prospective science teacher.

INTRODUCTION

Since the beginning of existence, as well as trying to meet many needs which can be considered as basic, human beings have been trying to understand the universe and solve all the negative situations that create / will create problems for themselves. Therefore, human beings have had to keep up with the life required by the age. Since science and technology are in the forefront in the 21st century, the needs of this era have been differentiated, deficiencies, incompetencies have been noticed and / or expected to develop. There is also a need in the forefront to change the characteristics of the people of this century to meet these needs. In this context, 21st century learners need to have more 21st century skills such as being researchers, questioning, critical thinking, innovation, continuous self-improvement, more effective communication or more entrepreneurship. Especially when considered in terms of curricula, 21st century skills are gathered under general titles such as learning and renewal skills, life and professional skills and knowledge, media and technology skills (Karamustafaoğlu, 2018). Therefore, by integrating all these skills into the course contents, in addition to specific objectives in the curriculum, students are expected to use these skills more frequently and as a result, acquire these skills (Karamustafaoğlu, 2018).

Together with all these developments in information and communication technology that direct the human life, the developments that envisage the use of the 21st century skills required by the age more by the learners of this age especially reveal the difference of science from other disciplines (Tezel, 2018). It is a fact that there is a need for learning-teaching environments that will enable students to make the right decisions quickly and correctly in the face of negative situations that they define as problems for themselves, allow them to know how to use the current technology required by the age, and to investigate, question and think critically (Tezel, 2018). We often encounter such environments in argumentation (scientific debate) media. Especially in the studies conducted in recent years in science education, with the integration of these environments into learning-teaching environments, we notice the existence of -alternative approaches- that encourage students to enter into the scientific debate process by evaluating their claims with data and reasons, to think critically, to make judgments and to make scientific decisions by using scientific thinking skills. (Tüccaroğlu & Şimşekli, 2018; Karakaş, 2019; Varinlioğlu, 2018; Kaya, 2018; Kalemkuş, 2018; Şengül, 2017; Demirel, 2017; Çakan Akkaş, 2017; Çekbaş, 2017; Aydoğdu,

2017; Tücel, 2016; Güler, 2016; Tola, 2016; Doğru, 2016; Şahin, 2016; Balcı, 2015; Kınık Topalsan, 2015; Koçak, 2014; Demirel, 2014; Polat, 2014; Hasançebi 2014; Öztürk, 2013). In all these studies which are taken into the scope of the research, the effectiveness of the argumentation-based learning approach, which is one of the learning-teaching approaches particularly aiming at revealing the 21st century skills of the students, is examined. In recent years, MEB makes improvements to create learning and teaching environments in which students can easily express their ideas, support their ideas with many justifications, refute the claims of their classmates and thus develop counter arguments (Meb, 2018).

The concept of argument was first introduced into literature by Toulmin in 1958. Toulmin, in his book about the use of argumentation, defined the argument as “a claim and its justification,” as a complex or variable means of communication. For the concept of “argument”, many researchers have made many different definitions during the years of entry into the literature: a concept that includes a valid claim, reasons or evidence combined in a systematic way (Habermas, 1984), an interactive scientific discussion in the teaching process (Chinn & Anderson, 1998), a sentence an individual produces to say a combination of claim and reason (supporting-justification) sentences in support of a claim (O’Keefe, 1977), a process of discussion involving two or more individuals to exchange ideas or to make opposing claims (Rieke & Sillars, 1984). Based on all these definitions, the argument can be defined as the sentence that the individual says and / or puts forward, and argumentation can be defined as a dynamic status of discussion involving two or more individuals, ie, a social process (Nussbaum, 2008). Argumentation is an important part of science education which is supported and evaluated by scientific claims, empirical or theoretical evidences (Erduran & Jimenez-Aleixandre, 2008), which includes thinking and writing activities individually or as a group (Driver, Newton & Osborn, 2000; Osborne, Simon & Erduran, 2004).

Together with the arrangements made in the science course curriculum by the Ministry of National Education in 2013, the concept of argumentation was introduced in the Turkish education system for the first time. While the strategies and methods adopted in the program retain their importance and place as in previous years, argumentation has also taken its place as a method in this program. Tezel (2018) underlines that a change has been made in the science course curriculum of MEB by including learning based on research and questioning as “explaining and forming arguments” (Meb, 2013) rather than defining it merely as exploring and experimental. Perhaps the most important issue that reveals the importance of the argumentation method that is frequently used in science courses in recent years is that it is the most effective method that can put the individuals in action for learning (Aldağ, 2006). In this method, students will try to analyze and evaluate alternative perspectives and alternative solutions in order to solve the problems at hand and to make decisions about subjects. The cognitive imbalance and incompatibility created by the alternative perspectives in the learner already provides the driving force for thinking to begin.

When the studies in which the effectiveness of this method, which MEB frequently included in the curricula of science courses particularly after 2013, are examined, it was determined that the use of the argumentation based teaching method increased the social understanding and environmental sensitivity in students (Fettahioğlu, 2016; Kırbağ-Zengin, Keçeci, Kırılmazkaya & Şener, 2011), it developed their argument skills (Topçu & Atabey, 2017) and high-level thinking skills (Yıldırım & Nakiboğlu, 2014), it made positive effects on their academic success (Aslan, 2012; Öğreten & Uluçınar, 2014) and conceptual understanding levels (Acar, Tola, Karaçam & Bilgin, 2016; Tezel & Yılmaz, 2017) and it also affected positively their meta-cognitive strategies (Aydın & Kaptan, 2014; Ulu & Bayram, 2014), and it was effective in settling of science culture in the students, activating their scientific judgment and logic skills and acquiring scientific literacy (Erduran & Jimenez-Aleixandre, 2008). In the studies examining the effectiveness of the argumentation-based teaching method, there are studies that result in negative feedback as well as positive feedback from the students. In some studies, it was observed that there was no development of argument skills in the students at the expected level or that students were not very active in the process (Demirel, 2014; Namdar & Demir, 2016; Özdemir, 2015). In a study conducted, Kuhn (2010), summarizes the reason why students did not show the expected level of behavior and / or skill in science classes in which they frequently use argumentation-based teaching method, as that especially students in lower education levels have difficulty in managing and structuring the relationship between argument elements such as data and claim. In order to avoid the difficulties experienced by the learners at these stages, it is necessary to use appropriate teaching strategies to develop students' these skills in science classes (Osborne, Erduran & Simon, 2004). In this context, the strategies that can be used for the argumentation-based teaching method that are frequently used in science classes are as follows:

- Table of Statements

- Concept map consisting of student ideas
- Samples of science experiment reports prepared by the students
- Competing theories-concept comics
- Competing theories-stories
- Forming a discussion
- Predict-Observe-Explain
- Designing an experiment

Predict-Observe-Explain: Students are introduced to the expected experiment. They are asked to discuss their predictions about what will happen at the end of the experiment in small groups and provide reasons to justify their thoughts. Students are then expected to perform their experiments and record their observations during this process. At the end of the experiment, the students are asked to compare their pre-experiment estimates with the results they have achieved through the observations they record in the experimental process. If the estimation and the results do not match, the students are asked to evaluate their previous and subsequent new thoughts and make an explanation with the evidence (White & Gunstone, 1992).

Purpose of the Research

Can argument structuring skills develop in students after the argumentation-based teaching method activities proved to be a very useful method for science teaching by various studies?

Based on this basic aim, the aim of the activities prepared by the laboratory applications based on the Predict-Observe-Explain (TGA) strategy, which is one of the strategies that can be used in the argumentation in Chemistry II course taught within the scope of Science Teacher Training Program, is to investigate the effect of the activities on the understanding of prospective science teachers on certain chemistry subjects and take their opinions regarding the method.

Method

Case study pattern, one of the qualitative research methods, was used in the study.

Study Group

The participants of the research consist of 24 prospective science teachers who continue their education in a state university in Turkey in 2018-2019 academic year and who take Chemistry II course. These prospective teachers, who participate in the study, have traditionally carried out the laboratory practices of Chemistry I course which they took in the fall semester of the related academic year.

Process of Application

Within the scope of the study, the chemistry subjects that are expected to be realized for one semester and which the Higher Education Council envisages for the Science Teacher Training Program were examined by the researchers, the related experiments were designed and the chemistry subjects for a total of 8 weeks were designed and prepared according to the argumentation-based teaching method according to the strategies that can be used in science classes.

In this study, the results of a lesson plan prepared according to the POE strategy, which is one of the strategies that can be used for argumentation based teaching method, is presented. To be used in the activities designed within the scope of the POE strategy, the relevant literature has been examined by the researchers and the NPL Worksheets have been prepared in three stages as "Let's Predict, Let's Observe and Let's Explain". The pilot application of the study was conducted with prospective teachers who were studying in different academic year than the prospective teachers with whom the actual application would be carried out. Pilot applications were carried out before the main applications in order to detect possible negative situations and to take precautions. It was observed that some problems were experienced during the pilot implementation, the prospective teachers had difficulty in understanding the arguments (claim, data, justification, support, limitation and rebuttal) and had difficulty in the group discussions, this situation decreased with increasing number of activities and considering the expert opinions the POA worksheets and the contents of the activities were organized and the main implementation was started.

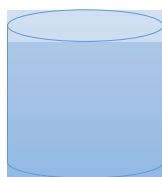
Before starting the POE activities, which is one of the strategies that can be used for the argumentation based teaching method, preliminary studies which will activate their argument skills (Activity of putting the egg into the glass bottle) were carried out with the prospective teachers in the study group. These preliminary activities started with a problem situation that would enable prospective teachers to use their preliminary information and predictions more frequently. Afterwards, they were made to perform an experimental activity to make observations and thus, their skills for recording their observations were tried to be activated. In the final stages of the preliminary study activities, an environment was provided in which they compared their predictions and the results obtained from the data obtained during their observations. During all these pre-activity stages, prospective teachers worked as a group. Together with the prospective teachers, who had knowledge about the stages of an argument structuring process during the preliminary study, the teaching of the targeted chemistry subjects within the scope of the study was started.

During the Let's Predict phase, which aims to reveal pre-knowledge and / or misconceptions of prospective teachers about related chemistry subjects before the activities, the prospective teachers wrote their opinions by discussing and making a joint decision. During the Let's Observe phase of POE activities, prospective teachers carried out the related experiments in accordance with the instructions in the POE worksheets. During this process, they were asked to make the expected observations and record them if necessary. In the last stage of the POE activities, which is "Let's Explain", the prospective teachers were asked to discuss in detail how the predictions that they were asked to write before the activities were in agreement with the results they reached after the experiments and then they wrote these individually on the relevant places of the POE worksheets that were redistributed. They were also asked by the researches to justify the reasons for possible disagreements between their predictions for the questions directed to them before the activities and the results they reached after the activities.

8 chemistry subjects were determined for the strategies that can be used for a total of 8 weeks of argumentation based teaching method. Within the scope of this study, the POE worksheet prepared by the researches for teaching the subject of "ionization in acid, base and salt solutions and the effect of concentration on electrical conductivity" prepared for POE activities, which is one of these strategies, is below:

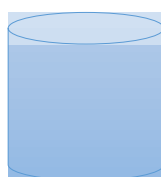
Prospective teachers were asked to prepare samples of acid-base and salt solutions at different concentrations first and then to check the electrical conductivity of these solutions. For this purpose, the students were asked to create a claim and justification about the lamp brightness to test the conductivity of these solutions before the activities for the Let's Predict stage of POE-Conductivity worksheet. In addition to acid, base and salt solutions, pure water and sugar solution samples were given to the students for this chemistry subject and comparison was made for all solutions.

LET'S PREDICT

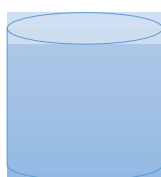


NaCl Solution

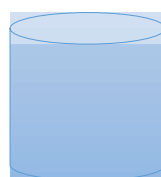
I

 $C_6H_{12}O_6$ Solution

II

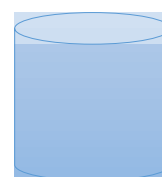
 H_2SO_4 Solution

III



NaOH Solution

IV



Pure Water

V

Let's think that electrolytic conductivity experiments are made for 1M, 3M and 5M concentration samples of each solution explained above. Comments can be made according to whether the lamp is on or off in this experiment. Discuss conductivity and lamp brightness for each solution with your group, write your claims and justifications. For lamp brightness, put the solutions in order as in group (1,3,5M) and inter-groups (NaCl, $C_6H_{12}O_6$, H_2SO_4 , NaOH, Pure Water)

Your claim

- Lamp is on / off in 1 M NaCl solution
- Lamp is on / off in 1 M $C_6H_{12}O_6$ solution
- Lamp is on / off in 1 M H_2SO_4 solution
- Lamp is on / off in 1 M NaOH solution
- Lamp is on / off in 1 M pure water

- Lamp is on / off in 3 M NaCl solution
- Lamp is on / off in 3 M $C_6H_{12}O_6$ solution
- Lamp is on / off in 3 M H_2SO_4 solution
- Lamp is on / off in 3 M NaOH solution
- Lamp is on / off in 3 M pure water

- Lamp is on / off in 5 M NaCl solution
- Lamp is on / off in 5 M $C_6H_{12}O_6$ solution
- Lamp is on / off in 5 M H_2SO_4 solution
- Lamp is on / off in 5 M NaOH solution
- Lamp is on / off in 5 M pure water

- Considering the concentration difference of each solution (I_{1M} , I_{3M} ve I_{5M}), order the conductivity level from high to low and write your justification.

NaCl :

$C_6H_{12}O_6$:

H_2SO_4 :

NaOH :

Pure Water :

Your justification:

- Order the conductivity of 5M NaCl, $C_6H_{12}O_6$, H_2SO_4 , NaOH solutions and pure water from high to low and write your justification

Your Justification

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

* Because,

During the Let's Observe phase of the POE activity for conductivity, students were asked to conduct the experiment themselves and record it as a table in order to make them dissatisfied with possible misunderstandings. In the second stage of the POE-Conductivity activity, which is "Let's Observe", the prospective teachers were asked to prepare the solutions specified in the relevant worksheet at the desired concentrations. Then, the prospective teachers respectively observed the conductivity of the solutions they prepared in different concentrations and wrote the data obtained at the end of the observation to the relevant places in the worksheet.

| LET'S OBSERVE | | | |
|---|------------|--------------------|---|
| Check the electrical conductivity of the solutions by installing the necessary devices for the solutions you have prepared and record your observations in the table below. | | | |
| | | Lamp On/Off | Conducts/Doesn't Conduct Electricity |
| NaCl | 1 M | | |
| | 3 M | | |
| | 5 M | | |
| C₆H₁₂O₆ | 1 M | | |
| | 3 M | | |
| | 5 M | | |
| H₂SO₄ | 1 M | | |
| | 3 M | | |
| | 5 M | | |
| NaOH | 1 M | | |
| | 3 M | | |
| | 5 M | | |
| Pure water | 1 M | | |
| | 3 M | | |
| | 5 M | | |

At the Let's Explain phase, which helps the students reconstruct their concepts, the students were asked to discuss in their groups by comparing their claims and experimental observations in order to construct the concepts themselves.

LET'S EXPLAIN

Are your claims compatible with your experiment? Correct the wrong claims by comparison. Write your results and comments regarding the experiment.

The effectiveness of POE activities was evaluated by the researchers through qualitative observations during the activities and fully structured interview forms made after the activities.

FINDINGS AND RESULTS

Before and after the TGA activities related to the electrical conductivity of acid-base and salts, students from 10 different groups were asked to fill the worksheets before and after the experiment. The relevant arguments are presented in the tables below by performing content analysis. While analyzing, the arguments were evaluated based on the following definitions.

- Acids, bases and salts dissolve in water by decomposition to ions.

- Conductivity increases as ion concentration (concentration is the amount of material in a certain volume) increases.
- Increasing the temperature often means increasing the solubility and thus the ion concentration in the solution. Then you can increase the conductivity by heating the solution.
- Pure water decomposes to ions a small extent. However, since the amount of ionization is very low, its conductivity is also very low. Therefore, the LED and / or lamp do not light.

Five tables were presented in order to demonstrate the relative conductivity of (1) NaCl solution, (2) C₆H₁₂O₆ solution, (3) H₂SO₄ solution, (4) NaOH solution and (5) Pure water mentioned in the activities separately.

Table 1. Content analysis results for *NaCl* solution

| ARGUMENT STRUCTURING | Before POE Activities | | | After POE Activities | |
|----------------------|---|---|--|---|--|
| | Scientific (Claim + justification) | Unscientific (Claim + justification) | | Scientific (Claim + justification + data + explanation + refutation) | Unscientific (Claim + justification + data + explanation + refutation) |
| | Claim-CORRECT Justification-CORRECT | Claim-INCORRECT Justification-INCORRECT | Claim-CORRECT Justification-INCORRECT | Claim-CORRECT Justification-CORRECT Data-CORRECT Explanation-CORRECT Refutation(If Any)-CORRECT | Claim-INCORRECT Justification-INCORRECT Data-INCORRECT Explanation-INCORRECT/E EMPTY |
| 1st Group | | | Salt increases the electrolyte of water. | The NaCl solution dissolves in water in ionic form and conducts electricity. The higher the concentration, the higher the brightness of the lamp | |
| 2nd Group | The NaCl solution contains Na ⁺ and Cl ⁻ ions. So it transmits electricity. The higher the concentration, the higher the lamp brightness. | | | Predictions were correct. | |
| 3rd Group | | It does not conduct electricity because NaCl is a base. Bases do not conduct electricity. | | NaCl is a salt. Since it is an ionic compound, it decomposes into ions in water. Ionic solutions conduct electricity. The higher the concentration, the higher the lamp brightness. | |
| 4th Group | NaCl is an ionic solid. The lamp illuminates because the ionic solutions conduct electricity. | | | The lamp turns on. Because NaCl is ionic. The particles are dispersed ionically. Ions carry charge. Therefore, they transmit electricity. As the concentration increases, the brightness of the | |

| | | | |
|-------------------|---|---|---|
| | | | lamps increases as the ionization increases. |
| 5th Group | The NaCl solution conducts electricity. The higher the molarity of the salt solution, the higher the lamp brightness. | | The higher the concentration of salt solutions, the higher the brightness of the lamps. |
| 6th Group | | The lamp does not light in this solution. Because sufficient conductivity cannot be achieved. | Before the experiments, we thought that the salt solution did not conduct electricity, but it did. Because it is an ionic compound, its aqueous solution conducts electricity. The higher the concentration, the higher the conductivity. |
| 7th Group | Since salt dissolves ionic in water, it conducts electricity. | | The salt water solution is an ionic solution and conducts electricity as there are positive and negative charges in the solution. The higher the concentration, the higher the lamp brightness. |
| 8th Group | It conducts electricity | | Electrical conduction was observed in aqueous solutions of ionic soluble compounds. The lamp lights up and the brightness increases as the concentration increases. |
| 9th Group | | Only 1M solution does not conduct electricity. However, the 3 and 5M solutions will transmit electricity because they are stronger. | The salt solution conducts electricity and conducts electricity at all concentrations. Because it dissolves in water by decomposing into ions. |
| 10th group | It has conductivity because it is electrolyte. | | Salt water is a solution of electrolyte. NaCl is ionically soluble in water, and the higher the concentration, the higher the lamp brightness. |

Table 2. Content analysis results for $C_6H_{12}O_6$ solution

| A R G U | BEFORE POE ACTIVITIES | | AFTER POE ACTIVITIES | |
|---------|-----------------------|--------------|----------------------|--------------|
| | Scientific | Unscientific | Scientific | Unscientific |

| | (Claim + justification) | (Claim + justification) | (Claim + justification + data + explanation + refutation) | (Claim + justification + data + explanation + refutation) |
|------------------|---|--|--|---|
| | Claim-CORRECT Justification-CORRECT/EMPTY | Claim-INCORRECT Justification-INCORRECT/EMPTY | Claim-CORRECT Justification-CORRECT Data-CORRECT Explanation-CORRECT Refutation(If Any)-CORRECT | Claim-INCORRECT Justification-INCORRECT Data-CORRECT/INCORRECT Explanation-INCORRECT/EMPTY |
| 1st Group | | Sugar Reduces the electrolyte of water. Conductivity will decrease as the concentration increases. | The lamp does not light. Because glucose is soluble in molecular form and does not conduct electricity. | |
| 2nd Group | The sugar solution is molecularly soluble and does not conduct electricity. | | The lamp does not light because the sugar solution is molecularly dissolved. Since there are no ions in the environment, no electricity is transmitted. Lamp brightness cannot be mentioned. | |
| 3rd Group | The sugar solution does not conduct electricity. | | The sugar solution does not conduct electricity and the lamp does not light because it dissolves molecularly and there are no ions in the environment. | |
| 4th Group | Sugar is not conductive so the lamp does not light | | The sugar solution is molecular, the lamp does not light. It will not conduct electricity because it dissolves in molecular structure and no ions are formed. Since there is no mention of lamp lighting, it will have no effect on the brightness as the concentration increases. | |
| 5th Group | Sugar does not transmit electricity. | | The lamp does not light in the sugar solution. Because the sugar in this solution is molecularly soluble, no brightness can be mentioned. | |
| 6th Group | Sugar cannot conduct electricity, and in none of them the lamps will light. | | Since sugar dissolves in water in molecular structure, it will not conduct electricity. The lamp brightness will not be affected by the concentration. | |

| | | |
|-------------------|---|--|
| 7th Group | Sugar does not decompose into ions and does not conduct electricity. | Since sugar is dissolved in water in molecular structure, there will be no anion and cation to transmit electricity in the medium. Therefore, it cannot conduct electricity and the lamp does not light. |
| 8th Group | The sugar solution does not conduct electricity. (No justification submitted) | Compounds that are soluble by dissolving into ions in water conduct electricity, while molecular soluble compounds do not dissolve into ions and do not conduct electricity and the lamp is not lit. |
| 9th Group | It does not conduct electricity. (No justification submitted) | Since the sugar solution does not decompose to ions, it does not conduct electricity. |
| 10th Group | The glucose solution is not electrolyte. The lamp does not light.. | Since sugar is molecularly dissolved in water, it does not conduct electricity. |

Table 3. Content Analysis Results for H_2SO_4 solution

| ARGUMENT STRUCTURING | BEFORE POE ACTIVITIES | | | AFTER POE ACTIVITIES | |
|-----------------------------|--|--|---|--|---|
| | Scientific (Claim + justification) | Unscientific (Claim + justification) | | Scientific (Claim + justification + data + explanation + refutation) | Unscientific (Claim + justification + data + explanation + refutation) |
| | Claim-CORRECT Justification-CORRECT/EMPTY | Claim-INCORRECT Justification-INCORRECT/EMPTY | Claim-CORRECT Justification-INCORRECT/EMPTY | Claim-CORRECT Justification-CORRECT Data-CORRECT Explanation-CORRECT Refutation(If Any)-CORRECT | Claim-INCORRECT Justification-INCORRECT Data-INCORRECT Explanation-INCORRECT/EMPTY |
| 1st Group | | | Acids conduct electricity / No justification presented) | As aqueous solutions of acids contain ions, they conduct electricity. The higher the concentration, the higher the number of ions and the higher the lamp brightness. | |
| 2nd Group | Acids conduct electricity. Because acids dissolve ionically. | | | Acids dissolve in aqueous solutions by decomposition into ions as H^+ and SO_4 . Therefore, since there are ions in the environment, it will conduct electricity. The higher the concentration, the higher the number of ions, the higher the lamp brightness. | |

| | | | |
|-------------------|---|---|---|
| 3rd Group | | Acids conduct electricity.. | Because acid gives H ⁺ ion to water, H ₂ SO ₄ is an acid and dissolves into H ⁺ and SO ₄ ⁻ ions and dissolves and therefore conducts electricity. The higher the concentration, the higher the number of ions and the higher the lamp brightness. |
| 4th Group | Acids are semiconductor materials they neither do nor do not transmit electricity. Their molarity does not affect their conductivity. | | H ₂ SO ₄ is an acid and acids conduct electricity. Because it dissolves in water by decomposing into ions. The higher the concentration, the higher the brightness of the lamp. |
| 5th Group | Acids do not have conductivity. | | Acids conduct electricity. Because it dissolves by ionizing in water, as the concentration increases, the lamp brightness increases. |
| 6th Group | | Acids conduct electricity (no justification presented) | Since H ₂ SO ₄ is acid, it dissolves into water as ions. Since there are ions in the medium, it conducts electricity and as the concentration increases, the conductivity will increase. |
| 7th Group | | Acids conduct electricity. (No justification submitted) | This solution has electrical conductivity since it will dissolve in H ⁺ and SO ₄ form. Increasing the concentration will also increase the brightness of the lamp. |
| 8th Group | 1M acid solution will not conduct electricity, while 3 and 5M solutions will conduct electricity. | | Since H ₂ SO ₄ dissolves ionically in water, it transmits electricity, and as the concentration increases, the brightness increases. |
| 9th Group | | Acids conduct electricity (no justification submitted) | As H ₂ SO ₄ dissolves ionically in water, it transmits electricity, and as the concentration increases, the brightness increases. |
| 10th Group | H ₂ SO ₄ is not electrolyte. | | Acids conduct electricity in aqueous solutions. Because they dissolve ionically. Electrical conductivity is present in the ionic medium. The higher the |

concentration, the higher the brightness.

Table 4. Content analysis results for *NaOH* solution

| <i>ARGUMENT STRUCTURING</i> | <i>BEFORE POE ACTIVITIES</i> | | | <i>AFTER POE ACTIVITIES</i> | |
|-----------------------------|--|---|--|--|---|
| | Scientific (Claim + justification) | Unscientific (Claim + justification) | | Scientific (Claim + justification + data + explanation + refutation) | Unscientific (Claim + justification + data + explanation + refutation) |
| | Claim-CORRECT Justification-CORRECT | Claim-INCORRECT Justification-INCORRECT/EMPTY | Claim-CORRECT Justification-INCORRECT/EMPTY | Claim-CORRECT Justification-CORRECT Data-CORRECT Explanation-CORRECT Refutation(If Any)-CORRECT | Claim-CORRECT Justification-INCORRECT Data-CORRECT/INCORRECT Explanation-INCORRECT/EMPTY |
| 1st Group | | The ions of this material do not conduct electricity because it is base and the bases do not conduct electricity. | | | The lamp was lit in NaOH solution. The higher the concentration, the higher the brightness. |
| 2nd Group | The lamp turns on. Because bases are also soluble in water as ions. (Na + and OH-) | | | Bases, like acids, decompose in aqueous solutions in ions. The number of ions will increase with concentration. Conductivity will therefore increase with concentration. | |
| 3rd Group | | Bases do not conduct electricity. Because it gives OH-ion. It is not a sufficient condition for electrolyte. | | The NaOH solution also conducts electricity. Because it dissolves into ions. The ions in the medium provide electrical conductivity. | |
| 4th Group | Bases conduct electricity because NaOH is electrolyte | | | Since it is ionic, it conducts electricity and its brightness increases as the concentration increases. | |
| 5th Group | | The lamp does not light. Because the bases do not | | Bases dissolve in water and give ion to the medium, conductivity exists in ionic environment. Bases also provide conductivity and the lamp lights. | |

| | | | |
|-------------------|--|--|--|
| | | conduct electricity. | |
| 6th Group | | Bases do not conduct electricity. | Bases conduct electricity. NaOH also conducts. |
| 7th Group | Bases are an ionic solution, conducting electricity. | | Our material is a basic material and it gives ions to the environment in its aqueous solution and has conductivity. The higher the concentration, the higher the brightness. |
| 8th Group | | NaOH does not conduct electricity. | The solution conducts electricity, there is conductivity in ionic dissolution. The present solution is a basic solution and is ionic soluble. |
| 9th Group | | Our solution does not conduct electricity. | In the NaOH solution, the lamp will light and the solution will dissolve into water as ions. And the solutions of dissolved substances that dissolve into ions conduct electricity well. |
| 10th Group | | Bases conduct electricity. | Since the present solution is ionic, it conducts electricity. |

Table 5. Content analysis results for pure water

| ARGUMENT STRUCTURING | BEFORE POE ACTIVITIES | | | AFTER POE ACTIVITIES | |
|----------------------|--|---|---|--|--|
| | Scientific (Claim + justification) | Unscientific (Claim + justification) | | Scientific (Claim + justification + data + explanation + refutation) | Unscientific (Claim + justification + data + explanation + refutation) |
| | Claim-CORRECT Justification-CORRECT | Claim-INCORRECT Justification-INCORRECT/ EMPTY | Claim-CORRECT Justification-INCORRECT/ EMPTY | Claim-CORRECT Justification-CORRECT Data-CORRECT Explanation-CORRECT Refutation(If Any)- CORRECT | Claim-CORRECT Justification-INCORRECT Data-CORRECT/ INCORRECT Explanation-INCORRECT/EMPTY |
| 1st Group | | | Pure water does not conduct electricity | Pure water does not conduct electricity. The ions of water are not high enough to conduct electricity. | |
| 2nd Group | | Pure water conducts electricity. | | Pure water does not conduct electricity. Pure water has ions but can be neglected because of its low electrical conductivity. So the lamp does not light | |
| 3rd Group | | | Pure water does not | | The lamp does not light in pure |

| | | | |
|-------------------|--|---|--|
| | | conduct electricity. Because no ionization is observed in water. | water. It did not conduct electricity because there was no ionization. |
| 4th Group | Because pure water ionizes, it conducts electricity. | Pure water does not conduct electricity. Due to ionization, ions are present in the medium, but not at enough concentration to conduct electricity. | |
| 5th Group | | Because pure water is neutral, it does not conduct electricity. | Pure water does not conduct electricity |
| 6th Group | | Pure water does not conduct electricity because it is pure. | Pure water does not conduct electricity |
| 7th Group | The lamp is lit because pure water conducts electricity. | The lamp does not light in pure water. Ions are not sufficient for electrical conduction. | |
| 8th Group | Pure water conducts electricity. Because it decomposes into ions | | Pure water does not conduct electricity |
| 9th Group | | Pure water does not conduct electricity | Pure water does not conduct electricity |
| 10th Group | Pure water conducts electricity. | Pure water ionizes. However, there is not enough ionization to conduct electricity, so it cannot conduct electricity. No lamp lighting can be observed. | |

As it can be seen from the tables, the most important finding after POE activity is that before the activity teachers generally construct non-scientific arguments before the activity, after the activity they change their false and / or missing / inadequate arguments, they construct scientific arguments and correct misconceptions by realizing them. In addition, prospective teachers were not able to justify many of their arguments before conducting experiments during activities (pure water does not conduct electricity, NaCl is a base so conducts electricity, acids conduct electricity, etc.), and they were able to write their reasons and refutes for many arguments, including sample arguments given after the experiments.

CONCLUSIONS AND DISCUSSION

After the qualitative observations made by the researchers during the implementation of the POE activities carried out with the prospective teachers and the activities based on the strategies prepared according to the 8-

week argumentation-based teaching method, the results obtained as a result of the fully structured interview forms given to the prospective teachers are as follow:

- POE activities attracted the attention of the students and increased their motivation towards the course,
- The application of the method positively affected students' attitudes towards the laboratory and chemistry.
- Students enjoyed the application of the method,
- Students actively participated in the learning process,
- The method was effective in revealing the students' alternative concepts.
 - o NaOH does not dissolve into ions and does not conduct electricity.
 - o Acids conduct electricity better,
 - o NaCl is a base and does not conduct electricity,
 - o Pure water conducts electricity
 - o When acids are combined with pure water, it increases the conductivity of water,
 - o Bases are weaker than acids, so conductivity of electricity is less etc.
- The method has helped students to learn some basic concepts in depth.
 - o Before the activities, it was seen that many prospective teachers did not fully understand the concepts of acidity-basicity-conductivity and the relationships between them, and after the activity it was seen that these concepts and the relationships between them were more accurately and firmly structured.

One of the questions asked in the fully structured interview form was what prospective teachers think about the implementation of the laboratory practices of the related chemistry courses according to two different methods. 92% of the prospective teachers stated that there was a difference and the biggest difference was that the experiments were given as ready in the first period, and a paper was distributed including all information including how to set up the experiment setup and what was requested at the end of the experiment. It was observed that 8% of the prospective teachers were content to say that there wasn't any difference and what that they did were experiments again. Another question in the form was about how often they needed basic chemistry knowledge in their traditional laboratory activities and whether they experienced any difference in their activities during this period. 98% of the prospective teachers stated that they were not asked any theoretical information about the experiment that they were expected to perform in the first term laboratory applications and that the questions were mostly related to the results of the experiments and findings they obtained from their observations. Therefore, they stated that they did not need chemistry knowledge very much, because even how they should carry out the experiment was given to them in writing. Another question of the fully structured form was on the POE strategy they carried out this semester. Prospective teachers were asked at which stage of the POE strategy they had more difficulty, and how well the results obtained after the experiment were consistent with their predictions, and 78% of prospective teachers noticed that they had difficulty in making predictions expected from them individually before the experiment, but when they discussed together with their group friends, it was quicker and more accurate for them to reach the answer and/or expected target. 84% of the prospective teachers said that they realized that what they knew before was actually wrong. As an example, a few students said that they had learned that the base solution (NaOH), which they never thought to conduct electricity before, actually conducts electricity and they were very happy. Finally in the fully structured interview form, prospective teachers were asked to evaluate both semesters according to their own opinions. 95% of the prospective teachers stated that the experiments in the first semester were already ready, that they were given by the responsible researchers what they should do in writing and it was enough for them to come to the school. The most important finding of 99% of prospective teachers for this semester was that they needed a lot of basic chemistry knowledge. They stated that they did not have any problems about time during the laboratory week, which was related to correct and sufficient chemistry knowledge, and that they answered the questions researchers asked during the process in an accurate and acceptable level.

In the light of all the data obtained within the scope of the study, the activities carried out for the purpose of POE strategy is an effective argumentation based teaching method which is easy to apply and which reveals alternative concepts of students, provides meaningful learning by enabling them to construct various science concepts in their own minds, leads to more positive attitudes towards science and increases motivation. When all these features are taken into consideration, it is seen that the POE strategy will be beneficial for teachers in applying

the principles revealed from constructivist learning theory in the teaching process. Studies in the literature support this situation. Köseoğlu et al. (2002) reached similar results after POE activity with prospective chemistry teachers about boiling and vapor pressure. Özdemir (2011) showed that activities prepared with POE-based laboratory applications on acid base had a positive effect on conceptual achievements of science prospective teachers and did not have a positive effect on their scientific process skills. Güngör and Özkan (2017) stated that prospective science teachers find TGA applications in the biology laboratory more enjoyable than other methods. In addition, it has been determined that it allows the prospective teachers to demonstrate their level of knowledge and their cognitive skills in using them.

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THE MEDIATING ROLE OF ATTACHMENT STYLES IN THE RELATIONSHIP BETWEEN CHILDHOOD TRAUMA EXPERIENCES, RELATIONAL RESILIENCE AND MARITAL SELF-EFFICACY AMONG MARRIED INDIVIDUALS

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ABSTRACT

Problem: This study aims to mediating role of attachment styles in the relationship between childhood trauma experiences, relational resilience and marital self-efficacy among married individuals.

Method: 531 married individuals took part in the research. In the research, “Childhood Trauma Questionnaire”, “Experiences in Close Relationships Scale-Revised version”, “Relational Resilience Scale” and “Marital Self-Efficacy Scale” were employed to collect the study data. The validity and reliability studies of the scales were also performed by the researcher. Confirmatory Factor Analysis (CFA) was used to ascertain the validity of the scales. Reliability studies for the scales were performed by calculating the Cronbach’s Alpha coefficient. Data analysis was performed by Pearson Product-Moment Correlation Coefficient and Structural Equation Analysis.

Findings: The findings of the study are as follows: Childhood trauma experiences were found to positively affect anxiety and avoidance of attachment styles. Anxiety of attachment didn’t have a direct effect on relational resilience. Avoidance of attachment and childhood trauma experiences had a negative direct effect on relational resilience. In this case, anxiety of attachment style weren’t found to act as a mediating between childhood trauma experiences and relational resilience; avoidance of attachment style were found to act as a partial mediating between childhood trauma experiences and relational resilience. The study results also showed that avoidance and anxiety of attachment styles and childhood trauma experiences negatively effect marital self-efficacy. Anxiety and avoidance attachment styles were found to act as a partial mediating between childhood trauma experiences and marital self-efficacy.

Results: The results of the research are discussed in the light of relevant literature and some suggestions are presented.

Keywords: Mediating Role

THE MEDIATING ROLE OF CULTURAL INTELLIGENCE AND COGNITIVE FLEXIBILITY IN THE RELATIONSHIP AMONG EFFECTIVE COUNSELOR CHARACTERISTICS AND MULTICULTURAL COUNSELING COMPETENCIES OF COUNSELORS

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ABSTRACT

This study examines the mediating role of cultural intelligence and cognitive flexibility in the relationship between effective counselor characteristics and multicultural counseling competencies of counselors. The study universe consists of 4290 counselors working at state schools (primary, secondary and high schools) and the Guidance and Research Center in Istanbul province. Participants of the study consist of 521 counselors selected using convenience sampling method. “Effective Counselor Characteristics Scale”, “Multicultural Counseling Competencies Scale”, “Cultural Intelligence Scale” and “Cognitive Flexibility Inventory” were employed to collect the study data. Validity and reliability studies of the scales were performed by the researcher. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used to ascertain the validity of the scales, while their reliability was calculated using Cronbach’s Alpha coefficient.

In the analysis of research data, the Pearson Product-Moment Correlation Efficient was computed to reveal the correlations among the variables. In order to test the assessment model, Confirmatory Factor Analysis (CFA) was performed using the AMOS software. The same software was also used to perform a Path Analysis for testing the hypothetical model.

The results demonstrate that effective counselor characteristics have a direct positive effect on cognitive flexibility. Another study result is that the effective counselor characteristics have a direct positive impact on cultural intelligence. It was also found that cognitive flexibility directly and positively influences multicultural counseling competencies. It was revealed that cultural intelligence also has a direct positive effect on multicultural counseling competencies. It was found that effective counselor characteristics do not have a directly effect on multicultural counseling competencies. It was also revealed that cognitive flexibility and cultural intelligence play a complete mediator role between effective counselor characteristics and multicultural counseling competencies. The results of the research are discussed in the light of relevant literature and certain suggestions are made.

Keywords: Cultural Intelligent

THE RECONSTRUCTED PAST TO PRESENT THROUGH SOCIAL MEDIA CULTURE OF THE NEIGHBORHOOD

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Abstract

From Ottoman Empire to Republic of Turkey neighborhood is both an urban space extends to the present day as a social space. The neighborhood is a public space where organized social activities. Until today from the Ottoman economic development, urbanization phenomenon has evolved in the context of new urban architecture. Modern cities, the number of creating new architectural forms and spaces are important to a transformation, apartment, new formats, such as residential neighborhoods site is terminating its culture as eliminate. There is a process in which a combination of intertwined modernize conventional permeability accommodates. Move the socialization format in the neighborhood, is now being moved to today's virtual environments, day-old neighborhoods, the neighborhood's open space, coffeehouse in, market places, mosques communicate with the people coming together in the courtyards they form a virtual forms of communication now via social media. In this context, social media, the new neighborhoods that sprouted culture, era as an area that evolves in parallel emerges. In this paper, we analyze and discuss the history of social media in terms of local cultures and forms of communication. We've made in the analysis of the remodeling for the old with the new, virtual with the real.

Keywords: Culture, social media

THE RELATION BETWEEN ACADEMIC BOREDOM OF SECONDARY SCHOOL STUDENTS IN MATHEMATICS LESSONS AND SOURCES OF MATHEMATICS SELF-EFFICACY AND MATHEMATICS ANXIETY

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ABSTRACT

The aim of this study is to determine the relationship between academic boredom and academic self-efficacy and mathematics anxiety of secondary school students. Both the singular and relational survey models were used in line with the sub-problems of the study. 280 secondary school students participated in the study. In this study, "Level of Boredom Scale" adapted to Turkish by Eren (2016), "Sources of Middle School Mathematics Self-Efficacy Scale" adapted to Turkish by Yurt and Sünbül (2014) and "Revised Fennema-Sherman Mathematics Anxiety Scale-Elementary" adapted to Turkish by Hacıömeroğlu and Kutluca (2016) was used as data collection tools. It was found in the study that 5th, 6th, 7th and 8th grade students had middle level academic boredom in mathematics classes regardless of their grade levels. It was concluded that the self-efficacy perceptions related to performance accomplishments, vicarious experience and verbal persuasion were high in each class level, whereas the self-efficacy perceptions of emotional arousal were low. It was concluded that the anxiety of secondary school students in mathematics lessons was low. It was concluded that 8th grade students' math anxiety was higher than the 5th, 6th and 7th grade students. It was concluded that there was a low positive relationship between secondary school students' boredom in mathematics lessons and vicarious experience which is used in lessons. No relation was found between the boredom and mathematics anxiety of secondary school students.

Keywords: Academic boredom, secondary schools, math education

THE RELATION BETWEEN METACOGNITION SKILLS AND SELF-EFFICACY PERCEPTIONS OF HIGH SCHOOL TEACHERS

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ABSTRACT

In this study, the relation between metacognition skills and self-efficacy perceptions of high school teachers were investigated. The sample of the study consisted of 140 high school teachers from different branches in Aydın province in Turkey. The study was designed according to relational survey method and two data collection tools were used. Metacognitive skills of teachers were measured by the Metacognitive Awareness Inventory, developed by Schraw and Dennison (1994) and adapted to Turkish by Akın, Abacı and Çetin (2007), and teachers' self-efficacy perceptions were measured by the Teacher Self-Efficacy Scale developed by Senemoğlu (2006). As a result of the study, it was concluded that there was a significant difference between women and men in favor of women in terms of metacognition scores according to gender, but also there was a significant difference between metacognition scores of teachers according to their schools. On the other hand, it was concluded that metacognition skills did not differ according to the branches of professional seniority and teachers. Significant differences were found among high school teachers' gender, working time variable and self-efficacy perception. However, no significant difference was found between teachers' self-efficacy perception and their branches.

THE RELATIONSHIP BETWEEN MANAGEMENT FACTORS IN HIGHER EDUCATION INSTITUTE AND EMPLOYABILITY OF KHON KAEN UNIVERSITY GRADUATED

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ABSTRACT

These research objectives were 1) to study the current conditions of employability of graduates of Khon Kaen University and 2) to study the relationship of factors related to employability of graduates of Khon Kaen University. The research sample were 336 persons in Graduates of Khon Kaen University at the undergraduate level Science and Technology Group, who graduated in the academic year 2018. Five-rating scale questionnaire was used as instrument. Data was analyzed using ready-to-use computer program to search for frequency, percentage, means, standard deviation, and Pearson correlation product moment coefficient. Result of level employability of Khon Kaen university graduated was seen through the overview at high level ($\bar{x} = 4.03$). Management factors in higher education institute consisted of 5 main elements were 1) employers' involvement in course design 2) using technology to enhance employability 3) preparing graduates to apply theory in practice 4) educational challenges to the global manufacturing industry, and 5) life skill and career skill. The relationship between the 5 relevant factors and employability of Khon Kaen university graduated have a positive relationship with statistical significant at 0.1 level. Correlations between 0.605-0.342 there were life skill and career skill ($r = 0.605$), educational challenges to the global manufacturing industry ($r = 0.563$), using technology to enhance employability ($r = 0.549$), preparing graduates to apply theory in practice ($r = 0.496$), and employer's involvement in course design ($r = 0.342$).

INTRODUCTION

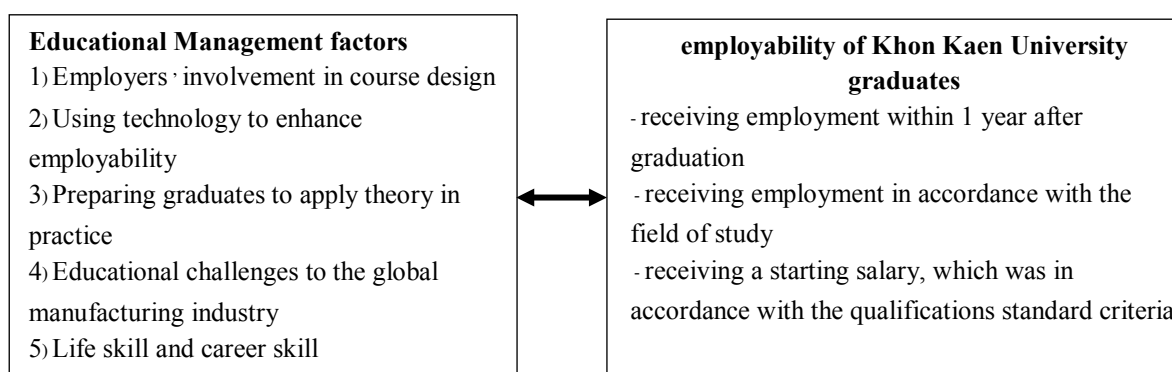
Currently, for institutions of higher education, developing their graduates' potential for employability has become a major problem. Employability means that the graduates adequately possess the required abilities, morals, and related professional ethics, which are required to be employed by private establishments or by government sectors, and that they receive salaries within 6 months to 1 year after graduation. Therefore, universities need to create custom-made graduates for job markets so that their graduates can start working straight away after graduation. (Mason, William, and Creamer, 2009). Kathleen Cotton (1993) categorized *Employability Skills* as basic skills; higher-order thinking skills; and effective skills and traits. Knight and Yorke (2002) used the USEM model to define the development approaches of Employability Skills. The acronym refers to the following: 1) Understanding, 2) Skills, 3) Efficacy beliefs, and 4) Metacognition. Dacre Pool and Peter Sewell (2007) suggested "Career EDGE", a 5-key process to *Employability*: 1) Degree subject knowledge, understanding, and skills; 2) Generic skills; 3) Emotional intelligence; 4) Career development learning; and 5) Experience in work and in life. Suchada Sanusan (2012) concluded that employers required graduates to have the following qualities: 1) leadership, 2) strong working determination, 3) foreign language skills, 4) human relationships, and 5) a curiosity for new knowledge. Tang (2018) noted that there are 5 elements in employability as follows: 1) having graduate users participate in curriculum design, 2) using technology to enhance employability, 3) transforming theoretical preparation to practical readiness, 4) transforming knowledge into innovations, and 5) developing successful life and work skills. The production goals for the graduates of Khon Kaen University (KKU) are to produce and develop qualified graduates, who have knowledge, ability, and professional skills along with morality, ethics, and responsibility and who are ready to work in Information Technology and to assist in creating innovations for society. The required graduates must be knowledgeable in critical thinking. They need to be able to analyze problems in real conditions, create new knowledge that leads to innovation and new services, define problem solutions, work in communities with different languages and cultures, and perform well in a work environment of advanced technology. In 2018, KKU offered a total of 331 courses as follows: 95 courses (28.70 %) were for Bachelor's Degree students, 134 courses (40.48 %) were for Master's Degree students, 84 courses (25.38 %) were for Doctoral Degree students, 1 course (0.30 %) was for graduate diploma students, and 17 courses (5.14 %) were for students pursuing Higher Graduate diplomas. During the last 3 years, KKU has offered 28 new courses and has revised 277 courses (Khon Kaen University, 2019). According to the report of employment and continuing education of graduates who graduated in the Academic Year of 2016, it was found that 84.05 % of graduates had been employed, 8.35 % had furthered their studies, and 7.60 % had remained unemployed. A satisfaction survey of graduate users showed that 88.04 % had been satisfied (Khon Kaen University, 2016). However, the work tracking report in the Khon Kaen University Action Plan for the fiscal year of 2017 (the 12-month period between 1 October 2016 - 30 September 2017),

revealed that the performance of those employed and the level of satisfaction of the employers towards graduates was not achieving the goal. The learning environment and organizational management had been rapidly and continuously changing. KKU, therefore, needs to improve its quality of Educational Management and the quality of its graduates so that the needs of the labor market can be met in order to be able to increase the employment rate. This research aimed at studying the factors, which are related to the employability of KKU graduates in order to use the findings to serve as guidelines for determining Educational Management strategies, curriculum development, and the process of managing teaching at Khon Kaen University in order to increase the employability of the university's graduates.

Research objectives

- 1) To study the Educational Management factors and the employability of Khon Kaen University graduates.
- 2) To study the relationships between Educational Management factors and the employability Khon Kaen University graduates.

Concept framework



METHODOLOGY

Population and sample: The population consisted of 2,073 undergraduate level graduates from *Sciences and Technology Group*, who had graduated in the Academic Year of 2018 from Khon Kaen University. The sample size was determined by using the Yamane Formula and Stratified Random Sampling according to the size of the faculty. The sample group consisted of the following 336 graduates: a) 62 from the Faculty of Agriculture, b) 26 from the Faculty of Technology, c) 120 from the Faculty of Science, d) 28 from the Faculty of Applied Science and Engineering, e) 83 from the Faculty of Engineering, and f) 17 from the Faculty of Architecture.

Variables used in research

The independent variables were the Educational Management factors in higher education institutions as follows: 1) Employers' involvement in course design, 2) Using technology to enhance employability, 3) Preparing graduates to apply theory in practice, 4) Educational challenges to the global manufacturing industry, and 5) Life skill and career skill.

The dependent variables were the employability of Khon Kaen University graduates, which were measured by the following parameters: 1) receiving employment within 1 year after graduation, 2) receiving employment in accordance with the field of study, and 3) receiving a starting salary, which was in accordance with the qualifications standard criteria.

Research tool

The tool, used to collect the data, was a questionnaire created by synthesizing documents, related research, and the conceptual framework of research. The questionnaire was divided into 3 parts as follows:

Part 1: A checklist questionnaire to obtain the general information of the respondents and their status with questions about gender, age, and field of graduation.

Part 2: A 5-level rating scale questionnaire with questions focusing on the amount of time taken to find a job, their average monthly income, and the characteristics of the job in accordance with their fields of study and their degrees.

Part 3: A 5-level rating scale questionnaire, which covered Educational Management with respect to all 5 factors that had been related to the employability of the graduates.

Instrument quality inspection: 1) The validity of the tool was examined by 5 experts for its content, wording, and other aspects. It was found that the Index of item Objective Congruence (IOC) was between 0.6-1.0 2) The reliability of the tool was examined by utilizing 30 non-sample graduates and determining the

Cronbach's alpha coefficient with an instant computer program. The acceptable reliability should be at 0.60 or higher (Kritkong Sungnern, 2011), and the questionnaire had a reliability coefficient of 0.865.

Data analysis

The researcher analyzed the quantitative data with the software package as follows:

Part 1 - Descriptive Statistic Analysis: It was used to describe the characteristics of the population and the research variables in the forms of frequency distributions, percentages, means, and standard deviations. The input data was from 5-level rating scale questions.

Part 2 - Inferential Statistic Analysis: It was used to analyze the relationship between the independent variables and the dependent variables. The Pearson Correlation Coefficient was determined, and the correlation coefficient (r) indicated the results of analysis.

RESEARCH RESULTS

1) The findings of the factors in educational management at Khon Kaen University showed that the average value was "high" ($\bar{x} = 4.19$). The highest average factor was the *Life skill and career skill* ($\bar{x} = 4.23$), followed by *Using technology to enhance employability* ($\bar{x} = 4.19$), and *Preparing graduates to apply theory in practice* ($\bar{x} = 4.19$). The findings in the study of Employability was "high" ($\bar{x} = 4.03$) as shown in Table 1.

Table 1 Mean and standard deviation of educational management factors of Khon Kaen University

| educational management factors | Analysis results | | interpret |
|--|------------------|-------------|-------------|
| | \bar{X} | S.D. | |
| 1. Life skill and career skill | 4.23 | .34 | high |
| 2. Using technology to enhance employability | 4.19 | .31 | high |
| 3. Preparing graduates to apply theory in practice | 4.19 | .36 | high |
| 4. Employers' involvement in course design | 4.18 | .30 | high |
| 5. Educational challenges to the global manufacturing industry | 4.14 | .37 | high |
| Total | 4.19 | 0.34 | high |

2) The findings from the relationships between the factors of educational management and employability revealed that the correlation coefficient was positive between 0.342 - 0.605 with statistical significance at 0.01 in all aspects. It was found that the top 3 factors that had highly related to employability were the *Life skill and career skill* ($r = .605$), followed by *Educational challenges to the global manufacturing industry* ($r = .563$), and *Using technology to enhance employability* ($r = .549$) as shown in Table 2.

Table 2 Correlation coefficients between factors of Educational Management and employability of Khon Kaen Graduate

| Correlation coefficients (r_{xy}) | Y | X ₁ | X ₂ | X ₃ | X ₄ | X ₅ |
|---|--------|----------------|----------------|----------------|----------------|----------------|
| Employability of Khon Kaen Graduate (Y) | 1 | | | | | |
| Employers' involvement in course design (X ₁) | .342** | 1 | | | | |
| Using technology to enhance employability (X ₂) | .549** | .371** | 1 | | | |
| Preparing graduates to apply theory in practice (X ₃) | .496** | .364** | .507** | 1 | | |
| Educational challenges to the global manufacturing industry (X ₄) | .563** | .366** | .462** | .575** | 1 | |
| Life skill and career skill (X ₅) | .605** | .394** | .448** | .470** | .603** | 1 |

**Correlation is significant at the 0.01 level (2-tailed).

CONCLUSIONS AND DISCUSSION

1) The findings indicated that the 5 educational management factors had been at a "high" level. The highest average factor was the *Life skill and career skill*, followed by *Using technology to enhance employability*. Perhaps one of the effects of globalization, which has created a world of technological science, is that the employers are now attracted to employees with diverse work skills, especially skills in communication and technology. The focus of Modern Educational Management is on the quality of the students, the quality of their knowledge, their high-quality life skills, information technology skills, and their ability to create a paradigm from their experience which is consistent with the Khon Kaen University's 2016-2019 management strategy goals. The strategy states that Khon Kaen University aims to be an excellent organization and seeks to produce

graduates of high caliber by focusing on creating graduates, who are knowledgeable in critical thinking, able to analyze problems under real conditions, able to create new knowledge that leads to innovation and new services, able to define problems and solutions, able to work in communities with different languages and cultures, and who are able to perform well in the working environment of advanced technology. This correlates with THE ASEAN Work Plan On Education (2016 – 2020) which determined the following 8 Key Elements of Education: 1) Promoting ASEAN awareness by strengthening of Southeast Asian history and indigenous knowledge; 2) Enhancing the quality and access to basic education for all, including the disabled, those with fewer advantages, and other marginalized groups; 3) Strengthening the use of Information and Communication Technology (ICT); 4) Supporting the development of the TVET sector, as well as life-long learning in the region; 5) Complementing the efforts of other sectors in meeting the objectives of Education for Sustainable Development; 6) Strengthening the Higher Education sector through the implementation of robust quality assurance mechanisms; 7) Fostering the role of higher education in the area of socio-economic development through University Industry Partnership; and 8) Providing capacity-building programs for teachers, academics, and other key stakeholders in the education community (Khon Kaen University, 2019)

The findings in the area of Employability were at a high level. This might be due to the revision and improvement of Khon Kaen University's curriculum by focusing on the production and development of quality manpower. The following are the educational management schemes of Khon Kaen University: 1) Develop existing courses to meet international standards and place emphasis on the experience of training in ASEAN countries or companies; 2) Focus on managing diverse courses, which could assist in developing knowledge and competency skills for students in the normal system and on creating a curriculum that could meet the high demands of all job markets; 3) Integrate the curriculum with the sciences and develop more international programs, which could support the ASEAN community, and other courses that are required to meet the needs of developing the country; 4) Open short courses targeting the employed, elderly, or disabled people which would allow the learners to accumulate credits in order to obtain a degree; 5) Open learning channels for different students, such as students in normal systems, students of working age, the elderly, and the disabled which can meet the needs of the learners; and 6) Focus on teaching and learning that allows students to practice, learn, and work under the conditions of a real society. Moreover, Khon Kaen University has 2,003 members of the teaching staff, including 1,400 (69.90%) Doctorate degree holders, 533 (26.60%), Master's Degree holders, and 70 (3.49%) Bachelor's Degree holders.

2) The findings, related to the relationships between the factors of Educational Management and the employability of Khon Kaen University graduates, indicated positive relationships which can be sorted into 3 highest relationships as follows:

The first was the relationship between the factor of the *Life skill and career skill* and *Employability*. The reason for this was that Khon Kaen University had focused on producing graduates, who had acquired the knowledge to think critically, the ability to analyze problems under real conditions, the ability to generate new knowledge that can lead to innovation and the creation of new services, the ability to define problem and solutions, the ability to work in communities speaking different languages and having different cultures, and the ability to perform well in the work environment of advanced technology. The results correlated with results from a study by Finch, Hamilton, Baldwin, and Zehner (2013), who examined Factors Affecting the Employment of Undergraduate Graduates. Their findings revealed that after the new graduates had been hired, employers had focused on skills, life skills, and the skills required to be a dedicated worker. These findings were corroborated by Sumanasiri, Yajid & Khatibi (2015), who determined the framework for educational institutions with regard to the employability of graduates. The study suggested that there were 5 elements: 1) Career Development Learning; 2) Work and Life Experience; 3) Mastery of Knowledge, Skills, and Understanding; 4) Generic Skills; and 5) Emotional Intelligence.

The second was the relationship between the factor of *Educational challenges to the global manufacturing industry* and *Employability*. The results were consistent with a study by Sivanan Sivapitak (2014), who stated that the organizations around the world face common challenges and need to improve their operations so that they can better cope with the rapid changes they experience. The previous research mentioned that two important factors, Knowledge Management and Innovation, were the key elements for successfully surviving in business. This also correlated with findings from Florida and Irene (2004), who suggested that promoting the creation of new innovations was the proper approach to achieving a competitive advantage. Creative thinkers, researchers, engineers, and scientists are attracted by the country's innovation system. Therefore, organizations need to focus on creating an atmosphere that encourages the creation of new innovations.

Moreover, the Using technology to enhance employability. It is obvious that technological advances are beneficial in learning, business, daily life, and in communication. The rapid changes in technology have resulted in unlimited access to information and learning resources. It has generated knowledge development and has multiplied wisdom. The Planning Division of Mahasarakham University (2013) stated that the use of Communications Technology and Mobile Learning Systems dramatically increases and affects both the business

operations and the competency levels of graduates. A study conducted by Mahasarakham University on the Employment of Graduates in the Academic Year of 2011-2012 found that one of the special abilities that had helped their graduates to get jobs was computer skills (45.90 percent). The results correlated with those from a study by Sathienpak Mukdee (2015) entitled, *Employment Status of Uttaradit Rajabhat University (Academic Year 2010-2011)*, and showed that most graduates (55.52 percent) had computer skills.

Suggestions

Suggestions for Implementation

- 1) The curriculum should be improved to allow students to acquire both life skills and academic skills.
- 2) Budgets should be allocated in order to promote skills and competencies in the necessary technologies that can actually increase employability after graduation.
- 3) The graduates should be trained in areas that allow them to concretely transform knowledge to into innovation.

Suggestions for further research

- 1) The state of problems or obstacles that exist within the development of operations in producing university graduates should be investigated. Research and development should be carried out in order to obtain data, which can be used to create the effective development of university graduates.
- 2) Other variables should be studied. Moreover, in order to illustrate each variable in clearer detail, the structural equation model of the factors influencing the employability of graduates should be utilized.

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THE RELATIONSHIP BETWEEN THE ACADEMIC PROCRASTINATION BEHAVIORS AND THE ACADEMIC PERFORMANCE OF THE SECONDARY SCHOOL STUDENTS

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ABSTRACT

The aim of this study is to examine the relationship between the procrastination behavior and the academic success of the 8th graders of Arı Private Secondary school in the 2017-2018 education year. The research group consists of 154 8th graders in total, 73 of whom are female and 81 of whom are male. In the data collection phase of the research, the "Academic Procrastination Behavior" scale which developed by Çakıcı (2003) was used. For the academic performance the weighted grade average of the students were taken into consideration. Descriptive statistics were used for analyzing of the data.

Results showed that there is no meaningful differences between students' academic procrastination behavior and the gender. However, The results of the Spearman's correlation coefficient test showed negative correlation between students' academic procrastination score and their academic performance with $r=-0.91$, with a significance level of $p<0.01$ (two tailed test) indicating that students who showed high academic procrastination scores performed below average in their academics.

These findings may help teachers and school administrators create a better school environment that promotes learning engagement and inhibits academic procrastination.

Keywords: procrastination, academic procrastination, achievement

INTRODUCTION

Life is a system of responsibilities for human beings. As responsibilities are fulfilled, success is achieved step by step. Within this context, students fundamentally have responsibilities towards themselves, their families, society and the world in which they live. In fulfilling the responsibilities, it is necessary to acquire basic social skills such as scheduling, planning, setting priorities, postponing or avoiding things required to be done, setting goals and achieving the objectives.

The main obstacle to the fulfillment of responsibilities is the procrastination behavior. The tendency to procrastination is a tendency to delay or postpone doing a job that needs to be done in a **timely manner** and has **priority** on **unnecessary unrealistic** reasons. The problem of procrastination, which affects every aspect of daily life, leads to a great inconsistency between the plans of individuals and their behaviors to comply with the plans. People who have problems with procrastination start their projects right away but find it difficult to continue. They cannot make the necessary effort to reach a conclusion. People who exhibit procrastination behavior often have two typical attitudes:

- 1) They want to avoid the consequences of procrastination,
- 2) They struggle with extreme effort to compensate for deferred behavior.

Procrastination behavior, in addition to being a tendency that adversely affects an individual's actions and behaviors, it can also be defined as a state of impediment in taking a decision or performing a task as well (Sriouis, 2007; Tice and Baumeister, 1997). One of the most important tasks of the teachers and administrators responsible for education is to understand the problems that the students are experiencing and to find viable solutions for them. And therefore, educators should try to understand the problems the students face in educational environments and the reasons that hinder academic achievement.

Also in school life, every student has tasks that need to be fulfilled. Doing their homework, preparing projects, getting ready for exams, completing daily or weekly reading assignments are some of these tasks. However, these tasks are often left to be performed at another time by the students. Postponement or delaying planned academic tasks to be performed at a later time is named as academic procrastination (Lay, 1986). Academic procrastination behavior, which has been increasing among students in recent years, is one of the most important problems affecting students' academic performance.

Academic procrastination, a special field of procrastination, is a common problem that is observed among students and that adversely affects their academic performance (Onwuegbuzie, 2004). Academic procrastination behavior is seen among students as delaying to study, leaving the preparation of their assignments to the last minute, missing the deadlines of important projects, and postponing administrative tasks related to academic life (such as returning library books back, registration for the exams, etc.) (Rothblum, Solomon and Murakami, 1986; Scher and Ferrari, 2000).

Many studies conducted in this area indicate that most of the students do not complete their academic tasks on time and experience academic procrastination problems. Additionally, the studies also emphasize that procrastination behavior is an important source of stress and a major obstacle in front of the academic achievement (Ekşi and Dilmaç, 2010).

The studies conducted in Turkey have parallels with research in the body of literature in the field, and emphasize that students are having trouble because of academic procrastination (such as academic failure, absenteeism, displaying poor performance, etc.) (Aydoğan and Özbay, 2012; Berber Çelik and Odacı, 2015; Uzun Özer, 2009). There are many variables that affect academic procrastination (such as fear of failure, fear of success, perfectionism, and self-regulation) (Ferrari, Parker and Ware, 1992; Flett, Hewitt and Martin, 1995; Frost, Marten, Lahart and Roseblate, 1990; Hewitt and Flett, 1989; Solomon and Rothblum, 1984).

Fear of failure and exam anxiety are experienced together (Aitken, 1982; Beswick, Rruhthblum and Mann, 1988; Senecal, Koestner and Vallerand, 1995) and this is a cause of procrastination. The consequences of procrastination behavior on the other hand are observed as fear, risk taking, defiance to control, and laziness. In the event of delaying the start or completion of a task, procrastinators can avoid failure, and assessment of their performances or competences. The fear of being considered as incompetent is so strong in some individuals that they prefer to leave things to the last moment and endure the consequences of procrastination rather than try and fail. *Fear of success* is another aspect of fear of failure. Here, the individual delays responsibilities because the individual is afraid of the consequences of his/her success. The success of the individual leads to the expectation of greater success in the future, which frightens the individual in return. If the self-appreciation of the individual is based on his/her achievements, failure to respond to increasing expectations after each success would tarnish the individual's own value. Another variable is *perfectionism*. Individuals displaying procrastination behavior while trying to prove that they are good enough, attempt to achieve the impossible by thinking that they will not encounter any problems in achieving their most valuable and important goals. They often put unrealistic demands ahead of them, and when they do not reach them, they feel crushed under the weight of them. Then they feel discouraged and retreat withdrawing completely. Families increasing the expectations from the students, raising the standards and increasing the supervision they impose over them create anxiety in the youth. It causes the family to be perceived as perfectionist. As the family is perceived as perfectionist, academic procrastination increases correlatively (Burka and Yuen, 1983). One explanation for the reason for postponement of work to the last minute is the poor *self-regulation* ability of procrastinating individuals. Time management, balancing of social relations, and internet use also increase the behavior of procrastination. Researchers who study procrastination determined that individuals with high levels of *anxiety* were more likely to postpone their work to the last minute.

The degree and cause of procrastination behavior varies from person to person. In order to be successful in the education process, students are expected to complete a series of tasks on time. These can be challenging tasks such as doing their homework, preparing for exams, completing weekly readings, performing academic and administrative tasks, attending to classes and participating in studies, and they are often postponed.

As procrastination behavior increases, it negatively affects the quantity and quality of the work done and constitutes an important obstacle in front of the academic achievement. Individuals exhibiting academic procrastination behavior are seen as less confident about themselves regarding the outcome. Lack of self-confidence on the other hand, is indicated by fear of failure, desire to escape from detested, unpleasant situations. The fact that academic procrastination behavior leads to academic failure shows the seriousness of the problem. Research shows that academic procrastination adversely affects academic performance (Akinsola, Tella and Tella, 2007; Balkıs and Duru, 2009; Moon and İllingworth, 2005; Wang and Englander, 2010) and that students with academic procrastination behavior have lower academic achievement (Owens and Newbegin, 1997; Seo, 2011; Tuckman, Abry and Smith, 2002; Wesley, 1994). The fact that students with academic procrastination behavior stop performing academic tasks such as completing assignments, studying and preparing for exams, consequently increases their chances of academic failure (Jackson, Weiss, Lundquist and Hooper, 2001).

In the body of literature, studies conducted according to gender differences exhibit variances with respect to variables. For example, while studies show that female students experience higher levels of exam anxiety than male students (Aysan, Thompson and Hamarat, 2001); other research reveal that male students exhibit more frequent procrastination behavior than female students (Uzun Özer, 2009; Uzun Özer, Demir and Ferrari, 2009).

In Turkey, although there are studies conducted on adults (Ferrari, Uzun Özer and Demir, 2009) and college students (Balkıs, 2007; Çakıcı, 2003; Uzun Özer, Demir and Ferrari, 2009) with regard to academic procrastination, studies examining academic procrastination on k12 level, and especially on secondary school students were found to be limited (Aydoğan, 2008; Çakıcı, 2003).

Studies conducted abroad in this area suggest that high school students often postpone their academic duties and this behavior causes some negative effects on their academic performance (Wesley, 1994). Owens and Newbegin (1997) states that the tendency of procrastination, which began in this period, may turn into a troublesome habit that is difficult to overcome in the future.

Therefore, examining academic procrastination behavior among secondary school students gains substantial importance. The findings of the study are thought to provide information to school psychological counselors and school administrators about the procrastination behavior that is frequently exhibited in the academic environment. The findings are also expected to shed light on the creation of new approaches and programs that will be developed to reduce or overcome procrastination behavior in schools.

In this study, answers to the following questions were sought:

Regarding secondary school students;

- a. What is the level of their academic procrastination behavior?
- b. What is their academic achievement average?
- c. Is there a relationship between their academic procrastination behavior and their academic achievement?
- d. Is there a difference between their academic procrastination behavior levels and their academic achievements?
- e. Do their academic procrastination behaviors differ by gender?

METHOD

This is a descriptive study which aimed to investigate the prevalence of academic procrastination among secondary school students.

Sample Study Group

This study was conducted with a group of 8th grade students attending secondary school education in 2017 – 2018 academic year. The data were collected from 154 students by using easily accessible sampling method which is one of the purposeful sampling methods. Of the students participating in the research, 73 were female and 81 were male.

Data Collection Tools

Academic Procrastination Scale: In this study, Academic Procrastination Scale developed by Çakıcı (2003) to determine the academic procrastination behavior of the students was utilized. Academic Procrastination Scale consists of 19 statements – 12 negative and 7 positive – including the tasks that the students are responsible for doing in their learning lives (studying, getting ready for exams, preparing projects, etc.). Reactions to the expressions in this scale are graded in five-digit Likert type as follows: “it does not reflect me at all”, “reflects me very little”, “reflects me some”, “reflects me mostly”, or “completely reflects me”. The highest score that can be obtained from the scale is 95 and the lowest score is 19. If the results obtained are between 19 and 42, it shows low, 43 - 67 medium and 68 - 95 high academic procrastination behavior. In other words, higher scores obtained from the scale indicate that academic procrastination behavior exists. The Cronbach alpha reliability coefficient of the academic procrastination scale was found to be .92. The Cronbach alpha coefficient calculated for the first factor of the scale was .89, and the Cronbach alpha coefficient calculated for the second factor was 0.84. Spearman Brown’s split-half reliability test was calculated as .87 for the 10-item first half test and .86 for the 9-item second half-test for a total of .85. Academic Procrastination The test-re-correlation coefficient calculated from the application of the scale to 65 high school students with an interval of seventeen days was found to be .89. Scale’s test-retest reliability coefficient was calculated as .80 for the first factor and .82 for the second factor (Çakıcı, 2003). In this study, the measurement of academic procrastination was performed on the total score.

Academic achievement: For the academic achievement, students’ year-end grade point averages are taken into consideration.

Data Analysis

In the research, Pearson Product-Moment Correlation and t-test were used for data analysis.

FINDINGS

Regarding secondary school students;

- a. *What is the level of their academic procrastination behavior?*
- b. *What is their academic achievement average?*

Academic procrastination behavior and academic achievement averages of students were examined and the results are presented in Table 1.

Table 1**Academic procrastination behavior and academic achievement averages of students**

| Academic procrastination behavior level | N | % | \bar{X} | sd | academic achievement | \bar{X} | sd |
|---|-----|------|-----------|------|----------------------|-----------|------|
| 19 – 42 | 19 | 12.4 | 34,0 | 5,56 | High | 99,5 | 2,13 |
| 43 – 67 | 91 | 59.0 | 54,8 | 12,6 | Medium | 92,0 | 1,68 |
| 68 – 95 | 44 | 28,6 | 80,0 | 7,8 | Low | 83,6 | 4,43 |
| General | 154 | 100 | 56,3 | 11,2 | | 91,7 | 1.16 |

When Table 1 is examined, while the percentage of students with low academic procrastination behavior is 12.4%, their average academic procrastination behavior is 34, and their average achievement is 99.5; this rate is 59% for the students with moderate level, their academic procrastination behavior average 54.8, and their achievement average 92.0; and the rate of students with high academic procrastination behavior 28.6%, their average of academic procrastination behavior is 80 and their achievement average is 83.6. According to the results, 28.6% of students exhibit high levels of academic procrastination behavior.

c. Is there a relationship between their academic procrastination behavior and their academic achievement?

The relationship between academic procrastination behavior and academic achievement of the students was examined and the results are presented in Table 2. The relationship between academic procrastination behavior and academic achievement was investigated by Pearson Product Moment Correlation.

Table 2**The relationship between academic procrastination behavior and academic achievement**

| | |
|-------------------|--------|
| Pearson corr. | -.0916 |
| Sig. (two tailed) | .01 |
| N | 154 |

The results of the analysis showed that academic achievement was negatively related to academic procrastination behavior ($r = -.091$, $p < .01$). As students' academic procrastination behavior levels increase, academic achievement levels decrease.

d. Is there a difference between their academic procrastination behavior levels due to their academic achievements levels?

In order to determine whether the academic behavior levels of the secondary school students (low - medium - high) show a significant difference according to their academic achievement (general grade point average), one-way analysis of variance was performed for the unrelated samples. The results of the analysis are given in Table 3.

Table 3**ANOVA results of the academic behavior levels of the secondary school students according to their academic achievement**

| Source of variance | Sum of squares | df | Mean square | F | sig |
|--------------------|----------------|-----|-------------|-------|------|
| Between groups | | 2 | 1543.242 | | |
| Within groups | | 152 | 183.209 | 8.118 | .000 |
| Total | | 154 | | | |

As can be seen in Table 3, the results of the analysis exhibit that there is a significant difference between the academic procrastination behavior levels of secondary school students in terms of their academic achievement levels [$F(2,257) = 8.158$, $p < .01$]. In other words, academic procrastination behavior levels of students vary significantly depending on their academic achievement. The effect size (η^2) was calculated as .06. Academic achievement has moderate impact on academic procrastination behavior.

According to the results of the Scheffé test, which was performed with the purpose to determine among with which groups of students there are differences between academic procrastination levels, the achievement averages of students with low $\bar{X} = 34.0$, and medium $\bar{X} = 54.8$ academic procrastination behavior levels are found to be higher than those with high academic procrastination behavior levels. In other words, it was determined that students with lower academic achievement averages exhibited more academic procrastination behavior.

e. Do their academic procrastination behaviors differ by gender?

Independent group t test was performed to determine whether or not academic procrastination behaviors of secondary school students differed according to gender. As a result of the analysis, it was observed that academic procrastination did not create a significant difference according to gender ($t = 1,947$, $p < .05$). Obtained findings are presented in Table 4.

Table 4

Academic procrastination behaviors of secondary school students according to gender

| Gender | n | \bar{X} | sd | t | Sig. |
|--------|----|-----------|-------|-------|------|
| Girls | 73 | 54,26 | 13,12 | 1.947 | .067 |
| Boys | 81 | 58,27 | 12,35 | | |

$P < .05$

CONCLUSION, DISCUSSION AND SUGGESTIONS

When the studies explaining academic procrastination behavior are taken into consideration, it is seen that academic procrastination behavior can cause negative situations in students' lives. The aim of this study is to investigate the academic procrastination behavior of secondary school students according to academic achievement and gender variables.

The results of this study demonstrated that academic success was negatively correlated with academic procrastination behavior ($r = -.091$, $p < .01$). In other words, as the academic procrastination behavior levels of students increase, their academic achievement levels decrease. The study also examined whether or not there was a significant difference between the academic behavior levels (low – medium – high) of secondary school students and their academic achievements (overall grade point average), and the results of the analysis showed that there was a significant difference between the academic procrastination behavior levels of secondary school students [$F(2,257) = 8.158$, $p < .01$]. To put it in other words, academic procrastination behavior levels of students vary significantly depending on their academic achievements. It was determined that students with lower academic achievement scores exhibited more academic procrastination behavior. This situation shows consistency with the findings of studies conducted previously. In fact, many studies demonstrated that academic procrastination is associated with low academic achievement (Balkıs, 2013; Bozgeyikli, 2010; Ekinci, 2011; Fritzsche, Young and Hickson, 2003; Seo, 2012; Wang and Englander, 2010). Similar to the results of this study, those studies also found negative relationships between academic procrastination behaviors and achievement status of individuals who exhibit procrastination behavior. According to Ferrari, Keane, Wolfe and Beck (1998), it is expressed that students with low average achievement scores often exhibit procrastination behavior with the fear of making mistakes and failing to get approval from others.

The research also examined whether or not the academic procrastination behaviors of secondary school students differed according to the gender variable, and the results demonstrated that academic procrastination behavior did not differ significantly by gender. There are controversial results in the body of literature about differences based on gender in academic procrastination behavior. While some studies determined differences based on the gender variable (Pala, Akyıldız and Bağcı, 2011; Ptzek, Sattler, Veen, Grunschel and Fries, 2014; Uzun-Özer and Saçkes, 2011; Pychyl, Coplan and Reid, 2002), similar to this research, some other studies did not encounter differences in academic procrastination behaviors based on the gender variable (Ferrari, 1991; Ferrari, 2001; Karabıyık-Çeri, Çavuşoğlu and Gürol, 2015; Uzun-Öner, 2009; Yiğit and Dilmaç, 2015). According to Uzun-Özer et al. (2009), it is very important to examine the effect of gender on academic procrastination, and is a noteworthy requirement in understanding the causes and consequences of academic procrastination.

If procrastination behavior is a major problem for students, the situations shown in procrastination behavior need to be carefully analyzed. Identifying the factors affecting and contributing to the academic procrastination behaviors that have a negative effect on the academic performance of the students during the academic life will help to better understand the academic procrastination behaviors of the students and to develop early preventive education programs in their educational lives.

In line with the results of this research, the following suggestions were made;

- Qualitative research investigating the causes of academic procrastination in adolescents can be conducted.
- In order to reduce academic procrastination behavior in adolescents, academic motivation trainings can be given and the relationship between motivation and academic procrastination behavior can be examined.
- School administrators' opinion about academic procrastination behavior can be investigated qualitatively to reduce procrastination behavior of the students.
- This study is limited to secondary school students still enrolled in a school. Conducting a similar study in different populations, including high schools, may contribute to understanding the variables that predict students' academic procrastination behavior.

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THE RELATIONSHIP BETWEEN THE RESULTS OF SELF-EVALUATION AND THE INSTITUTIONAL EXTERNAL EVALUATION IN TURKISH HIGHER EDUCATION INSTITUTIONS

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Institutional Self-Evaluation Report (ISER) is prepared by higher education institutions annually to monitor their internal quality assurance processes and Institutional Feedback Report (IFR) which is prepared by external evaluators, includes strengths and further developments' areas to transparent quality assurance system for the institution.

The fact that internal and external evaluation scores give close and consistent results may give an indirect opinion about the reliability and adequacy of the mechanisms used by institutions for self-evaluation. In this study, the relationship between the scores of ISER-2018 and IFR-2018 in terms of Quality Assurance System, Education, Research & Development and Administrative System was analyzed. Also, subheadings under the main areas were analyzed to observe differences between self-evaluation and external evaluation.

According to the findings, there is a weak positive relationship between the self-evaluation and the external evaluation scores under the headings "Quality Policy", "Education" and "Research and Development". In the "Management System" title, it was found that there was no significant relationship between the scores. As a result; it is seen that there is a weak relationship between the self-evaluation and external evaluation scores and institutions tend to evaluate themselves with higher scores than external evaluation.

THE STUDY CORRENT STATE AND THE DESIRES STATE OF SCHOOL MANAGEMENT FOR SUSTAINABLE DEVELOPMENT IN OPPORTUNITY EXPANDING SCHOOL UNDER THE OFFICE OF CHAIYAPHUM PRIMARY EDUCATIONAL SERVICE AREA 1

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ABSTRACT

The purpose of this research was to determine the current state and the desired state of the school Management for Sustainable Development in Opportunity Expanding School Under the Office of Chaiphum Primary Educational Service Area 1. The research population of 1,468 person included administrators, basic education board and teachers. The research instrument consisted of a Rating scale questionnaire. The data were analyzed using descriptive statistics.

The research found that:

The current state of the school Management for Sustainable Development in Opportunity Expanding School Under the Office of Chaiphum Primary Educational Service Area 1 was given as “High” in overall and each aspect. In descending order from the highest to lowest include creating an academic network , teachers’ competency development and curriculum development correspond to change (\bar{x} = 4.85, 4.83, 4.75) .

The desired state of the school Management for Sustainable Development in Opportunity Expanding School Under the Office of Chaiphum Primary Educational Service Area 1 was given as “High” in overall and each aspect. In descending order from the highest to lowest include curriculum development correspond to change , developing student for quality and teachers’ competency development (\bar{x} = 4.95, 4.91, 4.88) .

Keywords: Management for Sustainable Development, School management

THE STUDY OF MATHEMATICAL PROBLEM SOLVING FOR GRADE 6 STUDENTS USED LESSON STUDY AND OPEN APPROACH

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ABSTRACT

Assessment and evaluation in education has been developed so that the results can be useful for development of learners and for teaching and learning management. This study aims to 1) study mathematical problem-solving efficiency in numbers and operations of students, and 2) evaluate mathematical problem-solving efficiency of sixth grade student learning with lesson study and an open approach. This study was conducted at Non Chan Tuek Huai Gae Wittaya School in Khon Kaen. Purposive sampling was applied to identify the sample group of this study, which included students in Grade 6 who were taught with lesson study and an open approach. The sample group consisted of six male and eight female students (n=14). Mixed-method was applied and the data was collected from observations including an individual observation log, a group work observation log, classroom observation, and a mathematics efficiency test with open-ended questions. Qualitative analysis was then conducted on the data obtained from the observations and the test.

The results revealed that 1) students can understand and analyze the problem and apply mathematical procedures as grounds to solving a complicated problem which required more than one process. This can indicate that learners can solve a mathematical problem at a basic level applying appropriate reasoning and methods. Additionally 2) the results from the evaluation of mathematical problem-solving efficiency development of the students ranked the mathematics strategies applied by the students as follows: non-response, unrecalled memory, basic memory and reproduction, simple skills and concept, and strategic/extended thinking. The levels of efficiency according to the Progress Map in problem-solving showed that six students (42.85%) were in Level 0, three students (21.42%) in Level 1, and five students (35.71%) in Level 2

Keywords: Problem Solving, Mathematical Procedure, Mathematical Strategies

1. INTRODUCTION

Advanced technology has brought changes to humans' lifestyles. To be able to survive, not only do we have to dominate natural challenges but we also must develop skills and abilities to compete and survive the changing conditions of the world. Hence, developing skills of a learner is crucial. Education is the first step that can pave the way for Thai students to enter the 21st century confidently, so developing "21st Century skills" in learners, especially problem-solving skills which are considered basic skills for development of other facets, is significantly important. Educational policies and guidelines have been changed in many educational institutes (Metta Marwiang et al., 2017) to respond to the needs of society, and the focus is now on problem-solving skill development.

Incorporation of problem-solving culture to class management is to teach students how to solve a problem through doing activities that provide an opportunity for students to learn in a process, to be able to solve a problem, and to promote autonomous learning. In this kind of activity, students can learn content and develop learning skills from engaging in a task. Chanapha Chaiprong (2011) organized classroom activities for her Grade 10 students in a mathematics class, fostering various problem-solving strategies that are useful for learning mathematics. It was found that problem-solving strategies are an important tool because effective ways in solving a problem require

instantaneous application of an appropriate problem-solving strategy. Also, the results from the evaluation can be applied to improve a lesson plan in order to enhance learning development of learners (Metta Marwiang et al., 2017). Hence, it is very important that these skills are cultured in a class. The Programme for International Student Assessment (PISA), which is a worldwide study, evaluated educational systems to gauge how well the students are prepared for real-life situations in the adult world, and the results showed that there is an urgent need for developing Thai students in this area. The low-level of evaluation of the Thai educational system resulted in the adjustment on educational policies. Therefore, the Project of Development of Student's Mathematics Higher-Order Thinking in Northeast Thailand was launched with the aim to develop human resources, to enhance national competitiveness and to respond to global and market needs. In this project, lesson study and an open approach are the two main educational innovations required for a reform of mathematics education in Thailand. These educational innovations are being used in 68 schools across the Northeastern region. In this study, the effectiveness of this educational method was investigated among the students studying in this program, hoping that the results could be useful for the development of students.

2. OBJECTIVES

This study investigated mathematical problem-solving efficiency of students learning with lesson study teaching in an open approach method at Non Chan Tuek Huai Gae Wittaya School in Khon Kaen. The two objectives of this study were:

1. To study mathematical problem-solving efficiency in numbers and operations of students learning with lesson study and open approach.
2. To evaluate mathematical problem-solving efficiency in numbers and operations of students learning with lesson study and open approach.

3. SCOPE OF THE STUDY

The target population of this study was sixth-grade students learning with lesson study and an open approach in the Project of Development of Student's Mathematics Higher-Order Thinking in Northeast Thailand at Non Chan Tuek Huai Gae Wittaya School in Khon Kaen. Fourteen students consisting of six males and eight females were selected by purposive sampling.

Variables in this study were mathematical problem-solving efficiency of students, which consisted of two facets: 1) mathematical procedures and 2) mathematical strategies.

The phases of study were divided into two parts:

Phase 1 covered four weeks of the subject content for a mathematics class taught in Grade 6 at Non Chan Tuek Huai Gae Wittaya School, which included numbers and operations such as greatest common divisor (G.C.D.) and lowest common multiple (L.C.M).

Phase 2 included the mathematics efficiency test in open-ended questions for numbers and operations. The test consisted of six sections with a total of nine questions.

4. CONCEPTUAL FRAMEWORK

Lesson study and an open approach aim at transforming mathematics classes from a passive classroom to a classroom that engages students in various kinds of thinking procedures and rationales. Therefore, the researcher conducted this study to investigate and evaluate mathematical problem-solving efficiency of students learning with these innovations, and to learn the effectiveness of this teaching and learning method (Maitree Inprasit, 2014; Metta Marwiang et al., 2017; Patcharee Chanpeng et al. 2015). The study investigated two key areas: mathematical procedures and mathematical strategies.

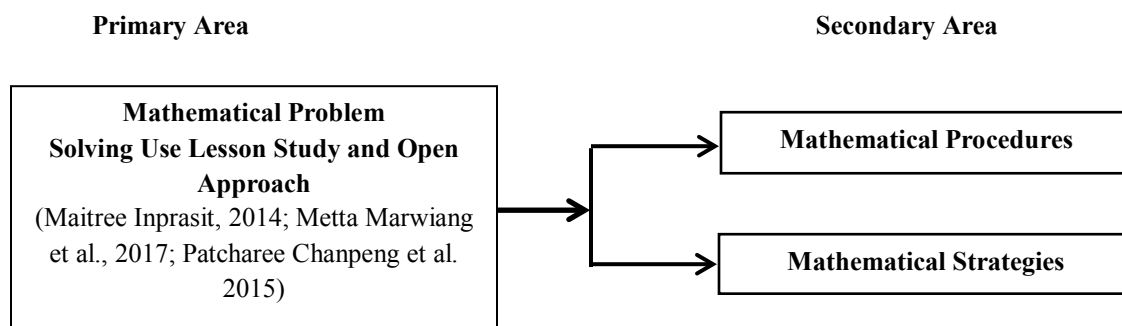


Figure 1: Conceptual Framework

5. THE STUDY

5.1 Research Methodology

This study applied mixed methods and the process was divided into two phrases based on the operation and significance of the study (Creswell & Plano, 2007). Exploratory sequential design was adopted by using qualitative and quantitative methods. The qualitative data was collected during the first phrase of the study, and rich data from the first phrase was analyzed using a quantitative method.

5.2 Research Instruments

Observation forms were designed to collect the data during classroom activities. The areas being observed were three key domains including 1) Cognitive Domain for the observation of students' behaviors and verbal and written interactions, 2) Affective Domain and morals shown in students' verbal and non-verbal expressions, and 3) Psychomotor Domain that was observed when students were doing an activity or group work. Task completion was also part of the evaluation. Moreover, the data was recorded in an individual observation form, a group work observation form, a classroom observation form, and items that were nested in 6 open-ended questions.

5.3 Data Collection

Data was collected at Non Chan Tuek Huai Gae Wittaya School in Khon Kaen. The class was observed and video-taped by the researcher and the assistant for four weeks in a sixth-grade mathematics class.

5.4 Data Analysis

The quantitative and qualitative data from Phase 1 were analyzed based on Construct Modelling (Wilson, 2005) to be used as a guideline for development of evaluation framework, as shown below. Standards and indicators for numbers and operations for the mathematics class of Grade 6 were reviewed for a Progress Map and research instruments. The instruments were tested before data collection. Finally, the data was analyzed.

Information on standards and indicators of numbers and operations of Grade 6 were reviewed prior to the development of research instruments. The instruments were tested before the data collection procedure. Then, the collected data was analyzed using a Progress Map for Mathematical Procedure and Mathematical Problem-Solving Strategies developed by Patcharee Chanpeng and Mark Wilson (2015) as shown in Table 1 and Table 2.

Table 1: Progress Map for Mathematical Problem-Solving in Mathematical Procedure

| Level | Level of Efficiency | Name |
|-------|---------------------|-------------------------------|
| 4 | Excellent | Strategic/Extended Thinking |
| 3 | Good | Simple Skills and Concepts |
| 2 | Average | Basic Memory and Reproduction |
| 1 | To be improved | Unrecalled Memory |
| 0 | Low | Non-Response |

Table 2: Progress Map for Mathematical Problem-Solving in Mathematical Strategies

| Level | Level of Efficiency | Name |
|-------|---------------------|--|
| 4 | Excellent | Abstract (The ability to move from concrete to abstract representations) |
| 3 | Good | Visual (A variety of strategies for representing an algorithm) |
| 2 | Average | Concrete (Procedure with the minor part of a mathematical basis) |
| 1 | Fair | Novice (Unable to use strategies with mathematical basis) |
| 0 | Low | Non-Response (Does not answer) |

The data gained in the second phase of the study was analyzed by ConQuest 2.0 for statistical analysis and found that the estimate value was 0.52, discrimination value (r_{pb}) was 0.38, and internal validity was 0.82 (Cronbach's Alpha Coefficient; α). These statistical results were used to analyze level of efficiency according to the Progress Map to provide further explanation and suggestion for the improvement of each student.

6. CONCLUSION

The results of the study and a discussion are divided into two parts according to the objectives of the study, as follows.

Part 1. Analysis of mathematical problem-solving efficiency of students from classroom observations at Non Chan Tuek Huai Gae Wittaya School in Khon Kaen, where lesson study and an open approach were incorporated.

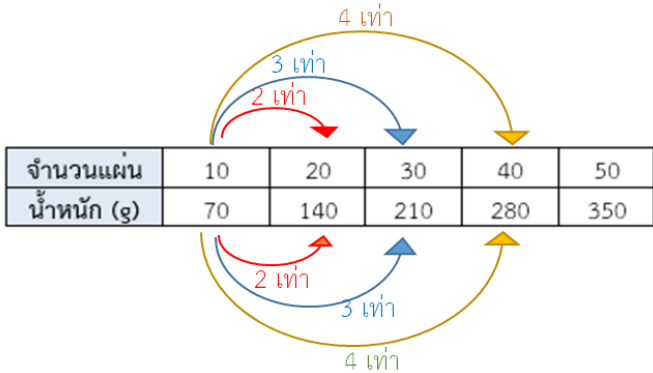
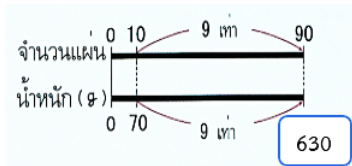
Part 2. Evaluation of mathematical problem-solving efficiency of students learning with lesson study and an open approach at Non Chan Tuek Huai Gae Wittaya School in Khon Kaen, from an efficiency test on numbers and operations.

The results are presented below.

Objective 1: Mathematical problem-solving efficiency in numbers and operations of students learning with lesson study and an open approach. The results are shown in Table 3.

Situation: From last time weighing the papers, 10 sheets of paper weigh 50g, but when weighing 10 sheets of a new type of paper, the result was 70g.

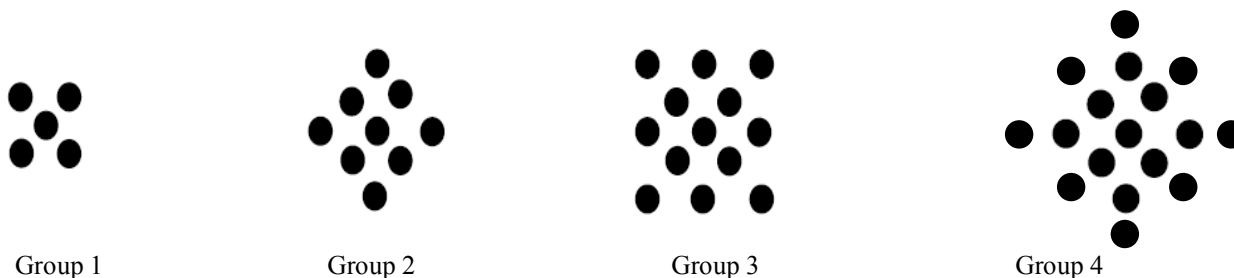
Table 3: Problem-Solving Efficiency in Mathematical Procedures

| Instructions | Student Procedures | | | | | | | | | | | | |
|---|--|-----------|-----|-----|-----|----|----|-------------|----|-----|-----|-----|-----|
| 1. When the number of sheets increases 2 times, 3 times, 4 times and so on, how will the weight change? | <p>When the number of sheets increases 2 times, 3 times, 4 times and so on, the weight would also increase 2 times, 3 times, 4 times, accordingly.</p> <p>When the number of sheets increases 2 times, 3 times, 4 times and so on, the weight would also increase 2 times, 3 times, 4 times accordingly. The more the number of sheets, the more weight there is.</p> <p>Students multiplied 2, 3, 4 and so on in the table showing relationship of the number of paper and the weight.</p> <div><table><tr><td>จำนวนแผ่น</td><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td></tr><tr><td>น้ำหนัก (g)</td><td>70</td><td>140</td><td>210</td><td>280</td><td>350</td></tr></table></div> | จำนวนแผ่น | 10 | 20 | 30 | 40 | 50 | น้ำหนัก (g) | 70 | 140 | 210 | 280 | 350 |
| จำนวนแผ่น | 10 | 20 | 30 | 40 | 50 | | | | | | | | |
| น้ำหนัก (g) | 70 | 140 | 210 | 280 | 350 | | | | | | | | |
| 2. How many grams will 90 sheets of paper weight? | <p>Students kept the list in the table going; the number of sheets was listed up to 90 and the weight added 70 each time.</p> <p>The information of the table showing the relationship of the number of paper and the weight was used. When finding the weight of 90 sheets, the students looked for the information of 40 sheets and 50 sheets ($40+50=90$). So, the weight of 90 sheets equals the weight of 40 sheets (280g) plus 50 sheets (350g). The answer is $280 + 350 = 630g$.</p> <p>Multiple increases in the number of sheets and weight was applied; 10 sheets of paper weighs 70g, so the weight of 90 sheets of paper was 9 times more than the weight of 10 sheets. Hence, the equation is $70 \times 9 = 630g$.</p> <div></div> | | | | | | | | | | | | |
| 3. How many sheets of paper were there if the weight is 700g? | <p>The table showing the relationship of the number of paper and the weight was used. The total weight of 700g is a result of adding 350g to 350g ($350 + 350 = 700g$ or $350 \times 2 = 700g$). So, the total sheets of the 700g weight equals the weight of paper with 350g (50 sheets). The equation is $50+50 = 100$ or $50 \times 2 = 100$. The answer is 100 sheets.</p> <p>Multiple increase in the number of sheets and weight was applied; 19 sheets weighs 70g, so 700g of paper is 10 times of the weight of 70g. Hence, the number of sheets must be 10 times more as well. The equation is $10 \times 10 = 100$ sheets.</p> | | | | | | | | | | | | |

The results revealed that the mathematical problem-solving efficiency of the students was at a basic level, which means that they had simple skills and concepts of mathematics to solve the problem and could apply mathematical procedures to solve a complex problem and generate a reasonable answer and method.

Objective 2: Evaluation of mathematical problem-solving efficiency of students learning with lesson study and an open approach. The results are presented in Table 4.



Question 1: Students in class 6/4 at Sukjai School are trying to group class members for an exercise. The number of group members in each group increases as shown in the photo.



From the situation provided, if there are 7 groups, how many members are in Group 7?

Table 4: Mathematical Procedures

| Level | Score | Name | Description of Respondent | Example |
|---------|-------|----------|---|--|
| 4 AB | 4 | Abstract | Students create an understanding of the question using various mathematical strategies and could applied appropriate strategies to solve a complex problem i.e. creating a diagram, making a prediction and testing hypothesis, making a chart or table, reversing the thinking step, giving a reason with logic, and looking for or creating a pattern of a model. Lastly, students can transform concrete images into abstract ideas. | <p>e.g. Question 1</p> <p>1. นักเรียนห้อง ป.6/4 โรงเรียนบ้านหนองสาหร่าย จัดกลุ่มออกกำลังกาย โดยจะมีสมาชิกเพิ่มขึ้นเรื่อยๆ ตามลำดับกลุ่ม ดังนี้</p> <p>กลุ่มที่ 1 กลุ่มที่ 2 กลุ่มที่ 3 กลุ่มที่ 4</p> <p>Students understood the question and tried to solve the problem in various ways such as creating a table, making a diagram, and drawing. They also provided explanation using mathematic symbols, and could conclude the pattern of the given situation; with more group members in each group, the equation was</p> $a_n = 5 + (n-1)4.$ |
| 3 NO | 3 | Visual | Students can apply various mathematic problem-solving strategies, solve a problem in a systematic way, and can explain concepts using specific mathematic symbols in their explanations, i.e. drawing, making a prediction and testing a hypothesis. Also, students can exclude unrelated or incorrect parts which helps them understand | <p>e.g. Question 1</p> <p>1. นักเรียนห้อง ป.6/4 โรงเรียนบ้านหนองสาหร่าย จัดกลุ่มออกกำลังกาย โดยจะมีสมาชิกเพิ่มขึ้นเรื่อยๆ ตามลำดับกลุ่ม ดังนี้</p> <p>กลุ่มที่ 1 กลุ่มที่ 2 กลุ่มที่ 3 กลุ่มที่ 4</p> <p>Students created a diagram showing the relationship, and drew images for Groups 5,</p> |

| Level | Score | Name | Description of Respondent | Example |
|---------|-------|--------------|---|--|
| | | | the situation more clearly. | 6, and 7. They were able to make a conclusion and provided a systematic explanation of the relationship using various calculation methods. |
| 2 CO | 2 | Concrete | Students can apply basic mathematical problem-solving strategies in solving some parts of the problem. They can explain their ideas and method, and also use simple mathematic equations to solve a few steps of the problem that they are familiar with. | <p>e.g. Question 1</p> <p>1. นักเรียนห้อง ป.6/4 โรงเรียนบ้านหนองสาหร่าย จัดกลุ่มออกกำลังกาย โดยจะมีสมาชิกเพิ่มขึ้นเรื่อยๆ ตามลำดับกลุ่ม ดังนี้</p>  <p>Students understood that the number of the members increases by 4 in each group. They could calculate in a simple process by adding 4 to each group step by step; Group 1 was 5, Group 2 was $5+4=9$, Group 3 was $9+4=13$ and so on until they got the correct answers for all the groups.</p> |
| 1 VI | 1 | Novice | Students cannot apply a basic strategy for mathematical problem-solving. Explanation is given in a word or a sentence level to explain ideas, yet it is unrelated to the answer. | <p>e.g. Question 1</p> <p>1. นักเรียนห้อง ป.6/4 โรงเรียนบ้านหนองสาหร่าย จัดกลุ่มออกกำลังกาย โดยจะมีสมาชิกเพิ่มขึ้นเรื่อยๆ ตามลำดับกลุ่ม ดังนี้</p>  <p>Students understood that the number of students in Group 2 is higher than Group 1. They provided some explanation to the increasing number but could not find the correct answer to the question.</p> |
| 0 NR | 0 | Non-Response | No response from students. Students do not try to answer or give an unrelated answer. | Students do not respond to the question or give an unrelated answer. |

According to the results of the study, the levels of efficiency according to the Progress Map in problem-solving were as follows: six students (42.85%) in Level 0, three students (21.42%) in Level 1, and five students (35.71%) in Level 2.

7. SUGGESTIONS FOR FURTHER RESEARCH

In this paper, the researcher would like to offer some suggestions, listed below:

1. More studies should be done in a classroom where lesson study and open study are not incorporated so that the two types of teaching and learning methods can be compared and contrasted in order to gain more information on positive and negative effects of these innovations.

2. The data being used for classroom research must be credible; that is, the study period should be at least more than one session so that more elements of an actual mathematical problem-solving efficiency of a student can be drawn and collected. This process can increase validity of the study.

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THE TRAINING OF FUTURE LEADERS THE PARADIGM OF TRUST

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Sometimes it is worth taking a break, pausing for a moment and thinking about the important things in our lives. Taking a step back to analyze our environment, asking ourselves whether this is the best possible world, a world we are happy to be part of.

If we take a close look we will certainly find things that all of us would like to change. For example, we will see a society that continues placing great importance on what a person has, rather than what a person is. In many cases, it is believed that victory only belongs to the fittest, necessarily at the expense of the weakest groups, which entails a selfish behavior promoted as a sort of defense mechanism. Others also want us to believe that the truth only depends on what we feel at any given moment, so that all actions can be justified if we achieve the goals that we had previously set. Right now there is only one truth, but it might change later.

Thus, it is easy to understand that economic crises are basically crises of moral values¹.

If the most important thing for a person is what he has and not what he is, then he will seek to improve his status above anything else, inevitably leading to power struggles. When we accept that the fittest are the ones with the highest chance of survival, we encourage aggressive competitiveness and those unable to destroy their rivals will put themselves at risk of becoming the next victim. If we use the truth as a tool to promote our interests, it is easy for the end to justify the means, therefore fostering corruption and a lack of commitment to anything beyond own personal profit².

These values have affected all sorts of organizations, but particularly companies. Internal power struggles have made employees fight for their interests instead of pursuing the common good. Aggressive competitiveness often leads to the inability to work together. And as regards the lack of respect for the truth, the result is the incapacity of companies to find solid principles on which to base their businesses. In the absence of these great principles, employees do not find sufficient reasons to commit themselves.

The result of the aforementioned problems is a world populated by people who are not happy, since the prevailing values promote fears³. Real fears that can be seen in very specific behaviors. First, there is the fear of losing everything we own. If material goods is what matters to us most of all, how will we feel if have to face the risk of losing everything? Second, we find the fear of being subjected. By understanding relationships as a balance of power we will see other people as rivals and not being at the same level as them will make us anxious. And third, the fear of the truth being known. We will spend the life pretending, disguising the truth depending on what we need at each moment.

Faced with this situation, as a university we have spent much time reflecting, analyzing the approaches suggested by the best researches and main managers and we have come to the conclusion that it is essential to move from the paradigm of fear towards the paradigm of trust.

To trust or not to trust, that is the question. Trust is becoming the main connecting element in a global economy in which it is impossible to control every single aspect. Multiculturalism and diversity have become the ideal environment for trust to flourish, bringing positions closer and making people open up to others

¹ FUKUYAMA, F., *Trust: The Social Virtues and The Creation of Prosperity*, Free Press 1995.

² ORTIZ, J.M., *Organizaciones con ética. Un buen lugar para trabajar*. En “Liderazgo Humanista y de Servicio”, Foro Europeo 2009.

³ LYUBOMIRSKY, S., KING, L., DIENES, L., *The benefits of frequent positive affect: does happiness lead to success? Psychological Bulletin* 131(6), 2005.

through curiosity, without generating suspicion or mistrust. Innovation, a significantly valuable element in this new context, will only be achievable if trust has previously been fostered⁴.

This leads us to the statement that trust is the necessary element –and will be more so in the future⁵– to train the type of leaders that companies, political parties, institutions and society need. The managers of the largest companies in the world agree on the fact that this new environment calls for people who are able to build up trust.

Along with trust and closely related to it, recent studies on the behavior within organizations (for example, the surveys carried out by Professor Peter Capelli, Wharton University) show the difficulty of finding professionals with the features that future leaders will need: strong ethical values, teamwork, innovative thinking and, especially, reliability and a proper self-assessment (strengths and weaknesses)⁶.

Unfortunately, these professionals are not available in the market. These people, able of changing the world and understanding the leadership as previously described cannot be found. Companies spend large amounts of money in their selection processes to then realize that their new employees have the very features that they wanted to avoid in the first place: fear, fear and more fear.

And in this whole situation, universities seem to be looking the other way. Programs have not been designed to change any paradigms, but rather to explain to future professionals what they need to do to achieve their individual goals, with no regard for other contexts.

In most cases, universities believe that the future success of their students will be based on the common elements, that is, individual recognition and status. Precisely because of this, training focuses on results, being proactive, working under pressure, promoting self-control and self-sufficiency. As Daniel Goleman has shown, these skills are sound for managers seeking quick, short-term results, based on reliability itself⁷.

This is the type of professionals that companies can easily find. Unlike them, HR managers are unable to find people with a capacity for empathy, confident and capable of set up teams. It is logical for them to not find these professionals, since achieving results with no emotional intelligence, instead of empathy, leads to harshness and loneliness. Being hard on oneself and others can show self-esteem, but never trust on oneself. And the pursuit of self-interest can hardly ever make anyone give their best and get the best out of other team members.

To train this type of professionals that companies need and are unable to find, that is, people who promote long-term results and foster changes that require vision and clarity, universities and business schools need to go beyond what has been offered so far, which is mere specialized knowledge, a significant amount of quantitative thinking and more or less demanding language skills.

This is what has led our University to take a step back and reflect: what role do we want to play in this crisis of values? How can we contribute to restore trust in our sector? Are we training the future leaders to drive this change? How can we make sure that every one of our students becomes a generator of trust?

And this is how we have come to define the three key elements of this kind of leadership. Building on the work of the two professors of the University of Notre Dame, which are considered the main reference in this matter, we asked among the managers of the most important companies, consultant and law firms and concluded that the differentiating features of the people who generate trust are professionalism, integrity and generosity⁸.

⁴ ORTIZ, J.M., La confianza, la gasolina para mover la sociedad, en “Claves de Razón Práctica”, mayo-junio 2016.

⁵ BOSTMAN, R., Who Can You Trust? How Technology Brought Us Together – and Why It Could Drive Us Apart. Penguin UK 2017.

⁶ CAPELLI, P. Why Good People Can't Get Jobs: The Skills Gap and What Companies Can Do About It, Warthon Digital Press 2012.

⁷ GOLEMAN, D., Leadership That Gets Results, Harvard Business Review, March-April 2000.

⁸ SCHOORMAN, D.; MAYER, R.; DAVIS, J., An Integrative Model of Organizational Trust: past, present and future. Academy of Management 32, 2007.

Professionalism, since it is easier to trust people who have the necessary expertise and skills to carry out their duties. Professionalism does not merely involve knowing much about a specific area of knowledge, but to have a highly self-demanding attitude as regards any tasks entrusted to you. Generosity, because when we no longer seek to merely maximize our profits but try to help others, we establish a bond of unwavering loyalty. Generosity introduces a different logic into society, the logic of valuable assets; the type of assets in which the more you give, the more you get: joy, understanding, knowledge... And finally, integrity, since people who are consistent with their values are predictable persons and therefore reliable.

The great question is whether Universities can promote the three aforementioned points in their training programs, creating a new culture in our society and organizations. We at the Universidad Francisco de Vitoria think it is certainly possible. For a training program to promote professionalism it is necessary to strengthen the virtuous cycle comprised of implementation capacity, openness to innovation, multicultural management and personal leadership. In our training programs for leaders, these skills are acquired through learning methodologies of several areas covering political, legal, business, international relations and leadership issues. The feedback from teachers and mentors is essential to develop the abilities to achieve results and communicate, to promote adaptability and creativity, global vision and conflict management.

In addition to the official Law, Business Administration, Business Analytics or International Relation Degrees, students also complete a leadership program (Integral Leadership Program, "ILP").

Through workshops (LABs) on Art and Aesthetics, Dramatic Art, Scientific Research, Impact, Negotiation and Cooperation, Politics, Communication Groups, Social Networks, Coaching, Mentoring, etc. students understand what influencing and innovating means. The aesthetic experience, for example, enables students to appreciate the beauty of the world, going beyond a pragmatic and utilitarian view. In "Scientific Research" they experience what it means to see what others cannot see, which is inherent in any innovation process. Other subjects (such as Dramatic Art, Impact, Negotiation and Cooperation or Organizational Psychology) develop skills that enable students to better interact in order to implement strategies and achieve results.

The core of the ILP is a Personal Development Project in which each student is assigned a mentor and has the opportunity to work with the best 360 evaluation tools used by many companies for the development of their leaders (Myers-Briggs Type Indicator), FIRO B (Fundamental Interpersonal Relations Orientation) and Career Leader. Being part of this project teaches students how to develop a long-term mindset as well as the capacity to sow the seeds of something that might take some time to grow⁹. And this ability to postpone rewards is essential to help students enhance their ability to cope with frustration.

The experience of being guided by a mentor (seeing how we improve thanks to external help) is fundamental for those who will have to be prudent throughout their lives, since it is a practical knowledge: only those who have been accompanied know how to accompany and advise other people (customers, other employees...). Likewise, being able to listen and accept help makes the difference between prudent knowledge and the cunning of people who give themselves the capacity to decide what is true or false because they only care about imposing their point of view.

As part of the ILP, our students have the chance to travel every year to the roots of our civilization. In Greece, Rome, Jerusalem and the "Camino de Santiago" pilgrimage students get to see the pillars of a western culture that has been forged thanks to the dialogue between science, law, philosophy and religion. We are well-aware that in a context marked by a lack of dialogue, specialization becomes isolation and absolutization.

However, it is Humanism that promotes a more comprehensive and inclusive approach in relation to many fields of knowledge (including economic, political and legal expertise). That is why, in order to develop an integral training, it is necessary to design a syllabus in which professional ethics are not only an isolated element but the core of every single subject, always taking into account that the student must have an open vision to truth, good and beauty.

Politics and economics tend to be blamed for all social ills. But, in fact, while some people try to stay in power and others make efforts to increase their benefits, both share an instrumental and short-term vision of

⁹ COVEY, S., *The 8th Habit: From Effectiveness to Greatness*, Free Press 2004.

the human reason, which is allowed to do everything. As long as we are not convinced that reality has limits and that it is worth to work for others to reap the rewards, professional ethics will not stop being another opportunistic instrument. Thus, we consider it very important that our students behave honestly (for instance, as regards writing papers and exams) and face the consequences of their acts, for them to learn that not everything is allowed in order to achieve a specific result. Honesty shows us that, in addition to its utility, each thing has a value in itself.

Humanist subjects taught since the first year (anthropology, history, great books, ethics, social responsibility, deontology, introduction to theology) do not only offer an open dialogue to issues concerning the legal or business curriculum, but also provide a new scenario which makes students rethink their value and give a deeper meaning to them. Criticizing the “myths” of modernity (individualism, consumerism and pragmatism) enables students to discover a new paradigm of reflection based on the acceptance of reality as a gift we have received and need to improve.

As Pope Francis stated, we have too many resources for very poor and scarce purposes¹⁰. We are now facing an educational challenge in which we cannot accept that the paradigms of thinking will not change behaviors or that small efforts will not change the world. In order to teach generosity, we must develop our ability to listen and to promote the belief that, by ourselves, we might arrive faster, whereas with other people’s help, we can arrive further. We also must help our students develop a different and more open look towards other people and give them the value of empathy with the suffering of others. Lastly, we also aim at promoting specific experiences that give us a first-hand view of what happens with the aforementioned valuable assets: the more we give, the more we possess.

Developing the capacity to open up to other people and foster solidarity and responsibility values with the appropriate motivations is what shapes a new lifestyle. Hence the importance that the subject of Social Responsibility has for our students, as it gives them the opportunity to interact with people who suffer. In this volunteering project, they discover (or re-discover) that, regardless of how much they have given to the people they have taken care of, they always receive much more.

The service leadership has its roots in the discovery of the gift, what makes us unique and, according to Sir Ken Robinson, being aware of it changes everything¹¹. Recognizing what we have received radically changes the way we look at others¹². During their internships in social action programs and through the societies in which they participate, our students experience the logic of the gift: we only discover the best thing we have when we give it away, when we make it available for other people, when we give ourselves. In addition to this, they also acquire an essential knowledge: social problems can only be solved through community networks.

Likewise, gratitude and gratuity go hand in hand with the belief that “less is more”. Enjoying little things, making life simple without creating necessities and no longer trying to look for what we do not have all lead to a joyful temperance to fight unhealthy anxiety. However, these attitudes based on the satisfaction obtained from helping other people can only appear if we admit that it is not our subjectivity that determines what is right and wrong. By means of certain projects carried out by teams or by a whole group, our students learn how to build a new social fabric based on an identity that seeks and builds the common good.

Since the first year, all teachers show their students the need to achieve results through others. Teamwork (in spontaneously-formed groups or in groups made up by people with complementary skills) are an important part of the assessment methods of each subject; throughout our professional lives we all see that our performance depends, to a significant extent, on the job of other people that we have not chosen and yet work with us¹³. This is another sign that the harmony we create in our environment is a consequence of being at peace with ourselves.

Giving our best is undoubtedly a very tough task. That is why our training programs for future leaders have a very rigorous selection process in which we appreciate both the candidates’ academic record and their attitudes that allow them to take advantage of their experience at our University. Moreover, the conditions to

¹⁰ FRANCISCO, Pope, *Laudato Si!* Roma: Vatican Press 2015.

¹¹ ROBINSON, K., *The Element: How Finding Your Passion Changes Everything*, 2009.

¹² BENEDICT XVI, Pope, *Caritas in Veritate*, Roma: Vatican Press 2009.

¹³ ZAMAGNI, S., *L' economia del bene comune*, Città Nuova 2007.

avoid academic probation are the strictest rules compared to other universities in the area. Studying at the highest level is a means to being able to better serve other people. And this is an “experiential learning” that is best understood when we try to live it.

Thus, we have realized that we do not want programs to train leaders according to the dominant paradigm, but what we want is to train leaders for a new paradigm. And this can only be achieved through a training program aimed towards driving this change. If we continue along the same path, we will always obtain the same results. We are not experiencing a period of rapid changes, but rapidly experiencing the start of a new era.

THEORY OF EDUCATION IN A SOCIAL MOVEMENT. AN ETHNOGRAPHIC STUDY ON THE DISPUTE OF EDUCATION

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ABSTRACT

The educational projects of the Brazilian government and the Movement of Rural Workers Without Land (hereinafter MST) pose situations of conflict, since they obey different logics. The MST has the land as a place, however, the agribusiness, the land without people. Knowledge in the abstract, but also knowledge practices that allow or impede certain practices in the field and in the real world. The objective of this work was really what really is in dispute between and investigate the friction between the government's official educational project and the educational project of the MST as a social movement. To this end, we conducted an ethnographic study on conflict situations between both educational projects based on the systematization of experiences. The findings show three situations: the place of education, the training of teachers and the educational project as an event. This means that education is a social and permanent field, therefore, it is about projects, historical and political discourses in which the different groups try to define their social function and their hegemony.

INTRODUCTION

In this paper we will problematize about the education in disput, in the current context of advanced capitalism, through approaching the theory of education.

But this question for education requires us to problematize about education, what forces push us to unveil the different pedagogies that weave tomorrow's society today. This interrogative has to do with us, with the social being, with being bound to the territory, to its habitat, to the place, to the land. Starting from problematizing the question about education nowadays, we inquire into the Brazilian reality. We pose the question of field education from its historicity, noting popular education as an essentially critical and dialogical pedagogical experience, as a movement that resists being appropriated by power, as a revolution of knowledge and transformation of the world through popular knowledge, thus giving a turn to educational practice, especially in the Latin American continent, and crucially in the Brazilian country, being a reference of different pedagogical experiences questioning a curriculum or an official and institutionalized education. Likewise, we approach the rurality of this country, the dynamics that are built around the land, the farmers, and the study of education in this context, that is, the pedagogies practices that germinate from the land and their idiosyncrasies.

To inquire about the MST as a social movement and its educational project, because the educational practices are in a context of struggle for the land that leads us to point out the substantive elements of the different cosmological conceptions and the educational materials that are generated from them. It is important to problematize education and analyze the genesis of the respective schools together with the process of taking land and consolidating the settlement specifically in Tiradentes and Zumbi dos Palmares, located in the State of Paraíba, in the municipality of Mari.

Analyze situations that give thought to education, beyond isolated facts. What we have agreed to call "educational situations". The educational situations occur in the interstices, in the folds, and that is where the frictions occur, and they become tensions between the pedagogical practices of the MST and the official educational project. And in each one of the educative situations raised, to analyze its character of incommensurability - its belonging to different logics, which do not have parameters in common - and the elements that compose it: the election, the distance and the exception.

The reflection on the educational project is addressed, related to Brazilian educational programs and the pedagogies that promote the MST that has to do with education on land. As an event, following Deleuze (1994, p.158), "the outbreak, the splendor of the event is the meaning. The event is not what happens (accident); it is in what happens the expressed cigar that beckons us and waits for us ". And as a situation (Badiou and Zizek, 2011) that makes education think, and as a singularity that constructs multiplicities. The educational project from the social movement means that education that has nothing to do with being functional to the productive system, but has endless purpose. It establishes authentic relationships between its materials and pedagogical practices, articulating a system alien to the paradox.

THE STUDY

The methodology that has been used is ethnography, following Goetz & LeCompte (1988, p.51), "the object of educational ethnography is to provide valuable descriptive data of the contexts, activities and beliefs of the participants in educational settings". Ethnography analyzes the processes of teaching and learning; the intentional and unintended consequences of the observed patterns of interaction; the relationships between the actors of the educational phenomenon.

In this sense, Pallasmaa (2006, p.16), states that, "as philosophers reveal the ocular-centric paradigm of our relationship with the world and with our concept of knowledge -the epistemological privilege of sight-, it also becomes important to critically study the role of sight in relation to the rest of the senses".

A systematization of the experiences has been carried out. Experiences of mine, inhabiting the place of research, and experiences of the "Without Land", in particular -of the community, of the students and the educators- generated in the Zumbi dos Palmares and Tiradentes schools, we have taken into account several areas: analysis of the documents and texts studied, interviews with the people involved in the process - from leaders of the MST, educators, Ministry of Education of the municipality of Mari and professors of the University of Paraíba -, and analysis and collection of graphic documentation.

The sources on which we have based about bibliographic, historical and scientific, classified and ordered by different items, files, participatory observation and testimonies of the different subjects involved in field education and in particular in education in the settlements of Zumbi dos Palmares and Tiradentes. Participatory observation has had three areas: the settlements, the municipality of Mari and the Federal University of Paraíba (UFPB). In the three areas we have participated in different classrooms and in research groups. Establishing a conversation, that did not look for any synthesis, or data to found our ideas, but attentive to the displacements, to the educational singularities, to what education had to think as an event. We have critically reasoned the different sources, confronting different interpretations. Research constitutes a device, following Deleuze (1990), traversed by multiple lines of flight, which build situations of thinking. A methodology attentive to the action of thinking, which breaks the framework of a project or program and has been addressed from the systematization of the experience of living, paying attention to what was hidden behind reality. Hoping to produce a matrix. Matrix as a cut, as a section. As something that builds "life", that conceives, hence its relationship with motherhood; matrix as a device, full of devices that in turn build devices.

FINDINGS

The place of education

Today, there are still 14.1 million illiterates in Brazil, which corresponds to 9.7% of the total population over fifteen years of age. One in five Brazilians is functionally illiterate: they read and write, but they can not understand, interpret or write a text. In the Brazilian Northeast, 18.7% of the population is illiterate; that is, more than 7 million people do not know how to read or write and, therefore, their ability to improve their quality of life is greatly reduced. Among people over 15 considered functional illiterate in Brazil, more than a third live in the Northeast, and of these, more than half live in rural areas. The highest concentration of population in the countryside is found in this region. It is in the Northeast of Brazil, where most of the families reside in Agrarian Reform settlement projects. But there is the contradiction, that being one of the regions that presents, in the Brazilian general context, low levels of schooling, it is one of the regions where more schools are closed. In this context, in rural areas of Brazil between 2002 and 2009, more than 24,000 schools were closed. According to the school census of the National Institute of Studies and Educational Research Anísio Teixeira: INEP (2010) of the Ministry of Education, there were 107,432 schools in 2002.

In 2009, the number of educational establishments was reduced to 83,036, meaning the closure of 24,396 schools, with 22,179 municipal schools. In general, the municipalities assume the infantile education and the fundamental education and they are the states more and more, those that assume the responsibility on the average education. There are no clear criteria that determine the closure of schools, that explain the reasons why they are closed, or to what extent it is possible to close a field school. The closure of these schools is manifested as a setback for education in Brazil and as an event that characterizes the current situation through which Field Education passes, pointing out challenges, struggles and proposals.

The MST associates the closing of the schools, to the agribusiness affirming that this one develops more through the creation of monoculture, where the family agriculture does not grow, producing rural exodus and more closures of schools. Another reason would be the expansion of resources for school transport, as the municipalities, having guaranteed transport, chose to close schools in the field and concentrate students in the schools of the city.

Education in the Countryside is different from education in the city, since it is related to the specific conditions of life in the rural area. In a school under the perspective of the field, boys and girls learn the same subjects as in the schools of the city, but with a different approach, rooted in the context of the field. After more than 12 years of what has been called Field Education, it lives very contradictory moments. On

the one hand, in the last decade, progress has been made in some conquests and educational initiatives in the field of education, as is the case of legislation and public policies.

Field Education emerges as a criticism of the situation of Brazilian education in the field. The situation of that time was characterized precisely by the closure of schools in the countryside and the transfer of children, youth and adults from the countryside to the city. Today we return to that situation. Situation that was confronted at the time by the MST that was mobilized against the neoliberal policy of closing schools.

For the MST, the struggle for Education in the Countryside is linked to the struggle for Agrarian Reform, the main demand of the peasants. It is not possible to think of an Agrarian Reform, a social development of the settlements, without thinking about education. Access to the school is associated with cultural and social development in the countryside and is a guarantee of rights for the subjects living there, strengthening the permanence of small farmers in the countryside and also improving food production. The MST problematizes the situation from that vision of the country, in the perspective of guaranteeing that the rural population has access to the production of knowledge and that this access is possible in the territory in which they live: the countryside. The history of the MST makes it clear that the struggle for land was at the same time a struggle for field education.

This clash creates an educational situation, because the closure of schools is a conflict that reveals that what is at stake is not a rationalization of educational infrastructures, as is argued from the different instances of government; it is something of greater magnitude, related to the different conceptions and projects that are disputed over the land and that affect Field Education. And that they put, in turn, highlight the different conceptions about it.

From that logic, the place of education is essential; that is, a Field Education can not take place outside the field. Therefore, the fight against the closing of schools is an expression of the struggle of peasants and communities, against the logic of this neoliberal capitalist model for the countryside. Between these two projects, there is no common parameter, they are strange to each other, they are incommensurable. There is a paradoxical relationship between them.

The closure of schools has to do with incommensurability, with radical choice, with distance and exception. From a thought always occupied in a variable element, inseparably ethical, aesthetic and political.

This conflict leads to plucking rhizomes (aerial roots) from the earth and building schools like trees planted in the city or on the periphery of it, with the will to create "educational systems". Systems that reproduce systems, but do not transform them.

The training of educators

The hiring of teachers, in the schools of the settlements, has always been subject to tensions and conflicts; in principle, because the mobilization of the settled communities has been necessary for the administration to provide the schools with more teachers. But, if the new teacher came from the city, that is, he was not settled and did not assume the pedagogical political project of the school, and he did not show interest in Field Education, the conflict did not end. A new situation was created: the school community did not want that teacher.

But if faced with this situation, we think that the conflict disappears by incorporating settled teachers into the schools of the settlements, and when there are none, teachers of the city that assumes Field Education and the specific pedagogical practices of the MST. We are not facing an educational situation; or to be more precise, we should say, that we do not have sufficient resources or ability to access an event. From the start, from that position, we almost always show the beginning or the end, while an event, even if it is brief, even if instantaneous, continues. Because what is really disputed, is not seen; It is invisible At this point, I remember a fragment of Don Quixote, in which it was said that to see how a tapestry is built, we have to turn it around. Well, let's turn around this situation. And what do we see? A set of lines that intersect and form an educational device. What is disputed is the training of educators, which is the same as the answer to the question: What is an educator in this context of field education?

The teacher must participate in the life of the settlement. Just being in the classroom is not enough. Must participate in the discussions and main actions of the settlement as a whole. The teacher will only be a true teacher as soon as he makes his struggle for the land, for production, as a struggle for education (MST, 2005, p.36).

This position of principles, on what a professor should be, leads one to think that a teacher is a militant. And it is true, the teacher is also trained to be a militant, whose practices in the classroom integrate the demands of the daily life of the settlement and the wider struggle of the movement, and that these demands are perceived and assumed from the context of collective experiences, with intentionality and affectivity. It is a process that requires decisions and commitments.

The creation of pedagogical groups and the ongoing training of educators have been present since the constitution of the movement. The pedagogical groups, created in 1987 as a result of collective learning from the first occupations carried out by the MST, highlight the value that the movement gives to education and the continuous effort of participation of the movement as a whole in the implementation of its project for the education, through the children, of the participation of the community in schools, of the organization of teachers for educational work and of their initial and continuous training.

For the MST, the pedagogical groups constitute a privileged space of permanent formation, through the reflection on the practice, of the study, of the discussions and of the preparation for the participation in the formative activities promoted by the MST, by the public organs or by other entities. One of the objectives of the PRONERA, is to attend to the training and education of educators for the fundamental education in the settlements and to implement projects of continuous training of professors in the settlements. But, as we have analyzed previously, a new program that arises without the participation of the Sin Tierra movement, the PRONACAMPO, closes the transition to this training policy and reorients the training of teachers to distance learning, thus implementing a policy of education to distance. The training of teachers in the settlements constitutes an educational situation, because there is a paradoxical relationship between the two positions, that of the MST and that of the educational institutions. There are no common points between them, they follow different logics. Educate, for the MST basically means "to form to transform society", it is an education that does not hide its commitment to develop class consciousness and revolutionary consciousness, both in students and educators. On the contrary, to educate, for the government of the Union, essentially means "to form to reproduce society". The educator encounters the paradox of educating by undoing his education. It is a deployment to replicate the Field Education line that, together with the students and the community, has drawn. Field education that is linked to the movement, in the sense originated by Freire (1973), of popular education. And it is this experience, together with that of the social movements, that makes the settlement think as a political and educational creation.

The educator, the presence of the community in the school does not assume a "dynamic" role of the relationship between subject, knowledge and experience, but an active role. And together with the children of the MST, they constitute a process of "subjectivation". Because you do not learn from the settlement by talking about it, describing it, but by doing it and experiencing it, and that means that the educational practice must inquire about the notion of education, culture and subject. Subjectivity and subject are different but inseparable categories.

For Castoriadis (1998), the human being is constituted in a process of "subjectivation". Being the subjectivity, the realization of the subject, its construction itself. But, subjectivity, is not "the product", but the manifestation of the process through which someone becomes subject.

The educator who teaches what he is looking for and not what he knows. We educate only at the extremity of our knowledge, in that extreme point that separates our knowledge and our ignorance, "and that makes one pass within the other". Only in this way we decided to educate.

Education as an event

In the schools of Zumbi dos Palmares and Tiradentes, education is also shown as an educational situation, because it involves a relationship that is not a true relationship, it is first and foremost a rupture. Between the two educational projects, the official manifested in the textbook, and the pedagogical practices of the MST, there are no parameters in common, only distance. And measuring that distance is one of the tasks when it comes to problematizing school education. But, perhaps, the educational project of Zumbi dos Palmares and Tiradentes, do not let us measure that distance between the two positions. The contents are not alien to the form that contains them and that the form is the substance that rises to the surface. Then, if they give us some content, they are giving us some forms as well; what happens is that sometimes we do not see them, but that we do not see them, does not mean that they do not exist; or, we do not know how to look at them, or we do not want to see them. Let's not forget, that the educational project also gives shape to the educator.

In the educational proposal of Zumbi dos Palmares and Tiradentes, two concepts are used, the curricular axis and the generating theme. And in teacher planning, by way of implication, the relationship between curricular axes and generating themes is considered; the latter being developed into subtopics. In the text of the curricular proposal, occasionally, curricular axis is confused with generating theme and this, in turn, with activities to perform or tasks entrusted to students.

Therefore, the generator concept is important, not as a topic or that is contained in a topic, but as what problematizes the realities. And not only confirms what she is, but what could be. As Freire (1976) reminds us, problematization as an attitude that transforms our consciousness of the world. And the origin of consciousness must be sought in the social interactions that characterize human activity (Vygotsky, 1991). Generator is the quality of an action that generates, that builds, that produces. It is a rhizomatic, human action; therefore, we do not see a territory without people, less a place: the settlement. And we think from its historicity, because the notion of place is inextricably linked to the notion of time. The place as a foundation, what is below - and sometimes on the surface - belongs to cultures that find identity struggling against the passage of time, trying to trap it through ritual and myth. The knowledge of these cultures are part of these myths and rites of the foundation, memory and presence.

CONCLUSIONS

This research shows that education is a social field in permanent dispute constituted by projects, historical and political discourses in which different groups in conflict seek to define their social function and hegemony, we knew about Bourdieu (1998).

When analyzing the different situations of conflict between the educational project of the Brazilian government and the educational project of the MST as a social movement, it concludes: Education, promoted by the MST, is articulated, united, to the struggle for Agrarian Reform and resists the neoliberal education project.

That the pedagogical practices in the settlements are generated by experiences. The question is always present. From what perspectives can different knowledge be identified? What kind of relationships are possible between them? How to make shared decisions and distinguish them from those imposed? How do you identify the perspective of the oppressed?

That the educational project of the MST is an event, because it investigates what is not power, what is not an institution. Generates, builds, other social relationships: egalitarian relationships; Knowledge that has to do with being on land, in territory, in the world. And weaves some knowledge, different, that are not even in the official educational project. Sometimes out of ignorance, laziness or because it does not respond to the economic, political and social project of the agribusiness for the Brazilian countryside that promotes only a field without people.

That the closure of schools, the hiring of teachers and the official educational project are educational situations that reflect on education. In these three areas there is a relationship of incommensurability between the MST and the institutions, a relationship that is not a true relationship. There is an option, a distance and an exception.

That the settlement is a form of curriculum creation that places the subject that inhabits it in a borderline experience: Without Land. "I am the space where I am", as the poet Noël Arnaud said. That when doing and undoing education is the question: what is education today, school, life? What new modes of subjectivation do we see today?

Therefore, this research is not closed in its conclusions, it has a provisional, open nature, in search of connections, openings.

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TOL: ENTRANCE TEST FOR DEGREE COURSES IN ENGINEERING AT POLITECNICO OF MILAN

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ABSTRACT

The "Laurea" (Bachelor of Science) programme in Engineering is an undergraduate degree obtained after a three-year programme of study and aims to provide a solid foundation in the core scientific subjects as well as more specialized, professional training [1]. In order to enter the "Laurea" programmes, it is compulsory to attend and pass an entrance test, called TOL (Test On Line). The TOL, in Italian language, consists of 65 multiple choice questions and is divided into two parts: 1) TEST: to test the knowledge of logic, mathematics, statistics, physics and verbal comprehension abilities; 2) TENG (Test of English): to verify the knowledge of English language. The test questions are formulated taking into account the ministerial programs for Italian Secondary Schools. The TOL takes place using personal computers in the IT-equipped lecture theatres of the various Politecnico Campuses [2]. The time allowed to perform the TOL has a total of 110 minutes, divided as follows: 15 minutes for 30 English questions (TENG), 75 for 25 Maths questions, 10 minutes for 5 Verbal Understanding questions and 10 minutes for 5 Physics questions. All questions are multiple choice, one and only one of the answers is correct. The student must choose the answer among 5 proposals or he can give no answer.

For the details of the score attribution, see the corresponding tables.

The minimum level of English language knowledge required - verified in the test - corresponds to the medium/low (B1) level of the CEF (Common European Framework). To prepare for the Engineering Test - TOL, you can download "Politest - The Politecnico di Milano Engineering test" or to attend MOOCs [3], free on line courses in mathematics and physics. These courses are especially useful to help and consolidate the basic knowledge that is verified by the test.

The aim of the Test is to verify the aptitude to follow the university courses in Engineering with reasonable chances of success and to identify any gaps in the initial skills.

The entrance test for degree courses in Engineering was introduced in this form in 2005. The data were collected and organized from a statistical point of view. A clear correlation emerges between the score in the test and the success in the studies, as illustrated by the graphs.

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TÜRKİYE’NİN EN DEĞERLİ 25 MARKASININ WEB SİTELERİNİN KURUMSAL SOSYAL SORUMLULUK SAYFALARINA YÖNELİK BİR İÇERİK ANALİZİ

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ÖZET

Kurumların sahip oldukları ekonomik, yasal, etik ve sosyal sorumlulukları söz konusudur. Günümüzde rekabet koşullarının artması, ürünler arasındaki farkların azalması, değişen tüketici eğilimleri, markaları kendileri için yeni değerler katmanın yollarını bulmaya ve kurumsal sosyal sorumluluk çabalarına daha fazla ağırlık vermeye yöneltmektedir. Sosyal bir varlık olarak işletmeler topluma, çalışanlarına, tüketicilere, çevreye karşı sorumlu bir konumdadır. İşletmelerin kâr elde etmelerinin yanında topluma karşı bazı sorumluluklarının da olduğu düşüncesi, sosyal sorumluluk kavramının önemini daha da arttırmakta ve şirketlerin kurumsal vatandaş olarak algılanması, imajı ve itibarı üzerinde hayati öneme sahip olmaktadır. Kurumsal sosyal sorumluluk çabalarının paylaşılması noktasında geleneksel medya araçları, sosyal medya platformları ile birlikte web siteleri de sıklıkla kullanılmaktadır. Markaların iletişiminde sosyal medyanın etkisi gün geçtikçe artarken, kurumsal web sitelerinin işlevi önemini hâlâ korumaktadır. Tüm bunlardan hareketle çalışmanın amacı, markaların kurumsal web sitelerinde yer alan sosyal sorumluluk sayfalarını inceleyerek, bu konu özelinde kurumsal iletişimi nasıl gerçekleştirdiklerini ortaya koymaktır. Bu doğrultuda Brand Finance tarafından gerçekleştirilen “Turkey 100” raporunda (2018) yer alan “Türkiye’nin En Değerli 100 Markası” listesi çalışmanın evrenini oluştururken, söz konusu markaların ilk 25’i araştırmanın örneklemini oluşturmaktadır. Örneklem olarak alınan markaların kurumsal web sitelerinde yer alan sosyal sorumluluk sayfalarına, buradaki sosyal sorumluluk proje ve etkinliklerine içerik analizi uygulanmıştır. Bu bağlamda içerik analizi için, kategorileştirme çerçevesinde web sitesinde sosyal sorumluluk sayfasının olup olmadığına bakılmış, -varsa- sosyal sorumluluk sayfasının site haritasındaki yeri, paylaşılan proje sayıları, konularına göre sosyal sorumluluk sınıflandırmaları, sektörlere göre konuların dağılımı, sektörlere göre kurumsal sosyal sorumluluk girişimlerinin dağılımı, proje uygulama biçimleri (kurumun kendisi tarafından ya da devlet, sivil toplum örgütü, üniversiteler, vb. gibi ortaklarla iş birliği) ve Kotler ve Lee’nin (2008) kurumsal sosyal sorumluluk girişimleri ele alınarak analiz edilmiştir. Bahsi geçen kurumsal sosyal sorumluluk girişimleri “sosyal amaç teşvikleri (corporate cause promotions), sosyal amaca yönelik pazarlama (cause related marketing) , sosyal pazarlama (social marketing), kurumsal hayırseverlik (philanthropy), toplum gönüllülüğü (community volunteering), sosyal açıdan sorumluluk taşıyan iş uygulamaları (socially responsible business practices)” alt başlıklarından oluşmaktadır.

Anahtar kelimeler: marka, web siteleri

USE OF OPEN EDUCATION RESOURCES IN UNIVERSITY MATHEMATICS COURSES

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ABSTRACT

Lower division service mathematics courses at SFU have been using standard textbooks published by a few major publishing houses in North America (e.g. Wiley, Pearson, Cengage) for many years. These textbooks provide SFU students with all information required to be successful learners and to complete the courses. They are the product of collaborative efforts of the author(s), editors, reviewers, graphic designers etc. and thus guarantee high quality of the textbooks. Also, the publishers keep up with the times offering example solutions using various software like Mathematica, Matlab, or Maple. Unfortunately, in the past few years the textbook costs have been skyrocketing what, along with the pirate versions of homework problem solutions being readily available on internet, has prompted quick development of Open Education Resources (OER).

In the Department of Mathematics we have created our own in-house course notes replacing the textbooks for Calculus I and II courses for Life Sciences and Social Sciences streams while the main stream for mathematics majors, engineers, and computing scientists is still using the standard textbook with either paper textbook or electronic version available to the students along with online assignments by the same publisher.

The author will share the experience of modifying available OER and creating course notes in order to match our course outline for MATH-155, Calculus II for Life Sciences students. Replacing the standard textbook had many pros and cons. While it resulted in reducing the cost for the students to only buying access to online assignments through Pearson publishing house, lack of sufficient practice problems and student solution manual were significant drawbacks, to name a few. A detailed analysis of positive achievements, as noted in student evaluations, along with the challenges encountered in the process of developing this resource and teaching the course, will be presented at the conference.

Key words: Open courses, math education, education resources

USING LEARNING STYLES TO BECOME BETTER TEACHERS

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Abstract

We all learn in different ways. Whether we are learning how to find the slope of a line, analyzing a table of values to determine a relationship, or translating a "real world" application into an equation that can be used to model that situation, we depend on individual learning styles.

In this session, teachers will be provided with a hands-on activity they can use with their students to help them identify their learning style and to use their individual style to learn better and to make that learning fun.

When teachers have a better sense of how their students learn, and students understand better their preferred learning styles, activities can be planned with those styles in mind. When we can help our students become active learners in our classrooms, we all benefit. This session will provide some of the tools to achieve this goal.

Keywords: Learning Styles

ÜNİVERSİTE ÖĞRENCİLERİNİN ONLINE ALIŞVERİŞ EĞİLİMLERİ ÜZERİNE BİR ÇALIŞMA: TRAKYA ÜNİVERSİTESİ ÖRNEĞİ

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ÖZET

İhtiyaç konusu insanlık tarihi kadar eski bir konudur. İnsanların tarih boyunca çok çeşitli ihtiyaçları olmuştur. En önemli ihtiyaçları; barınma, gıda ve güvenliktir. Tarihi gelişmeler ile birlikte çeşitli icatlarında ortaya çıkması sonucu insanların ihtiyaçları da değişkenlik göstermeye başladı.

Bugün özellikle “Z kuşağı” olarak adlandırılan genç nüfus internet ile fazlasıyla bütünleşik bir hayat yaşamaktadır. Bilgisayar teknolojilerinin giderek küçülmesi ve telefonun icadı amacı dışında yöndeşmesi, çağımızda öngörülemez bir ağ toplumu oluşmasına neden olmuştur. Artık kişiler ihtiyacı olan “şeyleri” zaman ve uzam sınırlaması olmaksızın sipariş verebiliyor. Daha önceki zamanlarda insanlar alışveriş için bulundukları mekânı terk ederek mağazaları gezer ve aradıkları “şeye” ulaşmak için fazlaca “emek” sarf ederdi. Artık herhangi bir zamanda herhangi bir yerde sadece internete bağlı bir araç ile istenilen sayıda ürün arasından istediğimizi seçerek, istediğimiz yere ulaşmasını sağlayabiliyoruz.

Bu çalışmada Trakya Üniversitesi’nde öğrenim gören öğrencilerin neden internet alışverişini tercih ettiklerini üzerine bir araştırma yapılacaktır. Bu araştırma sonucunda elde edilen bulgular ışığında öğrencilerin neden klasik alışveriş yöntemlerini değil de internet alışverişini seçtikleri öğrenilmeye çalışılacaktır.

Araştırmanın giriş kısmında ihtiyaç, toplum, modern, post- modern, enformasyon, ağ toplumları tanımları yapılmış, Literatür taramasında konu ile ilgili saha önce yapılmış araştırmalara bakılmış, sırasıyla araştırmanın amacı, önemi ve yöntemi açıklanarak elde edilen verilerin değerlendirilmesi yapılmış son olarak sonuç ve öneri kısmında araştırma sonucunda varılan nokta paylaşılmıştır.

Anahtar Kelimeler: *İnternet, alışveriş, toplum, öğrenci, üniversite, ağ toplumu, online alışveriş.*

GİRİŞ

İnternetin 1990’lı yıllar ile birlikte hızla yayılmaya başlaması toplulukların alışkanlıklarını ve yaşayış biçimlerini de değiştirmeye başlamıştır. Günlük yaşam, iş koşulları, eğitim, sağlık, finans ve pazarlama gibi birçok alanda hızlı ve köklü değişimler kaçınılmaz olmuştur. Bu değişimlere bilgisayar teknolojilerinde kullanılan donanım parçalarının küçülmesi eklenince, değişim bilgisayar ile sınırlı kalmamış, tablet gibi taşınabilir cihazlarında ortaya çıkmasına sebep olmuştur. Cep telefonları ilk icat edildikleri zamanda görevleri karşılıklı ve anlık iletişim amacı taşımaktaydı. Gelişen teknoloji ve internet alt yapısı sayesinde cep telefonları yöndeşme içerisine girmiştir. İlk icat amacı olan karşılıklı ve anlık iletişimden, zaman ve yer sınırı olmaksızın internete bağlı bir kişisel bilgisayara yöndeşmiş durumdadır (Turan, 2011, s. 3-5). İnternet, kuruluşlara reklam vermek, sipariş almak ve yerleştirmek, felsefelerini tanıtmak ve dünyanın her yerindeki tüketicileri ile iletişim kurmak için ucuz ve sofistike araçlar sunmaktadır.

Tüm bu teknolojik değişimler toplumlarında evrilmesine neden olmuştur. Toplulukların, sanayii toplumuna daha sonra modern ve günümüzde post-modern veya ağ toplumu, enformasyon toplumu, dijital toplum gibi tanımlamalar aldığı yadsınamaz bir gerçektir. Enformasyon toplumu kavramında, toplumdaki faaliyetlerin ve süreçlerin değişen özüne vurgu yapılmaktadır. Ağ toplumu kavramında ise dikkat ve ilgi bu toplumların değişen örgütlenme biçimleri ve altyapılarına kaymaktadır (Dijk, 2018, s. 41).

Toplumun değişmesi insanların da ihtiyaçlarının çeşitlenmesi anlamına gelmektedir. İnsan var olduğu sürece bir şeye ihtiyaç duyar. Bu ihtiyaçlar yaşanan dönemlere, bölgelere, aile yapısına, gelir duruma göre farklılıklar göstermektedir. İnsanların ihtiyaçlarını giderebilmelerinin birçok farklı yolu bulunmaktadır. Bu yollar geleneksel alışveriş ve pazarlamanın yanı sıra günümüzde oldukça popüler hale gelmeye başlayan e-ticaret ya da online(çevrimiçi) alışveriştir.

Elektronik ticaret, internet çağının temel karakteristiklerinden biri olmuştur. Yapılan araştırmalar göstermektedir ki online alışveriş, e-mail gönderimi ve Web’te gezinmenin hemen sonrasında üçüncü en popüler internet aktivitesi olmuştur (Li & Zhang, 2002’den aktaran Saydan, 2008, s.387-388).

E - Ticaret her geçen gün büyüyen bir süreçtir ve büyümeye devam edecektir. Tüketiciler çevrimiçi bir cihaz kullanarak giysi satın almak veya havayolu veya otel rezervasyonları yapmak istemektedir. Online pazarlara girişten sonra müşterilerin zihninde bir paradigma değişimi yaşanmaktadır. Bu değişim, müşterilerin alışveriş davranışlarında ve onların ihtiyaç ve isteklerinde değişiklik yapılmasını sağlamaktadır (Pawan & Devi, 2016, s. 541).

İnternet, tüketiciler ve tedarikçiler ile doğrudan bağlantılar kurar ve işlemleri, işlemleri ve bilgi transferini kolaylaştırır. Bu nedenle, online alışveriş, tüketiciler arasındaki yoğun iş programı nedeniyle tüketiciler arasında yeni bir alışveriş trendi olarak ortaya çıkmıştır (Frederick, 2011, s. 61).

Online alışveriş, müşteriye farklı tedarikçiler tarafından verilen fiyatı karşılaştırabileceği ve en iyi fiyatı seçebileceği geniş bir ürün ve hizmet yelpazesi sunar. İnternet pazarlama kavramsal olarak diğer pazarlama kanallarından farklıdır ve internet, satıcı ve son kullanıcı arasında birebir iletişimi teşvik etmekte ve günün her saati müşteri hizmetleri sunmaktadır.

Günümüzde, pazardaki büyüklük ve rekabet, ürünlerin kolay temin edilebilirliği ile birleştiğinde, müşterilerin seçim için zorlanmalarına neden oldu. Bu sürekli tükenmeyen müşterilerin arzusunun doyumunu sağlamak ve daha da önemlisi, sürekli satış yapabilmek, agresif tanıtım stratejilerine ihtiyaç duyan şirketlerin ortaya çıkmasına neden oldu. Satıcılar müşterileri daha fazla satın almaya teşvik etmek için bazı stratejileri kullanırlar (Bhanot, 2018, s. 2). Bunlar çevrimiçi mağazaların klasik mağazalara oranla daha ucuza ürün satması, ürünün yanında promosyon ürün verilmesi gibi stratejiler içerebilir.

İnternet teknolojilerinin tüm dünya ile birlikte Türkiye’de hızla yayıldığı yadsınamaz bir gerçektir. Nilsen/NetRatings’ın yapmış olduğu araştırmada, dünya üzerindeki internet kullanıcı sayısının Mart 2007 itibarıyla 1 milyar kişi iken 2018 Temmuz ayı itibarı ile bu sayı 4,208,571,287 kişi olarak belirtilmiş olup bu rakam dünya nüfusunun yaklaşık %55.1’ ini oluşturmaktadır (IWS, 2019).

Aynı araştırma verilerine göre, 2018 yılında Avrupa’da “nüfus yoğunluğuna göre” interneti en çok kullanan 54 ülke arasında Türkiye % 68,40 ile 48. sırada yer almaktadır fakat “kullanıcı sayısına göre” değerlendirildiğinde Türkiye 56 milyon kullanıcı ile 54 ülke arasında 6. Sırada yer almaktadır, bu istatistik, internet kullanım oranlarına bakıldığında “nüfus yoğunluğu” değerlendirmesine bakılarak Türkiye’nin Avrupa ülkelerinin oldukça gerisinde kaldığını gösterirken “kullanıcı sayısı” bakımından oldukça iyi durumda olduğunu söylemek yanlış olmayacaktır (IWS, 2019).

Türkiye’de ki istatistiksel verilere bakıldığında; Türkiye İstatistik Kurumunun (TÜİK) 2018 yılında yaptığı araştırmaya göre; İnternet kullanan bireylerin oranı %72,9 oldu. Bilgisayar ve İnternet kullanımı 2018 yılında 16-74 yaş grubundaki bireylerde sırasıyla %59,6 ve %72,9 oldu. Bu oranlar 2017 yılında sırasıyla %56,6 ve %66,8 idi (TÜİK, 2019).

Bilgisayar ve İnternet kullanım oranları 16-74 yaş grubundaki erkeklerde %68,6 ve %80,4 iken, kadınlarda %50,6 ve %65,5 oldu. Her on hanenin sekizi İnternet erişim imkânına sahiptir. Hane halkı bilişim teknolojileri kullanım araştırması sonuçlarına göre 2018 yılı Nisan ayında hanelerin %83,8’i evden İnternete erişim imkânına sahip olurken bu oran 2017 yılının aynı ayında %80,7 idi, Türkiye’de de tüketicilerin cinsiyete göre de çevrimiçi alışveriş üzerine eğilimleri yıllar geçtikçe artış göstermiştir (TÜİK, 2019).

Enformasyon teknolojisindeki hızlı ilerlemeler ve bunların gündelik yaşamımıza olan yansımaları, geleneksel olan çoğu faktörü de etkilemekle kalmamış kendisine uyumlu bir şekilde çalışmasını da zorunlu kılmıştır. Bu işlemlerden en çok bilineni ve gelecek vaat edenlerinden biri de İnternet üzerinden yapılan alışveriştir (Bayraktar, 2011’den aktaran Albayrak, 2017, s. 134).

TÜİK, Hane halkı Bilişim Teknolojileri Kullanım Araştırması’na göre 2011 yılında internet üzerinden alışveriş yapan kişilerin oranı %8.4 iken 2018 yılında bu oran %29.3’e yükselmiştir. İnternet üzerinden çevrimiçi alışveriş istatistikleri her geçen yıl büyük bir hızla artmaktadır (TÜİK, 2019).

Türkiye’de internetin ve akıllı telefonların yayılmasına paralel olarak çevrimiçi alışverişte harcanan para miktarı son yıllarda ciddi bir artış göstermiştir. Bankalar arası Kart Merkezi(BKM) tarafından açıklanan verilere göre Türkiye’de 2018 Aralık ayı itibarı ile internetten kartlı ödemeler işlem adedi “43.602.206”, işlem tutarı “12.272,67 TL” (Milyon TL)dir. Bu rakamlar 2014 Aralık ayında işlem adedi “17.339.967” ve işlem tutarı “3.913,15 TL(Milyon TL)” olarak gerçekleşmiştir (BKM, 2019).

Çevrimiçi mağazalar, alıcının internet, elektronik veri değişim ağı, elektronik posta veya başka bir çevrimiçi sistem üzerinden sipariş verdiği mal ve hizmetleri satarlar. Çevrimiçi mağazacılığın tüketiciler için daha uygun bir alışveriş kanalı olduğu, çünkü çevrimiçi mağazaların daha fazla zaman tasarrufu sağladığı ve daha fazla ürüne kısa sürede ulaşabildikleri öngörülmektedir (Kacen, Hess, & Chiang, 2013, s. 2).

Çevrimiçi alışveriş yapan tüketici davranışları bazen klasik tüketici davranışlarına göre farklılık gösterebilmektedir. Çevrimiçi alışveriş yapan tüketici alışveriş sırasında şahsi bilgilerinin güvende olmasını, internet ortamında reklamı yer alan her ürünü elde edebilmeyi, satış sonrasında ki hizmetlerden ne derece faydalanacağını önceden bilmeyi, ödeme sınırlılıklarının ve kredi olanağının olmasını, yüz yüze kaldığı bir sorunla ilgili nereye nasıl başvuracağını bilmeyi, işletmenin yasal adresini ve telefon numaralarını bilmeyi, siparişlerini takip edebilmeyi, siparişlerini işletmenin taahhüt ettiği zamanda tam ve eksiksiz olarak alabilmeyi, iade ve değiştirme şartlarını, teslimat masraflarını kimin karşılayacağını bilmek istemektedir (Albayrak, 2017, s. 137).

Bireylerin önemli olduğunu düşündüğü tutum, davranışla güçlü bir ilişki gösterme eğilimindedir. Pazarlamacılar tüketicilerin tutumlarıyla ilgilenmelidir çünkü tutum, tüketiciler arasındaki potansiyel memnuniyetsizlik uyarıları sağlar (Frederick, 2011, s. 66). Memnun tüketiciler şirkete sadık olacaktır. Tüketiciler, bu ortamda ortaya çıkan yüksek risk ve belirsizlik unsurlarından ötürü şüpheli oldukları için e-tüketiciler için daha önemlidir. Teknolojik gelişmeler interneti ana akış iş ortamına dönüştürürken, aynı zamanda çevrimiçi tüketiciler olgunlaşmakta ve sanal pazarlamacılar profesyonel ve müşteri odaklı bir yaklaşımın önemini kavramaktadır.

Türkiye’de özellikle online alışveriş sitelerine güven ortamı, e-ticaretin önünde ki en büyük engellerden biridir. Tüketiciler, alışveriş yapmak istedikleri çevrimiçi sitelerin marka değerlerine ve daha önce alışveriş yapıp yapılmadığı konusunda bilgi sahibi olmak istemektedirler.

Siber ortamda satış, fiziksel pazarlarda satış yapmaktan çok farklıdır ve tüketici davranışlarının eleştirel bir şekilde anlaşılmasını ve yeni teknolojilerin geleneksel teori ve modellerin altında yatan geleneksel varsayımlara nasıl meydan okuduğunu anlamasını gerektirir (Limayem, Khalifa, & Frini, 2000, s. 421).

İşletme sahiplerinin fiziksel pazarlar ile sürekli rekabet içinde olması şüphesiz tüketici lehine olacaktır. Bu sebeple tüketici, daha fazla ürünü daha uygun fiyata temin edebilecektir. Tabi tüm bu olumlu tarafların yanı sıra olumsuz bazı düşünceler de mutlaka olacaktır.

ARAŞTIRMANIN AMACI

Bu araştırmanın amacı, üniversitede öğrenim gören öğrencilerinin internet sebeplerini ve internet vasıtasıyla yapacakları alışverişte tercihlerini etkileyen faktörlerin ortaya çıkarılması amaçlanmaktadır.

Bu çalışmada temel amaç Trakya Üniversitesinde öğrenim gören 18-25 yaş aralığında öğrencileri karşılaştırmalı olarak inceleyerek internet üzerinden alışverişte haz duyusunu tatmin etmek için mi? yoksa kendilerine fayda sağlayan tüketimden hangisini tercih ettiklerini ortaya çıkarmak ve bu doğrultuda tüketicilerin hangi amaçla e-ticareti tercih ettiklerini ortaya çıkarmaktır. Tüketicilerin satın alma davranışını ortaya çıkaran önemli faktörler arasında bir ürüne duydukları ihtiyaç kadar alışveriş alışkanlıkları da yer almaktadır.

İnsan ihtiyaçları toplumların ve teknolojinin gelişmesine paralel olarak büyük bir hızla değişmektedir. İnsanların göçebe hayattan yerleşik hayata geçmeleri sonrasında ihtiyaçları da farklılaşmaya başlamıştır. Önceleri temel barınma, yeme – içme ve giysi olan ihtiyaçlar, teknolojinin de yardımıyla bugün çok daha fazla çeşitlenmiştir. Örnek olarak bugün çoğu kişide akıllı telefonlar ve bilgisayarlar mevcuttur.

Sosyal paylaşım siteleri, çok farklı seçenekleri ile hızla gelişmekte; diğer çeşitli sitler arasında geçerliliği her gün artmaktadır. İletişim, ortak çalışma ve paydının önem arz ettiğini enformasyon toplumunda sosyal medya, adı geçen ihtiyaçların giderilmesinde çok önemli bir rol taşımaktadır. Sosyal medya, verdiği olanaklar sebebi ile şahsi ve sosyal yaşamın vazgeçilmez bir olgusu haline gelmiş olup, kişilerin yaşam biçimlerini değiştirmiştir. Çocuklar ve genç yaştaki kişiler, sosyal medya sitelerine fazlasıyla ilgi göstermekte; pc oyunu oynama, iletişim ihtiyacı hissetme ve bilgi alma gibi sebeplerle bu siteleri tercih etmektedirler (Eren, 2014, s. 230).

İletişimin, çeşitlerinin, araçlarının ve gerekliliklerinin hızla gelişen dünyada değiştiğini söylemek çok zor olmaz. Her bireyin yaşamını devam etmesinde yardımcı olan temel bir ihtiyaçtır (Akran, Acidemir, & Uludağ, 2018, s. 83).

Teknolojinin ve Sanayii’nin gelişmesi ile birlikte iletişim araçlarında da yenilikler ortaya çıkmıştır. Bilgisayar teknolojilerinin gelişmesi ile paralel iletişim araçları dijitalleşmiş; bunun sonucunda cep telefonları ve bilgisayarlar kişiler arası iletişim arasında ki yerini almıştır.

Günümüzde özellikle üniversite çağında ki gençlerin alışveriş aracı olarak cep telefonlarını ve telefon içerisinde ki farklı sosyal medya ve haberleşme araçlarını kullanmaları yadırganamaz düzeydedir.

Küreselleşmenin de etkisiyle gelişen teknoloji tabanlı hizmet sunuşları, tüketicilerin tutum ve davranışlarına çeşitlilik kazandırmaya başlamıştır. Özellikle, internetin yedi gün yirmi dört saat hizmet sunmaya verdiği destek, hem satıcılar hem de tüketiciler açısından sürece değer kazandırmıştır (Mengli, 2008’den aktaran Genç & Özelturkay, 2015, s. 304).

Bu çalışmada 18-24 yaş arasında ki genç nüfusun alışveriş tercihlerinde fiziksel firmaları mı? yoksa internet üzerinde faaliyet gösteren şirketleri mi? kullandıklarını tespit etmek amaçlanmıştır. Çalışmada, alışveriş tutumları için interneti en yoğun şekilde kullandıkları varsayılan genç nüfus seçilmiştir. Genç nüfusun interneti orta ve yaşlı nüfustan daha fazla kullandıkları yadsınamaz bir gerçektir.

Alışveriş tercihlerinde e- ticaret sitelerinin güvenilir olması veya tüketicilerin e-ticaret sitelerine güven duyguları, online alışverişin geleceğini belirlemede en önemli etkidir. Online alışverişin gelişmesi ve yayılmasına rağmen kullanıcılar arasında internette online alışveriş konusunda çekinceleri ortaya çıkmaya başlamıştır. Bunların başında kredi kartı bilgilerinin çalınması ile ilgili problemler yer almaktadır. Birçok tüketici bu sebeplerden online alışverişini tercih etmemektedir. Tüm bunların haricinde online alışveriş; sipariş edilen ürün ile teslim edilen ürün arasında fark olması, satın alınmak istenen ürün hakkında tam ve eksiksiz bilgilerin ürünün internet sitesinde mevcut olmaması, ürüne dokunma ve hissetme eksikliğinin bulunması, ürünün kalitesinden şüphe duymak, bozulma riski olan pahalı ve boyutu büyük ürünler için uygun olmaması, teslimat ücretlerinin yüksek olması ve teslimatta yaşanan aksaklıklar, ürünün iadesinde yaşanan sorunları da beraberinde getirebilmektedir (Demirel, 2010, s. 122).

Özellikle yukarıda belirtilen avantajları sebebiyle, işletmeler de pazarlama faaliyetlerinde yoğun olarak sosyal medyayı kullanmaya başlamışlardır. E- platformlar üzerinde satış faaliyetlerini sürdüren işletmelerin sayısı gerek fiziksel maliyetlerinin olmaması, gerekse hedef kitleye ulaşabilmeleri sebepleriyle her geçen gün hızla artmaktadır. Online alışveriş, tüketici için, ürün ve hizmetlerle alakalı faydalı bilgi ve karşılaştırma olanağı ortaya koyarak zaman ve mekân sınırlaması olmaksızın istenildiği vakit alışveriş olanağı sağlamaktadır.

Toplunun dinamik nüfusunu oluşturan genç neslin, teknoloji ile sürekli bir iletişim içerisinde olmasını bir fırsat olarak gören firmalar satış stratejilerini bu yöne doğru kaydırmaktadırlar. Yedi gün 24 saat esasına dayalı olarak sürekli bir şekilde ürün güncellemesi yapılabilmesi, farklı ürün çeşitleri içerisinde istedikleri ürünü seçebilmeleri, fiyat karşılaştırması yapılabilmesi e-ticareti geleneksel ticarete göre daha cazip kılmaktadır.

Bu araştırmada genç nüfus olarak tabir edilen 18-25 yaş aralığında üniversite öğrencilerinin e-ticareti tercih etme nedenlerini tespit etmek amaçlanmaktadır.

ARAŞTIRMANIN ÖNEMİ

Bu araştırma, gelişen teknoloji ile birlikte toplumlarında gelişmesi ve değişmesi sonucunda, kişilerin ihtiyaçlarını karşılama yollarının değiştiğini vurgulaması nedeniyle önemlidir. Özellikle teknoloji içerisine doğmuş olan “Z kuşağı” kendi ihtiyaçlarını giderebilmesi için kendinden önceki kuşaklardan farklı olarak teknolojiyi kullanmaktadır. E- ticaret sitelerinin de bu talebe karşılık verebilecek şekilde gelişmesi ve değişmesi ile birlikte, genç nüfusun alışveriş eğilimlerini bilmek, küresel anlamda rekabette öne çıkabilmek için oldukça önemlidir.

Küresel ekonomik piyasalar günümüz dünyasında var olabilmek için oldukça önem arz etmektedir. Bugün internetin yoğunlaşması ile birlikte sadece yurt içerisinde değil aynı zamanda yurt dışından da kişisel alışveriş yapma imkânı doğmuştur. İthalat ve ihracat artık firmalar vasıtası ile değil, kişiler vasıtası ile de yapılabilmektedir. Sadece yurtiçi rekabette yarışabilmek değil, yurtdışı küresel ekonomide de yer almak bakımından tüketici davranışlarını bilmek büyük önem arz etmektedir. Bu çalışma sayesinde 18-25 yaş aralığında ki üniversite öğrencilerinin online alışveriş eğilimlerini öğrenerek, firmaların satış stratejilerini bu eğilimlere göre belirlemeleri büyük önem taşımaktadır.

Son zamanlarda internet ve pazarlama faaliyetleri her alanda bütünlüklü bir yapıya sahiptir. Çünkü internet artık yalnızca sosyal paylaşım ve bir ağ kurma aracı değil, aynı zamanda pazarlama faaliyetlerinde hem tüketicilerin hem de işletmelerin bir işlem aracı haline gelmiştir. Bu doğrultuda İnternette pazarlama faaliyetlerinde tüketici merkezi bir hale gelerek önem kazanmıştır. Tüketici merkezli düşünme ile satışların artması amaçlanmaktadır. Bu hedef doğrultusunda; tüketicileri doğru anlayarak, davranışlarını etkileyen faktörlerin (hedonik ve faydacı) neler olduğunu belirlemek işletmeye başarı sağlayacaktır.

Bu araştırmanın önemi, bilgi birikimine katkıda bulunmaktadır. Düzenleyici odağın algı, isteklendirme ve kullanım üzerindeki etkisinin değerlendirilmesi yoluyla tüketicilerin çevrimiçi alışveriş davranışlarının bir tanımını ve açıklamasını sağlayarak tüketici davranışı ve bunu tüketici psikolojisi, İnternet araştırması ve pazarlamanın daha geniş alanlarını kullanarak tüketici davranışlarına yeni bir çerçeve kazandırmaktır.

İnternetin her zaman elimizin altında olması, internet üzerinden satış yapan firmaların tüketici profilini net olarak belirlemede zorluklar yaşamasına neden olmaktadır. Bu nedenle internet üzerinden gerçekleştirilen satış faaliyetlerinde hedef kitleye ulaşmak ve bu kitle arasındaki müşterilerin birbirlerinden ayıran veya benzeyen özelliklerini kavramak fazlasıyla önem arz etmektedir.

Genel olarak, tüketici özelliklerini tanımlamak ve açıklamak geleneksel pazarlama pratiğinin temelleri. Bunlar, markaların ilgili olduğu pazarı bölümlere ayırarak, seçilen küçük pazara yönelik strateji oluşturma planları ile birlikte, pazarlama pratiğinin tüketicilerle ilgilendiği en önemli temellerdir. Bu nedenle, tüketicilerin interneti neden ve nasıl kullandıklarını ve hangi nitelikleri kendilerini en çok etkilediğini bilmek, araştırmacılara ve uygulayıcılara hangi tercihleri çevrimiçi tüketicilere hangi faktörlerin bildirdiği konusunda değerli bilgiler sağlayabilir.

İşbirlikçi alışverişin hedefleri sosyalleşme ve satın alma olarak belirlenmiştir. Çalışma, bu amaçları desteklemek için iletişim ve araştırma özellikleri dahil olmak üzere çeşitli web sitesi özellikleri önermektedir. Bir çevrimiçi mağazanın alışveriş hedefleriyle web sitesi özellikleri arasında iyi bir uyum sağlaması durumunda, bunun daha yüksek müşteri memnuniyetine yol açabileceğini savunulmaktadır.

KURAMSAL TEMEL

Taşkın’a (2006) göre kuram, sistematik gözlemler sonucunda elde edilen kanıtlarla desteklenmiş ve olgulara ait davranışların nedenini açıklayan; yenilikçi bilimsel araştırmalar için sorular bulma ve öngörüler geliştirebilen özelliğine sahip ve geliştirilebilen kapsamlı önermelerdir (Taşkın, ve diğerleri, 2008).

Çalışmanın bu kısmında alanda ve alanlar arasında kullanılan kuramlar açıklanmaya çalışılacaktır.

Kuramsal yaklaşım olarak kullanımlar ve doyumlar yaklaşımı ilk çıktığı yıllarda radyo ve televizyon izleyicileri arasında ki araştırmaları konu alsa da günümüzde yeni medyanın ortaya çıkması ile birlikte bu alanda da yoğun bir şekilde kullanılmaktadır.

İngilizce “Uses and Gratification Theory ” olarak tanımlanmış Kullanımlar ve Doyumlar yaklaşımını ilk defa öneren isim Psikolog Elihu Katz, medyanın toplumlar üzerinde ne derece etki ettiğine odaklanmak yerine toplumun medya ile ne yaptıklarının önemli olduğunu ortaya koymuştur (Yaylagül, 2014, s. 71).

Kullanımlar ve doyumların egemenliğini sürdürmesi ve artan kuramsal sorunlar, 1980’lerin sonlarına doğru “daha gelişmiş” kullanımlar ve bağımlılık modeli ortaya atıldı. Kullanımlar ve doyumlara yöneltilen eleştirilerden biri de toplumsal etkenleri bir yana bırakıp sadece bireysel etkenlere eğilmesidir. Rubin ve Windahl (1986) kullanış

ve doyumları toplumsal yapısal koşulları da ekleyerek "geliştirmek için "bağımlılık" modeliyle birleştirerek kullanmışlar ve bağımlılık modelini getirmişlerdir (Erdoğan & Alemdar, 2005, s. 205).

Özetle, Kullanımlar ve Doyumlar Yaklaşımı, kullanıcıların kitle iletişim araçlarından nasıl yararlandığını ve ne şekilde doyum elde ettiklerini ortaya çıkarmaktadır. Kullanıcılar, kitle iletişim araçlarından aldıkları bilgiler arasında kendi gereksinimlerini karşılamak amacıyla bazılarını seçer, alır ve kullanırlar. Her bir izleyicinin farklı gereksinimleri vardır ve bunları karşılamak için medyada farklı programlara yönelirler İnsanların hangi ihtiyaçlarını karşılamak için hangi medyaya yöneldikleri araştırılır (Güngör'den aktaran; Üçer, 2016, s. 4).

Som yıllarda gelişen teknoloji ile birlikte sosyal medya kullanımı, kullanım düzeyi ve bu araçlar yoluyla kazanılan kullanım alışkanlıkları, iletişimin çeşitlenmesine ve buna bağlı olarak da toplumsal yaşamın bir dönüşüme uğradığını ortaya koymaktadır. Bu gelişmeler aynı anda sosyal medyanın toplumsal yaşamın hangi ihtiyaçlarını karşıladığı, toplumu oluşturan kişilerin bir sosyal medya aracını diğer bir sosyal medya aracına neden tercih ettikleri sorusuna ilaveten bu sosyal medya araçları ile neden ve ne kadar sıklıkta alışveriş yaptıklarını da açıklamak önemli bir konu haline gelmiştir.

Edimsel Kullanıma ise "Bir davranışın, sonuçlarına bağlı olarak değişikliğe uğraması olarak tanımlanabilen edimsel kullanıma Skinner'in çalışmaları sonucu ortaya konulmuş, pekiştirme ilkesi olarak da adlandırılmaktadır (Şen Demir ve Kozak, 2013:47)". Skinner'e göre, belirli çevresel uyarıcılara karşılık yapılan hareketler tepkiler koşullanabildiğine göre, çevresel uyarıcılardan bağımsız, içten gelerek yapılan hareketler olan edimler de koşullanabilirler, olumlu sonuçlar veren edimler ödül kullanılarak tekrarlanma olasılıkları artırılabilir. Bu teoriye göre istendik davranışlar pekiştirilerek ve istenmeyen davranışlar pekiştirilmeden söndürülerek davranış yönlendirilir (Odabaşı ve Barış, 2012:84)".

Katz 1959'da iletişim araçlarının halka ne yaptığından çok, halkın bu araçlarla ne yaptığına dikkat edilmesi gerektiğini söylüyordu: Aynı yıl, Wright (1959) fonksiyonalist kuramı kitle iletişiminde kullanmanın gerekliliğini belirten kitabını yazdı (Erdoğan & Alemdar, 2010, s. 154).

Kullanımlar ve Doyumlar Kuramı, bireylerin medyayı nasıl kullandıkları ile ilgilenmektedir ve bu nedenle bireyin önemine vurgu yapmaktadır. (Raacke, 2008, s.170)'den aktaran (Çil, 2016, s. 318).

1970'ler ve 80'lerde kullanımlar ve doyumlar yaklaşımı daha çok televizyon üzerine yoğunlaşmıştır. Yapılan araştırmalardan elde edilen bulgular ışığında bazı temel motivasyonlar belirlenmiştir. Televizyon izleme ile ilgili elde edilen doyumlar şu başlıklar altında derlenmiştir: Oyalanma, Kişisel ilişkiler, Kişisel kimlik veya bireysel psikoloji ve Gözetim kategorileri (Alikılıç, Gülay ve Binbir, 2013: 43)'den aktaran (Kuyucu, 2016, s. 299).

Göndericinin sunduğu ileti, kullanıcının ihtiyaçları ve doyumunu ile anlam kazanmaktadır. Bu yaklaşıma göre medya, gündelik yaşamın getirdiği ihtiyaçları gidermenin birkaç yolundan sadece biridir. Ayrıca, belli beklentileri doyuma ulaştırmak için yapılan medya tüketiminin sonuçları her zaman sadece istenen doyumla sınırlı kalmayabilmektedir (Çizmeci, 2015, s. 310).

Kullanımlar ve doyumlar kuramında, ulaşılan doyumlar ve hedeflenen doyumlar şeklinde bir ayrıma gitmek de olasıdır. Elde edilen doyumlar, izler kitle üyelerinin belirli bir aracı deneyimlemesi yoluyla elde ettiği doyumlar olarak kabul edilirken, aranan doyumlar ise gereksinimler ya da güdüler olarak kabul edilir, izler kitlelerin bir araca temas etmeden önce ondan elde etmeyi umdukları doyumlar olarak tarif edilebilir (Öztürk, 2018, s. 474).

İnsanların toplumsal ve psikolojik kökenli ihtiyaçları vardır. Söz konusu ihtiyaçlar sonucunda insanlar, kitle iletişim araçları ve diğer kaynaklardan bu gereksinimlerini gidermek için birtakım arayışlar içerisine girerler (Balcı & Ayhan, 2007, s. 180).

Kullanımlar ve doyumlar yaklaşımı temel alınarak üniversite öğrencilerinin interneti kullanım amaçları ile internet üzerinden alışveriş alışkanlıklarının arasında ki ilişki ortaya çıkarılmaya çalışılacaktır. Bu kuramsal yaklaşım kullanıcıların internet ile ne yaptıklarını ortaya çıkarmayı kolaylaştırması düşünülmektedir. Kullanımlar ve doyumlar yaklaşımı kullanıcıların sosyal medya araçları ile internet vasıtası ile yaptıkları alışverişin temel nedenlerini ortaya çıkarması beklenmektedir.

LİTERATÜR TARAMASI

Literatüre bakıldığında online alışveriş alışkanlıkları konusunda (Albayrak, 2017)'nin doktora tezi yer almaktadır. Adı geçen eserde, hedonik ve faydacı tüketim bağlamında internet üzerinden alışveriş alışkanlıkları ve bu alışkanlıklara etki eden faktörler Konya ilinde devlet ve vakıf üniversitelerinde okuyan öğrenciler üzerinde yapılan anket ile incelenmek istenmiştir (Albayrak, 2017).

Bu çalışmada tüketicilerin alışveriş davranışlarını etkileyen güdülerden bahsedilmekte ve faydacı ve hedonist güdülerin tanımlarına yer verilmektedir ve araştırmanın temel amacı, Konya ilindeki devlet ve vakıf üniversitelerinde okuyan öğrencileri karşılaştırmalı olarak inceleyerek internet üzerinden alışverişte hazzal ve faydacı tüketimden hangisini tercih ettiklerini ortaya çıkarmak ve bu doğrultuda işletmelere tüketicinin alışveriş ihtiyaçlarını giderme konusunda fayda sağlamaktadır.

Katılımcıların internetten hedonik satın alma davranışları aylık gelir seviyeleri, üniversite türleri ve okudukları fakülteler kategorilerinde incelendiğinde, öğrencilerin internetten hedonik satın alma davranışlarının benzer eğilimler göstermekte oldukları anlaşılmış olup aylık gelir seviyeleri bakımından hedonik satın alma davranışı ile bu kategoriler arasında bir ilişki olmadığı anlaşılmıştır.

Katılımcıların internet üzerinden satın alma motivasyonları incelendiğinde, internetten hedonik satın alma motivasyonları, faydacı satın alma motivasyonlarına göre daha baskın olduğu anlaşılmış olup hedonik satın alma motivasyonları kapsamında sosyalleşme amaçlı alışverişin katılımcılar üzerinde daha etkin bir rol oynarken, faydacı satın alma motivasyonları kapsamında ise seçim yapmak için yapılan alışverişin etkisinin ise en düşük olduğu görülmüştür.

Diğer bir çalışma ise; (Şimşek, 2016)'nın, e-ticaret sitelerinin güvenilirliği, banka personelinin İnternet için düşündüğü güven ve İnternet'ten alışveriş yapan banka personelinin risk faktörlerinin; banka personelinin e-ticaret güven tutumuyla anlamlı bir farklılık olup olmadığının tespit edilmesi amaçlanan çalışmasıdır (Şimşek, 2016).

Bu çalışmanın amacı, e-ticaret sitelerinin ne kadar güvenilir olduğunun, İnternet mecralarına duyulan güvenin ve risk faktörlerinin banka personelinin güveni ile arasında anlamlı bir fark olup olmadığının ortaya çıkarılması amaçlanmaktadır.

Bu çalışma, tüketicinin güven faktörlerinin açıklaması ve e-ticaret işi ile ilgili şirketlerin İnternet'ten alışveriş güvenliğini temin edecek noktaları ortaya çıkarması bakımından hem tüketici hem de şirketler açısından önem arz etmektedir.

Betimsel araştırma yöntemi kullanılan bu çalışmada, kolayda örnekleme yöntemi tercih edilmiştir. Lazım olan verileri elde etmek için, veri toplama yöntemi olarak anket tekniği kullanılmıştır.

Araştırmaya içerisinde yer alan kişilerin; demografik özellikleri, İnternet kullanım seviyeleri, İnternet'ten alışveriş yaparken güven tutum dereceleri ve hipotezlerin test sonuçları anlatılmaktadır.

Sonuç olarak; ticaretin artık her yerde ve istenilen zamanda gerçekleşmesi, müşterilerin istedikleri ürün ve hizmeti kıyaslayabileceği bir online ortam bulması, küresel ölçekte daralmanın ve İnternet'in pozitif yönleridir. Negatif yönleri, e-ticaretin yalnız kontrolü işletmenin kontrolünde gerçekleşmesi, müşterinin şahsi ve kredi kartı bilgilerine kolay yoldan ulaşılabilmesi vb. faktörler sunulabilmektedir. İnternet'ten alışverişini tercih eden tüketicilerle e-ticaretine sahip işletmelerin birbirleri arasında güven unsuru olması gerekmektedir.

Diğer Bir çalışma ise; tüketicilerin online ve geleneksel mağazalardan alışverişlerini değerlendirdikleri araştırma incelenmiştir (Genç & Özelturkay, 2015).

Bu çalışmada belirlenen altı ürün grubuna (kitap, kıyafet-ayakkabı, teknolojik ürünler (cep tel vb.), çiçekler, gıda ürünleri ve kişisel temizlik (parfüm vb.) ilişkin bireylerin, online mağazalardan ürün-hizmet satın alma niyetlerine etki eden faktörlere verdikleri önem derecelerini ortaya çıkarmak amaçlanmıştır.

Bu çalışma, tanımlayıcı bir araştırma olarak tasarlanmıştır. Adana ve Mersin'de faaliyet gösteren üniversitelerin İktisadi ve İdari Bilimler fakültelerinde öğretim elemanı olarak çalışan akademik personelin online mağazalardan alışveriş etmelerine ve etmemelerine neden olan kriterlere verdikleri önem derecelerini ortaya çıkarmak amacıyla yapılmıştır (Genç & Özelturkay, 2015).

Araştırmanın evreni geleneksel, online ve/veya her iki türdeki mağazalardan alışveriş deneyimi ve-veya bilgisine sahip olan kamu ve vakıf üniversitelerinde akademik personel ünvanıyla çalışan öğretim elemanlarından oluşmaktadır.

Akademisyenlerin geleneksel mağazalara kıyasla online mağazalardan ürün satın alırken dikkat ettikleri kriterleri belirlemeye yönelik hazırlanan bu araştırma sonucunda, katılımcıların ürün satın alırken, düşük fiyatların, özel satışlar ve indirimlerin, ürün bilgilerinin kolay bulunmasının, ürünlerin dokunulabilir olmasının, ürüne hemen sahip olunmasının, ürün hakkında belirsizliğin olmamasını öne çıktığı görülmüştür. Ayrıca, tüm ödeme türlerinin kabul edilmesi, satış elemanın yardımcı olması, marka çeşitliliği ve seçiminin olması, satış sonrası hizmetleri, ürün iadesinde geri ödeme kolaylığı olması gibi etkenlerle birlikte, ürünlerin kaliteli olması da benzer oranlarda önemli sayılmaktadır.

Tüketici davranışını belirlemek için yapılan diğer bir çalışmada; Tüketicilerin İnternet vasıtası ile online alışveriş yapma veya yapmama tercihlerine neden olan psikolojik ve bilişsel sebepler hakkında bilgi sahibi edinmek, şirketlerin bu konuda tercih ettikleri planlamaları daha etkili ve daha doğru belirlemesine önemli katkılar yapılması planlanmıştır. Bu çalışmada, sosyo - psikoloji biliminde genelde tercih edilen Planlı Davranış Teorisi (TPB), Yapısal Eşitlik Modeli (SEM) kullanılarak tüketici davranışını tahmin etmek için test edilmiştir (Turan, 2011).

Araştırmanın ampirik olarak geçerliliği ve güvenilirliği test edilen ölçekler kullanılmıştır. Ölçekler genel de (2007)'den uyarlanmıştır. Orijinal ölçekler ise önceki bilimsel araştırmalardan uyarlanmıştır. Önceki ampirik araştırmalarda tercih edilen ölçekler, online alışveriş konseptine uygun olarak yeniden düzenlenmiş ve kullanılmıştır. BI ölçeği Davis'den (1989), A, SN ve PBC ölçekleri Taylor ve Todd'dan (1995) uyarlanmıştır. Esas Kullanım (AU) ölçeği ise Lin (2007)'den uyarlanmıştır. Tüm ölçekler 5'li Likert Ölçeğinde ölçülmüştür (1 = Kesinlikle Katılmıyorum, 5 = Tamamen Katılıyorum). Anket geliştirme sırasında akademisyenlerden oluşan 10 kişilik bir tüketici kitlesine sorular okutulmuş ve anlaşılmayan sorular tekrar düzeltilmiştir.

Bu çalışmada, sosyal psikoloji bilim dalında genel olarak kullanılan "Planlı Davranış Teorisi" ampirik olarak Adnan Menderes Üniversitesinde çalışan akademisyenler ve öğrencilerden toplanan verilerle test edilmiştir. Elde edilen sonuçlar adı geçen teoriye kuvvetli bir istatistiksel destek vermiş ve teorisinin öne sürdüğü bütün hipotezler yüksek anlamlılık seviyelerinde ($p < 0.001$, $p < 0.01$) kabul edilmiştir. Genel anlamı ile şahısların kendilerinin online

alışveriş yapmaları, adı geçen bireylerin bu yönde bir davranışa yönelik niyet oluşturmaları ve şahısların davranışları ve eylemleri üzerinde nasıl bir kontrole sahip oldukları inançlarına (PBC) bağlıdır ve bu faktörlerle doğru orantılıdır.

Diğer bir çalışmada üniversite öğrencilerinin internet kullanarak alışveriş becerilerinin tespiti amaçlanmıştır; üniversite öğrencilerinin interneti kullanma sebepleri, online alışveriş tercih etme durumlarını ve online alışveriş hakkındaki görüşlerini belirlemek amacı ile yapılmıştır (Demirel, 2010).

Bu çalışma ile üniversitede eğitim gören öğrencilerinin online alışveriş yapmanın bir yolu olan interneti neden tercih ettiklerini, online alışveriş tercihleri ile online alışveriş hakkındaki düşüncelerini ortaya çıkarmak amaçlanmıştır.

Araştırmanın çalışma evrenini Ankara Üniversitesi'nde öğrenim gören öğrenciler oluşturmaktadır. Araştırma Ankara Üniversitesinin çeşitli fakültelerinde eğitim gören ve araştırmaya katılmayı kabul eden 519 öğrenci üzerinde çalışılmıştır. Araştırmanın verileri anket formu ile toplanmıştır. Anket içerisinde öğrenim gören öğrencilerin interneti tercih etme sebepleri, interneti kullanma amaçları, haftada kaç saat online oldukları, online alışveriş tercih durumları ve sıklıkları, hangi tarz ürünleri online alışveriş yolu ile yaptıkları ve son bir ay içinde ne kadar miktarı online alışverişte harcadıkları sorulmuştur. Öğrenim gören öğrencilerin online alışveriş hakkındaki görüşlerini ortaya çıkarmak için online alışverişin faydalı ve faydasız yanlarını belirleyen 14 madde hazırlanmış ve bu maddelerin üçlü Likert ölçeği (katılıyorum, katılmıyorum, kararsızım) şeklinde cevaplanması istenmiştir.

Üniversitede eğitim gören öğrencilerin online alışveriş yapmanın bir yolu olan interneti neden tercih ettiklerini, online alışveriş yapma gerekçeleri ile online alışveriş hakkındaki görüşlerini belirlemek amacıyla yapılan çalışmanın neticesinde: Öğrenciler interneti en çok araştırma sebebi ile kullandıkları ve haftada 16.663±14.630 saat online oldukları, online alışveriş ve e-bankacılık işlemlerini tercih eden erkek öğrencilerin yüzdesinin, kız öğrencilerden fazla olduğu gruplar arasında anlamlı bir farkın bulunduğu, online alışveriş yapanların daha aylık gelirinin diğer gruba nazaran daha fazla oldukları sonuçlarına ulaşılmıştır.

Çevrimiçi Alışverişte Tüketicilerin Davranışlarını tespit etmesi amaçlanan (Khushboo , 2016)'nın çalışmasında ise; Çalışmanın temel amacı, tüketicilerin çevrimiçi ortamda davranışlarını anlamaktır. Hindistan'da çevrimiçi alışverişin yaş, cinsiyet, medeni hal, aile büyüklüğü ve gelir ile doğrudan ilgili olduğu düşünülmektedir. Çalışmanın sonuçları, araştırmacılar ve uygulayıcılar tarafından benzer alanda gelecekteki çalışmalar yapmak için de kullanılabilir.

Tüketici davranışları kültür, sosyal sınıf, ilişki, aile, maaş düzeyi ve maaşın bağımsızlığı, yaş, cinsiyet vb. Gibi farklı faktörlerden etkilenir ve böylece farklı müşteri davranışları gösterirler. Online alışveriş, E-Ticaret alanında yeni bir fenomendir. Şirketlerin çoğu, ürünlerini / hizmetlerini çevrimiçi portallar üzerinden çevrimiçi satmaktadır. Çevrimiçi alışveriş Hindistan'ın dışında çok yaygın olmasına rağmen, Hint Pazarındaki büyümesi, hala küresel pazarla aynı çizgide değil. Şirketler, bilgiyi bir araya getirmek ve iletmek için interneti kullanıyorlar (Khushboo , 2016).

Araştırma Metodolojisi: Farklı cinsiyetler, farklı demografik alanlar, farklı yaş gruplarındaki beklenti, ilgi, araştırmaya dayalı ilgi grupları, anket tasarımı, çevrimiçi alışverişe yönelik araştırmalar için anketler ve gözlemler gibi çeşitli yöntemler kullanılmıştır. Çalışma, 120 kişiden birinin kapalı uçlu sorulara dayalı çevrimiçi alışverişe ilişkin anket doldurma tutumunu incelemektir.

Bu çalışma, tüketicilerin çevrimiçi alışverişe yönelik davranışlarını incelemeye çalışmıştır. E-mağazalar çoğu alışveriş yapan tarafından sıkça ziyaret edilmektedir. Bu mağazaların sağladığı kolaylık ve rahatlık, dünya çapındaki tüketiciler için alışverişini çok kolaylaştırmıştır. Yukarıda tartışılan analiz Hintli müşterilerin de çevrimiçi alışverişe yöneldiğini göstermiştir. Genç nüfus bu sektörün en büyük cazibesidir ve Hindistan'daki çevrimiçi alışverişin büyümesine katkıda bulunabilirler. İnternet kullanıcılarının çoğunluğu genç olduğundan, talep edilen mal ve hizmetlerin büyük çoğunluğu sadece bu bölümle ilgilidir.

Kanyakumari bölgesi'ne özel referans ile online alışverişte müşterilerin karşılaştığı sorunlar üzerine gerçekleştirilen çalışmada ise; müşterilerinin çevrimiçi alışverişlerde Kanyakumari Bölgesi'ne özel referansla karşılaştıkları sorunları göstermektedir. Büyük Hint pazarı hızla değişiyor. İnternet erişimi, profesyoneller arasında yaygınlaşıyor ve mobil kullanımı yoğunlaşıyor (Sivanesan, 2017).

Değişim hızı, hacim ve güç bakımından sürekli büyüyen dijital kanallarla hızlı olmaya devam ediyor. Hindistan'da her yıl daha fazla insan çevrimiçi olarak daha fazla zaman geçirmektedir ve kullandıkları dijital araçlar ve siteler yaşamlarında sürekli büyüyen bir rol oynamaktadır. Akıllı pazarlamacılar değişimin üstesinden gelmeye devam eder ve pazarlama stratejilerinin ve temas noktasının tüketicinin zaman harcadığı yere yansımaları sağlar.

Çalışmanın Amacı; Çalışmanın önemli amaçları şunlardır: Tüketicinin çevrimiçi alışverişle karşılaştığı çeşitli sorunları incelemek. Sorunların nedenlerini incelemek. Müşterilerin karşılaştığı ortak sorunların hangileri olduğunu ve bu sorunların nasıl çözüleceğini bilmek. Müşterinin çevrimiçi alışverişteki sorunlara yönelik görüşünü incelemek.

Araştırma tasarımı, bir araştırma çalışması yürütmenin ayrıntılı planıdır. Araştırmada betimsel araştırma tasarımı kullanılmıştır. Örneklem tekniği, 100 katılımcının özelliklerini tahmin etmek için büyük bir nüfustan bir grup insanın seçimidir. Bu çalışma için basit rastgele teknik seçilmiştir.

Bu araştırma çevrimiçi alışverişe yönelik problemleri göstermiştir. Online alışveriş, özellikle genç nesiller arasında popülerlik kazanıyor, ancak bugünkü senaryoda, tüm yaş grupları arasında eşit derecede popüler olmak için çevrimiçi alışverişin daha uzun bir mesafeyi kat etmesi gerekecek. Çalışma, müşterilerin çoğunun çevrimiçi alışverişe karşı olumlu bir tavrı olduğunu ve ayrıca müşterilerin çoğunluğunun gereksiz gecikme nedeniyle muzdarip olduğunu ortaya koymaktadır.

Malezya'da online alışveriş konu alan çalışmada; Malezya'daki çevrimiçi alışveriş potansiyelinin yüksek olmasına rağmen, konuyla ve tüketici pazarlaması üzerindeki potansiyel etkisiyle ilgili hala bir anlayış eksikliği olduğu düşünülmektedir. Bu çalışma, Malezya'daki çevrimiçi alışverişin özelliklerinin ön değerlendirmesini, değerlendirilmesini ve anlaşılmasını amaçlamaktadır. Mevcut çevrimiçi alışveriş yapanlarla demografik değişkenler arasındaki ilişkiyi belirlemek için Chisquare testi kullanılmış (Harn, Khatibi, & Ismail, 2006).

Daha sonra mevcut çevrimiçi müşteriler ile çevrimiçi olmayan müşteriler arasındaki ortalama farkları karşılaştırmak için t-testi kullanılmış. Daha sonra, gelecekteki online alışveriş ile online alışveriş ile ilgili konular arasındaki korelasyon derecesini belirlemek için korelasyon katsayısı matrisi kullanılmıştır. Araştırma, Malezya'daki çevrimiçi alışverişin Çin etnik grubu, üniversite diploması sahipleri ve kredi kartları veya çek defterleri sahipleri ile önemli ölçüde ilişkili olduğunu ortaya koymuş. Sonuçlar ayrıca, çevrimiçi alışveriş yapanlarla çevrimiçi olmayan alışveriş yapanlar arasındaki önemli bir ortalama farkını göstermiştir.

Çevrim içi alışveriş ve geleneksel alışveriş arasında ki farkların en belirgin olanı; kişilerin geleneksel alışveriş mağazalarında alacakları ürüne dokunma, inceleme ve hissetme imkânı olmasıdır. Online alışveriş sisteminde bu nitelikler bulunmadığı için bazı tüketiciler online alışverişten sakınılmaktadırlar.

Satın alma kararından önce ürün bilgisini toplamak ve mal ve hizmet fiyatlarını karşılaştırmak. Sonuçlar ayrıca, bu çevrimiçi olmayan alışveriş grubunun, Malezya'daki toplam çevrimiçi tüketici sayısının %60'ından fazlasını oluşturduğunu ve bu da çevrimiçi perakendecilere büyük bir çevrimiçi alışveriş potansiyeli olduğunu göstermektedir. Sonuç olarak, Malezya'daki çevrimiçi tüketiciler, İnternet'i alışveriş kanalı olarak kullanma konusunda hala güven ve güvene sahip değiller. Çevrimiçi perakendecilerle çalışırken gizlilik ve güven ile ilgili konulardan endişe duyuyorlar.

Geleneksel mağazalarla ve çevrimiçi mağazaların tüketiciye yönelik araştırıldığı çalışmada geleneksel mağazalar ile çevrimiçi mağazalar arasında ki tüketici farklılıklarının tespiti amaçlanmaktadır (Kacen, Hess, & Chiang, 2013).

Hangi tüketicilerin değer verdiğini ve çevrimiçi mağazaların değerli özelliklerde geleneksel mağazalarla karşılaştırmasını belirlemek, e-ticaretin göreceli faydalarını anlamada gerekli ilk adımdır. Bu yazıda, tüketicilerin çevrimiçi mağazalardaki değerlerini geleneksel mağazalara kıyasla 18 mağazadaki performanslarına ilişkin algılarını ve bu özelliklerin her birinin önemini ölçmek amaçlanmıştır. 224 müşteriden oluşan bir anketten (hem web hem de kâğıt tabanlı) yapılan bu bireysel algı ve tercihler kendi kendini açıklayan çok özellikli bir tutum modelinde birleştirilmiştir.

Çevrimiçi mağazalar anketindeki tüm ürün kategorilerinin geleneksel mağazalardan daha az kabul edilebilir olduğu görülmüştür. Çevrimiçi mağazaların nakliye ve taşıma ücretleri, geri dönüşler için döviz iadesi politikası, ilginç bir sosyal veya aile deneyimi sağlama, satış görevlilerinin yardımı, satın alma sonrası hizmet ve doğru ürünü alma konusundaki belirsizlik konusunda rekabetçi dezavantajları olduğu düşünülmektedir. Bu dezavantajlar, çevrimiçi mağazaların marka seçimi / çeşitliliği ve gezinme kolaylığı konusundaki avantajları ile tamamen üstesinden gelinmemektedir.

Son olarak, anketten elde edilen sonuçlar erkek ve kadınların, öğrenciler ile yetişkin olmayan öğrencilerin arasında geleneksel mağazalara kıyasla çevrimiçi satın alma konusundaki tutumlarında bir farklılık olmadığını göstermektedir.

Gelecekteki çalışmalar, gelirin veya kredi kartlarının mevcudiyetinin, çevrimiçi perakendecilere yönelik tüketici tutumlarıyla ilişkili olup olmadığını araştırabilir. Bu tutumlar tüketici algısının hangi yönde değişebileceğinin tespiti için önem arz edebilir.

Alışverişte yaşanan resmi ve gayri resmi prosedürlerin incelendiği çalışmada; online alışverişlerde müşteri problemlerini bilmeyi amaçlamaktadır. Teknoloji, müşteriler arasında alışveriş şeklini değiştirdi. Yoğun programda müşteriler mağazalardan mal almak için zamanlarını harcamayı hazır değil. Evlerinden mal ve hizmet almayı tercih ediyorlar. Online alışveriş, insanların evlerinin rahatlığı. Müşterilere çok çeşitli hizmetler sunar. Aynı zamanda müşteriler çevrimiçi alışverişlerde bazı sorunlarla karşılaşmaktadırlar (Nagaraj, 2018).

Online satın alma insanların büyük çoğunluğuna ulaşmış olmasına rağmen, şimdi bile bazı müşteriler güvenlik eksikliği, dokunma hissi ve dokunma eksikliği, yanlış ürün teslim etme vb. nedeniyle geleneksel alışveriş tercih ediyor. Bu çalışma Coimbatore şehrinde online alışveriş yaparken müşteri görüşlerini ve karşılaştığı sorunları tespit etmeye çalışmaktadır.

Bu makalenin temel amacı müşterilerin karşılaştığı sorunları tespit etmektir. Müşteriler, çevrimiçi alışverişlerde güven, güvenlik, rahatlık ve geniş ürün yelpazesi bekliyorlar. Bir müşteriyi memnun etmek için, çevrimiçi satıcılar, yanlış ürün teslimi, Hasarlı ürünler vb. Gibi müşterilerin karşılaştığı çeşitli sorunları çözmek zorundadır.

Ankete katılanların çoğu çevrimiçi ödeme konusunda büyük bir güvenlik sorunu ile karşı karşıya. Çevrimiçi pazarlamacılar, bu sorunları çözmek için ihtiyati tedbirler uygulayabilir, çevrimiçi alışveriş konusunda tüketici güvenini yaratacaktır.

Ankete katılanların bazıları, yanlış ürün ve yanlış renk ve boyutta teslimat yaptığını söylüyor. Malların nasıl iade edileceğini bilmiyorlar. Çevrimiçi pazarlamacılar malları iade etmek için uygun şekilde rehberlik edebilir.

Bölgesel dil ile ilgili web sitelerinin geliştirilmesi, yeni gelenlere bilgilerini geliştirmek ve çevrimiçi satın alımları artırmak için yardımcı olabilir.

ARAŞTIRMANIN YÖNTEMİ

Araştırmada Trakya Üniversitesi'nde öğrenim gören öğrencilerin online alışveriş düzeyini tespit etmek için nicel araştırma yöntemi kullanılmıştır.

"Nicel yaklaşımda, araştırmacıdan gerçeği, kendi değerlerinden bağımsız ve nesnel bir şekilde ortaya koyması beklenir. Bu nedenle nicel yöntemi benimsemiş araştırmacılar, kendilerini araştırmadan soyutlayarak çalışmalarını genelde standart ölçme araçları ile gerçekleştirirler" (Borg ve Gall, 1989: 23'ten aktaran (Hikmet & Altun, 2014, s. 373))

Problem Cümlesi

Üniversite Öğrencilerinin Online Alışveriş Eğilimleri Nelerdir?

Alt Problemler

1. Üniversite öğrencilerinin online alışveriş tercihlerinde cinsiyetler arasında anlamlı farklılıklar var mıdır?
2. Üniversite öğrencilerinin online alışveriş tercihlerinde gelir düzeyleri arasında anlamlı farklılıklar var mıdır?
3. Üniversite öğrencilerinin online alışveriş tercihlerinde internetten alışveriş sıklıkları arasında anlamlı farklılıklar var mıdır?
4. Üniversite öğrencilerinin online alışveriş tercihlerinde konaklama durumları arasında anlamlı farklılıklar var mıdır?
5. Üniversite öğrencilerinin online alışveriş tercihlerinde okudukları bölüm/ fakülte/yüksekokul arasında anlamlı farklılıklar var mıdır?

Araştırma Modeli

Bu araştırmada üniversite öğrencilerinin online alışveriş tercihlerinin boyutlarını anlamaya yönelik betimsel tarama modeli kullanılmıştır.

Olayların, varlıkların, nesnelerin, grupların, kurumların ve çeşitli alanların ne olduğunu açıklayan araştırmalar betimsel çalışmalar olarak adlandırılır. (Karasar, 2006). Gözlem, mülakat ve anket çalışmaları betimsel çalışma çeşitleri arasında yer alır. Araştırmada betimsel tarama yöntemi yardımı ile anket uygulanmıştır.

Araştırmanın Evreni

Araştırmanın evrenini Edirne Trakya Üniversitesi Teknik Bilimler Meslek Yüksekokulu ve Şehit Ressam Hasan Rıza Güzel Sanatlar Meslek Yüksekokulu'nda eğitim gören 2300 üniversite öğrencisi oluşturmaktadır.

Örneklem

Rastgele örnekleme dayalı Trakya Üniversitesinde eğitim gören 104 kişi örneklem olarak seçilmiştir. Araştırmaya katılan öğrencilerden 4 tanesi online alışveriş yapmadığını belirttiği için örneklemden çıkarılmıştır.

Veri Toplama Aracı

Çalışmada yer alan soru formu ve ölçüm araçları, tüketicilerin hedonik satın alma davranışlarını tespit etmek için Arnold ve Reynolds (2003)'ün geliştirdiği ölçek kullanılmıştır. Faydacı satın alma davranışını tespit etmek için ise Wolfinbarger ve Gilly (2001)'nin geliştirdiği ve (Albayrak, 2017)'nin doktora tezinde kullandığı ölçek kullanılmıştır. Ankette 12'si demografik özellikleri inceleyen toplam 45 soru mevcuttur. Tüm geçerlik güvenilirlik analizleri SPSS 24.0 programı ile yapılmıştır.

Ölçeğin yapı geçerliğini belirlemek amacıyla veriler üzerinde açımlayıcı faktör analizi uygulanmıştır. Bu uygulamadan önce veri yapısının faktörleştirmeye uygun olup olmadığına bakmak için Kaiser-Meyer-Olkin (KMO) ve Bartlett's küresellik test sonuçları incelenmiştir. Analiz sonucunda Bartlett's küresellik testinin istatistiksel olarak anlamlı olduğu ($p < .001$) ve KMO değerinin .89 olduğu bulunmuştur. Bu değer .60'dan büyük olması örneklem büyüklüğünün yeterliliğini göstermektedir (Tabachnick ve Fidell, 2005).

Faktör analizinde öncelikle 20 madde ile boyut tanımlamadan temel bileşenler analizi yapılmıştır. Ortaya çıkan döndürülmemiş faktör çözümlemesi incelenmiştir. Özdeğeri 1'in üzerinde dört boyut olduğu gözlenmiştir. Faktör yüklerinin en az .30, iki faktöre giren madde faktör yükleri arasındaki farkın da .10 olması dikkate alınarak tekrar faktör analizi uygulanmış, döndürme yöntemi olarak Varimax dik eksen döndürmesi yapılmıştır (Büyüköztürk, 2009).

Geliştirilen ölçme aracının güvenilirliğini belirlemek için iç tutarlılık katsayısı (Cronbach Alfa) hesaplanmıştır. Analiz sonucunda ölçeğin bütününe ait iç tutarlılık katsayısı .89, birinci ve ikinci faktörün güvenilirlik katsayıları sırasıyla .88 ve .80 olarak bulunmuştur. Elde edilen değerlere göre ölçme aracının güvenilirliğinin oldukça yüksek olduğu söylenebilir.

Veri Analizi

Araştırmada elde edilen veriler SPSS 24.0 programı ile analiz edilmiştir. Araştırma kapsamında geliştirilen alt problemlere cevap aramak ve üretilen hipotezleri test etmek için betimsel analizler (ortalama, minimum ve maksimum değerler, yüzde ve frekans değerleri), bağımsız örneklem t testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Parametrik analiz teknikleri kullanılmadan önce, elde edilen verilerin parametrik testlere uygun olup olmadığı incelenmiştir. Yapılan test sonucunda verilerin parametrik teste uygun olmadığı tespit edilmiş ve non-parametrik test olan Kruskal Wallis testi uygulanmıştır. Bunun için öncelikle verilerin tek değişkenli normal dağılıma sahip olup olmadığına bakılmıştır.

Varsayımlar

1. Üniversite öğrencilerinin online alışveriş tercihlerinde cinsiyetler arasında anlamlı farklılıklar vardır.
2. Üniversite öğrencilerinin online alışveriş tercihlerinde gelir düzeyleri arasında anlamlı farklılıklar vardır.
3. Üniversite öğrencilerinin online alışveriş tercihlerinde internetten alışveriş sıklıkları arasında anlamlı farklılıklar vardır.
4. Üniversite öğrencilerinin online alışveriş tercihlerinde ödeme yöntemleri arasında anlamlı farklılıklar vardır.
5. Üniversite öğrencilerinin online alışveriş tercihlerinde konaklama durumları arasında anlamlı farklılıklar vardır.
6. Üniversite öğrencilerinin online alışveriş tercihlerinde okudukları bölüm/ fakülte/yüksekokul arasında anlamlı farklılıklar vardır.

Sınırlılıklar

1. Araştırma Trakya Üniversitesi'nin Balkan yerleşkesi ve Saray içi yerleşkesi ile sınırlandırılmıştır.
2. Araştırmada Balkan Yerleşkesinde yer alan Tıp fakültesi bürokratik engellerden dolayı kapsam dışında tutulmuştur.
3. Araştırma Balkan ve Saray içi kampüsünde rastgele seçilen 104 kişi ile sınırlıdır.

Tanımlar

Üniversite, bilimsel özerkliğe ve kamu tüzelkişiliğine sahip yüksek düzeyde eğitim- öğretim, bilimsel araştırma, yayın ve danışmanlık yapan; fakülte, enstitü, yüksekokul ve benzeri kuruluş ve birimlerden oluşan bir yüksek öğretim kurumudur.

Öğrenci ise; ilköğretim ile başlayan ve doktora ile biten eğitim öğretim hayatıdır.

Online(çevrimiçi) alışveriş; bir internet bağlantısına sahip bilgisayar, tablet veya cep telefonu ile uzaktan yapılan, ürünlerin kargo veya kurye ile teslim edildiği alışveriş biçimidir.

Bulgular

Araştırmanın bu kısmında elde edilen verilerin Spss 24.0 programında alınan frekans tablolarının yorumlanması değişkenlerin grup sayısına göre bağımsız örneklem t-test veya anova testleri ve Kaiser-Meyer-Olkin (KMO) ve Barlett testi ile normallik testleri gerçekleştirilmiştir. Kaiser-Meyer-Olkin (KMO) frekans yükleri 0,30'un altında olan 13-14 ve 21 nolu test soruları güvenilirlik katsayısının artırılması için testten çıkarılmıştır. Anova testinden önce değişkenlerin homojen olup olmadığına bakılmış çıkan sonuca göre Benferroni, DunettC ve/veya Kruskal Wallis PostHoc testleri uygulanmıştır. Elde edilen veriler neticesinde varsayımların doğrulukları test edilmiştir.

A. Frekans Analizleri

Bu bölümde katılımcıların tüm sorulara verdiği cevapların, madde madde yüzdelikleri alınmıştır.

Tablo 1 – Cinsiyetiniz

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Kadın | 48 | 48,0 | 48,0 | 48,0 |
| | Erkek | 52 | 52,0 | 52,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Katılımcıların %48'i (48) kadın ve %52'si (52) erkektir. Katılımcıların çoğunluğunu %52'si erkeklerden oluşturmaktadır.

Tablo 2 – Aylık şahsi geliriniz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | 1000-2000 | 91 | 91,0 | 91,0 | 91,0 |
| | 2001-3000 | 6 | 6,0 | 6,0 | 97,0 |
| | 3001-4000 | 3 | 3,0 | 3,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Katılımcıların aylık şahsi gelir dağılımları %91'i (91) 1000-2000 TL arası, %6'sı (6) 2001-3000 TL ve %3'ü (3) 3001-4000 TL oluşturmaktadır. Grubun çoğunluğunu %91 (91) kişi ile 1000-2000 TL'ye sahip olanlar oluşturmaktadır.

Tablo 3 – İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Haftada birkaç kez | 46 | 46,0 | 46,0 | 46,0 |
| | Haftada bir kez | 26 | 26,0 | 26,0 | 72,0 |
| | İki haftada bir kez | 14 | 14,0 | 14,0 | 86,0 |
| | Ayda bir kez | 3 | 3,0 | 3,0 | 89,0 |
| | Nadiren | 11 | 11,0 | 11,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

İnternet üzerinden alışveriş sıklıklarına bakıldığında, katılımcıların %46'sı (46) haftada birkaç kez, %26'sı (26) haftada bir kez, %14'ü (14) iki haftada bir kez, %3'ü (3) ayda bir kez, %11'i (11) nadiren olarak gerçekleşmiştir. Grubun çoğunluğunu %46 (46) kişi ile haftada birkaç kez alışveriş yapanlar oluşturmaktadır.

Tablo 4 – İnternet üzerinden yaptığınız alışverişte hangi ödeme tipini tercih ediyorsunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Kredi kartı | 73 | 73,0 | 73,0 | 73,0 |
| | Kapıda Ödeme | 24 | 24,0 | 24,0 | 97,0 |
| | Havale / Eft | 1 | 1,0 | 1,0 | 98,0 |
| | Diğer | 2 | 2,0 | 2,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

İnternet üzerinden yaptığınız alışverişte hangi ödeme tipini tercih ediyorsunuz? Sorusuna katılımcıların %73'ü (73) kredi kartı, %24'ü (24) kapıda ödeme, %1'i (1) havale/eft, %2'si (2) diğer olarak yanıt vermişlerdir. Grubun çoğunluğunu %73'ü (73) kredi kartı yanıtını verenler oluşturmaktadır.

Tablo 5 – Konaklama durumunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Aile Yanı | 36 | 36,0 | 36,0 | 36,0 |
| | Kiralık Ev | 31 | 31,0 | 31,0 | 67,0 |
| | Özel Yurt | 21 | 21,0 | 21,0 | 88,0 |
| | Devlet Yurdu | 12 | 12,0 | 12,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Konaklama durumunuz? Sorusuna katılımcıların %36'sı (36) aile yanı, %31'i (31) kiralık ev, %21'i (21) özel yurt, %12'si (12) devlet yurdu olarak yanıt vermişlerdir. Grubun çoğunluğunu %36'sı (36) aile yanı yanıtını verenler oluşturmaktadır.

Tablo 6 – Okuduğunuz Bölüm / Program?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | 40 | 40,0 | 40,0 | 40,0 |
| | Grafik Tasarım | 30 | 30,0 | 30,0 | 70,0 |
| | BİLGİSAYAR PROGRAMCILIĞI | 15 | 15,0 | 15,0 | 85,0 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | 15 | 15,0 | 15,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Okuduğunuz Bölüm / Program? Sorusuna katılımcıların %40'ı (40) basım ve yayın teknolojileri, %30'u (30) grafik tasarım, %15'i (15) bilgisayar programcılığı, %15'i (15) Radyo ve televizyon programcılığı programı olarak yanıt vermişlerdir. Grubun çoğunluğunu %40'ı (40) basım ve yayın teknolojileri yanıtını verenler oluşturmaktadır.

Tablo 7- Bana göre online alışveriş bir maceradır

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 19 | 19,6 | 19,6 | 19,6 |
| | Katılmıyorum | 36 | 37,1 | 37,1 | 56,7 |
| | Kararsızım | 22 | 22,7 | 22,7 | 79,4 |
| | Katılıyorum | 18 | 18,6 | 18,6 | 97,9 |
| | Tamamen Katılıyorum | 2 | 2,1 | 2,1 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Bana göre online alışveriş bir maceradır sorusuna katılımcıların %19,6'sı (19) Hiç Katılmıyorum, %37,1'i (36) Katılmıyorum, %22,7'si (22) Kararsızım, %18,6'sı (18) Katılıyorum, %2,1'i (2) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %37,1'i (36) Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 8- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 9 | 9,3 | 9,3 | 9,3 |
| | Katılmıyorum | 24 | 24,7 | 24,7 | 34,0 |
| | Kararsızım | 26 | 26,8 | 26,8 | 60,8 |
| | Katılıyorum | 33 | 34,0 | 34,0 | 94,8 |
| | Tamamen Katılıyorum | 5 | 5,2 | 5,2 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir sorusuna katılımcıların %9,3'ü (9) Hiç Katılmıyorum, %24,7'si (24) Katılmıyorum, %26,8'i (26) Kararsızım, %34'ü (34) Katılıyorum, %5,2'si (5) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %34'ü (34) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 9- Online alışveriş yapmak kendi dünyamda olduğum hissini veriyor.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 19 | 19,6 | 19,6 | 19,6 |
| | Katılmıyorum | 40 | 41,2 | 41,2 | 60,8 |
| | Kararsızım | 18 | 18,6 | 18,6 | 79,4 |
| | Katılıyorum | 16 | 16,5 | 16,5 | 95,9 |
| | Tamamen Katılıyorum | 4 | 4,1 | 4,1 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş yapmak kendi dünyamda olduğum hissini veriyor sorusuna katılımcıların %19,6'sı (19) Hiç Katılmıyorum, %41,2'si (40) Katılmıyorum, %18,6'sı (18) Kararsızım, %16,5'i (16) Katılıyorum, %4,1'i (4) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %41,2'si (40) Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 10- Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 36 | 37,1 | 37,1 | 37,1 |
| | Katılmıyorum | 35 | 36,1 | 36,1 | 73,2 |
| | Kararsızım | 11 | 11,3 | 11,3 | 84,5 |
| | Katılıyorum | 8 | 8,2 | 8,2 | 92,8 |
| | Tamamen Katılıyorum | 7 | 7,2 | 7,2 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım sorusuna katılımcıların %37,1'i (36) Hiç Katılmıyorum, %36,1'i (35) Katılmıyorum, %11,3'ü (11) Kararsızım, %8,2'si (8) Katılıyorum, %7,2'si (7) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %37,1'i (36) Hiç Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 11- Bence, online alışveriş stresten arınma yoludur.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 41 | 42,3 | 42,3 | 42,3 |
| | Katılmıyorum | 31 | 32,0 | 32,0 | 74,2 |
| | Kararsızım | 13 | 13,4 | 13,4 | 87,6 |
| | Katılıyorum | 8 | 8,2 | 8,2 | 95,9 |
| | Tamamen Katılıyorum | 4 | 4,1 | 4,1 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Bence, online alışveriş stresten arınma yoludur sorusuna katılımcıların %42,3'ü (41) Hiç Katılmıyorum, %32'si (31) Katılmıyorum, %13,4'ü (13) Kararsızım, %8,2'si (8) Katılıyorum, %4,1'i (4) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %42,3'ü (41) Hiç Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 12- Kendimi şımartmak istediğimde online alışveriş yaparım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 34 | 35,1 | 35,1 | 35,1 |
| | Katılmıyorum | 27 | 27,8 | 27,8 | 62,9 |
| | Kararsızım | 4 | 4,1 | 4,1 | 67,0 |
| | Katılıyorum | 24 | 24,7 | 24,7 | 91,8 |
| | Tamamen Katılıyorum | 8 | 8,2 | 8,2 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Kendimi şımartmak istediğimde online alışveriş yaparım sorusuna katılımcıların %35,1'i (34) Hiç Katılmıyorum, %27,8'i (27) Katılmıyorum, %4,1'i (4) Kararsızım, %24,7'si (24) Katılıyorum, %8,2'si (8) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %42,3'ü (41) Hiç Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 13- Piyasadaki yeni çıkan ürünleri görebilmek için online alışveriş tercih ediyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 12 | 12,4 | 12,4 | 12,4 |
| | Katılmıyorum | 15 | 15,5 | 15,5 | 27,8 |
| | Kararsızım | 16 | 16,5 | 16,5 | 44,3 |
| | Katılıyorum | 42 | 43,3 | 43,3 | 87,6 |
| | Tamamen Katılıyorum | 12 | 12,4 | 12,4 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Piyasadaki yeni çıkan ürünleri görebilmek için online alışverişi tercih ediyorum sorusuna katılımcıların %12,4'ü (12) Hiç Katılmıyorum, %15,5'i (15) Katılmıyorum, %16,5'i (16) Kararsızım, %43,3'ü (42) Katılıyorum, %12,4'ü (12) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %43,3'ü (42) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 14- Başkaları için online alışveriş yapmayı seviyorum çünkü onlar iyi hissettiklerinde ben de kendimi iyi hissediyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 28 | 28,9 | 28,9 | 28,9 |
| | Katılmıyorum | 22 | 22,7 | 22,7 | 51,5 |
| | Kararsızım | 20 | 20,6 | 20,6 | 72,2 |
| | Katılıyorum | 18 | 18,6 | 18,6 | 90,7 |
| | Tamamen Katılıyorum | 9 | 9,3 | 9,3 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Başkaları için online alışveriş yapmayı seviyorum çünkü onlar iyi hissettiklerinde ben de kendimi iyi hissediyorum sorusuna katılımcıların %28,9'u (28) Hiç Katılmıyorum, %22,7'si (22) Katılmıyorum, %20,6'sı (20) Kararsızım, %18,6'sı (18) Katılıyorum, %9,3'ü (9) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %28,9'u (28) Hiç Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 15- Arkadaşlarım ve ailem için online alışveriş yapmaktan keyif alıyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 19 | 19,6 | 19,6 | 19,6 |
| | Katılmıyorum | 20 | 20,6 | 20,6 | 40,2 |
| | Kararsızım | 13 | 13,4 | 13,4 | 53,6 |
| | Katılıyorum | 35 | 36,1 | 36,1 | 89,7 |
| | Tamamen Katılıyorum | 10 | 10,3 | 10,3 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Arkadaşlarım ve ailem için online alışveriş yapmaktan keyif alıyorum sorusuna katılımcıların %19,6'sı (19) Hiç Katılmıyorum, %20,6'sı (20) Katılmıyorum, %13,4'ü (13) Kararsızım, %36,1'i (35) Katılıyorum, %10,3'i (10) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %36,1'i (35) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 16- Birisine mükemmel hediye bulmak için online alışveriş yapmayı severim

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 17 | 17,5 | 17,5 | 17,5 |
| | Katılmıyorum | 9 | 9,3 | 9,3 | 26,8 |
| | Kararsızım | 16 | 16,5 | 16,5 | 43,3 |
| | Katılıyorum | 39 | 40,2 | 40,2 | 83,5 |
| | Tamamen Katılıyorum | 16 | 16,5 | 16,5 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Birisine mükemmel hediye bulmak için online alışveriş yapmayı severim sorusuna katılımcıların %17,5'i (17) Hiç Katılmıyorum, %9,3'ü (9) Katılmıyorum, %16,5'i (16) Kararsızım, %40,2'si (39) Katılıyorum, %16,5'i (16) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %40,2'si (39) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 17- Online alışveriş arkadaşlarımla veya ailemle etkileşimde bulunmak, sosyalleşmek için yapıyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 37 | 38,1 | 38,1 | 38,1 |
| | Katılmıyorum | 40 | 41,2 | 41,2 | 79,4 |
| | Kararsızım | 12 | 12,4 | 12,4 | 91,8 |
| | Katılıyorum | 7 | 7,2 | 7,2 | 99,0 |
| | Tamamen Katılıyorum | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışverişi arkadaşlarımla veya ailemle etkileşimde bulunmak, sosyalleşmek için yapıyorum sorusuna katılımcıların %38,1'ü (37) Hiç Katılmıyorum, %41,2'si (40) Katılmıyorum, %12,4'ü (12) Kararsızım, %7,2'si (7) Katılıyorum, %1'i (1) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %41,2'si (40) Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 18- İnternette alışveriş yaparken sosyalleşmeyi seviyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 30 | 30,9 | 30,9 | 30,9 |
| | Katılmıyorum | 30 | 30,9 | 30,9 | 61,9 |
| | Kararsızım | 14 | 14,4 | 14,4 | 76,3 |
| | Katılıyorum | 18 | 18,6 | 18,6 | 94,8 |
| | Tamamen Katılıyorum | 5 | 5,2 | 5,2 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

İnternette alışveriş yaparken sosyalleşmeyi seviyorum sorusuna katılımcıların %30,9'u (30) Hiç Katılmıyorum, %30,9'u (30) Katılmıyorum, %14,4'ü (14) Kararsızım, %18,6'sı (18) Katılıyorum, %5,2'si (5) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %30,9'u (30) Hiç Katılmıyorum, %30,9'u (30) Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 19- Çoğunlukla, indirimler başladığında alışveriş yaparım

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 4 | 4,1 | 4,1 | 4,1 |
| | Katılmıyorum | 7 | 7,2 | 7,2 | 11,3 |
| | Kararsızım | 5 | 5,2 | 5,2 | 16,5 |
| | Katılıyorum | 48 | 49,5 | 49,5 | 66,0 |
| | Tamamen Katılıyorum | 33 | 34,0 | 34,0 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Çoğunlukla, indirimler başladığında alışveriş yaparım sorusuna katılımcıların %4,1'i (4) Hiç Katılmıyorum, %7,2'si (7) Katılmıyorum, %5,2'si (5) Kararsızım, %49,5'i (48) Katılıyorum, %34'ü (34) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %49,5'i (48) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 20- Online alışveriş yaparken sitelerdeki indirimlerin peşinde koşmaktan keyif alırım

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 9 | 9,3 | 9,3 | 9,3 |
| | Katılmıyorum | 18 | 18,6 | 18,6 | 27,8 |
| | Kararsızım | 17 | 17,5 | 17,5 | 45,4 |
| | Katılıyorum | 41 | 42,3 | 42,3 | 87,6 |
| | Tamamen Katılıyorum | 12 | 12,4 | 12,4 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş yaparken sitelerdeki indirimlerin peşinde koşmaktan keyif alırım sorusuna katılımcıların %9,3'ü (9) Hiç Katılmıyorum, %18,6'sı (18) Katılmıyorum, %17,5'i (17) Kararsızım, %42,3'ü (41) Katılıyorum, %12,4'ü (12) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %42,3'ü (41) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 21- Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 10 | 10,3 | 10,3 | 10,3 |
| | Katılmıyorum | 13 | 13,4 | 13,4 | 23,7 |
| | Kararsızım | 14 | 14,4 | 14,4 | 38,1 |
| | Katılıyorum | 43 | 44,3 | 44,3 | 82,5 |
| | Tamamen Katılıyorum | 17 | 17,5 | 17,5 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım sorusuna katılımcıların %10,3'ü (10) Hiç Katılmıyorum, %13,4'ü (13) Katılmıyorum, %14,4'ü (14) Kararsızım, %44,3'ü (43) Katılıyorum, %17,5'i (17) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %44,3'ü (43) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 22- Online alışverişte ne zaman istersem bir şeyler satın alabilirim

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 4 | 4,1 | 4,1 | 4,1 |
| | Katılmıyorum | 17 | 17,5 | 17,5 | 21,6 |
| | Kararsızım | 18 | 18,6 | 18,6 | 40,2 |
| | Katılıyorum | 37 | 38,1 | 38,1 | 78,4 |
| | Tamamen Katılıyorum | 21 | 21,6 | 21,6 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışverişte ne zaman istersem bir şeyler satın alabilirim sorusuna katılımcıların %4,1'i (4) Hiç Katılmıyorum, %17,5'i (17) Katılmıyorum, %18,6'sı (18) Kararsızım, %38,1'i (37) Katılıyorum, %21,6'sı (21) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %38,1'i (37) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 23- Online alışveriş sayesinde evden çıkmadan bir şeyler satın alabilirim

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 3 | 3,1 | 3,1 | 3,1 |
| | Katılmıyorum | 2 | 2,1 | 2,1 | 5,2 |
| | Kararsızım | 7 | 7,2 | 7,2 | 12,4 |
| | Katılıyorum | 47 | 48,5 | 48,5 | 60,8 |
| | Tamamen Katılıyorum | 38 | 39,2 | 39,2 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş sayesinde evden çıkmadan bir şeyler satın alabilirim sorusuna katılımcıların %3,1'i (3) Hiç Katılmıyorum, %2,1'i (2) Katılmıyorum, %72'si (7) Kararsızım, %48,5'i (47) Katılıyorum, %39,2'si (38) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %48,5'i (47) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 24- Online alışveriş benim için rahatlıktır

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 4 | 4,1 | 4,1 | 4,1 |
| | Katılmıyorum | 9 | 9,3 | 9,3 | 13,4 |
| | Kararsızım | 15 | 15,5 | 15,5 | 28,9 |
| | Katılıyorum | 45 | 46,4 | 46,4 | 75,3 |
| | Tamamen Katılıyorum | 24 | 24,7 | 24,7 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş benim için rahatlıktır sorusuna katılımcıların %4,1'i (4) Hiç Katılmıyorum, %9,3'ü (9) Katılmıyorum, %15,5'i (15) Kararsızım, %46,4'ü (45) Katılıyorum, %24,7'si (24) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %46,4'ü (45) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 25- Online alışveriş sayesinde geniş bir yelpazeye erişebiliyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 2 | 2,1 | 2,1 | 2,1 |
| | Katılmıyorum | 8 | 8,2 | 8,2 | 10,3 |
| | Kararsızım | 3 | 3,1 | 3,1 | 13,4 |
| | Katılıyorum | 55 | 56,7 | 56,7 | 70,1 |
| | Tamamen Katılıyorum | 29 | 29,9 | 29,9 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş sayesinde geniş bir yelpazeye erişebiliyorum sorusuna katılımcıların %2,1'i (2) Hiç Katılmıyorum, %8,2'si (8) Katılmıyorum, %3,1'i (3) Kararsızım, %56,7'si (55) Katılıyorum, %29,9'u (29) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %56,7'si (55) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 26- Online alışveriş sayesinde birçok markaya ulaşabiliyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Katılmıyorum | 3 | 3,1 | 3,1 | 3,1 |
| | Kararsızım | 2 | 2,1 | 2,1 | 5,2 |
| | Katılıyorum | 53 | 54,6 | 54,6 | 59,8 |
| | Tamamen Katılıyorum | 39 | 40,2 | 40,2 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş sayesinde birçok markaya ulaşabiliyorum sorusuna katılımcıların %3,1'i (3) Katılmıyorum, %2,1'i (2) Kararsızım, %54'6'sı (53) Katılıyorum, %40,2'si (39) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %54'6'sı (53) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 27- Online alışveriş sayesinde birçok ürüne ulaşabiliyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Katılmıyorum | 2 | 2,1 | 2,1 | 2,1 |
| | Kararsızım | 2 | 2,1 | 2,1 | 4,1 |
| | Katılıyorum | 52 | 53,6 | 53,6 | 57,7 |
| | Tamamen Katılıyorum | 41 | 42,3 | 42,3 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş sayesinde birçok ürüne ulaşabiliyorum sorusuna katılımcıların %2,1'i (2) Katılmıyorum, %2,1'i (2) Kararsızım, %53'6'sı (52) Katılıyorum, %42,3'ü (41) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %53'6'sı (52) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 28- Online alışveriş daha cesur alışveriş yapmamı sağlar

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 15 | 15,5 | 15,5 | 15,5 |
| | Katılmıyorum | 22 | 22,7 | 22,7 | 38,1 |
| | Kararsızım | 24 | 24,7 | 24,7 | 62,9 |
| | Katılıyorum | 24 | 24,7 | 24,7 | 87,6 |
| | Tamamen Katılıyorum | 12 | 12,4 | 12,4 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş daha cesur alışveriş yapmamı sağlar sorusuna katılımcıların %15,5'i (15) Hiç Katılmıyorum, %22,7'si (22) Katılmıyorum, %24,7'si (24) Kararsızım, %24,7'si (24) Katılıyorum, %12,4'ü (12) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %24,7'si (24) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 29- Online alışveriş sayesinde satış elemanlarına takılmadan alışveriş yaparım.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 3 | 3,1 | 3,1 | 3,1 |
| | Katılmıyorum | 5 | 5,2 | 5,2 | 8,2 |
| | Kararsızım | 4 | 4,1 | 4,1 | 12,4 |
| | Katılıyorum | 44 | 45,4 | 45,4 | 57,7 |
| | Tamamen Katılıyorum | 41 | 42,3 | 42,3 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş sayesinde satış elemanlarına takılmadan alışveriş yaparım sorusuna katılımcıların %3,1'i (3) Hiç Katılmıyorum, %5,2'si (5) Katılmıyorum, %4,1'i (4) Kararsızım, %45,4'ü (44) Katılıyorum, %42,3'ü (41) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %45,4'ü (44) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 30- Online alışveriş sayesinde başkalarıyla iletişim kurmadan alışveriş yapabiliyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 3 | 3,1 | 3,1 | 3,1 |
| | Katılmıyorum | 6 | 6,2 | 6,2 | 9,3 |
| | Kararsızım | 11 | 11,3 | 11,3 | 20,6 |
| | Katılıyorum | 45 | 46,4 | 46,4 | 67,0 |
| | Tamamen Katılıyorum | 32 | 33,0 | 33,0 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş sayesinde başkalarıyla iletişim kurmadan alışveriş yapabiliyorum sorusuna katılımcıların %3,1'i (3) Hiç Katılmıyorum, %6,2'si (6) Katılmıyorum, %11,3'ü (11) Kararsızım, %46,4'ü (45) Katılıyorum, %33'ü (32) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %46,4'ü (45) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 31- Online alışverişte daha tasarruflu alışveriş yapabiliyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 3 | 3,1 | 3,1 | 3,1 |
| | Katılmıyorum | 8 | 8,2 | 8,2 | 11,3 |
| | Kararsızım | 28 | 28,9 | 28,9 | 40,2 |
| | Katılıyorum | 36 | 37,1 | 37,1 | 77,3 |
| | Tamamen Katılıyorum | 22 | 22,7 | 22,7 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş sayesinde başkalarıyla iletişim kurmadan alışveriş yapabiliyorum sorusuna katılımcıların %3,1'i (3) Hiç Katılmıyorum, %8,2'si (8) Katılmıyorum, %28,9'u (28) Kararsızım, %37,1'i (36) Katılıyorum, %22,7'si (22) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %37,1'i (36) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 32- İnternet aracılığıyla kolaylıkla fiyat karşılaştırması yapabiliyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Katılmıyorum | 3 | 3,1 | 3,1 | 3,1 |
| | Kararsızım | 2 | 2,1 | 2,1 | 5,2 |
| | Katılıyorum | 55 | 56,7 | 56,7 | 61,9 |
| | Tamamen Katılıyorum | 37 | 38,1 | 38,1 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

İnternet aracılığıyla kolaylıkla fiyat karşılaştırması yapabiliyorum sorusuna katılımcıların %3,1'i (3) Katılmıyorum, %2,1'i (2) Kararsızım, %56,7'si (55) Katılıyorum, %38,1'i (37) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %56,7'si (55) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 33- Online alışveriş yaparken daha az para harcıyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 1 | 1,0 | 1,0 | 1,0 |
| | Katılmıyorum | 17 | 17,5 | 17,5 | 18,6 |
| | Kararsızım | 36 | 37,1 | 37,1 | 55,7 |
| | Katılıyorum | 29 | 29,9 | 29,9 | 85,6 |
| | Tamamen Katılıyorum | 14 | 14,4 | 14,4 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

Online alışveriş yaparken daha az para harcıyorum sorusuna katılımcıların %1'i (1) Hiç Katılmıyorum, %17,5'i (17) Katılmıyorum, %37,1'i (26) Kararsızım, %29,9'u (29) Katılıyorum, %14,4'ü (14) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %37,1'i (26) Kararsızım seçeneğini işaretleyenler oluşturmaktadır.

Tablo 34- İnternet üzerinden bilgilere kolayca ulaşabiliyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Katılmıyorum | 4 | 4,1 | 4,1 | 4,1 |
| | Kararsızım | 5 | 5,2 | 5,2 | 9,3 |
| | Katılıyorum | 56 | 57,7 | 57,7 | 67,0 |
| | Tamamen Katılıyorum | 32 | 33,0 | 33,0 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

İnternet üzerinden bilgilere kolayca ulaşabiliyorum sorusuna katılımcıların %4,1'i (4) Katılmıyorum, %5,2'si (5) Kararsızım, %57,7'si (56) Katılıyorum, %33'ü (32) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %57,7'si (56) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 35- İnternet birçok bilgiye erişimi sağlıyor.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Katılmıyorum | 1 | 1,0 | 1,0 | 1,0 |
| | Kararsızım | 6 | 6,2 | 6,2 | 7,2 |
| | Katılıyorum | 57 | 58,8 | 58,8 | 66,0 |
| | Tamamen Katılıyorum | 33 | 34,0 | 34,0 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

İnternet birçok bilgiye erişimi sağlıyor sorusuna katılımcıların %1'i (1) Katılmıyorum, %6,2'si (6) Kararsızım, %58,8'i (57) Katılıyorum, %34'ü (33) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %58,8'i (57) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 36- İnternet aracılığıyla ulaşılan bilgi en yeni bilgidir

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç Katılmıyorum | 5 | 5,2 | 5,2 | 5,2 |
| | Katılmıyorum | 25 | 25,8 | 25,8 | 30,9 |
| | Kararsızım | 34 | 35,1 | 35,1 | 66,0 |
| | Katılıyorum | 23 | 23,7 | 23,7 | 89,7 |
| | Tamamen Katılıyorum | 10 | 10,3 | 10,3 | 100,0 |
| | Total | 97 | 100,0 | 100,0 | |

İnternet aracılığıyla ulaşılan bilgi en yeni bilgidir katılımcıların %5,2'si (5) Hiç Katılmıyorum, %25,8'i (25) Katılmıyorum, %35,1'i (34) Kararsızım, %23,7'si (23) Katılıyorum, %10,3'ü (10) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %35,1'i (34) Kararsızım seçeneğini işaretleyenler oluşturmaktadır.

ALT PROBLEMLER

1. ALT PROBLEM

Birinci alt problemde, cinsiyete göre anlamlı farklılık test edilmiştir.

Tablo 37- Üniversite öğrencilerinin online alışveriş tercihlerinde cinsiyetler arasında anlamlı farklılıklar vardır.

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | ,257 | ,613 | -,245 | 98 | ,807 | -,02705 | ,11044 | -,24621 | ,19211 |
| | Equal variances not assumed | | | -,244 | 96,326 | ,807 | -,02705 | ,11066 | -,24671 | ,19261 |

Ankete katılan katılımcıların cinsiyetleri ile online alışveriş tercihleri arasında anlamlı farklılıklar olup olmadığını tespit etmek için yapılan bağımsız örneklem t-testi çıktısına göre Sig. (2-tailed) değeri .807> .05 olduğu için cinsiyetler arasında anlamlı bir fark bulunamamıştır.

2. ALT PROBLEM

İkinci alt problemde, Aylık şahsi gelire göre anlamlı farklılık test edilmiştir.

Tablo- 38 Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | ,235 | 2 | 94 | ,791 |

Tablo 38'e bakıldığı zaman, anlamlılık düzeyi $.791 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo- 39 Tests of Normality

| | 2- Aylık şahsi geliriniz ? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|----------------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 1000-2000 | ,054 | 88 | ,200* | ,984 | 88 | ,335 |
| | 2001-3000 | ,168 | 6 | ,200* | ,967 | 6 | ,868 |
| | 3001-4000 | ,385 | 3 | . | ,750 | 3 | ,000 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 39'a bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi $.05$ ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk. Tablo 37 ve 38'de 2. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo- 40 Anova

Dependent Variable: ortalama

Bonferroni

| (I) 2- Aylık şahsi geliriniz ? | (J) 2- Aylık şahsi geliriniz ? | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--------------------------------|--------------------------------|-----------------------|------------|-------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| 1000-2000 | 2001-3000 | ,22336 | ,24652 | 1,000 | -,3775 | ,8243 |
| | 3001-4000 | -,33220 | ,34302 | 1,000 | -1,1683 | ,5039 |
| 2001-3000 | 1000-2000 | -,22336 | ,24652 | 1,000 | -,8243 | ,3775 |
| | 3001-4000 | -,55556 | ,41313 | ,546 | -1,5626 | ,4515 |
| 3001-4000 | 1000-2000 | ,33220 | ,34302 | 1,000 | -,5039 | 1,1683 |
| | 2001-3000 | ,55556 | ,41313 | ,546 | -,4515 | 1,5626 |

Tablo 40'a göre hesaplanan p:değerleri $>0,05$ olduğu için İnternet üzerinden yapılan alışveriş sıklığı ile online alışveriş tercihleri arasında anlamlı farklılık bulunmamaktadır.

3. ALT PROBLEM

Üçüncü alt problemde, internet üzerinden yapılan alışveriş sıklığı ile online alışveriş tercihlerine göre anlamlı farklılık test edilmiştir.

Tablo-41 Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | 1,553 | 4 | 92 | ,193 |

Tablo 41'e bakıldığı zaman, anlamlılık düzeyi $.193 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo-42 Tests of Normality

| | 3- İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | Haftada birkaç kez | ,060 | 44 | ,200* | ,981 | 44 | ,675 |
| | Haftada bir kez | ,170 | 26 | ,051 | ,937 | 26 | ,113 |
| | İki haftada bir kez | ,185 | 13 | ,200* | ,912 | 13 | ,194 |
| | Ayda bir kez | ,385 | 3 | . | ,750 | 3 | ,000 |
| | Nadiren | ,187 | 11 | ,200* | ,921 | 11 | ,326 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 42'ye bakıldığında zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk. Tablo 39 ve 40'da 3. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo-43 ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 3,657 | 4 | ,914 | 2,895 | ,026 |
| Within Groups | 29,059 | 92 | ,316 | | |
| Total | 32,716 | 96 | | | |

Tablo 43'e göre hesaplanan p: .026 < 0,05 olduğu için İnternet üzerinden yapılan alışveriş sıklığı ile online alışveriş tercihleri arasında anlamlı farklılık bulunmaktadır. Hangi gruplar arasında fark olduğunu tespit etmek için çoklu karşılaştırma testleri (Post-Hoc Tests) yapılmıştır.

Tablo-44 Anova Post-Hoc Bonferroni

Dependent Variable: ortalama

Bonferroni

| (I) 3- İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz? | (J) 3- İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz? | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|-----------------------|------------|-------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Haftada birkaç kez | Haftada bir kez | -,27541 | ,13902 | ,506 | -,6753 | ,1245 |
| | İki haftada bir kez | -,52028* | ,17741 | ,042 | -1,0306 | -,0100 |
| | Ayda bir kez | -,58182 | ,33536 | ,861 | -1,5464 | ,3828 |
| | Nadiren | -,15758 | ,18945 | 1,000 | -,7025 | ,3874 |
| Haftada bir kez | Haftada birkaç kez | ,27541 | ,13902 | ,506 | -,1245 | ,6753 |
| | İki haftada bir kez | -,24487 | ,19091 | 1,000 | -,7940 | ,3042 |
| | Ayda bir kez | -,30641 | ,34269 | 1,000 | -1,2921 | ,6793 |
| | Nadiren | ,11783 | ,20214 | 1,000 | -,4636 | ,6993 |
| İki haftada bir kez | Haftada birkaç kez | ,52028* | ,17741 | ,042 | ,0100 | 1,0306 |
| | Haftada bir kez | ,24487 | ,19091 | 1,000 | -,3042 | ,7940 |
| | Ayda bir kez | -,06154 | ,35997 | 1,000 | -1,0969 | ,9739 |
| | Nadiren | ,36270 | ,23024 | 1,000 | -,2995 | 1,0249 |
| Ayda bir kez | Haftada birkaç kez | ,58182 | ,33536 | ,861 | -,3828 | 1,5464 |
| | Haftada bir kez | ,30641 | ,34269 | 1,000 | -,6793 | 1,2921 |
| | İki haftada bir kez | ,06154 | ,35997 | 1,000 | -,9739 | 1,0969 |

| | | | | | | |
|---------|---------------------|---------|--------|-------|---------|--------|
| | Nadiren | ,42424 | ,36606 | 1,000 | -,6287 | 1,4771 |
| Nadiren | Haftada birkaç kez | ,15758 | ,18945 | 1,000 | -,3874 | ,7025 |
| | Haftada bir kez | -,11783 | ,20214 | 1,000 | -,6993 | ,4636 |
| | İki haftada bir kez | -,36270 | ,23024 | 1,000 | -1,0249 | ,2995 |
| | Ayda bir kez | -,42424 | ,36606 | 1,000 | -1,4771 | ,6287 |

*. The mean difference is significant at the 0.05 level.

Tablo 44'e göre Üniversite öğrencilerinin online alışveriş tercihleri ile alışveriş sıklıkları arasında; haftada birkaç kez ile İki haftada bir kez grupları arasında $p:0,042 < 0,05$ anlamlı bir farklılık vardır.

4. ALT PROBLEM

Dördüncü alt problemde, üniversite öğrencilerinin online alışveriş tercihleri ile tercih ettikleri ödeme tipine göre anlamlı farklılık test edilmiştir.

Tablo 45- Üniversite öğrencilerinin online alışveriş tercihleri ile tercih ettikleri ödeme tipi

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| ortalama | Equal variances assumed | ,010 | ,919 | 1,519 | 95 | ,132 | ,20719 | ,13644 | -,06367 | ,47805 |
| | Equal variances not assumed | | | 1,606 | 43,358 | ,116 | ,20719 | ,12905 | -,05299 | ,46737 |

Tablo 45'e göre, $p:0,132 > 0,05$ olduğu için Üniversite öğrencilerinin online alışveriş tercihleri ile tercih ettikleri ödeme tipi arasında anlamlı farklılık bulunmamaktadır.

5. ALT PROBLEM

Beşinci alt problemde, konaklama durumu ile online alışveriş tercihleri arasında anlamlı farklılık test edilmiştir.

Tablo- 46 Test of Homogeneity of Variances

| ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| ,585 | 3 | 93 | ,626 |

Tablo 46'ya bakıldığında zaman, anlamlılık düzeyi $.626 > .05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo- 47 Tests of Normality

| | 5- Konaklama durumunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|-------------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | Aile Yarı | ,095 | 35 | ,200* | ,966 | 35 | ,339 |
| | Kiralık Ev | ,110 | 31 | ,200* | ,979 | 31 | ,782 |
| | Özel Yurt | ,154 | 20 | ,200* | ,964 | 20 | ,616 |
| | Devlet Yurdu | ,203 | 11 | ,200* | ,965 | 11 | ,835 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 47'ye bakıldığında zaman Shapiro-Wilk testinden anlamlılık düzeyi $.05$ ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek yönlü ANOVA testini yapabilmek için

ikinci varsayımın doğruluğunu ispatlamış olduk. Tablo 45 ve 46'da 5. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo- 48 ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | ,848 | 3 | ,283 | ,825 | ,483 |
| Within Groups | 31,868 | 93 | ,343 | | |
| Total | 32,716 | 96 | | | |

Tablo 48'e göre hesaplanan p: .483 > 0,05 olduğu için konaklama durumu ile online alışveriş tercihleri arasında anlamlı farklılık bulunmamaktadır.

6. ALT PROBLEM

Altıncı alt problemde, okuduğunuz bölüm / program ile online alışveriş tercihleri arasında anlamlı farklılık test edilmiştir.

Tablo- 49 Test of Homogeneity of Variances

| ortalama | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| | 2,361 | 3 | 93 | ,076 |

Tablo 49'a bakıldığı zaman, anlamlılık düzeyi .076 > .05 ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo-50 Tests of Normality

| | 6- Okuduğunuz Bölüm / Program? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | ,132 | 40 | ,079 | ,967 | 40 | ,291 |
| | Grafik Tasarım | ,127 | 30 | ,200* | ,960 | 30 | ,305 |
| | BİLGİSAYAR PROGRAMCILIĞI | ,188 | 12 | ,200* | ,908 | 12 | ,204 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | ,122 | 15 | ,200* | ,964 | 15 | ,766 |

*. This is a lower bound of the true significance.

Tablo 50'ye bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk. Tablo 48 ve 49'da 6. Alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo- 49 ANOVA

| ortalama | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 1,905 | 3 | ,635 | 1,916 | ,132 |
| Within Groups | 30,811 | 93 | ,331 | | |
| Total | 32,716 | 96 | | | |

Tablo 49'da göre hesaplanan p .132 > 0,05 olduğu için okuduğunuz bölüm / program ile online alışveriş tercihleri arasında anlamlı farklılık bulunmamaktadır.

Tablo 50- Likertlerin Homojenlik Testi

| Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----|-------------|---|------|
|----------------|----|-------------|---|------|

| | | | | | | |
|---|----------------|---------|----|--------|-------|------|
| 7- Bana göre online alışveriş bir maceradır | Between Groups | ,440 | 1 | ,440 | ,381 | ,538 |
| | Within Groups | 109,683 | 95 | 1,155 | | |
| | Total | 110,124 | 96 | | | |
| 8- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir | Between Groups | ,011 | 1 | ,011 | ,009 | ,925 |
| | Within Groups | 112,979 | 95 | 1,189 | | |
| | Total | 112,990 | 96 | | | |
| 9- Online alışveriş yapmak kendi dünyamda olduğum hissini veriyor. | Between Groups | ,443 | 1 | ,443 | ,358 | ,551 |
| | Within Groups | 117,495 | 95 | 1,237 | | |
| | Total | 117,938 | 96 | | | |
| 10- Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım | Between Groups | 10,640 | 1 | 10,640 | 7,783 | ,006 |
| | Within Groups | 129,876 | 95 | 1,367 | | |
| | Total | 140,515 | 96 | | | |
| 11- Bence, online alışveriş stresten arınma yoludur. | Between Groups | ,660 | 1 | ,660 | ,517 | ,474 |
| | Within Groups | 121,340 | 95 | 1,277 | | |
| | Total | 122,000 | 96 | | | |
| 12- Kendimi şımartmak istediğimde online alışveriş yaparım. | Between Groups | 5,189 | 1 | 5,189 | 2,699 | ,104 |
| | Within Groups | 182,626 | 95 | 1,922 | | |
| | Total | 187,814 | 96 | | | |
| 15- Piyasadaki yeni çıkan ürünleri görebilmek için online alışverişini tercih ediyorum | Between Groups | ,111 | 1 | ,111 | ,072 | ,788 |
| | Within Groups | 145,374 | 95 | 1,530 | | |
| | Total | 145,485 | 96 | | | |
| 16- Başkaları için online alışveriş yapmayı seviyorum çünkü onlar iyi hissettiklerinde ben de kendimi iyi hissediyorum. | Between Groups | 2,148 | 1 | 2,148 | 1,217 | ,273 |
| | Within Groups | 167,667 | 95 | 1,765 | | |
| | Total | 169,814 | 96 | | | |
| 17- Arkadaşlarım ve ailem için online alışveriş yapmaktan keyif alıyorum | Between Groups | ,841 | 1 | ,841 | ,470 | ,495 |
| | Within Groups | 170,066 | 95 | 1,790 | | |
| | Total | 170,907 | 96 | | | |
| 18- Birisine mükemmel hediye bulmak için online alışveriş yapmayı severim | Between Groups | ,030 | 1 | ,030 | ,017 | ,897 |
| | Within Groups | 171,887 | 95 | 1,809 | | |
| | Total | 171,918 | 96 | | | |
| 19- Online alışverişini arkadaşlarımla veya ailemle etkileşimde bulunmak, sosyalleşmek için yapıyorum | Between Groups | ,045 | 1 | ,045 | ,050 | ,824 |
| | Within Groups | 85,295 | 95 | ,898 | | |
| | Total | 85,340 | 96 | | | |
| 20- İnternette alışveriş yaparken sosyalleşmeyi seviyorum | Between Groups | ,454 | 1 | ,454 | ,292 | ,590 |

| | | | | | | |
|---|----------------|---------|----|-------|-------|------|
| | Within Groups | 147,917 | 95 | 1,557 | | |
| | Total | 148,371 | 96 | | | |
| 22- Çoğunlukla, indirimler başladığında alışveriş yaparım | Between Groups | 3,348 | 1 | 3,348 | 3,226 | ,076 |
| | Within Groups | 98,611 | 95 | 1,038 | | |
| | Total | 101,959 | 96 | | | |
| 23- Online alışveriş yaparken sitelerdeki indirimlerin peşinde koşmaktan keyif alırım | Between Groups | ,892 | 1 | ,892 | ,635 | ,428 |
| | Within Groups | 133,438 | 95 | 1,405 | | |
| | Total | 134,330 | 96 | | | |
| 24- Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım | Between Groups | 2,154 | 1 | 2,154 | 1,442 | ,233 |
| | Within Groups | 141,887 | 95 | 1,494 | | |
| | Total | 144,041 | 96 | | | |
| 25- Online alışverişte ne zaman istersem bir şeyler satın alabilirim | Between Groups | 1,350 | 1 | 1,350 | 1,046 | ,309 |
| | Within Groups | 122,588 | 95 | 1,290 | | |
| | Total | 123,938 | 96 | | | |
| 26- Online alışveriş sayesinde evden çıkmadan bir şeyler satın alabilirim | Between Groups | 1,531 | 1 | 1,531 | 1,936 | ,167 |
| | Within Groups | 75,129 | 95 | ,791 | | |
| | Total | 76,660 | 96 | | | |
| 27- Online alışveriş benim için rahatlıktır | Between Groups | ,006 | 1 | ,006 | ,006 | ,940 |
| | Within Groups | 106,447 | 95 | 1,120 | | |
| | Total | 106,454 | 96 | | | |
| 28- Online alışveriş sayesinde geniş bir yelpazeye erişebiliyorum. | Between Groups | 1,023 | 1 | 1,023 | 1,202 | ,276 |
| | Within Groups | 80,813 | 95 | ,851 | | |
| | Total | 81,835 | 96 | | | |
| 29- Online alışveriş sayesinde birçok markaya ulaşabiliyorum. | Between Groups | ,460 | 1 | ,460 | 1,025 | ,314 |
| | Within Groups | 42,633 | 95 | ,449 | | |
| | Total | 43,093 | 96 | | | |
| 30- Online alışveriş sayesinde birçok ürüne ulaşabiliyorum. | Between Groups | ,770 | 1 | ,770 | 1,944 | ,166 |
| | Within Groups | 37,602 | 95 | ,396 | | |
| | Total | 38,371 | 96 | | | |
| 31- Online alışveriş daha cesur alışveriş yapmamı sağlar | Between Groups | 5,009 | 1 | 5,009 | 3,197 | ,077 |
| | Within Groups | 148,826 | 95 | 1,567 | | |
| | Total | 153,835 | 96 | | | |
| 32- Online alışveriş sayesinde satış elemanlarına takılmadan alışveriş yaparım. | Between Groups | ,034 | 1 | ,034 | ,036 | ,849 |
| | Within Groups | 88,626 | 95 | ,933 | | |

| | | | | | | |
|--|----------------|---------|----|-------|-------|------|
| | Total | 88,660 | 96 | | | |
| 33- Online alışveriş sayesinde başkalarıyla iletişim kurmadan alışveriş yapabiliyorum. | Between Groups | ,371 | 1 | ,371 | ,377 | ,541 |
| | Within Groups | 93,629 | 95 | ,986 | | |
| | Total | 94,000 | 96 | | | |
| 34- Online alışverişte daha tasarruflu alışveriş yapabiliyorum. | Between Groups | ,018 | 1 | ,018 | ,017 | ,896 |
| | Within Groups | 99,075 | 95 | 1,043 | | |
| | Total | 99,093 | 96 | | | |
| 35- İnternet aracılığıyla kolaylıkla fiyat karşılaştırması yapabiliyorum | Between Groups | ,075 | 1 | ,075 | ,169 | ,682 |
| | Within Groups | 42,255 | 95 | ,445 | | |
| | Total | 42,330 | 96 | | | |
| 36- Online alışveriş yaparken daha az para harcıyorum | Between Groups | ,324 | 1 | ,324 | ,339 | ,562 |
| | Within Groups | 90,789 | 95 | ,956 | | |
| | Total | 91,113 | 96 | | | |
| 37- İnternet üzerinden bilgilere kolayca ulaşabiliyorum. | Between Groups | ,081 | 1 | ,081 | ,157 | ,693 |
| | Within Groups | 49,197 | 95 | ,518 | | |
| | Total | 49,278 | 96 | | | |
| 38- İnternet birçok bilgiye erişimi sağlıyor. | Between Groups | ,469 | 1 | ,469 | 1,234 | ,269 |
| | Within Groups | 36,088 | 95 | ,380 | | |
| | Total | 36,557 | 96 | | | |
| 39- İnternet aracılığıyla ulaşılan bilgi en yeni bilgidir | Between Groups | ,646 | 1 | ,646 | ,575 | ,450 |
| | Within Groups | 106,694 | 95 | 1,123 | | |
| | Total | 107,340 | 96 | | | |

Tablo 50'ye göre; S7 -Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım, S12- Kendimi şımartmak istediğimde online alışveriş yaparım, S22- Çoğunlukla, indirimler başladığında alışveriş yaparım, S31- Online alışveriş daha cesur alışveriş yapmamı sağlar soruları Sig (2- tailed) değeri normal değer olan $\alpha:0,05$ 'ten küçük oldukları için homojen olarak kabul edilmezler.

Tablo 51- Likertlerin Normallik Testi

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| 7- Bana göre online alışveriş bir maceradır | ,235 | 97 | ,000 | ,890 | 97 | ,000 |
| 8- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir | ,211 | 97 | ,000 | ,898 | 97 | ,000 |
| 9- Online alışveriş yapmak kendi dünyamda olduğum hissini veriyor. | ,264 | 97 | ,000 | ,880 | 97 | ,000 |
| 10- Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım | ,273 | 97 | ,000 | ,809 | 97 | ,000 |
| 11- Bence, online alışveriş stresten arınma yoludur. | ,242 | 97 | ,000 | ,807 | 97 | ,000 |

| | | | | | | |
|---|------|----|------|------|----|------|
| 12- Kendimi şımartmak istediğimde online alışveriş yaparım. | ,250 | 97 | ,000 | ,823 | 97 | ,000 |
| 15- Piyasadaki yeni çıkan ürünleri görebilmek için online alışverişini tercih ediyorum | ,278 | 97 | ,000 | ,865 | 97 | ,000 |
| 16- Başkaları için online alışveriş yapmayı seviyorum çünkü onlar iyi hissettiklerinde ben de kendimi iyi hissediyorum. | ,181 | 97 | ,000 | ,881 | 97 | ,000 |
| 17- Arkadaşlarım ve ailem için online alışveriş yapmaktan keyif alıyorum | ,244 | 97 | ,000 | ,873 | 97 | ,000 |
| 18- Birisine mükemmel hediye bulmak için online alışveriş yapmayı severim | ,269 | 97 | ,000 | ,852 | 97 | ,000 |
| 19- Online alışverişini arkadaşlarımla veya ailemle etkileşimde bulunmak, sosyalleşmek için yapıyorum | ,259 | 97 | ,000 | ,814 | 97 | ,000 |
| 20- İnternette alışveriş yaparken sosyalleşmeyi seviyorum | ,233 | 97 | ,000 | ,862 | 97 | ,000 |
| 22- Çoğunlukla, indirimler başladığında alışveriş yaparım | ,327 | 97 | ,000 | ,763 | 97 | ,000 |
| 23- Online alışveriş yaparken sitelerdeki indirimlerin peşinde koşmaktan keyif alırım | ,270 | 97 | ,000 | ,877 | 97 | ,000 |
| 24- Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım | ,291 | 97 | ,000 | ,856 | 97 | ,000 |
| 25- Online alışverişte ne zaman istersem bir şeyler satın alabilirim | ,250 | 97 | ,000 | ,883 | 97 | ,000 |
| 26- Online alışveriş sayesinde evden çıkmadan bir şeyler satın alabilirim | ,294 | 97 | ,000 | ,740 | 97 | ,000 |
| 27- Online alışveriş benim için rahatlıktır | ,293 | 97 | ,000 | ,844 | 97 | ,000 |
| 28- Online alışveriş sayesinde geniş bir yelpazeye erişebiliyorum. | ,348 | 97 | ,000 | ,745 | 97 | ,000 |
| 29- Online alışveriş sayesinde birçok markaya ulaşabiliyorum. | ,281 | 97 | ,000 | ,713 | 97 | ,000 |
| 30- Online alışveriş sayesinde birçok ürüne ulaşabiliyorum. | ,293 | 97 | ,000 | ,711 | 97 | ,000 |
| 31- Online alışveriş daha cesur alışveriş yapmamı sağlar | ,166 | 97 | ,000 | ,910 | 97 | ,000 |

| | | | | | | |
|--|------|----|------|------|----|------|
| 32- Online alışveriş sayesinde satış elemanlarına takılmadan alışveriş yaparım. | ,300 | 97 | ,000 | ,732 | 97 | ,000 |
| 33- Online alışveriş sayesinde başkalarıyla iletişim kurmadan alışveriş yapabiliyorum. | ,294 | 97 | ,000 | ,805 | 97 | ,000 |
| 34- Online alışverişte daha tasarruflu alışveriş yapabiliyorum. | ,221 | 97 | ,000 | ,884 | 97 | ,000 |
| 35- İnternet aracılığıyla kolaylıkla fiyat karşılaştırması yapabiliyorum | ,292 | 97 | ,000 | ,712 | 97 | ,000 |
| 36- Online alışveriş yaparken daha az para harcıyorum | ,213 | 97 | ,000 | ,896 | 97 | ,000 |
| 37- İnternet üzerinden bilgilere kolayca ulaşabiliyorum. | ,299 | 97 | ,000 | ,749 | 97 | ,000 |
| 38- İnternet birçok bilgiye erişimi sağlıyor. | ,322 | 97 | ,000 | ,751 | 97 | ,000 |
| 39- İnternet aracılığıyla ulaşılan bilgi en yeni bilgidir | ,191 | 97 | ,000 | ,911 | 97 | ,000 |

Tablo 51’de ki normallik testine göre; soruların herhangi birinin normal olarak dağılmadığı tespit edilmiştir. Bu nedenle anova testi yerine non-parametrik bir test olan Kruskal Wallis testi uygulanmıştır.

Tablo 52- Aylık Şahsi gelir

7- Bana göre online alışveriş bir maceradır

| | |
|-------------|-------|
| Chi-Square | 7,172 |
| df | 2 |
| Asymp. Sig. | ,028 |

Tablo 52’de *bana göre online alışveriş bir maceradır* sorusu ile Aylık Şahsi gelir arasında Sig 0,028 < α :0,05’ten olduğu için anlamlı bir fark bulunmuştur.

Tablo 53- Anova

| (I) 2- Aylık şahsi geliriniz? | (J) 2- Aylık şahsi geliriniz? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval | |
|-------------------------------|-------------------------------|-----------------------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| 1000-2000 | 2001-3000 | ,367 | ,417 | -,96 | 1,70 |
| | 3001-4000 | 1,534* | ,113 | 1,26 | 1,80 |
| 2001-3000 | 1000-2000 | -,367 | ,417 | -1,70 | ,96 |
| | 3001-4000 | 1,167 | ,401 | -,14 | 2,47 |
| 3001-4000 | 1000-2000 | -1,534* | ,113 | -1,80 | -1,26 |
| | 2001-3000 | -1,167 | ,401 | -2,47 | ,14 |

Tablo 53’e göre; *bana göre online alışveriş bir maceradır sorusuna* aylık geliri 1000-2000 TL ile 3001-4000 TL olanlar arasında anlamlı bir farklılık vardır.

Tablo 54- Aylık Şahsi Gelir
8- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir

| | |
|-------------|-------|
| Chi-Square | 7,726 |
| df | 2 |
| Asymp. Sig. | ,021 |

Tablo 54’de *Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir* sorusu ile Aylık Şahsi gelir arasında Sig 0,021 < α :0,05’ten olduğu için anlamlı bir fark bulunmuştur.

Tablo 55- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir

| (I) 2- Aylık şahsi geliriniz ? | (J) 2- Aylık şahsi geliriniz ? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval | |
|--------------------------------|--------------------------------|-----------------------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| 1000-2000 | 2001-3000 | 1,045 | ,461 | -,43 | 2,52 |
| | 3001-4000 | -,955* | ,113 | -1,22 | -,69 |
| 2001-3000 | 1000-2000 | -1,045 | ,461 | -2,52 | ,43 |
| | 3001-4000 | -2,000* | ,447 | -3,46 | -,54 |
| 3001-4000 | 1000-2000 | ,955* | ,113 | ,69 | 1,22 |
| | 2001-3000 | 2,000* | ,447 | ,54 | 3,46 |

Tablo 55’e göre; *Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir* sorusuna aylık geliri 1000-2000 TL ile 3001-4000 TL olanlar arasında anlamlı bir farklılık vardır.

Tablo 56- Aylık Şahsi Gelir
10- Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım

| | |
|-------------|-------|
| Chi-Square | 7,510 |
| df | 2 |
| Asymp. Sig. | ,023 |

Tablo 56’da *Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım* sorusu ile Aylık Şahsi gelir arasında Sig 0,021 < α :0,05’ten olduğu için anlamlı bir fark bulunmuştur.

Tablo 57- Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım

| (I) 2- Aylık şahsi geliriniz? | (J) 2- Aylık şahsi geliriniz? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval | |
|-------------------------------|-------------------------------|-----------------------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| 1000-2000 | 2001-3000 | ,883* | ,248 | ,14 | 1,63 |
| | 3001-4000 | 1,216* | ,131 | ,90 | 1,53 |
| 2001-3000 | 1000-2000 | -,883* | ,248 | -1,63 | -,14 |
| | 3001-4000 | ,333 | ,211 | -,35 | 1,02 |
| 3001-4000 | 1000-2000 | -1,216* | ,131 | -1,53 | -,90 |
| | 2001-3000 | -,333 | ,211 | -1,02 | ,35 |

Tablo 57’ye göre; *Moralim bozuk olduğunda, kendimi daha iyi hissetmek için online alışveriş yaparım* sorusuna aylık geliri 1000-2000 TL ile 3001-4000 TL olanlar arasında anlamlı bir farklılık vardır.

Tablo 58- Aylık Şahsi Gelir

31- Online alışveriş daha cesur alışveriş yapmamı sağlar

| | |
|-------------|-------|
| Chi-Square | 7,417 |
| df | 2 |
| Asymp. Sig. | ,025 |

Tablo 58’de *Online alışveriş daha cesur alışveriş yapmamı sağlar* sorusu ile Aylık Şahsi gelir arasında Sig 0,025 < α :0,05’ten olduğu için anlamlı bir fark bulunmuştur.

Tablo 59- Online alışveriş daha cesur alışveriş yapmamı sağlar

| (I) 2- Aylık şahsi geliriniz? | (J) 2- Aylık şahsi geliriniz? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval | |
|-------------------------------|-------------------------------|-----------------------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| 1000-2000 | 2001-3000 | ,064 | ,495 | -1,52 | 1,65 |
| | 3001-4000 | -2,102* | ,132 | -2,42 | -1,79 |
| 2001-3000 | 1000-2000 | -,064 | ,495 | -1,65 | 1,52 |
| | 3001-4000 | -2,167* | ,477 | -3,72 | -,61 |
| 3001-4000 | 1000-2000 | 2,102* | ,132 | 1,79 | 2,42 |
| | 2001-3000 | 2,167* | ,477 | ,61 | 3,72 |

Tablo 59’a göre; *Online alışveriş daha cesur alışveriş yapmamı sağlar* sorusuna aylık geliri 1000-2000 TL ile 3001-4000 TL olanlar arasında anlamlı bir farklılık vardır.

Tablo 60- İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz?

8- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir

| | |
|-------------|--------|
| Chi-Square | 17,141 |
| df | 3 |
| Asymp. Sig. | ,001 |

Tablo 60’da *Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir* sorusu ile İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz? arasında Sig 0,001 < α :0,05’ten olduğu için anlamlı bir fark bulunmuştur.

Tablo 61- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir

| (I) 3- İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz? | (J) 3- İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval | |
|---|---|-----------------------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| Haftada birkaç kez | Haftada bir kez | -,579 | ,246 | -1,29 | ,13 |
| | İki haftada bir kez | -1,309* | ,284 | -2,19 | -,43 |
| | Ayda bir kez | -1,053 | ,367 | -3,57 | 1,46 |
| | Nadiren | -,295 | ,399 | -1,58 | ,99 |
| Haftada bir kez | Haftada birkaç kez | ,579 | ,246 | -,13 | 1,29 |
| | İki haftada bir kez | -,731 | ,307 | -1,68 | ,22 |
| | Ayda bir kez | -,474 | ,385 | -2,98 | 2,03 |
| | Nadiren | ,283 | ,415 | -1,05 | 1,62 |

| | | | | | |
|---------------------|---------------------|--------|------|-------|------|
| İki haftada bir kez | Haftada birkaç kez | 1,309* | ,284 | ,43 | 2,19 |
| | Haftada bir kez | ,731 | ,307 | -,22 | 1,68 |
| | Ayda bir kez | ,256 | ,410 | -2,27 | 2,78 |
| | Nadiren | 1,014 | ,439 | -,42 | 2,45 |
| Ayda bir kez | Haftada birkaç kez | 1,053 | ,367 | -1,46 | 3,57 |
| | Haftada bir kez | ,474 | ,385 | -2,03 | 2,98 |
| | İki haftada bir kez | -,256 | ,410 | -2,78 | 2,27 |
| | Nadiren | ,758 | ,497 | -1,86 | 3,38 |
| Nadiren | Haftada birkaç kez | ,295 | ,399 | -,99 | 1,58 |
| | Haftada bir kez | -,283 | ,415 | -1,62 | 1,05 |
| | İki haftada bir kez | -1,014 | ,439 | -2,45 | ,42 |
| | Ayda bir kez | -,758 | ,497 | -3,38 | 1,86 |

Tablo 61'e göre; *Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir* sorusuna *haftada birkaç kez ile iki haftada bir kez* yanıtı verenler arasında anlamlı bir farklılık vardır.

Tablo 62- İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz?

9- Online alışveriş yapmak kendi dünyamda olduğum hissini veriyor.

| | |
|-------------|-------|
| Chi-Square | 9,067 |
| df | 3 |
| Asymp. Sig. | ,028 |

Tablo 62'de *Online alışveriş yapmak kendi dünyamda olduğum hissini veriyor* sorusu ile İnternet üzerinden ne sıklıkta alışveriş yapıyorsunuz? arasında Sig 0,028 < α :0,05'ten olduğu için anlamlı bir fark bulunmuştur.

Tablo 63- Konaklama durumunuz?

24- Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım

| | |
|-------------|-------|
| Chi-Square | 9,860 |
| df | 3 |
| Asymp. Sig. | ,020 |

Tablo 63'de göre; *Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım* sorusu ile *Konaklama durumunuz?* sorusu arasında anlamlı bir farklılık vardır.

Tablo 64- Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım

| (I) 5- Konaklama durumunuz? | (J) 5- Konaklama durumunuz? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval | |
|-----------------------------|-----------------------------|-----------------------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| Aile Yanı | Kiralık Ev | ,825* | ,291 | ,03 | 1,61 |
| | Özel Yurt | ,207 | ,294 | -,61 | 1,02 |
| | Devlet Yurdu | ,857 | ,482 | -,59 | 2,31 |
| Kiralık Ev | Aile Yanı | -,825* | ,291 | -1,61 | -,03 |
| | Özel Yurt | -,618 | ,327 | -1,52 | ,29 |
| | Devlet Yurdu | ,032 | ,503 | -1,47 | 1,53 |
| Özel Yurt | Aile Yanı | -,207 | ,294 | -1,02 | ,61 |

| | | | | | |
|--------------|--------------|-------|------|-------|------|
| | Kiralık Ev | ,618 | ,327 | -,29 | 1,52 |
| | Devlet Yurdu | ,650 | ,504 | -,87 | 2,17 |
| Devlet Yurdu | Aile Yanı | -,857 | ,482 | -2,31 | ,59 |
| | Kiralık Ev | -,032 | ,503 | -1,53 | 1,47 |
| | Özel Yurt | -,650 | ,504 | -2,17 | ,87 |

Tablo 64'e göre; *Online alışveriş yaparken ürünü daha ucuza almak için an kollamaktan hoşlanırım* sorusuna *Aile yanı ile kiralık ev* yanıtı verenler arasında anlamlı bir farklılık vardır.

Tablo 65- Okuduğunuz Bölüm / Program?

7- Bana göre online alışveriş bir maceradır

| | |
|-------------|-------|
| Chi-Square | 9,716 |
| df | 3 |
| Asymp. Sig. | ,021 |

Tablo 65'e göre; *Bana göre online alışveriş bir maceradır* sorusu ile *Okuduğunuz Bölüm / Program?* sorusu arasında anlamlı bir farklılık vardır.

Tablo 66- Bana göre online alışveriş bir maceradır

| (I) 6- Okuduğunuz Bölüm / Program? | (J) 6- Okuduğunuz Bölüm / Program? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval Lower Bound | Upper Bound |
|--|--|-----------------------|------------|-------------------------------------|-------------|
| BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | Grafik Tasarım | ,592 | ,246 | -,07 | 1,26 |
| | BİLGİSAYAR PROGRAMCILIĞI | -,458 | ,363 | -1,52 | ,60 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | ,225 | ,283 | -,57 | 1,02 |
| Grafik Tasarım | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | -,592 | ,246 | -1,26 | ,07 |
| | BİLGİSAYAR PROGRAMCILIĞI | -1,050* | ,352 | -2,09 | -,01 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | -,367 | ,269 | -1,13 | ,40 |
| BİLGİSAYAR PROGRAMCILIĞI | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | ,458 | ,363 | -,60 | 1,52 |
| | Grafik Tasarım | 1,050* | ,352 | ,01 | 2,09 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | ,683 | ,379 | -,44 | 1,81 |
| RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | -,225 | ,283 | -1,02 | ,57 |
| | Grafik Tasarım | ,367 | ,269 | -,40 | 1,13 |
| | BİLGİSAYAR PROGRAMCILIĞI | -,683 | ,379 | -1,81 | ,44 |

Tablo 66'ya göre; *Bana göre online alışveriş bir maceradır* sorusuna *Grafik Tasarım bölümünde okuyan öğrenciler ile bilgisayar programcılığı bölümünde okuyan öğrenciler* arasında anlamlı bir farklılık vardır.

Tablo 67- Okuduğunuz Bölüm / Program?

8- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir

| | |
|-------------|--------|
| Chi-Square | 10,601 |
| df | 3 |
| Asymp. Sig. | ,014 |

Tablo 67'ye göre; *Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir* sorusu ile *Okuduğunuz Bölüm / Program?* sorusu arasında anlamlı bir farklılık vardır.

Tablo 68- Online alışveriş yapmak bana her zaman için ilgi çekici gelmiştir

| (I) 6- Okuduğunuz Bölüm / Program? | (J) 6- Okuduğunuz Bölüm / Program? | Mean Difference (I-J) | Std. Error | 95% Confidence Interval | |
|--|--|-----------------------|------------|-------------------------|-------------|
| | | | | Lower Bound | Upper Bound |
| BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | Grafik Tasarım | ,717* | ,261 | ,01 | 1,42 |
| | BİLGİSAYAR PROGRAMCILIĞI | ,017 | ,284 | -,80 | ,84 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | ,750 | ,308 | -,12 | 1,62 |
| Grafik Tasarım | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | -,717* | ,261 | -1,42 | -,01 |
| | BİLGİSAYAR PROGRAMCILIĞI | -,700 | ,297 | -1,56 | ,16 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | ,033 | ,320 | -,88 | ,94 |
| BİLGİSAYAR PROGRAMCILIĞI | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | -,017 | ,284 | -,84 | ,80 |
| | Grafik Tasarım | ,700 | ,297 | -,16 | 1,56 |
| | RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | ,733 | ,340 | -,27 | 1,74 |
| RADYO VE TELEVİZYON PROGRAMCILIĞI PROGRAMI | BASIM VE YAYIM TEKNOLOJİLERİ PROGRAMI | -,750 | ,308 | -1,62 | ,12 |
| | Grafik Tasarım | -,033 | ,320 | -,94 | ,88 |
| | BİLGİSAYAR PROGRAMCILIĞI | -,733 | ,340 | -1,74 | ,27 |

Tablo 68'e göre; *Online alışveriş yapmak bana her zaman için ilgi çekici* sorusuna *Grafik Tasarım bölümünde okuyan öğrenciler ile basım ve yayın teknolojileri bölümünde okuyan öğrenciler* arasında anlamlı bir farklılık vardır.

Tablo 69- KMO and Bartlett's Test

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,794 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1506,971 |
| | df | 435 |
| | Sig. | ,000 |

Tablo 69'a göre KMO ve Bartlett's test sonucu faktör yükü 0,794 olarak tespit edilmiş olup testin güvenilirlik katsayısı yüksek sayılmaktadır. Bu değerin .60'dan büyük olması örneklem büyüklüğünün yeterliliğini göstermektedir.

SONUÇLAR VE TARTIŞMA

Bu çalışmada üniversite öğrencilerinin online alışveriş tercihlerini ortaya çıkarmaya yönelik değerlendirmeleri incelenmiştir. 2018-2019 Eğitim ve Öğretim Yılında Trakya Üniversitesinde Teknik Bilimler Meslek Yüksekokulu ve Şehit Ressam Hasan Rıza Güzel Sanatlar Meslek Yüksekokulu öğrencilerinin online alışveriş tercihlerinin belirlenmesinde demografik özelliklere göre farklılık olup olmadığını incelenmiştir. İlk varsayım olarak "Üniversite öğrencilerinin online alışveriş tercihlerinde cinsiyetler arasında anlamlı farklılıklar vardır" hipotezi t-test ile test edilmiş çıkan sonuç ($p:0,807>0,05$) olduğundan gruplar arasında anlamlı bir farklılık yoktur. İkinci varsayım olarak "Üniversite öğrencilerinin online alışveriş tercihlerinde gelir düzeyleri arasında anlamlı farklılıklar vardır" hipotezi One-Way Anova ile test edilmiş ve çıkan sonuç ($p:0,401>0,05$) olduğundan gruplar arasında anlamlı bir farklılık yoktur. Üçüncü hipotez "Üniversite öğrencilerinin online alışveriş tercihlerinde internette alışveriş sıklıkları arasında anlamlı farklılıklar vardır" hipotezi One-Way Anova ile test edilmiş ve çıkan sonuç ($p:0,026<0,05$) olduğu için gruplar arasında anlamlı farklılık vardır. Üniversite öğrencilerinin online alışveriş tercihleri ile alışveriş sıklıkları arasında; haftada birkaç kez ile İki haftada bir kez grupları arasında anlamlı bir farklılık vardır. Dördüncü hipotez "Üniversite öğrencilerinin online alışveriş tercihlerinde ödeme yöntemleri arasında anlamlı farklılıklar vardır." hipotezi T- test ile test edilmiş ve çıkan sonuç ($p:0,132>0,05$) olduğundan anlamlı bir farklılık bulunamamıştır. Beşinci hipotez "Üniversite öğrencilerinin online alışveriş tercihlerinde konaklama durumları arasında anlamlı farklılıklar vardır" hipotezi One-Way Anova ile test edilmiş ve çıkan sonuç ($p:0,483>0,05$) olduğundan gruplar arasında anlamlı bir farklılık yoktur. Altıncı hipotez "Üniversite öğrencilerinin online alışveriş tercihlerinde okudukları bölüm/ fakülte/yüksekokul arasında anlamlı farklılıklar vardır" hipotezi One-Way Anova ile test edilmiş ve çıkan sonuç ($p:0,132>0,05$) olduğundan gruplar arasında anlamlı bir farklılık yoktur. Çalışmada üniversite öğrencilerinin online alışveriş tercihlerini yaparken cinsiyet, gelir durumları, konaklama durumları, ödeme yöntemleri ve okudukları bölüm/program ile anlamlı bir farklılık olmadığı tespit edilmiştir. Sadece üniversite öğrencilerinin online alışveriş tercihleri ile alışveriş sıklıkları arasında anlamlı bir farklılık tespit edilmiştir.

Öneriler

Bundan sonra yapılacak çalışmalarda farklı bölgeler de ve farklı demografik özelliklere sahip kişilerin internet üzerinden online alışveriş tercihleri ölçülebilir. Yapılan araştırma bundan sonra yapılacak araştırmalar için bir örnek teşkil etmektedir. Yapılan araştırma üniversite öğrencileri ile sınırlı kaldığı için bundan sonra ki çalışmalarda farklı eğitim seviyeleri lisans üstü- lise- ortaokul vb. incelenebilir. Farklı bölgelere göre kişilerin online alışveriş tercihleri araştırılabilir. Meslek gruplarına göre online alışveriş tercihleri araştırılabilir. Kişilerin online alışveriş tercih etmesine neden olan etkenler araştırılabilir.

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ÜNİVERSİTE ÖĞRENCİLERİNİN SOSYAL MEDYA KULLANIMLARINA YÖNELİK BİR ARAŞTIRMA: DEVREK MESLEK YÜKSEKOKULU ÖRNEĞİ

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ÖZET

Özellikle internetle birlikte hayatımızda yerini alan sosyal medya kullanımı gün geçtikçe artmaktadır. Sosyal medya kullanım sıklığı ve bu araçlara bağlı edinilen kullanım alışkanlıkları, iletişim biçimlerinin ve buna bağlı olarak da toplumsal hayatın bir dönüşüme uğradığını ortaya koymaktadır. Bu durum aynı zamanda sosyal medyanın toplumun hangi ihtiyaçlarını karşıladığı, insanların bir sosyal medyayı diğerine neden tercih ettiği sorusunu da akıllara getirmektedir.

Çalışmada, sosyal medyanın önemi ve üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları araştırılmıştır. Literatür taraması sonucunda doğrudan bu konuyla ilgili alanda az çalışma olduğu görülmekte olup bu çalışmanın alana katkı sağlayacağı düşünülmektedir. Bu amaçla çalışmada, Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrenciler üzerinde tesadüfi örnekleme ile anket tekniğinin uygulandığı bir saha araştırması yapılmıştır.

Araştırma sonucunda; araştırmaya katılan öğrencilerin sosyal medya kullanım alışkanlıkları tespit edilmeye çalışılmıştır. Buna göre; öğrenciler interneti en çok sosyal medya ortamına girmek için kullandıkları tespit edilmiştir. Öğrencilerin Facebook ve Twitter kullanımlarının azaldığı, buna karşın en sık Instagram mecrasını kullandıkları sonuçları elde edilen bulgulardan bazılarını ifade etmektedir.

Anahtar Kelimeler: *Sosyal Medya, İnternet, Kullanımlar ve Doyumlar*

GİRİŞ

Günümüzde kitle iletişim araçları toplumsal hayatımızın temel unsurlarından biri olmuştur. Bu kadar önemli konuma gelen kitlesel iletişim araçlarının iletişim ile toplumun değişik düzeyleri arasındaki etkileşimde rol oynaması toplumsal işlevler UNESCO komisyonu tarafından hazırlanan ve “MacBride Raporu” olarak bilinen çalışmada yer almaktadır. Kitle iletişim araçları olaylar ve koşullar hakkında haber ve bilgi aktararak ulusal ve uluslar arası koşulların anlaşılmasını, bilerek tepkide bulunulmasını sağlayabilirler. Bu işlev, haberlerin, verilerin, imgelerin, görüş ve yorumların toplanmasını ve işlem görmesini içerir (MacBride, 1980: 15). Genel anlamıyla değerlendirildiğinde iletişim; bireysel ve toplumsal hayatımızın temel ihtiyaçları gibi vazgeçilmez bir unsurdur.

İletişim teknolojilerinin insanların yaşamı etkileyen üç önemli özelliğinden bahsedilebilmektedir: Karşılıklı etkileşim, kitlesizleştirme ve eşzamansızlık. “Karşılıklı etkileşim, tek yönlü işleyen geleneksel kitle iletişim araçlarına göre kullanıcılar ve enformasyon arasındaki karşılıklılığı ifade etmektedir. Kitlesizleştirme, büyük bir kitle yerine her bireyle özel enformasyon paylaşımına gidebilmeyi belirtmektedir. Eşzamansızlık ise bir iletişim sisteminde kontrolün iletişim kaynağından alıcıya doğru kaymasıdır. Alıcı, iletişime kendisi için en uygun zamanda ulaşabilmektedir (Özdemir, 2005: 16-17).” Bu iletişim teknolojilerinin başında internet ilk akla gelenler arasındadır.

Gelişen teknolojiyle birlikte internet kullanımı günümüzde hızla artmaktadır. İnternetle birlikte ise insanların değişen iletişim faaliyetleri sosyal medya kullanımlarını şekillendirmektedir. Çünkü bireyler interneti sadece günlük işlerini kolaylaştıracak bazı işlemleri yapmak için kullanmamıştır. Aynı zamanda daha çok eğlenme ve hoş zaman geçirme maksatlı kullanmaya başlamışlardır. Üstelik geldiğimiz noktada sosyal medya ya da sosyal mecra olarak adlandırılan bu ortamlarda ciddi vakitler harcanmaya başlanmıştır.

İnternet teknolojisi; sahip olduğu özellikler sayesinde medyanın “geleneksel medya” ve “yeni medya” olarak ikiye ayrılmasına, özellikle 2004 yılında kullanılmaya başlanan web 2. teknolojisinin geliştirilmesiyle birlikte sosyal paylaşım ağlarının gelişmesine öncülük etmiştir (Kuyucu, 2015: 146-147).

İnternet teknolojisi ve dolayısıyla sosyal medya uygulamaları; yeni bir dil anlayışının ortaya çıkmasına neden olmuş ve bu uygulamalar alana yönelik hatırı sayılır sayısal çoklukta yeni kavramlar, semboller, şekiller, söylemler ve ortak kültürel değerleri de beraberinde getirmiştir.

Geleneksel iletişim yerini, yeni teknolojilerin sunduğu iletişim imkanları kapsamında zaman ve mekan kısıtlarının ortadan kalktığı, geniş insan toplulukları haberdar olduğu, gündemi takip ettiği, sosyal etkileşim içerisinde olduğu, toplumsal konunun ve fiziksel mekanın yeniden tanımlandığı dijital temelli ortamlara bırakmıştır. Yeni medya olarak da adlandırılan bu dijital temelli ortamlar, insan-mekan ilişkilerini değiştirmiş, fiziksel ve toplumsal alanı birbirinden ayırmış ve sosyal kimlikleri yeniden biçimlendirilmiştir. Böylece yüzyüze ilişkilerin esas olduğu toplum yerini, bireyin mekansal kısıtlardan özgürleştiği yeni bir toplum tipine bırakmıştır (Timisi, 2003: 15-16).

Sanal ortam kullanıcılarınca alışkanlık olan sosyal medya kullanımı, her kesimden insanın bilgi iletişim teknolojilerine olan ilginin artmasıyla sosyal medyanın gücünü arttırmakta ve sosyalleşme kavramına da yeni bir boyut kazandırmaktadır.

Sosyal medya bireylerin yalnızlıklarını gidermek, farklılık yaratmak ya da bireylerin seslerini duyurmak istedikleri platformları oluşturmakta ve sosyal paylaşım sitelerine, kişisel bilgisayar, tablet bilgisayar, cep telefonu, televizyon gibi her türlü iletişim aracıyla erişilebilmesi özellikle genç kuşak insanının çoğu vaktini bu ortamlarda geçirmelerine neden olmaktadır. Bu sayede sosyal medya bilgiye ulaşmada, kişisel iletilerin, görüntülerin karşı tarafa aktarılmasında hızlı iletişim yapısıyla ve kendi iç dinamikleriyle yeni bir sosyalleşme alanı olarak görülmektedir (Tufan Yeniçiftçi, 2016: 2).

Dijital teknolojilere bağlı olarak görüntülü, sesli iletişim, karşılıklı yazışma, konuşma, sohbet gruplarının kurulmasıyla insanlar ihtiyaçlarını karşılamakta ve sosyal ortama aktif katılım sağlamaktadırlar.

Sürekli güncellenebilmesi, çoklu kullanıma açık olması, sanal paylaşım alanı tanınması, yeni fikirler ortaya konulması, kişisel bilgilerinin yanında çeşitli fotoğraflar, videolar, paylaşabilmekte, iş arayabilmekte ve hatta bulabilmekte ayrıca sıkılmadan gerçek dünyayı sanal ortamda yaşayabilmesi sosyal medyayı daha da çekici kılmaktadır.

Sosyal medya en basit ifadesiyle internet; “kullanıcılarının etkileşimli bir şekilde birbirleriyle çevrimiçi iletişim kurmalarına olanak sağlayan, içerik paylaşımı ve kişisel yorumlar gibi aktiviteler ile desteklenen sosyal ağ siteleri” olarak tanımlanabilmektedir (Kurtiş ve Karahan, 2011: 262). Bunun yanında sosyal medyanın şu tanımsal özelliklerine yer verilmektedir: “Sosyal medya; kullanıcılara karşılıklı paylaşım imkanı sağlayan kullanıcılarının kişisel veya gruplar içinde medya içeriği oluşturmaya imkan veren dijital medya ve teknolojidir. Başka bir tanımda ise; haber, içerik ve bilgiyi paylaşma, okuma ve keşfetme alışkanlıklarını değiştiren bireylerin içerik, profil, fikir, bakış açısı ve algı, paylaşmak için kullandıkları etkileşim ve sohbeti kolaylaştıran çevrimiçi araçlardır (Erbaşlar, 2013: 6)”.

Sosyal medya oldukça geniş bir kavramdır. Bu yüzden sosyal medyanın tek bir tanımı mümkün olmayıp aşağıdaki şekillerde tanımlanabilir (Çetinöz, 2013: 152):

- *“İletişim aracı olarak sosyal medya:* Telefon ya da İnternet üzerinden bireylerin iletişim kurabilmek adına sosyal medya üzerinden iletişimin devamı sağlayan bir araç olarak görülmektedir.
- *Yaşam alanı olarak sosyal medya:* Bireylerin karşılıklı bir etkileşim içerisinde iletişimlerini devam ettirdikleri çevrimiçi servislerin ve kullanılmış olan araçların yarattığı evren olarak adlandırılmaktadır.
- *Yayın platformu olarak sosyal medya:* Sosyal medya çoğu kitle iletişim araçlarını geride bırakmış olan çok çeşitli bir yayın platformu olarak adlandırılmaktadır.
- *Sektör olarak sosyal medya:* Sosyal medya içerisinde bunu meslek olarak edinmiş uzmanlara, ajanslara, bloggerlara, strateji uzmanlarına ve teknoloji şirketlerine vb. bireylere iş kolları ve iş barındıran başlı başına bir sektör olarak adlandırılmaktadır”.

Sosyal medya pek çok avantajı barındırmaktadır. Bu avantajlar şu şekilde sıralanabilir (Sönmez, 2013:

36):

- *“Sosyal medya hızlı ve günceldir:* Sosyal medya aracılığı ile paylaşılan herhangi bir paylaşım ve yayılma süreci oldukça hızlıdır. Çünkü, sosyal medya aracılığıyla paylaşılan paylaşımlar anında tüm dünyaya iletebilmektedir. Sürekli yeni güncellemeler sayesinde yeniliklerine yenilik eklenmektedir
- *Sosyal medyanın kullanımı basittir:* Sosyal medya üzerindeki sitelerin kullanımı oldukça basit ve kullanımı kolay bir yapıdadır ve herhangi bir bilgi ve deneyim gerektirmemektedir.
- *Sosyal medya ucuzdur:* Facebook, Twitter, Instagram, Snapchat, Swarm gibi sosyal medyadaki kullanım ağlarını kullanabilmek için herhangi bir ücret ödeme zorunluluğu yoktur. Kullanmak isteyenler bireylerin sadece bir profil oluşturmaya yeterli olmaktadır. Sosyal medyadaki bu mecraların kullanımı ve güncellemesi İnternet’in olduğu her yerden gerçekleştirilebilmektedir.
- *Sosyal medya iletişimi kolaylaştırır:* Kullanıcılar sosyal medya aracılığıyla birbirleriyle iletişim ve etkileşim kurabilmektedirler ve bu iletişimi kullanmak için zaman ve mekânın bir önemi bulunmamaktadır.”

Sosyal medyanın toplumun davranışlarını etkilemesi, bilgi teknolojilerin sosyal hayatın her alanında etkin olması ve bilgiye ulaşabilmenin en hızlı yolunun internet olarak görülmesi yanı sıra bazı sorunları da beraberinde getirmektedir (Bayzan, 2013: 259). Bu dezavantajlar ise şu şekilde sıralanabilmektedir:

- Sosyal medya, çok hızlı viral yayılım riski taşımaktadır.
- Etik ihlali sebeptir ve özel hayatın ihlali ve şahsına ait bilgilerin güvenliğinde sıkıntılar yaşanmaktadır.
- Alışkanlık ve bağımlılığa sebep olmaktadır ve kimlik sorununa sebep olmaktadır.
- Sorumlulukları yerine getirmeyi engellemektedir.
- Günlük faaliyetleri aksatmaktadır ve zaman kaybına sebep olmaktadır.
- Bilgi kirliliğine sebep olmaktadır ve kitap okuma oranında düşüşler yaşanmaktadır.

Hareketsizliğe sebep olmaktadır ve sağlık sorunlarına sebebiyet vermektedir (Zaharmand, 2010: 41-43; Zenelaj, 2014: 83-84): .

Koçak'a göre, sosyal medyanın avantajlarını eğlence, ekonomik iletişim ve ticari avantajlar, gelişmeleri takip ve uyum, ifade özgürlüğü, iletişim sağlama ve bilgiye erişim, örgütlenme ve sosyalleşmedir. Dezavantajlarını ise altı başlık altında ele almıştır: Bunlar ise; alışkanlık yaratma, bilgi kirliliği, etik kaygılar, yalnızlık hissi, yüzeysellik ve zaman kaybı şeklinde ele alınmıştır (2012).

Sanal dünya gezginleri olarak da ifade edilen üniversite gençliği, yaşı ve konumu itibarıyla günlük hayatını sürdürürken sanal mekânlara sıkça girip çıkmakta, eğitim hayatı içinde olma, bilgiye daha çabuk ve kolay ulaşmayı isteme, meraklı olma, kimlik ve kişilik kazanma sürecinde daha çok bilgi, dosya ve fikir alışverişi ihtiyacı içinde olma, eğlenme, yüz yüze olmayan iletişimde duygularını daha rahat ifade edebilme gibi nedenlerden dolayı internet ve sosyal medyayı yoğun bir şekilde kullanmaktadır (Karaca, 2007: 11-16).

Özellikle genç nüfusun sosyal ağ sitelerinde geçirdikleri süre ve bu sitelere artan üyelik sayısı yeni bir iletişim biçiminin yerleştiğinin, yeni iletişim alışkanlıklarının kazanıldığının önemli göstergelerinden biridir. Bu nedenle özellikle günümüz genç yetişkinlerinin iletişim alışkanlıklarının incelenmesi, gelecekte insanların nasıl iletişim kuracakları hakkında öngörülerde bulunmaya yardımcı olabilecektir, çünkü kullanıcı kitlesinin büyük ölçüde genç yetişkinlerin oluşturduğu sosyal ağ sitelerinin genç nesil tarafından çok farklı alanlarda ustaca kullanıldığı bilinmektedir. Bu önem doğrultusunda bu çalışmada da, üniversite öğrencilerinin internet ve sosyal medyayı kullanım alışkanlıkları belirlenmeye çalışılmıştır.

AMAÇ

İnsanlar iletişim sayesinde bilgilerini, duygularını paylaşma yoluna giderler. İnsanların sosyal bir varlık olmasından kaynaklı iletişim geçmişten günümüze etkinliğini ve ihtiyacını her geçen gün arttırmaktadır. Bu iletişim bazen sözlü, bazen yazılı bazen de sözsüz olabilmektedir. Farklı iletişim araçları ve teknikleri de bu bilgi ve duygu paylaşımının araçlarıdır. Bu araçların başında da bilgisayar gelmektedir. Bilgisayarla birlikte internet ve sosyal medya kullanımı da insanlar arasında oldukça artış göstermektedir.

Teknolojik gelişmeler bireylerin birbirleriyle iletişim kurmasını ve bilgi edinmesini daha etkileşimli hale getirmiştir. Bu gelişmelerin sağladığı yeni iletişim araçları bireylerin bilgiyi daha güvenilir ve daha kolay doğrulanabilir kaynaklardan edinmesine imkân sağlamıştır. Yani insanlar artık bilgiyi herhangi bir aracı kişi olmadan doğrudan kaynağından öğrenebilir hale gelmiştir. Bu durum internet dünyasında bilgisayarların etkileşim gücünün iletişim için kullanılmasını tarif eden yeni medya akımının doğmasına sebep olmuştur. Artık günümüz dünyasında iletişim teknolojileri gerçek dünyayı teknolojik olarak donatılan bir üst-gerçekliğe dönüştürmektedir. İletişim teknolojileri kişilerarası ve toplumsal ilişkilerde temel çerçevede bir rol üstlenmektedir. Yeni medya teknolojisinin gelişmesi ve ilerlemesi toplumsal örgütlenmenin ve üretimin yerini almıştır. Bu durum yeni bir simülasyon çağının içerisinde olduğunu göstermektedir (Baudrillard, 1991: 22-23).

Yeni iletişim teknolojileri insanlara, düşüncelerini ve eserlerini paylaşacakları imkanlar oluşturan, paylaşım ve tartışmanın esas olduğu bir medya sunmaktadır. Sosyal medya olarak adlandırılan bu sanal ortam, kullanıcı tabanlı olmasının yanında kitleleri ve insanları bir araya getirmesi ve aralarındaki etkileşimi arttırması bakımından önem taşımaktadır. Yapılan araştırmalar insanların, bu sanal gerçeklik içinde gün geçtikçe daha fazla vakit harcadıklarını, bu sanal gerçeklik içinde gerçek yaşam ihtiyaçlarını karşılamaya çalıştıklarını ve yine bu sanal gerçeklik içinde yeni bir dünya kurarak yaşadıklarını göstermektedir. Kimi zaman sanal dünyayla, gerçek dünya arasındaki sınırın belirsizleştiği de gözlenmektedir. Öyle ki bu dünyada arkadaş bulma, bu dünyadaki insanlarla sosyal ve siyasi düşünce alışverişinde bulunma; hatta bu dünyadan birileriyle tanışıp evlenme gibi ciddi kararlar alınabilmektedir. Özellikle gençler arasında kullanım değeri bakımından hızlı bir yükseliş gösteren sosyal medya, diğer yandan da günümüzün geleneksel medyasına rakip olmakta; hatta kimi zaman tehdit eder duruma gelmektedir (Vural ve Bat, 2010: 3348).

Yeni medya, tamamen yeni bir iletişim çağını ortaya çıkarmış ve geleneksel haberleşme düzenini kökten değiştirmiştir. Yeni medya düzeni açık, ağ tabanlı, sınırsız, etkileşimli ve merkezsizleşmiş bir yapıya sahiptir. Yeni medya hakkında farklı tanımlamalar yapmak mümkündür. Her şeyden önce yeni medya; birbirinden farklı ve etkileşimli ortamları bir araya getirme özelliğine sahiptir. Bu açıdan yeni medya kimi zaman çoklu ortam (multimedia) olarak da adlandırılmaktadır (Dilmen, 2007: 115). Ses, görüntü ve veri içeriklerini etkileşim ögesini de içerecek şekilde bir arada toplayan yeni medya, bu yönüyle geleneksel medyadan ayrılmaktadır. Daha kapsamlı bir ifadeyle yeni medya, “bilgisayarların işlem gücü olmadan oluşturulmayacak ortamlar” şeklinde tanımlanabilmektedir (Aydoğan ve Kırık, 2012: 59).

İçinde yaşadığımız dünyayı kökünden değiştiren yeni medyanın üç ana özelliği bulunmaktadır. Richard Rogers'ın ortaya koymuş olduğu bu üç ana özelliği şu şekilde sıralamak mümkündür (Geray, 2003: 18):

- Etkileşim (Interaction): İletişim sürecinde etkileşimin varlığına gerek duyulmaktadır. Bu sayede hem alıcı hem de verici birbirinden etkilenmektedir.

- Kitleleşme (Demassification): Büyük bir kullanıcı grubu içinde her bireyle özel mesaj değişimi yapılabilmesini sağlayacak kadar kitleleşme olabilmektedir. Bu sayede herkese farklı mesajlar gönderilebilmektedir.
- Eşzamansızlık (Asekr): Yeni iletişim teknolojileri bireye istediği zamanda mesaj gönderme veya alma imkanını sağlamaktadır. Aynı andalık gerekliliğini ortadan kaldırır.

Bu üç temel özellik içerisinde şüphesiz en önemli rolü etkileşim üstlenmektedir. Geleneksel medyada bireyler pasif (edilgen) bir durumda iken yeni medya ile aktif (etken) bir duruma gelmişlerdir. Bu sayede, kaynaktan alıcıya gönderilen bilgi akışı çift taraflı bir boyut kazanmış ve alıcı da kaynak durumuna geçerek bilgi akış sürecinde aktif bir konuma gelmiştir. Şüphesiz ki yeni medyanın etkileşimli bir boyut kazanmasındaki en önemli rolü, internet üstlenmiştir (Aydoğan ve Kırık, 2012: 60).

“İnternet kullanımı artıkça sosyal medya kullanımında da bir artış görülmektedir. Sosyal medyanın kullanıcılar arasında sadece iletişim sağlamaması, bunun yanında oyun oynama, bilgi edinme, arama yapma gibi birçok alanda kullanılması sosyal medyaya olan ilgiyi arttırmaktadır; çünkü insanlar sosyal paylaşım ağlarına sahip olarak pek çok uygulamaya erişebilmektedir.” (Tektaş 2014: 852).

Sosyal medya günümüzde önemli iletişim kanallarından birisidir. Sosyal medya sayesinde insanlar birbiriyle iletişim kurabilmenin yanında birçok veri ve bilgiyi de paylaşabilmektedir. Sosyal medya ile birlikte insanlar artık sadece seyirci değildir, kullanıcılar artık sosyal medya üzerinden kendi içeriklerini oluşturabilmekte ve bu içeriklerini başkalarıyla paylaşabilmektedirler. İnsanların sosyal medya sayesinde içeriğe müdahil olması onu geleneksel medyadan ayıran belki de en önemli özelliği olmuştur. Bu özellik onu geleneksel medya karşısında avantajlı bir duruma getirmektedir (İnce ve Koçak, 2017: 738).

Sosyal medya ortamında kişiler kendilerini sunma (ifade etme) imkânı bulmasının yanında diğer insanlarla tanışma ya da önceden tanıdıkları kişiler ile iletişim kurabilme imkânına sahiptir (Çalışır, 2015: 119). Sosyal medya aynı zamanda diğer kişilerle ilişkileri geliştirip, devamlı kılmayı da olanaklı hale getirmektedir (Balcı ve Koçak, 2017: 44).

Sosyal medya yedi farklı şekilde sınıflandırılabilir:

- 1) Sosyal medya uygulaması olarak da bilinen “bloglar (çevrimiçi günlükler)”,
- 2) En bilinen örneği wikipedia olan insanların bilgi içeriği düzenleyebildikleri ya da bilgi ekleyebildikleri “wikiler”,
- 3) Üye olunarak müzik ve video indirilebilen siteler olan “podcast”ler,
- 4) Belli konular ve başlıklar üzerinde tartışma imkânı sunan “forumlar”,
- 5) Flickr ve youtube gibi belirli içerikleri düzenleyen ve paylaşımına açan “içerik toplulukları”,
- 6) Facebook, MySpace gibi kullanıcıların kendi içeriklerini oluşturarak hazırladıkları profil sayfaları aracılığıyla arkadaşları ve diğer kişilerle içeriklerini paylaştıkları ortamlar olan “sosyal paylaşım ağları”,
- 7) Günümüzde en popüler örneği Twitter olan küçük alanlı bloglardan oluşan “mikrobloglar”dır (Durmuş vd., 2010: 12).

Sosyal medya, yeni medya veya sosyal ağlar gibi başka adlarla da anılan uygulamalar; zaman ve mekan sınırlarını kaldırarak, iletişim kurma ve anında bilgiye ulaşma gibi fırsatları herhangi bir maliyet gerektirmeden bireye sunmaktadır. Bireye sunduğu bu altyapısal enstrümanlarla onun kişilik ve kimliğini inşa ve ifşa etme, varlık nedenini ifade etme ve kendini istediği gibi sunma fırsatları yaratmıştır. Bütün dünyada artık ilişkilerin birçoğu sosyal medya üzerinden başlatılıp geliştirilerek sürdürülmektedir. Dolayısıyla dünya vatandaşları, ilişkilerinin bütün süreçlerinde bir araç olarak sosyal medyayı kullanmaktadır (Avcı, 2016: 641).

Giderek yaygınlaşan, çeşitlenen ve kullanıcı sayısı artan bu mecra/mecralar hakkında insanların düşünce, tutum ve davranışların da önem kazanmaktadır. İnternet ve sosyal medya kullanımında gençler de aktif rol oynadığından onların da bu mecralardaki kullanım alışkanlıklarının incelenmesi ihtiyacı doğmaktadır. Bu kapsamda çalışmadaki amaç, Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda okumakta olan öğrencilerinin internet ve sosyal medya kullanım alışkanlıklarını tespit etmek ve bu doğrultuda birtakım değerlendirme sonuçları ortaya koymaktır.

ÖNEM

Günümüz modern toplumların iletişiminde kitle, hem araç hem de amaç görevini görebilir. Bu bağlamda denilebilir ki; kitle araçtır, egemen güçler kitle üzerinden hedefine ulaşmak isterler. Kitle aynı zamanda amaçtır, egemen güçler kitleyi etkileyerek desteklerini almaya çalışırlar.

Sosyal medya, her bireyin diğer birey gruplarını kolaylıkla etkisi altına almasının fırsatını sağlayan, yüksek derecede ölçeklenebilir ve ulaşılabilir iletişim teknolojileri ya da teknikleri olarak tanımlanmaktadır. Sosyal medya sayesinde etki ve tepki oluşturma dinamikleri haberlerden, gazetecilerden bu haberleri seyreden seyircilere, okuyan okuyuculara ve dinleyen dinleyicilere kaymıştır. Bloglar, sosyal ağlar, online forumlar ve diğer sosyal medya araçları etki ve tepki yaratma dinamiklerini bütünüyle değiştirmiştir. Günümüz dünyasında hazır halde ulaşılan bilgi arkadaşlar arasında paylaşarak dağılmaktadır. Bu durum bir tehdit ve fırsat olarak görülebilir.

Sosyal medyayı, her bireyin diğey birey gruplarını kolaylıkla etkisi altına almasının fırsatını sağlayan, yüksek derecede ölçeklenebilir ve ulaşılabilir iletişim teknolojileri ya da teknikleri olarak tanımlamaktadır. Bu tanım bağlamında sosyal medya (Çetin, 2010: 29);

- Yüksek derecede ölçeklenebilir ve ulaşılabilir teknolojiler kullanmaktadır.
- Bireysel olarak insanların diğey birey gruplarıyla iletişim kurmasını mümkün hale getirir.
- Sosyal medya, eşler arası bir ortamdır. Gerçekleşen iletişimler, birden çoğa veya çoktan çoğa şeklinde olabilir.
- Tesir oluşturur. Yüksek derecede ölçeklenebilir teknolojiyle dağıtılmasından dolayı, sosyal medyanın gerçek etki alanını önceden tespit etmek imkansız olabilir.

Web 2.0; bilgi, haber ve içeriklerin tek bir kaynaktan yayınlanmasına alternatif olarak, kolektif olarak kullanıcılar tarafından oluşturulmasına imkan sağlamak olarak tanımlanabilir. Web 2.0'in gelişmesiyle birlikte yaşadığımız çağ "iletişim çağı" tanımlamasını daha da pekiştirmiş ve yeni medya kavramının oluşmasına katkı sağlamıştır.

Dijital teknolojiler geliştikçe yaygınlaşmış ve ucuzlamıştır bu sayede kullanıcı sayıları artarak her alanda hayata girmiştir. Kullanıcıların ayrılmaz bir parçası halini alan dijital iletişim araçları yeni medyanın yaygınlaşmasına katkı sağlamıştır. Dijital teknolojileri kullanan insanların hızla artması yeni medyaya dijital olarak etkileşimli içerik sağlayan kullanıcıların da nicel ve nitel olarak artmasına katkı sağlamıştır.

Sosyal medyanın pozitif etkilerini; insanların yaşamları ile ilgili bilgileri anlık mesajlarla ve görsellerle facebook, twitter ve instagram gibi sosyal medya üzerinde paylaştıkları, yine ilişki kurup bunu devam ettirdikleri, iş hayatında çok yoğun olarak çalışan ve yakınlarına zaman ayıramayan insanların ilişkilerini sosyal medya üzerinden devam ettirdikleri, eski arkadaş ve dostlarını sosyal medya üzerinden bulup yeniden ilişki kurdukları, eski kuşak ve yeni kuşakların birbirlerine resimlerini göndererek birbirlerini ziyaret edemeseler de ilişkilerini sürdürdükleri görülmektedir. Özellikle yaşlıların torunlarının resimlerini almaları, engellilerin gidip gelemeyiği insanlarla sosyal medya üzerinden iletişim kurup devam ettirmeleri, yüz-yüze insanlarla iletişim kurmada zorlananların sosyal medya üzerinde ilişki kurmaları, gençlerin büyük bir oranın sosyal medya üzerinden tanışıp duygusal ilişki kurması ve devam ettirmesi gibi olumlu etkileri vardır.

Sosyal medyanın insanların hayatlarında pozitif etkilerinin olduğu gibi negatif etkilerinin de olduğu bilinmektedir. İnsanların sosyal medyada çok sayıda arkadaşı olmasına karşılık, bunun gerçek hayatta böyle olmadığı hatta çok az arkadaşı olduğu da olumsuz bir durumdur. Sosyal medyada kontrol mekanizmalarının olmaması istenmeyen içerikler sunulmasına neden olabilmektedir. Sosyal medyadaki gerçekliğin artırılmış sanal boyutunun olduğunu unutmamak gerekir.

Bir görüşe göre (Hülür ve Yaşin, 2016: 15); internet ortamı farklı kimliklerin mevcut egemen durum içinde yeniden üretildiği bir alandır ve insanın tutum ve davranışlarını biçimleyen bilişsel yapı, bilişsel yapıyı da biçimleyen iletişim ortamıdır. İletişim süreci bireyin bilincinde sürekli bir resim oluşturur. Yani sosyal internet ve dolayısıyla sosyal medya ortamlarında sunulan içeriklerin, objelerin, ve görsellerin maruz kalan bireyin bilişsel ve düşsel aleminde bir iz ve etki yaptığı muhtemeldir.

Yeni medyanın yaygın bir kullanım alanı bulması, özellikle yeni kuşakların vazgeçemediği bir iletişim platformu oluşturması ve gündelik hayatın içine kadar etkin bir biçimde girmesi doğal olarak toplumsal yaşantıyı etkilediği kadar, bireylerin satın alma karar mekanizmalarına varıncaya kadar birçok alanda biçimlendirdiği görülmektedir.

Yapılan literatür taraması sonucunda doğrudan üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarının belirlenmesiyle ilgili alanda az çalışma olduğu görülmektedir.

Günümüz şartlarında sosyal medya kullanımının yeni nesil arasında yaygın şekilde kullanımından yola çıkarsak onların bu kullanım alışkanlıklarının neler olduğu ve hangi ölçüde olduğunun araştırılıp ortaya konulma ihtiyacı doğmaktadır. Bu sebeple bu çalışmanın alana katkı sağlayacağı düşünülmektedir.

Literatürde dijital yerliler olarak adlandırılan genç kuşak insanların sosyal medyayı daha çok kullandıkları bilinmektedir. Bu makalenin amacı sosyal medyayı bütün ilişkilerinde kullanan üniversiteli genç insanların sosyal medya kullanım alışkanlıklarının tespiti ve ilişkilerinde sosyal medyanın etkisinin ne olduğu sorusuna cevap aramaktır.

Çalışma; sosyal medyanın kullanım alışkanlıkları ve ilişkilere etkisinin bir arada çalışıldığı saha araştırması ile ortaya konması bakımından benzer çalışmalardan daha önemlidir.

KURAMSAL TEMEL

Bu araştırma konusunda kullanımlar ve doyumlar kuramı kullanılmıştır; çünkü kitle iletişim araçları toplumsal hayatımızın temel unsurlarından biri olmuştur. Bu kadar önemli konuma gelen kitlesel iletişim araçlarının iletişim ile toplumun değişik düzeyleri arasındaki etkileşimde rol oynaması toplumsal işlevler UNESCO komisyonu tarafından hazırlanan ve "MacBride Raporu" olarak bilinen çalışmada yer almaktadır. Kitle iletişim araçları olaylar ve koşullar hakkında haber ve bilgi aktararak ulusal ve uluslar arası koşulların anlaşılmasını, bilerek tepkide bulunulmasını sağlayabilirler. Bu işlev, haberlerin, verilerin, imgelerin, görüş ve

yorumların toplanmasını ve işlem görmesini içerir (MacBride, 1980: 15). Genel anlamıyla değerlendirildiğinde iletişim; bireysel ve toplumsal hayatımızın temel ihtiyaçları gibi vazgeçilmez bir unsurdur.

İletişim teknolojilerinin insanların yaşamı etkileyen üç önemli özelliğinden bahsedilebilmektedir: Karşılıklı etkileşim, kitlesizleştirme ve eşzamansızlık. “Karşılıklı etkileşim, tek yönlü işleyen geleneksel kitle iletişim araçlarına göre kullanıcılar ve enformasyon arasındaki karşılıklılığı ifade etmektedir. Kitlesizleştirme, büyük bir kitle yerine her bireyle özel enformasyon paylaşımına gidebilmeyi belirtmektedir. Eşzamansızlık ise bir iletişim sisteminde kontrolün iletişim kaynağından alıcıya doğru kaymasıdır. Alıcı, iletişime kendisi için en uygun zamanda ulaşabilmektedir (Özdemir, 2005: 16-17).” Günümüzde bu iletişim teknolojilerinin başında sosyal medya ilk akla gelenler arasındadır.

Çalışmaya temel oluşturacak kullanımlar ve doyumlar kuramı kapsamında insanların sosyal medya kullanım alışkanlığının neler olduğunu incelemek gerekmektedir.

İngilizce karşılığı “Uses and Gratification Theory ” olarak tanımlanan Kullanımlar ve Doyumlar teorisini ilk kez ortaya koyan Psikolog Elihu Katz, medyanın insanlar üzerinde ne etki bıraktığına odaklanmak yerine insanların medya ile ne yaptıklarının önemli olduğunu ifade etmiştir (Yaylagül, 2014: 71). Kişilerin iletişim araçlarını belli gereksinimlerini gidermek için kullanmaları belli doyumlar aradıklarını gösterir. Araçları kullandıktan sonra belli bir şeyler elde ederler. Aranılan doyumlar gereksinim ya da güdüden çıkar ve araç kullanma davranışından önce gelir. Elde edilen doyumlar bu kullanma sonu kazanımdır (Erdoğan ve Alemdar, 2005:164).

Katz (1974), kullanımlar ve doyumlar yaklaşımının üç hedefi olduğunu belirtmekte ve bu hedefleri şöyle sıralamaktadır (Uzun, 2013: 86):

- Kitle iletişim araçlarının, bireyler tarafından gereksinimlerini gidermek amacıyla nasıl kullanıldığını açıklamak,
- Medya davranışının güdülerini anlamak,
- İletişim davranışını, güdülerini ve gereksinimleri izleyen işlevleri ve sonuçları belirlemek.

Katz, Blumler ve Gurevitch (1974: 510), kullanımlar ve doyumlar yaklaşımının ilgi alanını şöyle ifade etmektedir: (1) Toplumsal ve psikolojik temelli (2) ihtiyaçların (3) meydana getirdiği beklentiler (4) kitle iletişim araçlarında ve başka kaynaklarda (5) farklı medya kullanım kalıplarına veya diğer faaliyetlere götürmekte, bunlar da (6) ihtiyaçların doyumuna ve (7) çoğu niyet edilmeyen diğer sonuçlara yol açmaktadır.

Özetle belirtmek gerekirse, insanların toplumsal ve psikolojik kökenli ihtiyaçları vardır. Söz konusu ihtiyaçlar sonucunda insanlar, kitle iletişim araçları ve diğer kaynaklardan bu gereksinimlerini gidermek için bir takım arayışlar içerisine girerler ve kitle iletişim araçlarına maruz kalma neticesinde ise ihtiyaçlarından bazılarını giderirler (Yaylagül 2006: 62). Bu açıdan kitle iletişim araçlarının iletileri, alıcı durumunda olan hedef tarafından kabul edilmediği ve yorumlanmadığı müddetçe anlamsız kalmaktadır; dolayısıyla iletişim araçlarının etkili olup olmayacağına, yalnızca alıcı durumunda olan bireyler karar vermekte ve bu araçlarının etkili olabilmesi için, söz konusu bireylerin beklentilerine, gereksinimlerine ve amaçlarına da uygun düşmesi gerekmektedir (Gökçe, 2003: 205). Bir başka ifadeyle Kullanımlar ve Doyumlar yaklaşımında bireyler, medya karşısında pasif değildir. Yani bireyler aktif konumdadır ve bireyler, ihtiyaçlarına göre medyayı kullanır, geniş bir seçenek sunan medya içeriği yelpazesinden dilediğini özgürce seçer ve sonucunda bir doyum elde eder (Severin ve Tankard 1994: 474). Bu sayede, kaynaktan alıcıya gönderilen bilgi akışı çift taraflı bir boyut kazanmakta ve bununla beraber alıcı da kaynak durumuna geçerek bilgi akış sürecinde aktif bir konuma gelmektedir (Aydoğan, 2013: 218).

Bu yaklaşıma göre izleyiciler birtakım ihtiyaçlarını gidermek için medya içeriklerini kullanırlar. Bu kullanmanın sonucunda izleyicinin ihtiyacı giderilmiş yani ihtiyaç doyurulmuş dolayısıyla da izleyiciler ihtiyaçları yönünde medya içeriklerini kullanarak doyuma ulaşmış olurlar. Bu yaklaşımda medya içeriği ile izleyici arasında işlevsel bir ilişki olduğu kabul edilir.

Kullanımlar ve doyumlar yaklaşımı izleyicilerin gereksinimlerine göre iletişim araçlarını ve içeriklerini seçtiklerini ve kendi etkilerini kendileri aradığı görüşünü, kısaca "aktif izleyici" savını getirmiştir. Bu açıdan, insanlar basit bir şekilde davranma yerine, çevrelerine etki yapan aktif ajanlar olarak kabul edilir. Bu ajanlar etkinlikleri seçme yolları arasından amaçlarına uygun tercihler yapma gücüne sahiptirler. İletişim alanında, kişi kendi enformasyonunu oluşturur. Burada "enformasyon" kişinin zaman ve yer içinde hareket ederken yaşamdan çıkardığı anlam olarak nitelenir. Kitle iletişim araçları araçlarıyla kişi dünyanın kendisine özgü bir anlamını oluşturur (Erdoğan ve Alemdar, 2005:161-162).

Kullanımlar ve Doyumlar yaklaşımına göre izleyiciler, yayınları çok farklı şekilde yorumlayıp verilmek istenen mesajın dışında kendisine göre sonuçlar çıkarabilir. Bu yaklaşım, izleyicilerin kendi mantığını ve öznelliğini ön plana çıkarmıştır. Buna göre medya, izleyicilerin kendi ihtiyaçlarını gidermelerini sağlayan kaynaktır. İzleyici kendi ihtiyaçları doğrultusunda bu kaynağı rasyonel şekilde kullanır. Oysa bu yaklaşımın gözden kaçırdığı nokta izleyicinin kontrolü elinde tutan esas güç olmamasıdır. Ayrıca izleyiciler için tek mesaj kaynağı medya değildir. İnsanlar toplum halinde yaşamakta ve çok çeşitli iletişim etkinliklerine girmektedirler. Kitle iletişim araçları ile yayılan mesajları tüketmek özgür bir biçimde ve sonsuz bir seçenek içerisinde değil, izleyicilere medya kurumları tarafından ne sunuluyorsa onu tüketmek şeklinde gerçekleşir. Ayrıca bu yaklaşım izleyicileri birbirlerinden ayrı ve atomize varlıklar olarak değerlendirmiş ve kitle iletişim araçları ile yayılan

mesajların nasıl ortak anlamlar oluşturduğu ve ideolojiye dönüştüğü sorusunu cevapsız bırakmaktadır. Çünkü izleyiciler her zaman belli toplumsal grupların ve sınıfların üyeleridirler ve medyadan aldıkları mesajları hiçbir zaman kendi başlarına çözümlemezler. Her birey belli bir toplumsal yapı içerisinde bir pozisyonda bulunur. İzleyiciler medyadan aldıkları mesajları üyesi oldukları grupların diğer üyeleri ile paylaştıkları ortak kültürel kodlar çerçevesinde anlamlandırır (Yaylagül, 2006: 63-64).

Kullanımlar ve doyumlar yaklaşımını temel almak suretiyle bu çalışma; sosyal medyanın üniversite öğrencilerinin günlük hayatının önemli bir bölümünü kapsadığını göstermektedir. Çünkü öğrenciler sosyal medyayı gerek bilgi alış verişi gerek eğlence gibi birçok amaçla kullanılmaktadır. Bu da onların bu mecralarda var olmasıyla birlikte bir kimlik oluşturma imkanları bulabilmektedirler. Bunun yanında sosyal medyada bilgiye kolay erişim, iletişimde kolaylık sağlama, günlük ihtiyaçların karşılanmasını kolaylaştırma, boş vakitleri değerlendirme, fotoğraf, video gibi içerik paylaşımı gibi imkanlarla öğrencilerin ihtiyaç, istek, beklenti ve şikayetlerini dile getirebilmeleri sağlanmış olmaktadır. Üniversite öğrencilerinin sosyal medyayı eğlence, vakit geçirme sorunlarından, günlük kısıtlamalardan kaçış, duygusal rahatlama, kişisel ilişkiler sosyal fayda, arkadaş edinme, kişisel kimlik kişisel özdeşlik, gerçekleri arama, değer pekiştirme, gözetim çevreyi bilip tanıma, olaylar ve ürünlerle ilgili bilgiler edinme olarak söylenebilmektedir.

Öğrencilerin sosyal medya bu kullanım ve doyumlarına bağlı olarak davranışlarının açıklanabildiği görülmekte olup sosyal medyanın üniversite öğrencilerini ne denli etkilediği ortaya çıkmaktadır.

LİTERATÜR TARAMASI

Literatüre bakıldığında üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları konusuyla ilgili çeşitli araştırmalar bulunmaktadır. Bu çalışmalardan ilkinin İnce ve Koçak'ın (2017) yapmış olduğu üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarıyla ilgili çalışması oluşturmaktadır. Konya'da Necmettin Erbakan Üniversitesi'nde eğitim gören ve sosyal medya kullanan öğrencilerden 520 katılımcıdan oluşan saha araştırmasında anket tekniği kullanılmış olup gerekli veriler elde edilmiştir.

Çalışmada öğrencilerin sosyal medya kullanım alışkanlıkları incelenmiştir. Araştırma sonuçlarına göre; kadınların bir oturumda sosyal medya kullanım süresi, erkeklere göre daha yüksektir. Üniversite öğrencilerinin sosyal medya kullanım süresi arttıkça; sosyal medyaya güven ve bağımlılık düzeyinde de bir artış yaşanmaktadır. Yine araştırmada katılımcıların sosyal medya kullanım nedenleri arasında ise eğlenme ve rahatlama isteği, arkadaşlarla iletişimde bulunmak ve çeşitli konularda bilgi sahibi olma isteği ve boş zamanları değerlendirme şıkları ilk sıralarda yer almaktadır.

Katılımcıların en sık kullandıkları iletişim aracı olarak internet ilk sırada yer alırken bunu televizyon ve sosyal medya takip etmektedir. Cinsiyete göre kadınlar, erkeklere nazaran haftalık daha sık internet, sosyal medya kullanırken yine kadınlar erkeklere oranla daha sık radyo dinlemektedir. Öğrencilerinin günlük bir oturumda ortalama sosyal medya kullanım süresinin 47,41 dakika olduğu sonucuna varılmıştır. Araştırmaya katılanların, sosyal medyaya en çok cep telefonundan bağlandıkları sonucuna ulaşılmıştır. Betimletici istatistik sonuçları; katılımcıların orta düzeye yakın oranda sosyal medya bağımlısı olduğu görülmektedir. Araştırmada kadınların bağımlılık düzeyleri erkeklere göre daha yüksektir. Katılımcıların günlük sosyal medya kullanım süresi arttıkça, bağımlılık düzeylerinde de bir artış yaşanmaktadır.

Cinsiyet açısından kadınlar sosyal medyaya güven düzeyi erkeklere oranla daha yüksektir. Katılımcıların günlük sosyal medyaya kullanım süresi arttıkça, sosyal medyaya güven düzeyinde de bir artış görülmektedir.

Sonuç olarak üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarını ortaya koyması bakımından yürütülen bu çalışma, gelecekte farklı bölgelerde ve farklı örneklem üzerinde yürütülecek araştırmalarla hem literatürün genişlemesi sağlanabilir hem de farklı araştırmalar arasında karşılaştırmalar yapmak daha olanaklı hale gelebilir.

Bu çalışmalardan ikincisini Küçükali'nin (2016) yapmış olduğu üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarıyla ilgili çalışması oluşturmaktadır.

Bu çalışma, yaş ve eğitim düzeyi bakımından internet kullanımının en yaygın olduğu üniversite öğrencilerinin sosyal medyayı kullanma nedenleri ve sosyal medyanın etkilerini belirleme amacı ile yapılmıştır. Araştırmada Atatürk Üniversitesi İİBF Çalışma Ekonomisi ve Endüstri İlişkileri Bölümünde öğrenim gören öğrencilerin sosyal medya hakkındaki düşünceleri uygulanan anketlerle değerlendirilerek öğrencilerin sosyal medyayı takip etme sıklıkları ve sosyal medyanın öğrenciler üzerindeki etkileri belirlenmiştir. Yine bu bağlamda öğrencilerin yoğun sosyal medya kullanımlarının arka planında, kültürel yapı, akrabalık ve dostluk ilişkilerinin yoğunluğunun olduğu gözlemlenmiştir.

Araştırmaya katılan üniversite öğrencilerinin tamamına yakını sosyal medyayı eğlenmek ve rahatlamak için kullanmakta ve öğrencilerin büyük çoğunluğu sosyal medyayı günde ortalama 3 saat kullanmaktadır. Bu ağırları ne kadar etkin kullandıkları ve bu etkinliği ne kadar faydalı hale getirdikleri ise cevaplanması gereken soruların başında gelmektedir.

Öğrencilerin sosyal ağırları eğitimde kullanmaları adına yeni düzenlemeler ve uygun programlar geliştirilerek başarılarının artırılmasına yönelik çalışmalar yapılmalıdır. Birçok öğrencide bağımlılık boyutuna

ulaşan internet ve sosyal medya kullanımı günümüz gençliğinin önemli sorunlarından birisidir. Bu nedenle üniversite kampüslerinde “wi-fi” ile internete erişimin belirli saatler arasında gerçekleştirilmesi veya eğitim alanlarında sosyal medya ağlarına girişlerin belirli sürelerle belirlenmesi ise öğrencilerin eğitim mekânlarında interneti uzun süreli bir eğlence aracı olarak kullanılmasının önüne geçilmesi sağlanabilir.

Sosyal medya ağlarında eğlenceye harcanan uzun vakitler yeni oluşturulacak eğitim içerikli sosyal medya sitelerinin kullanımı ile öğrencinin başarısında olumlu katkılar sağlayacak ve sosyalleşme ihtiyacı daha farklı bir şekilde karşılanmış olacaktır.

Bu çalışmalardan üçüncüsünü İşman ve Özdemir’ in (2018) yapmış olduğu üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarıyla ilgili çalışması oluşturmaktadır.

Bu araştırmada, KTO Karatay Üniversitesi öğrencilerinin sosyal medya kullanım alışkanlıklarını saptamak amacıyla 407 öğrenci ile bir çalışma yapılmıştır. Çalışmada, KTO Karatay Üniversitesi öğrencilerinin sosyal medyayı kullanma motivasyonları, kullanımlar ve doyumlar yaklaşımı bağlamında incelenmiştir. Çalışmada, veri toplama aracı olarak anket kullanılmıştır. Anket çalışması yüz yüze anket tekniği ile gerçekleştirilmiştir.

Çalışma sonuçlarına göre; öğrenciler sosyal medyayı özellikle arkadaşlarıyla iletişimlerini devam ettirmek, eski arkadaşlarıyla yeniden iletişime geçmek ve güncel/farklı fikir ve düşüncelere ulaşmak için kullanılmaktadırlar. Öğrenciler sosyal medyayı ödev yapma ve yabancı dil bilgisini geliştirme konularında ise çok fazla kullanmamaktadırlar.

Araştırmaya 204’ü erkek ve 203’si kadın olmak üzere toplamda 407 öğrenci katılmıştır. Cinsiyete göre dağılımda erkek ve kadın katılımcılar arasında eşit bir dağılım söz konusudur. Cinsiyet, fakülte ve sınıf dağılımlarında anlamlı bir farklılık görülmemektedir. Facebook’ta geçirilen ortalama süre ile sosyal medya kullanımında arasında anlamlı farklılık bulunmaktadır.

Araştırma sonuçlarına göre; facebook kullanım alışkanlıklarını en fazla açıklayan faktör “sosyal etkileşim ve iletişim” dir. Sosyal etkileşim ve iletişim faktörü diğer alanlara göre daha fazla bir şekilde sosyalleşme ve sosyal çevre edinme aracı olarak tercih edilmektedir.

Facebook kullanım alışkanlığını açıklayan ikinci faktör “Tanıma ve tanınma” amaçlı kullanımdır. Tanıma ve tanınma amaçlı kullanım faktörünün aritmetik ortalaması 2.16’dır.

Öğrenciler facebook tanıma ve tanınma amaçlı kullanım ifadesine katılmadıklarını belirtmektedirler.

Sosyal medya kullanımından elde edilen doyumunu açıklayan üçüncü faktör “bilgi edinme” faktörüdür. “Bilgi edinme” faktöründe öğrenciler bilgi sahibi olma, eğitim, proje ve benzeri konularda bilgi edinme hususlarındaki yorumları ve gelişmeleri elde ederler.

Bu konuyla ilgili literatürde Avcı’nın (2016) yapmış olduğu araştırma da dikkat çekmektedir. Dijital yerliler olarak adlandırılan genç kuşak insanların sosyal medyayı daha çok kullandıkları bilinmektedir. Makalenin amacı sosyal medyayı bütün ilişkilerinde kullanan üniversiteli genç insanların sosyal medya kullanım alışkanlıklarının tespiti ve ilişkilerinde sosyal medyanın etkisinin ne olduğu sorusuna cevap aramaktır. Bu amaçla Abant İzzet Baysal Üniversitesi öğrencilerine donuk sosyal medya kullanım alışkanlıkları ve sosyal medya kullanımının ilişkilerinde etkisini değerlendirecek bir ölçek hazırlanmış ve 424 kişi ile tesadüfi, yüz yüze görüşmeye dayalı bir anket uygulaması yapılmıştır. Araştırmada; öğrencilerin sosyal medya kullanımına ilişkin ciddi tespitlerin yanında, sosyal medyanın kullanım alışkanlıklarının öğrencilerin ilişkilerine nasıl etkide bulunduğu dair tespitlerde bulunulmuştur. Çalışma; sosyal medyanın kullanım alışkanlıkları ve ilişkilerde etkisinin bir arada çalışıldığı saha araştırması ile ortaya konması bakımından benzer çalışmalardan daha önemlidir.

Araştırmada; katılan 424 kişiden yüzde 98,3’nün sosyal medya kullandığı ve yüzde 1,7’nin sosyal medyayı kullanmadığı tespit edilmiştir. Elde edilen bu verilere göre üniversite gençliğinin çok büyük bir çoğunluğunun yani genelinin sosyal medyayı kullandığı ortaya çıkmıştır. Araştırmada, katılanların büyük çoğunluğunun (% 71) bir sosyal medya kullanmak yerine Facebook, Twitter, Whatsapp, Snapchat, Instagram ve Swarm gibi birden çok sosyal medyayı birlikte daha çok kullandıkları tespit edilirken, sosyal medyaya erişimin de katılanlar arasında yüzde 88 oranında cep telefonlarından sağlandığı ortaya çıkmıştır.

Araştırmada elde edilen erişim oranları bundan böyle sabit ve dizüstü bilgisayarlardan sosyal medya bağlantılarının düşük olacağını göstermektedir. Sosyal medyanın insan hayatına girmesinin üzerinden henüz bir on yıl geçmesine rağmen araştırmada; katılanların yarıdan çok fazlasının (% 63,8) dört yıldan fazla bir süredir sosyal medya kullanıcıları oldukları ortaya çıkmıştır.

Araştırmada insanların internette kaldıkları sürenin yüzde 70’ten fazlasını sosyal medyada geçirdikleri ortaya çıkmıştır. Katılanların sosyal medyada yüzde 32,1’nin resim, video, haber ve mesaj, yüzde 18,7’nin mesajlaşma, yüzde 13,4’nün resim ve yüzde 9,4’nün haber gibi uygulamaları takip ettikleri araştırmada ortaya konmuştur.

Sosyal medyanın kullanımı konusunda yapılan çalışmalardan bir diğeri ise; Koçer tarafından (2012) öğrencilerin sosyal medyada ne kadar zaman geçirdiklerini ve hangi amaçlarla sosyal medyayı kullandıklarını ortaya koymak üzere yapılmıştır.

Çalışmanın sonucuna göre, öğrencilerin sosyal medyaya giriş yaptıklarında ortalama yarım saat internette kaldıkları görülmüştür. Haftada en az bir defa sosyal ağları ziyaret edenlerin oranı ise oldukça yüksektir. Öğrencileri interneti kullanım nedenlerine bakıldığında ise “bilgilenmek ve araştırma yapmak”, “sosyal medya sitelerine erişmek ve haberleri takip etmek” amacıyla tercih ettikleri görülmüştür. İnternet kullanımında “Bankacılık işlemleri” en az tercih edilen amaçlardan biridir. Öğrencilerin sosyal medya kullanım alışkanlıkları ele alındığında, öğrencilerin neredeyse hepsi internete bağlandıklarında en az bir kez sosyal medya araçlarını ziyaret etmektedirler. “Facebook”, “Twitter” ve “Youtube” en çok tercih edilen sosyal medya araçlarından biri olmuştur.

Araştırma sonuçları incelendiğinde, genel olarak öğrencilerin interneti ve sosyal medyayı sıklıkla kullandıkları görülmektedir. Öğrencilerin fakülte ya da yüksekokulda okuma, yaş ve sınıf dağılımları itibariyle internet ve sosyal medya kullanımı arasında farklılık yokken, cinsiyet ve blog sahibi olma durumu ile farklılıkların olması araştırmanın diğer sonuçları arasında yer almaktadır.

Öğrencilerin büyük çoğunluğu 19-24 yaş aralığındadır. İnternete her bağlandığında ortalama 30 dakikadan fazla internette kalanların oranı ve haftada en az bir gün internete bağlananların oranı oldukça yüksektir. Sonuçlar internet kullanım amaçları bakımından değerlendirildiğinde, öğrencilerin interneti en çok bilgilenecek ve araştırma yapmak, sosyal medya sitelerine erişmek ve haberleri/gelişmeleri takip etmek amacıyla kullandıkları görülmektedir. Banka işlemlerini yapmak ise, internet kullanım amaçları arasında en düşük ortalamaya sahiptir.

Sosyal medya kullanım alışkanlıkları incelendiğinde, öğrencilerin büyük çoğunluğunun her internete girdiğinde en az bir defa sosyal medya sitelerinden birine bağlandığı, Facebook, Twitter ve YouTube’nin en çok kullanılan sosyal medya siteleri olduğu ve öğrencilerin sosyal medyayı genellikle arkadaşlarıyla iletişim kurmak, bilgi erişimi ve ödev, proje gibi bilgi paylaşımını sağlamak amacıyla kullandığı görülmektedir.

Öğrencilerin yaşları, sınıf dağılımları ve fakülte/yüksekokul okumaları ile internet ve sosyal medya kullanımı arasında herhangi bir farklılık yokken, cinsiyetle internet kullanım sıklıkları, bağlandıklarında geçirdikleri süre ve sosyal medya kullanım amaçları arasında ve blog sahipliği ile sosyal medya kullanım amaçları arasında istatistiksel açıdan farklılık vardır. Genel itibarla kadın öğrenciler, erkeklerle oranla interneti daha az sıklıkta kullanmaktadırlar. Sosyal medya kullanıma amaçları itibariyle incelendiğinde, erkeklerin kadınlara oranla yeni arkadaş edinme, fotoğraf, video paylaşımı ve eğlenme gibi konularda sosyal medyayı daha çok kullandıkları, kadınların ise ödev, proje gibi akademik bilgi paylaşımının erkeklerle oranla daha fazla olduğu görülmektedir. Mevcut arkadaşlarla iletişim kurmada erkek öğrencilerle kadın öğrenciler arasında farklılık yokken yeni arkadaş edinmede fark çıkması dikkat çekici bir unsurdur. Blog sahipliği açısından incelendiğinde ise, blog sahibi olan öğrencilerin, sosyal medyayı genel olarak diğer öğrencilerden daha fazla kullandıkları söylenebilir.

Çalışmada elde edilen bulgular, üniversite öğrencilerinin internet ve sosyal medya kullanım alışkanlıklarının ve amaçlarının öğrenilmesi bakımından önem taşımaktadır. Bu bilgi özellikle üniversitede bölüm başkanlıkları, dekanlık, yüksekokul müdürlüğü gibi yönetim kademesine, öğrenci konseyi gibi temsilciliklere ve öğrencilere ulaşmak isteyen diğer kurum ve kuruluşlara öğrencilerle yüz yüze gelmeden, sanal ortamda iletişim ağı kurabilme imkânı sağlanması bakımından yararlı olacaktır.

YÖNTEM

Araştırmada üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarını tespit etmek için niceliksel araştırma yöntemi kullanılmıştır. Nicel araştırmalarda genellikle ifadeler sayısal terimler olarak nitelendirilmektedir. Pozitivist düşünce ile ortaya çıkan subjektiflikten uzak, nesnel, neden- sonuç ilişkilerini açıklayan ve örneklemiden evrene genellenebilir bilgi elde etmeyi sağlayan araştırma yaklaşımıdır (Nakiboğlu ve Altıparmak, 2005: 355).

Nicel araştırmalarda amaç, olay ya da durumun araştırmada kullanılan ölçme aracındaki maddeler tarafından sınırlanmış bir çerçevede betimlenmesinden, ilişki veya farkların ortaya çıkarılmasına ya da ileriye dönük yordamalarda bulunulmasına kadar uzanır. Ayrıca nicel araştırmalar yoluyla evreni temsil özelliğine sahip bir örneklemiden elde edilen veriler üzerinde araştırma hipotezlerini test etmek ve genellemelere ulaşmak mümkündür (Başol, 2016: 7).

Çalışmada üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarını tespit etmek için geçerlik ve güvenilirliği bulunan anket soruları alınarak nicel araştırma yöntemi kullanılmıştır. Zonguldak Bülent Ecevit Üniversitesinde öğrenim gören 111 öğrenciye anket uygulanmıştır. Tüm geçerlik ve güvenilirlik analizleri için SPSS 20 (Statistical Package for the Social Sciences) istatistik programı ve veri analizinde cinsiyete göre t testi, frekans tabloları ve Anova kullanılmıştır.

Problem Cümlesi

Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları nelerdir?

Alt Problemler

1. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları kapsamında verdikleri cevaplarda cinsiyete göre anlamlı bir farklılık var mıdır?
2. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarında sınıf düzeyine göre anlamlı farklılık var mıdır?
3. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarında katılımcıların aylık aile gelirleri arasında bir ilişki var mıdır?
4. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarında aylık internet kotalarına göre anlamlı farklılık var mıdır?
5. Araştırmaya katılan öğrencilerin internet kullanım oranları nelerdir?
6. Araştırmaya katılan öğrenciler interneti hangi amaçlarla kullanmaktadırlar?
7. Araştırmaya katılan öğrencilerin hangi sosyal medya araçlarını kullanmaktadırlar?
- 8.

Araştırma Modeli

Bu çalışmada kullanılan model niceldir. Çalışmada üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarını tespit etmek için Bostancı'nın (2010) geliştirmiş olduğu anket sorularına yer verilmiştir. Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulu öğrencilerinin sosyal medya kullanım alışkanlıklarının neler olduğunu ortaya çıkarmak için anket sorularıyla uygulama yapılmıştır.

Betimsel araştırmalar olayların, nesnelerin, kurumların, grupların ve çeşitli alanların ne olduğunu açıklamaya, tasnif edebilmeye, anlayabilmeye çalışan araştırmalar olarak ifade edilebilir (Karasar, 2007: 77). Betimsel araştırmalarla kullanılan teknikler arasında anket, mülakat ve gözlem çalışmaları bulunmaktadır. Araştırmada betimsel tarama modeli çerçevesinde anket uygulanmıştır.

Evren

Yapılan bu araştırmanın evrenini, Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda 2018- 2019 Eğitim- Öğretim yılında öğrenim gören 2300 üniversite öğrencileri oluşturmaktadır.

Örneklem

Rastgele örnekleme dayalı Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrencilerden 111 kişi örneklem olarak seçilmiştir.

Veri Toplama Aracı

Üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarını tespit etmek için Bostancı'nın (2010) geliştirdiği ve bazı uyarlamalar neticesinde katılımcılara uygulanan ölçeğin 0.05 anlamlılık düzeyinde %95 güven aralığındaki anket sorularına yer verilmiştir. Bunun yanında tüm geçerlik ve güvenilirlik analizleri SPSS 20 (Statistical Package for the Social Sciences) programı ile yapılmıştır. Ankette 8 demografik özellikleri inceleyen toplam 23 soru mevcuttur.

Veri Analizi

Çalışmada elde edilen veriler SPSS 20 (Statistical Package for the Social Sciences) programında analiz edilmiştir. Bu araştırmadan elde edilen veri analizinde Araştırma kapsamında geliştirilen alt problemlere cevap aramak ve üretilen hipotezleri test etmek için betimsel analizler (ortalama, minimum ve maksimum değerler, yüzde ve frekans değerleri), bağımsız örneklem t testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır.

Varsayımlar

1. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile cinsiyete göre anlamlı farklılık vardır.
2. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile sınıflara göre anlamlı farklılık vardır.
3. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile ailelerinin aylık gelir durumu arasında anlamlı farklılık vardır.
4. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile aylık kullanım kotaları arasında anlamlı farklılık vardır.
5. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile internete ne sıklıkla girdikleri arasında anlamlı farklılık vardır.
6. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile internette girdiklerinde geçirdikleri zaman arasında anlamlı farklılık vardır.
7. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile interneti en çok hangi amaçlarla kullandıkları arasında anlamlı farklılık vardır.
8. Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile en sık kullandıkları sosyal medya arasında anlamlı farklılık vardır.

Sınırlılıklar

1. Yapılan bu araştırma, Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrencilerinden rastgele seçilen 111 kişi ile sınırlıdır.
2. Araştırma üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarının ve tercihlerinin neler olduğuna dayalı olarak Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulunda öğrenim gören öğrencilerin verdikleri cevaplarla sınırlıdır.

Tanımlar

Sosyal Medya: Kullanan kişilerin paylaşım yapmalarını kolaylaştıran, bilgi akışının hızlı olduğu, haberleri, düşünceleri, günlük yaşanan olayları, fotoğrafların paylaşımının sağlandığı sosyal ağlardır.

Öğrenci: Çeşitli öğrenim kurumlarında eğitim gören kimselerdir.

Üniversite: Öğrencilerin yüksek düzeyde eğitim ve öğretim alabilecekleri fakülte, enstitü, yüksekokul vb. kuruluş ve birimleriyle bilimsel özerkliğe ve kamu tüzel kişiliğine sahip, bilimsel araştırma ve yayın yapan öğretim kurumudur.

Kullanım Alışkanlıkları: Bir şeye alışmış olma ve kullanma olarak ifade edilebilir.

Bulgular

Araştırmanın bu kısmında elde edilen verilerin Spss 20.0 programında alınan frekans tablolarının yorumlanması değişkenlerin grup sayısına göre bağımsız örneklem t-test veya anova testleri ve Kaiser-Meyer-Olkin (KMO) ve Barlett testi ile normallik testleri gerçekleştirilmiştir. Anova testinden önce değişkenlerin homojen olup olmadığına bakılmış çıkan sonuca göre Benferroni veya DunettC testleri uygulanmıştır. Normallik testi yapılmış olup elde edilen veriler neticesinde varsayımların doğrulukları test edilmiştir.

A. Frekans Analizleri

Bu bölümde katılımcıların tüm sorulara verdiği cevapların, madde madde yüzdelikleri alınmıştır.

Tablo 1: Katılımcıların Cinsiyeti

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Kadın | 58 | 52,3 | 52,3 | 52,3 |
| Erkek | 53 | 47,7 | 47,7 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcıların % 52,3'ü (58) kadın ve % 47,7'si (53) erkektir. Örneklem grubundaki bireylerin cinsiyetlerine bakıldığında çoğunluğunu erkekler oluşturmaktadır.

Tablo 2: Katılımcıların Sınıfı

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid 1.sınıf | 27 | 24,3 | 24,3 | 24,3 |
| 2.sınıf | 84 | 75,7 | 75,7 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcıların % 75,7'si (84) 2. sınıf ve % 24,3'ü (27) 1. Sınıf öğrencileridir. Katılımcıların çoğunluğunu 2. Sınıf öğrencileri oluşturmaktadır.

Tablo 3: Katılımcıların Ailelerinin Aylık Geliri?

Katılımcıların ailelerinin aylık gelir dağılımları %12,6'sı (14) 500 TL'den az, %18'si (20) 501-1000 TL , %26,1'i (29) 1001-2000 TL, %24,3'ü (27) 2001-3000 TL ve % 18,9'u (21) 3001 TL ve üstü oluşturmaktadır. Grubun çoğunluğunu 1001-2000 TL'ye sahip olanlar oluşturmaktadır.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid 500 TL' den az | 14 | 12,6 | 12,6 | 12,6 |
| 501- 1000 TL | 20 | 18,0 | 18,0 | 30,6 |
| 1001- 2000 | 29 | 26,1 | 26,1 | 56,8 |
| 2001- 3000 TL | 27 | 24,3 | 24,3 | 81,1 |
| 3001 TL ve üstü | 21 | 18,9 | 18,9 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Tablo 4: Katılımcıların aylık internet kotası

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid 1 gb' dan az | 2 | 1,8 | 1,8 | 1,8 |
| 1-2 gb | 13 | 11,7 | 11,7 | 13,5 |
| 3-6 gb | 39 | 35,1 | 35,1 | 48,6 |
| 7-10 gb | 29 | 26,1 | 26,1 | 74,8 |
| 11 gb ve üstü | 28 | 25,2 | 25,2 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Aylık kaç gb internet kotası kullanımına bakıldığında katılımcıların % 1,8'i (2) 1 gb'dan az, %11,7'si (13) 1-2 gb, %35,1'i (39) 3-6 gb, %26,1'i (29) 7-10 gb, %25,2'si (28) 11 gb ve üstü kotaya sahip olduğu görülmüştür. Katılımcıların çoğu 3-6 gb internet kotasına sahipler.

Tablo 5: Katılımcıların internete girme sıklıkları

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| Valid Her gün | 107 | 96,4 | 96,4 | 96,4 |
| Haftada 1-2 gün | 2 | 1,8 | 1,8 | 98,2 |
| Haftada 3 gün | 2 | 1,8 | 1,8 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

İnternete ne sıklıkla girildiğine dair oranlara bakıldığında, katılımcıların %96,4'ü (107) her gün, %1,8'i (2) haftada 1-2 gün, %1,8'i (2) haftada 3 gün olarak cevap vermişlerdir. Grubun çoğunluğunu her gün internete giriş yapanlar oluşturmaktadır.

Tablo 6: Katılımcıların internete girdiklerinde ne kadar zaman geçirdikleri

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Valid 30 dakikadan az | 30 | 27,0 | 27,0 | 27,0 |
| 30 dk - 1 saat | 28 | 25,2 | 25,2 | 52,3 |
| 1- 2 saat | 19 | 17,1 | 17,1 | 69,4 |
| 3-4 saat | 9 | 8,1 | 8,1 | 77,5 |
| 4 saatten fazla | 25 | 22,5 | 22,5 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcıların internete girdiklerinde ne kadar zaman geçirdiklerine bakıldığında %27'si (30) 30 dakikadan az, %25,2'i (28) 30 dk-1 saat, %17,1'i (19) 1-2 saat, %8,1'i (9) 3-4 saat ve %22,5'i (25) 4 saatten fazla olarak cevap verdikleri görülmektedir. Örneklem grubun çoğunluğunu 30 dakikadan az zaman geçirenlerden oluşturmaktadır.

Tablo 7: Katılımcıların interneti en çok hangi amaçlarla kullandıkları

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|-----------|---------|---------------|--------------------|
| Valid Araştırma | 5 | 4,5 | 4,5 | 4,5 |
| İletişim | 14 | 12,6 | 12,6 | 17,1 |
| Sosyal Medya | 64 | 57,7 | 57,7 | 74,8 |
| Oyun | 3 | 2,7 | 2,7 | 77,5 |
| Müzik dinleme, Video, film izleme | 22 | 19,8 | 19,8 | 97,3 |
| Haber | 3 | 2,7 | 2,7 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcıların interneti en çok hangi amaçla kullandığına dair bulgulara % 4,5'i (5) araştırma, % 12,6'sı (14) iletişim, % 57,7'si (64) sosyal medya, %2,7'si (3) oyun, %19,8'i (22) müzik, dinleme, video, film

izleme, %2,7'si (3) haber için kullandıkları görülmektedir. Katılımcıların çoğunun interneti sosyal medya amaçlı kullandıkları tespit edilmiştir.

Tablo 8: Katılımcıların sosyal medya sitelerinden en sık hangisini kullandıkları

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Facebook | 2 | 1,8 | 1,8 | 1,8 |
| Twitter | 1 | ,9 | ,9 | 2,7 |
| Instagram | 64 | 57,7 | 57,7 | 60,4 |
| Youtube | 10 | 9,0 | 9,0 | 69,4 |
| Whatsapp | 34 | 30,6 | 30,6 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya sitelerinden en sık kullanılanlara bakıldığında katılımcıların % 1,8'i (2) facebook, % 0,9'u (1) twitter, %57,7'si (64) instagram, % 9'u (10) youtube, % 30,6'sı (34) whatsapp kullanmaktadır. Grubun çoğunluğunu instagram kullananlar oluşturmaktadır.

Tablo 9: Sosyal medyayı yeni arkadaş edinmek amacıyla kullanım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|--------------------|
| Valid Tamamen Katılmıyorum | 43 | 38,7 | 38,7 | 38,7 |
| Katılmıyorum | 11 | 9,9 | 9,9 | 48,6 |
| Kararsızım | 36 | 32,4 | 32,4 | 81,1 |
| Katılıyorum | 9 | 8,1 | 8,1 | 89,2 |
| Tamamen Katılıyorum | 12 | 10,8 | 10,8 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medyayı yeni arkadaş edinmek amacıyla kullanım ifadesine katılımcıların %38,7'si (43) Tamamen Katılmıyorum, %9,9'u (11) Katılmıyorum, %32,4'ü (36) Kararsızım,%8,1'i (9) Katılıyorum, %10,8'i (12) Tamamen Katılıyorum seçeneğini işaretlemiştir. Grubun çoğunluğunu %38,7'si (43) Tamamen Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 10: Sosyal medyayı arkadaşlarımla iletişim kurmak amacıyla kullanım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|--------------------|
| Valid Tamamen Katılmıyorum | 8 | 7,2 | 7,2 | 7,2 |
| Katılmıyorum | 11 | 9,9 | 9,9 | 17,1 |
| Kararsızım | 18 | 16,2 | 16,2 | 33,3 |
| Katılıyorum | 29 | 26,1 | 26,1 | 59,5 |
| Tamamen Katılıyorum | 45 | 40,5 | 40,5 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medyayı arkadaşlarımla iletişim kurmak amacıyla kullanım ifadesine katılımcıların %7,2'si (8) Tamamen Katılmıyorum, %9,9'u (11) Katılmıyorum, %16,2'si (18) Kararsızım,%26,1'i (29) Katılıyorum, %40,5'i (45) Tamamen Katılıyorum seçeneğini işaretlemiştir. Grubun çoğunluğunu %40,5'i (45) Tamamen Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 11: Sosyal medyayı akademik bilgi paylaşımı (ödev, proje vb.) amacıyla kullanım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|--------------------|
| Valid Tamamen Katılmıyorum | 17 | 15,3 | 15,3 | 15,3 |
| Katılmıyorum | 8 | 7,2 | 7,2 | 22,5 |
| Kararsızım | 42 | 37,8 | 37,8 | 60,4 |
| Katılıyorum | 24 | 21,6 | 21,6 | 82,0 |
| Tamamen Katılıyorum | 20 | 18,0 | 18,0 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcılar, Sosyal medyayı akademik bilgi paylaşımı (ödev, proje vb.) amacıyla kullanım ifadesine katılımcıların %15,3'ü (17) Tamamen Katılmıyorum, %7,2'si (8) Katılmıyorum, %37,8'i (42) Kararsızım,%21,6'sı (24) Katılıyorum, %18'i (20) Tamamen Katılıyorum seçeneğini işaretlemiştir. Grubun çoğunluğunu %37,8'i (42) Kararsızım seçeneğini işaretleyenler oluşturmaktadır.

Tablo 12: Sosyal medyayı fotoğraf paylaşımı amacıyla kullanım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 8 | 7,2 | 7,2 | 7,2 |
| Katılmıyorum | 13 | 11,7 | 11,7 | 18,9 |
| Valid Kararsızım | 30 | 27,0 | 27,0 | 45,9 |
| Katılıyorum | 35 | 31,5 | 31,5 | 77,5 |
| Tamamen Katılıyorum | 25 | 22,5 | 22,5 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcılar, Sosyal medyayı fotoğraf paylaşımı amacıyla kullanım ifadesine katılımcıların %7,2'si (8) Tamamen Katılmıyorum, %11,7'si (13) Katılmıyorum, %27'si (30) Kararsızım, %31,5'i (35) Katılıyorum, %22,5'i (25) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu ,%31,5'i (35) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 13: Sosyal medya'yı video paylaşımı amacıyla kullanım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 22 | 19,8 | 19,8 | 19,8 |
| Katılmıyorum | 21 | 18,9 | 18,9 | 38,7 |
| Valid Kararsızım | 23 | 20,7 | 20,7 | 59,5 |
| Katılıyorum | 30 | 27,0 | 27,0 | 86,5 |
| Tamamen Katılıyorum | 15 | 13,5 | 13,5 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcılar, Sosyal medyayı fotoğraf paylaşımı amacıyla kullanım ifadesine katılımcıların %19,9'i (22) Tamamen Katılmıyorum, %18,9'u (21) Katılmıyorum, %20,7'si (23) Kararsızım, %27'si (30) Katılıyorum, %13,5'i (15) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %27'si (30) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 14: Sosyal medya'yı müzik paylaşımı amacıyla kullanım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 32 | 28,8 | 28,8 | 28,8 |
| Katılmıyorum | 19 | 17,1 | 17,1 | 45,9 |
| Valid Kararsızım | 26 | 23,4 | 23,4 | 69,4 |
| Katılıyorum | 22 | 19,8 | 19,8 | 89,2 |
| Tamamen Katılıyorum | 12 | 10,8 | 10,8 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya'yı müzik paylaşımı amacıyla kullanım ifadesine katılımcıların %28,8'i (32) Tamamen Katılmıyorum, %17,1'i (19) Katılmıyorum, %23,4'ü (26) Kararsızım, %19,8'i (22) Katılıyorum, %10,8'i (12) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %28,8'i (32) Tamamen Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 15: Sosyal medya'yı ilgi duyduğum konularda fikir alışverişi amacıyla kullanım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 8 | 7,2 | 7,2 | 7,2 |
| Katılmıyorum | 13 | 11,7 | 11,7 | 18,9 |
| Valid Kararsızım | 30 | 27,0 | 27,0 | 45,9 |
| Katılıyorum | 29 | 26,1 | 26,1 | 72,1 |
| Tamamen Katılıyorum | 31 | 27,9 | 27,9 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya'yı ilgi duyduğum konularda fikir alışverişi amacıyla kullanırım ifadesine katılımcıların %7,2'si (8) Tamamen Katılmıyorum, %11,7'si (13) Katılmıyorum, %27'si (30) Kararsızım, %26,1'i (29) Katılıyorum, %27,9'u (31) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %27,9'u (31) Tamamen Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 16: Sosyal medya'yı anlık durum paylaşımı amacıyla kullanırım

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 21 | 18,9 | 18,9 | 18,9 |
| Katılmıyorum | 17 | 15,3 | 15,3 | 34,2 |
| Valid Kararsızım | 22 | 19,8 | 19,8 | 54,1 |
| Katılıyorum | 26 | 23,4 | 23,4 | 77,5 |
| Tamamen Katılıyorum | 25 | 22,5 | 22,5 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya'yı anlık durum paylaşımı amacıyla kullanırım ifadesine katılımcıların %18,9'u (21) Tamamen Katılmıyorum, %15,3'ü (17) Katılmıyorum, %19,8'i (22) Kararsızım, %23,4'ü (26) Katılıyorum, %22,5'i (25) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %23,4'ü (26) Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 17: Sosyal medya'yı alışveriş tercihlerimi belirlemek amacıyla kullanırım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 21 | 18,9 | 18,9 | 18,9 |
| Katılmıyorum | 18 | 16,2 | 16,2 | 35,1 |
| Valid Kararsızım | 27 | 24,3 | 24,3 | 59,5 |
| Katılıyorum | 22 | 19,8 | 19,8 | 79,3 |
| Tamamen Katılıyorum | 23 | 20,7 | 20,7 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcılar, Sosyal medya'yı alışveriş tercihlerimi belirlemek amacıyla kullanırım ifadesine %18,9'u (21) Tamamen Katılmıyorum, %16,2'si (18) Katılmıyorum, %24,3'ü (27) Kararsızım, %19,8'i (22) Katılıyorum, %20,7'si (23) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu %24,3'ü (27) Kararsızım seçeneğini işaretleyenler oluşturmaktadır.

Tablo 18: Sosyal medya'yı gündelik problemlerime çözüm bulmak amacıyla kullanırım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 28 | 25,2 | 25,2 | 25,2 |
| Katılmıyorum | 24 | 21,6 | 21,6 | 46,8 |
| Valid Kararsızım | 27 | 24,3 | 24,3 | 71,2 |
| Katılıyorum | 18 | 16,2 | 16,2 | 87,4 |
| Tamamen Katılıyorum | 14 | 12,6 | 12,6 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya'yı gündelik problemlerime çözüm bulmak amacıyla kullanırım ifadesine katılımcıların %25,2'si (28) Tamamen Katılmıyorum, %21,6'si (24) Katılmıyorum, %24,3'ü (30) Kararsızım, %16,2'si (27) Katılıyorum, %12,6'sı (14) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu, %24,3'ü (30) Kararsızım seçeneğini işaretleyenler oluşturmaktadır.

Tablo 19: Sosyal medya'ya kendimi ifade etmek amacıyla kullanırım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 33 | 29,7 | 29,7 | 29,7 |
| Katılmıyorum | 21 | 18,9 | 18,9 | 48,6 |
| Valid Kararsızım | 29 | 26,1 | 26,1 | 74,8 |
| Katılıyorum | 12 | 10,8 | 10,8 | 85,6 |
| Tamamen Katılıyorum | 16 | 14,4 | 14,4 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya'ya kendimi ifade etmek amacıyla kullanırım ifadesine katılımcıların %29,7'si (33) Tamamen Katılmıyorum, %18,9'u (21) Katılmıyorum, %26,1'i (29) Kararsızım, %10,8'i (12) Katılıyorum, %14,4'ü (16) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu, %29,7'si (33) Tamamen Katılmıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 20: Sosyal medya'ya bilgiye erişim amacıyla kullanırım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 9 | 8,1 | 8,1 | 8,1 |
| Katılmıyorum | 10 | 9,0 | 9,0 | 17,1 |
| Valid Kararsızım | 33 | 29,7 | 29,7 | 46,8 |
| Katılıyorum | 28 | 25,2 | 25,2 | 72,1 |
| Tamamen Katılıyorum | 31 | 27,9 | 27,9 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcılar, Sosyal medya'ya bilgiye erişim amacıyla kullanırım ifadesine %8,1'i (9) Tamamen Katılmıyorum, %9'u (10) Katılmıyorum, %29,7'si (33) Kararsızım, %25,2'si (28) Katılıyorum, %27,9'u (31) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu, %27,9'u (31) Tamamen Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 21: Sosyal medya'ya kişisel gelişimime katkı sağlamak amacıyla kullanırım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 13 | 11,7 | 11,7 | 11,7 |
| Katılmıyorum | 17 | 15,3 | 15,3 | 27,0 |
| Valid Kararsızım | 34 | 30,6 | 30,6 | 57,7 |
| Katılıyorum | 25 | 22,5 | 22,5 | 80,2 |
| Tamamen Katılıyorum | 22 | 19,8 | 19,8 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya'ya kişisel gelişimime katkı sağlamak amacıyla kullanırım ifadesine katılımcıların %11,7'si (13) Tamamen Katılmıyorum, %15,3'ü (17) Katılmıyorum, %30,6'sı (34) Kararsızım, %22,5'i (25) Katılıyorum, %19,8'i (22) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu, %30,6'sı (34) Kararsızım seçeneğini işaretleyenler oluşturmaktadır.

Tablo 22: Sosyal medya'ya taraftarı olduğum kişi ve organizasyonları takip amacıyla kullanırım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 14 | 12,6 | 12,6 | 12,6 |
| Katılmıyorum | 15 | 13,5 | 13,5 | 26,1 |
| Valid Kararsızım | 26 | 23,4 | 23,4 | 49,5 |
| Katılıyorum | 27 | 24,3 | 24,3 | 73,9 |
| Tamamen Katılıyorum | 29 | 26,1 | 26,1 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Sosyal medya'ya taraftarı olduğum kişi ve organizasyonları takip amacıyla kullanırım ifadesine katılımcıların %12,6'sı (14) Tamamen Katılmıyorum, %13,5'i (15) Katılmıyorum, %23,4'ü (26) Kararsızım,

%24,3'ü (27) Katılıyorum, %26,1'i (29) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu, %26,1'i (29) Tamamen Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

Tablo 23: Sosyal medya'yı boş zamanımı değerlendirmede bana çeşitli alternatifler sunduğu için kullanırım.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Tamamen Katılmıyorum | 13 | 11,7 | 11,7 | 11,7 |
| Katılmıyorum | 8 | 7,2 | 7,2 | 18,9 |
| Kararsızım | 25 | 22,5 | 22,5 | 41,4 |
| Katılıyorum | 23 | 20,7 | 20,7 | 62,2 |
| Tamamen Katılıyorum | 42 | 37,8 | 37,8 | 100,0 |
| Total | 111 | 100,0 | 100,0 | |

Katılımcılar, Sosyal medya'yı boş zamanımı değerlendirmede bana çeşitli alternatifler sunduğu için kullanırım ifadesine %11,7'si (13) Tamamen Katılmıyorum, %7,2'si (8) Katılmıyorum, %22,5'i (25) Kararsızım, %20,7'si (25) Katılıyorum, %37,8'i (42) Tamamen Katılıyorum seçeneğini işaretlemişlerdir. Grubun çoğunluğunu, %37,8'i (42) Tamamen Katılıyorum seçeneğini işaretleyenler oluşturmaktadır.

ALT PROBLEMLER

1. ALT PROBLEM

Birinci alt problemde, cinsiyete göre anlamlı farklılık test edilmiştir.

Tablo 24: Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile cinsiyetleri arasında farklılık vardır.

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Ortalama Equal variances assumed | 2,625 | ,108 | -1,633 | 109 | ,105 | -,21843 | ,13380 | -,48361 | ,04675 |
| Ortalama Equal variances not assumed | | | -1,617 | 100,150 | ,109 | -,21843 | ,13507 | -,48640 | ,04954 |

Tablo 24'e göre Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile cinsiyetleri arasında anlamlı farklılık olup olmadığına bakıldığında, bağımsız örneklem t-testi çıktısına göre Sig (2-tailed) değeri .105> .05 olduğu için cinsiyetler arasında anlamlı bir fark bulunamamıştır.

2. ALT PROBLEM

İkinci alt problemde, katılımcıların sınıflarına göre anlamlı farklılık test edilmiştir.

Tablo 25: Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile sınıfları arasında farklılık vardır.

Tablo 25'e göre Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile sınıfları arasında anlamlı farklılıklar olup olmadığını tespit etmek için yapılan bağımsız örneklem t-testi çıktısına göre Sig. (2-tailed) değeri .611> .05 olduğu için anlamlı bir fark bulunamamıştır.

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Ortalama Equal variances assumed | ,086 | ,769 | ,510 | 109 | ,611 | ,08034 | ,15747 | -,23177 | ,39244 |
| Ortalama Equal variances not assumed | | | ,523 | 45,839 | ,604 | ,08034 | ,15364 | -,22895 | ,38962 |

3. ALT PROBLEM

Üçüncü alt problemde, öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların ailelerinin aylık gelir durumuna göre anlamlı farklılık test edilmiştir.

Tablo 26: Test of Homogeneity of Variances

Ortalama

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,132 | 4 | 106 | ,970 |

Tablo 26'e göre anlamlılık düzeyi $p:0,970>.05$ ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 27: Tests of Normality

| | Aileniz Aylık Geliri | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|----------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| ortalama | 500 TL' den az | ,172 | 14 | ,200* | ,951 | 14 | ,574 |
| | 501- 1000 TL | ,144 | 20 | ,200* | ,947 | 20 | ,328 |
| | 1001- 2000 | ,121 | 29 | ,200* | ,930 | 29 | ,056 |
| | 2001- 3000 TL | ,101 | 27 | ,200* | ,959 | 27 | ,357 |
| | 3001 TL ve üstü | ,221 | 21 | ,009 | ,888 | 21 | ,021 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 27'ye bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tek yönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk. 3. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 28: ANOVA

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 1,602 | 4 | ,400 | ,790 | ,534 |
| Within Groups | 53,757 | 106 | ,507 | | |
| Total | 55,359 | 110 | | | |

Tablo 28'e göre hesaplanan $p: .534 > 0,05$ olduğu için Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile ailelerinin aylık gelir durumları arasında anlamlı farklılık bulunmamaktadır.

4. ALT PROBLEM

Dördüncü alt problemde, üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların aylık internet kullanım kotasına göre anlamlı farklılık test edilmiştir.

Tablo 29: Test of Homogeneity of Variances

Ortalama

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,936 | 4 | 106 | ,446 |

Tablo 29'a göre Tablo 26'e göre anlamlılık düzeyi $p:0,446 > 0,05$ 'ten büyük olduğu için grubu temsil eden evrenlerin varyanslarının eşit olduğu varsayımını kabul ettik.

Tablo 30: Tests of Normality

| | Aylık kaç gb internet kotanız var? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|------------------------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | 1 gb' dan az | ,260 | 2 | . | | | |
| | 1-2 gb | ,131 | 13 | ,200* | ,969 | 13 | ,888 |
| | 3-6 gb | ,109 | 39 | ,200* | ,961 | 39 | ,195 |
| | 7-10 gb | ,122 | 29 | ,200* | ,936 | 29 | ,081 |
| | 11 gb ve üstü | ,103 | 28 | ,200* | ,946 | 28 | ,155 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 30'a bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tekyönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk. 4. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 31: ANOVA

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | ,823 | 4 | ,206 | ,400 | ,808 |
| Within Groups | 54,536 | 106 | ,514 | | |
| Total | 55,359 | 110 | | | |

Tablo 31'a göre Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların aylık internet kullanım kotaları arasında $p: 0,808 > 0,05$ olduğu için anlamlı farklılık bulunmamaktadır.

5. ALT PROBLEM

Beşinci alt problemde, üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların internet ne sıklıkla girdikleri arasında anlamlı farklılık test edilmiştir.

Tablo 32: Test of Homogeneity of Variances

Ortalama

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,648 | 2 | 108 | ,525 |

Tablo 32'ye göre anlamlılık düzeyi $p:0,525 > 0,05$ 'ten büyük olduğu için katılımcıların internete ne sıklıkla girdikleri sorusu ile varyansların eşit olduğu varsayımını kabul edilmiştir.

Tablo 33: Tests of Normality

| | İnternete ne sıklıkla girersiniz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|-----------------------------------|---------------------------------|-----|-------|--------------|-----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | Her gün | ,065 | 107 | ,200* | ,990 | 107 | ,602 |
| | Haftada 1-2 gün | ,260 | 2 | . | | | |
| | Haftada 3 gün ve üstü | ,260 | 2 | . | | | |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 33'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tekyönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk. 5. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 34: ANOVA

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | ,265 | 2 | ,133 | ,260 | ,771 |
| Within Groups | 55,094 | 108 | ,510 | | |
| Total | 55,359 | 110 | | | |

Tablo 34'e göre üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların internete ne sıklıkla girdikleri arasında anlamlı farklılığa bakıldığında $p: .771 > .05$ 'ten büyük olduğu için anlamlı farklılık bulunmamaktadır.

6. ALT PROBLEM

Altıncı alt problemde, üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların internete girdiklerinde ne kadar vakit geçirdikleri arasında anlamlı farklılık test edilmiştir.

Tablo 35: Test of Homogeneity of Variances

Ortalama

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,419 | 4 | 106 | ,795 |

Tablo 35'e göre anlamlılık düzeyi $p: 0,795 > 0,05$ 'ten büyük olduğu için katılımcıların İnternete girdiklerinde ne kadar vakit geçirdikleri sorusu ile varyansların eşit olduğu varsayımını kabul edilmiştir.

Tablo 36: Tests of Normality

| | İnternete girdiğinizde ne kadar zaman geçiriyorsunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | 30 dakikadan az | ,116 | 30 | ,200* | ,960 | 30 | ,304 |
| | 30 dk - 1 saat | ,081 | 28 | ,200* | ,966 | 28 | ,468 |
| | 1- 2 saat | ,134 | 19 | ,200* | ,932 | 19 | ,192 |
| | 3-4 saat | ,216 | 9 | ,200* | ,931 | 9 | ,488 |
| | 4 saatten fazla | ,121 | 25 | ,200* | ,967 | 25 | ,575 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tablo 36'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varırız. Böylece tekyönlü ANOVA testini yapabilmek için ikinci varsayımın doğruluğunu ispatlamış olduk. 6. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 37: ANOVA
Ortalama

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 3,883 | 4 | ,971 | 1,999 | ,100 |
| Within Groups | 51,476 | 106 | ,486 | | |
| Total | 55,359 | 110 | | | |

Tablo 37'ye göre Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların internete girdiklerinde ne kadar vakit geçirdikleri arasında anlamlı farklılığa bakıldığında $p: 100 > 0.5$ 'ten büyük olduğu için gruplar arasında anlamlı bir farklılık bulunmamaktadır.

Tablo 38'de üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarıyla ilgili likert sorular ile katılımcıların internete girdiklerinde ne kadar vakit geçirdikleri arasında anlamlı farklılık incelenmiştir.

Tablo 38: ANOVA

Sosyal medya'yı anlık durum paylaşımı amacıyla kullanım

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 19,019 | 4 | 4,755 | 2,454 | ,050 |
| Within Groups | 205,378 | 106 | 1,938 | | |
| Total | 224,396 | 110 | | | |

Tablo 38' göre; "Sosyal medya'yı anlık durum paylaşımı amacıyla kullanım" ifadesiyle katılımcıların internete girdiklerinde ne kadar vakit geçirdiklerinin anlamlılık düzeyi $p: 0.05 = 0.5$ olduğu için gruplar arasında anlamlı bir farklılık bulunmaktadır.

Multiple Comparisons

Dependent Variable: Sosyal medya'yı anlık durum paylaşımı amacıyla kullanım
Bonferroni

| (I) İnternete girdiğinizde ne kadar zaman geçiriyorsunuz? | (J) İnternete girdiğinizde ne kadar zaman geçiriyorsunuz? | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|-----------------------|------------|-------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| 30 dakikadan az | 30 dk - 1 saat | -,40714 | ,36576 | 1,000 | -1,4558 | ,6415 |
| | 1- 2 saat | -,82632 | ,40812 | ,454 | -1,9964 | ,3437 |
| | 3-4 saat | ,14444 | ,52902 | 1,000 | -1,3723 | 1,6611 |
| | 4 saatten fazla | -,98000 | ,37694 | ,107 | -2,0607 | ,1007 |
| 30 dk - 1 saat | 30 dakikadan az | ,40714 | ,36576 | 1,000 | -,6415 | 1,4558 |
| | 1- 2 saat | -,41917 | ,41373 | 1,000 | -1,6053 | ,7670 |
| | 3-4 saat | ,55159 | ,53336 | 1,000 | -,9776 | 2,0807 |
| | 4 saatten fazla | -,57286 | ,38301 | 1,000 | -1,6709 | ,5252 |
| 1- 2 saat | 30 dakikadan az | ,82632 | ,40812 | ,454 | -,3437 | 1,9964 |
| | 30 dk - 1 saat | ,41917 | ,41373 | 1,000 | -,7670 | 1,6053 |
| | 3-4 saat | ,97076 | ,56325 | ,877 | -,6441 | 2,5856 |
| | 4 saatten fazla | -,15368 | ,42365 | 1,000 | -1,3683 | 1,0609 |
| 3-4 saat | 30 dakikadan az | -,14444 | ,52902 | 1,000 | -1,6611 | 1,3723 |
| | 30 dk - 1 saat | -,55159 | ,53336 | 1,000 | -2,0807 | ,9776 |
| | 1- 2 saat | -,97076 | ,56325 | ,877 | -2,5856 | ,6441 |
| | 4 saatten fazla | -1,12444 | ,54109 | ,401 | -2,6757 | ,4269 |
| 4 saatten fazla | 30 dakikadan az | ,98000 | ,37694 | ,107 | -,1007 | 2,0607 |

| | | | | | |
|----------------|---------|--------|-------|---------|--------|
| 30 dk - 1 saat | ,57286 | ,38301 | 1,000 | -,5252 | 1,6709 |
| 1- 2 saat | ,15368 | ,42365 | 1,000 | -1,0609 | 1,3683 |
| 3-4 saat | 1,12444 | ,54109 | ,401 | -,4269 | 2,6757 |

Üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarında yer alan likert soruları ile katılımcıların aylık ailelerinin aylık geliri, aylık kullanım gb, internete girme sıklıkları, sosyal medyayı kullanım amaçları arasında anlamlı farklılık bulunmamaktadır.

7. ALT PROBLEM

Yedinci alt problemde, üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların interneti en çok hangi amaçla kullandıkları arasında anlamlı farklılık test edilmiştir.

Tablo 39: Test of Homogeneity of Variances

| Ortalama | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| ,977 | 5 | 105 | ,435 |

Tablo 39'a göre anlamlılık düzeyi $p:0,435>0,05$ 'ten büyük olduğu için katılımcıların İnternete girdiklerinde ne kadar vakit geçirdikleri sorusu ile varyansların eşit olduğu varsayımını kabul edilmiştir.

Tablo 40: Tests of Normality

Tablo 40'a bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varılmaktadır.

| | İnterneti en çok hangi amaçlarla kullanıyorsunuz? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Ortalama | Araştırma | ,201 | 5 | ,200* | ,944 | 5 | ,696 |
| | İletişim | ,170 | 14 | ,200* | ,938 | 14 | ,394 |
| | Sosyal Medya | ,076 | 64 | ,200* | ,987 | 64 | ,718 |
| | Oyun | ,240 | 3 | . | ,974 | 3 | ,692 |
| | Müzik dinleme, Video, film izleme | ,102 | 22 | ,200* | ,973 | 22 | ,785 |
| | Haber | ,385 | 3 | . | ,750 | 3 | ,000 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Böylece tekyönlü ANOVA testini yapabilmek için varsayımın doğruluğunu ispatlanmıştır. 7. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 41: ANOVA

| Ortalama | | | | | |
|----------------|----------------|-----|-------------|------|------|
| | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | ,984 | 5 | ,197 | ,380 | ,862 |
| Within Groups | 54,375 | 105 | ,518 | | |
| Total | 55,359 | 110 | | | |

Tablo 41'e göre üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların interneti en çok hangi amaçla kullandıkları arasında anlamlı farklılığa bakıldığında $p:0,862>0,5$ 'ten büyük olduğu için gruplar arasında anlamlı bir farklılık bulunmamaktadır.

8. ALT PROBLEM

Sekizinci alt problemde, üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların en sık kullandıkları sosyal medya arasında anlamlı farklılık test edilmiştir.

Tablo 42: Test of Homogeneity of Variances

Ortalama

| Levene Statistic | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| ,031 ^a | 3 | 106 | ,993 |

a. Groups with only one case are ignored in computing the test of homogeneity of variance for ortalama.

Tablo 42'ye göre anlamlılık düzeyi $p:0,993 > 0,05$ olduğu için katılımcıların en sık kullandıkları sosyal medya sorusu ile varyansların eşit olduğu varsayımını kabul edilmiştir.

Tablo 43: Tests of Normality

| | Aşağıdaki sosyal medya sitelerinden en sık hangisini kullanmaktasınız? | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| Ortalama | Facebook | ,260 | 2 | . | | | |
| | Instagram | ,070 | 64 | ,200* | ,985 | 64 | ,631 |
| | Youtube | ,176 | 10 | ,200* | ,953 | 10 | ,706 |
| | Whatsapp | ,072 | 34 | ,200* | ,984 | 34 | ,881 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. ortalama is constant when Aşağıdaki sosyal medya sitelerinden en sık hangisini kullanmaktasınız? = Twitter. It has been omitted.

Tablo 43'e bakıldığı zaman Shapiro-Wilk testinden anlamlılık düzeyi .05 ten büyük olduğu için grupların temsil ettiği evrenlerin normal dağılım sergilediği sonucuna varılmaktadır. Böylece tek yönlü ANOVA testini yapabilmek için varsayımın doğruluğunu ispatlanmıştır. 8. alt problemimizin normallik ve homojenlik durumuna bakılmış, dağılım homojen ve normal olduğu için Anova testine geçilmiştir.

Tablo 44: ANOVA

Ortalama

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 1,463 | 4 | ,366 | ,719 | ,581 |
| Within Groups | 53,896 | 106 | ,508 | | |
| Total | 55,359 | 110 | | | |

Tablo 44'e göre üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların en sık kullandıkları sosyal medya arasında anlamlı farklılığa bakıldığında $p: ,581 > 0,5$ 'ten büyük olduğu için gruplar arasında anlamlı bir farklılık bulunmamaktadır.

Tablo 45: KMO and Bartlett's Test

| | | |
|--|------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,770 |
| Approx. Chi-Square | | 472,681 |
| Bartlett's Test of Sphericity | Df | 78 |
| | Sig. | ,000 |

Tablo 45'e göre KMO ve Bartlett's test sonucu faktör yükü 0,770 olarak tespit edilmiş olup testin güvenilirlik katsayısı yüksek sayılmaktadır. Bu değer .60'dan büyük olması örneklem büyüklüğünün yeterliliğini göstermektedir.

13 ve 14. Sorular faktör katsayısının ,35 'ten küçük olması sebebiyle testten çıkartılarak KMO katsayısı artırılmıştır.

SONUÇLAR VE TARTIŞMA

Bu çalışmada üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarını ortaya çıkarmaya yönelik değerlendirmeleri incelenmiştir. 2018-2019 Eğitim ve Öğretim Yılında Zonguldak Bülent Ecevit Üniversitesi Devrek Meslek Yüksekokulu öğrencilerinin sosyal medya kullanım alışkanlıklarının belirlenmesinde demografik özelliklere göre farklılık olup olmadığını incelenmiştir.

Çalışmada cinsiyet farklılığına göre verilen cevaplara uygulanan T-testi ile kadın ve erkek arasından sorulara verilen cevaplarda belirgin fark bulunamamıştır ve ilk varsayım olan “Üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarında cinsiyetler arasında anlamlı farklılıklar vardır” varsayımı ile ikinci varsayım olarak “Üniversite öğrencilerinin sosyal medya kullanım alışkanlıklarında sınıfları arasında anlamlı farklılıklar vardır” hipotezi arasında anlamlı farklılık yoktur.

Diğer bir hipotez olan “Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile ailelerinin aylık gelir durumları arasında anlamlı farklılıklar vardır” varsayımı One-Way Anova ile test edilmiş ve çıkan sonuç $>0,05$ olduğundan bu hipotezde reddedilmiştir. Katılımcıların aylık internet kullanım kotaları arasında anlamlı farklılıklar vardır hipotezi, Anova değeri ,808 normal değer olan $\alpha:0,05$ 'ten büyük olduğu için gruplar arasında anlamlı bir farklılık bulunmamaktadır.

Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların aylık internet kullanım kotaları arasında anlamlı farklılık bulunmamaktadır.

Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların internete girdiklerinde ne kadar vakit geçirdikleri ve katılımcıların internete ne sıklıkla girdikleri arasında anlamlı farklılıklar vardır.” hipotezi T- test ile test edilmiş ve çıkan sonuç $>0,05$ olduğundan anlamlı farklılık yoktur.

Katılımcıların çoğu 3-6 gb internet kotasına sahipler ve her gün internete giriş yapanlar oluşturmaktadır. Son yıllarda üniversite öğrencilerinin sosyal medyayı çok sık kullandığı görülmektedir.

Örneklem grubun çoğunluğunu 30 dakikadan az zaman geçirenlerden oluşturmaktadır. Katılımcıların çoğunun interneti sosyal medya amaçlı kullandıkları tespit edilmiştir. Grubun çoğunluğunu instagram kullananlar oluşturmaktadır. Bu da gösteriyor ki instagram mecrası kullanıcılar açısından önem arz etmektedir.

Sosyal medyayı yeni arkadaş edinmek amacıyla kullanırım ifadesine katılımcıların çoğunluğunu katıldıkları tespit edilmiştir.

Üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları ile katılımcıların interneti en çok hangi amaçla kullandıkları arasında anlamlı farklılıklar vardır hipotezi One-WayAnova ile test edilmiş ve çıkan sonuç $>0,05$ olduğundan anlamlı farklılık yoktur.

KMO ve Bartlett's test sonucu faktör yükü 0,770 olarak tespit edilmiş olup testin güvenilirlik katsayısı yüksek sayılmaktadır.

ÖNERİLER

Çalışmada üniversite öğrencilerinin sosyal medya kullanım alışkanlıkları cinsiyet, ailelerinin aylık gelir durumları, interneti en çok hangi amaçla kullandıkları, katılımcıların internete ne sıklıkla girdikleri, internete girdiklerinde ne kadar vakit geçirdikleri, aylık internet kullanım kotaları ve okudukları sınıf ile anlamlı bir ilişki olmadığı tespit edilmiştir.

Bundan sonra yapılacak çalışmalarda farklı hedef kitle ve/veya farklı demografik özellikler sorgulanarak kişilerin sosyal medya kullanım alışkanlıkları ölçülebilir.

Araştırmada nicel veri analizi kapsamında anket tekniğinden yararlanılmıştır. Bu çalışmada kullanılan nicel yöntemin yanında yeni yapılacak çalışmalarda karma yöntemle de çalışmalar yapılabilir.

Yapılan araştırma bundan sonra yapılacak araştırmalar için bir örnek teşkil etmektedir.

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VOCATIONAL SCHOOL STUDENTS' DIFFICULTIES WITH FRACTIONS

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ABSTRACT

Students' difficulties with fractions in mathematics has been an important theme of the mathematics education researchers. In this study, we are focusing to analyze the vocational school students' skills and performance with fractions in order to give a perspective for teaching and learning of this subject. The sample of the study consisted of 74 first year vocational school students from business, accounting and marketing departments at a university in Turkey. The Scale had 18 items, containing multiple choice questions. One of the main findings of the study was that vocational school students enrolled business, marketing and accounting departments showed poorly in numeracy skills. The average point 48.9% could be accepted as a problem for concern because of the simple level of the questions in the test. Another result of the study was that participants tried to apply proportional actions when focusing the word questions. So, we can say that mathematics teachers should be aware of their students' difficulties with this subject and need to focus to help their students to overcome this learning problem. We hope that this study could be helpful to math curriculum designs at elementary school level, high school level and universities.

Key words: fractions, teaching mathematics, vocational school

INTRODUCTION

Fractions as a mathematics subject had always been a widely searched item at the mathematics education studies by the name "students' difficulties with fractions" (Bobis and Way, 2011; Booth et al., 2014; Goldin, and Shteingold, 2001; Gabaldon, 2015; Livy & Herbert, 2013). Especially for social program students and vocational school students this difficulty could be more deeply or dramatics. One of the main reasons of the insufficient background of students is that teacher usually accept that their students have not problem with this subject (Booth et al., 2014). But the research studies stressed that this assumption is a problematic situation (Livy and Herbert, 2013). In this point, some researchers believe that mathematics teacher must be aware of their students' problems on this subject to transform current math subjects painlessly and truthfully and to make active their students' abilities in a coordinate manner with the math subjects (Barwell, 2004; Wilson and MacGillivray, 2007).

In every platform, Mathematicians or other scientific man could be talk on the important of mathematics but this is not sufficient to explain the importance of mathematics and mathematics education. According to many mathematicians, mathematics is the language of science or the basis language to explain the world or galaxies. For this reason, to have a powerful background for students is very important to develop their mathematical knowledge and to understand the relation between math and life. Every subjects of mathematics have a powerful relation and power understanding of a subject need to powerful understand the linked math subjects (Rivera-Batiz, 1992). For example, some researchers expressed and analyzed that there is a powerful relation between strongly understanding fractions and learning mathematics well (Lesh et al., 2003; Booth & Newton, 2014; Siegler et al., 2012; Booth et al., 2014; Siegler & Lortie-Forgues, 2015). According to Siegler and Lortie-Forgues (2015), learning of algebraic subjects, geometric and trigonometric concepts needs to understand of fractions. In the interest of brevity, every concept of mathematics is more or less linked with fractions. So, teaching and learning of the subject couldn't be sloppiness (Kamii, Kirkland, and Lewis, 2001; Lamon and Susan, 2001). In this study, it was aimed to determine social programs of vocational school students prior background in fractions.

METHOD

This study conducted with marketing, business and accounting – task department social program 74 students that have basic mathematics lecture at a vocational school in Turkey. The students, voluntarily participated in this study, were at the 1st year of 2 – year programs. The gathered with a quantitative research method. With the scale, which has 18 items on fractions, gender and high school last year math scores were gathered. The scale was developed by the author who analyzed related literature. The scale questions were focused the five subtopics about fractions as follows (Coetzee and Mammen, 2017);

- F1: operations on fractions
- F2: notation and magnitude
- F3: ratio and proportion
- F4: operations with SI unit conversions
- F5: percentage

Additionally, necessary mathematical skills are searched in this study. It was determined 4 type skills as expressed below (Coetzee and Mammen, 2017);

- S1: namely knowing
- S2: operating classic procedures
- S3: using mixed procedures
- S4: solving problems

The scale was examined by two mathematicians for the validity. With the help of these expertise, the questions in the scale were classified as follow

- Very easy
- Easy
- Moderate
- Difficult
- Very difficult

The number of easy, very easy and moderate questions in the questionnaire is 13 and the rest of the question (3) is difficult or very difficult.

FINDINGS

The students' percentages gender was 63% female and %37 male. The delivery of the students' number was 21 students from marketing department (%28.4), 25 students from business department (33.8%) and 28 students from accounting and task department (37.8%). Basic mathematics scores of the students were presented Table 1.

Table 1. Basic Mathematics scores of the students

| Scores | Departments | | | | | | Total | |
|------------------|---------------------|-------|----------|------|-----------|-------|-------|-------|
| Basic Mathematic | Accounting and Task | | Business | | Marketing | | | |
| 0-29 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 30-39 | 1 | 0.4% | 2 | 0.8% | 2 | 9.5% | 5 | 6.8% |
| 40-49 | 7 | 25% | 5 | 20% | 4 | 19% | 16 | 21.6% |
| 50-59 | 11 | 30.8% | 12 | 48% | 10 | 47.6% | 33 | 44.6% |
| 60-69 | 6 | 21.4% | 5 | 20% | 4 | 19% | 15 | 20.3% |
| 70-79 | 2 | 0.7% | 1 | 0.4% | 1 | 4.8% | 4 | 5.4% |
| 80-100 | 1 | 0.4% | 0 | 0% | 0 | 10% | 1 | 1.4% |
| Total | 28 | 100% | 25 | 100% | 21 | 100% | 74 | 100% |

According to table 1, 54 students (72.3%) students were failed at basic mathematics course. 15 students of the total number (20.3%) were at the risk level as score. Only 4 students (5.4%) had satisfactory scores and 1 student (1.4%) has perfect score at basic mathematics lecture. So, we can say that the general situation of vocational school students in mathematics lecture could be accepted as failure. Also, accounting and task students' math score level was a little better than the other departments. Finally, the average score of the students in basic mathematics lecture was 48.9.

Table 2: The questionnaire analyzes of the students (n =74)

| Question Number | Skills level | Topics | Accounting and Task | | Business | | Marketing | | Total | |
|-----------------|--------------|--------|---------------------|-----|----------|-----|-----------|-----|-------|-----|
| 1 | S1 | F2 | 21 | 75% | 20 | 80% | 17 | 81% | 58 | 78% |
| 2 | S2 | F3 | 18 | 64% | 17 | 68% | 12 | 57% | 47 | 64% |
| 3 | S2 | F2 | 19 | 68% | 21 | 84% | 19 | 90% | 59 | 83% |
| 4 | S2 | F2 | 22 | 79% | 16 | 64% | 13 | 62% | 41 | 58% |
| 5 | S1 | F1 | 23 | 82% | 22 | 88% | 20 | 95% | 65 | 88% |
| 6 | S3 | F4 | 18 | 64% | 14 | 56% | 10 | 48% | 42 | 57% |
| 7 | S2 | F3 | 13 | 46% | 16 | 64% | 15 | 71% | 44 | 59% |
| 8 | S1 | F5 | 17 | 61% | 22 | 88% | 20 | 95% | 59 | 83% |
| 9 | S3 | F3 | 16 | 57% | 14 | 56% | 11 | 52% | 41 | 58% |
| 10 | S3 | F1 | 19 | 68% | 16 | 64% | 18 | 86% | 53 | 72% |
| 11 | S3 | F1 | 21 | 75% | 15 | 60% | 10 | 48% | 46 | 62% |
| 12 | S3 | F4 | 13 | 46% | 9 | 36% | 6 | 35% | 28 | 38% |
| 13 | S2 | F2 | 15 | 54% | 18 | 72% | 14 | 67% | 47 | 64% |
| 14 | S4 | F5 | 9 | 32% | 10 | 40% | 9 | 43% | 28 | 38% |

| | | | | | | | | | | |
|----|----|----|----|-----|----|-----|----|-----|----|-----|
| 15 | S1 | F1 | 19 | 68% | 18 | 72% | 16 | 76% | 53 | 72% |
| 16 | S4 | F3 | 8 | 29% | 7 | 28% | 6 | 29% | 21 | 28% |
| 17 | S2 | F5 | 12 | 43% | 11 | 44% | 12 | 57% | 35 | 47% |
| 18 | S4 | F4 | 10 | 36% | 8 | 32% | 10 | 48% | 28 | 38% |

The average scores of the students for every question registered in Table2 with representing from F1 to F5. The meaning of this letters expressed in the Method section. The skills level of the students for every question in Table 2 represented with the symbols from S1 to S4 and meaning of this symbol explained in the section Method. According to table 2, there was a direct relation between the skill level of the questions, the topic's difficulty level of the questions and the number of the students giving true or false answer. For example, if skill level of any question was S1 or S2 and difficulty level of it was F1 or F2, then almost all of the students' answer for this question was true. But, if skill level of any question was S3 or S4 and difficulty level of it was F3 or F4, then then the number of the students with true answer was highly lower level.

Figure 1: The relationship between Students' basic mathematics scores and Questionnaire scores of the fraction scale

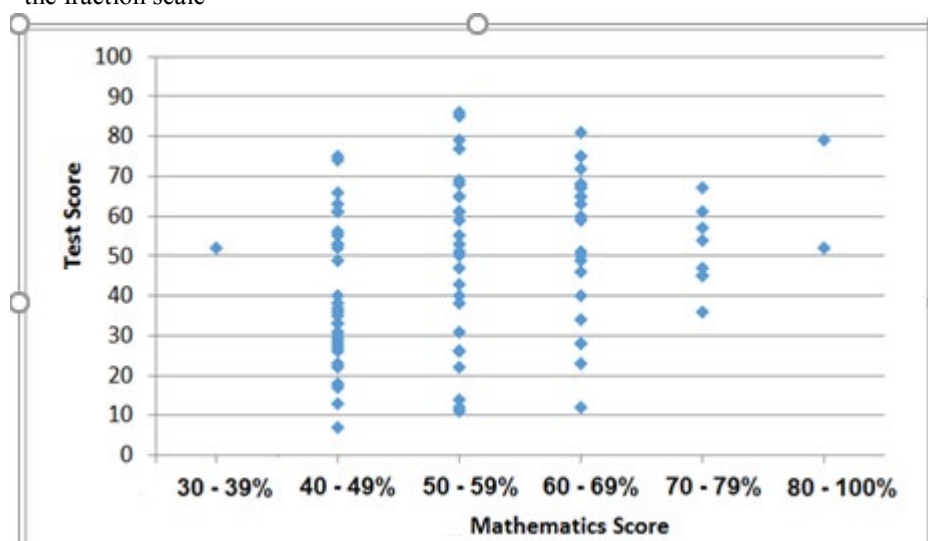


Figure 1 clearly showed that there was a significant relationship between basic mathematics score, S skill abilities and F fraction background knowledge of the students.

RESULT

Briefly stated, students were failed at basic mathematics course. We believe that almost all of the social program students in the vocational school was coming vocational elementary school and mathematics lectures was lower level in the teaching program of these school. There was a significant relationship between basic mathematics score, S skill abilities and F fraction background knowledge of the students. that was the expected result for this study.

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WARM OR COOL COLOUR SNACK PACKAGING?

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Abstract

Snack food is one of the competitive food markets in Hong Kong. Visual element of the packaging design was one of the important factors affecting the purchasing decision. This pilot study was conducted in Hong Kong focusing on several factors that might influence the purchasing decision at the point of sale. The study started by asking respondents to buy a snack food which s/he would bring to a lecture, followed by the paper questionnaire consisting of 8 items, in which colour related attributes, reasons for purchasing, demographics information were collected. The questionnaire was completed by 220 respondents aged between 20-24 years old students.

This study was initiated for the intention to understand the purchasing decision of snack food focusing on the colour attributes from the packaging design perspective. The dependent variable is the purchased snack's colour, and the independent variables selected for this pilot study including (1) sophistication of colour; (2) the colour distinctiveness among the snack category; and (3) personal colour preference. Relationships and connections between variables were analysed using Cross Tabulation and Chi Square tests. Results concluded warm colour such as yellow and red were the most preferred choice and associated strongly with sweet snack food type. Students prefer strong flavor snack, and considered yellow and red colours represented the high level of sophistication and distinctiveness among the category during the purchase. The personal colour preference and expected flavor intensity of male and female students affect differently in terms of the selection of snack food.

Keywords: Warm or cool colour

WHAT MOVES TEACHERS TO MAKE IDEAS COME ALIVE? EXPLORING THE BRIDGE BETWEEN PROFESSIONAL DEVELOPMENT AND CLASSROOM TEACHING.

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ABSTRACT

The aim of this study is to evaluate professional development courses and their impact on classroom teaching. It investigates connections between realizing learnt content and possible influences on this process like the work environment, motivational aspects and course quality. I developed a framework to support an understanding of interdependent processes, based on different teaching and learning concepts and motivational considerations. The research design consists of three different measuring times to catch a large scale of professional development, including relevant background information of participants and experiences about their transfer processes. Results of this study could verify medium effects of an experienced course quality to transfer processes ($\rho=0.361$) and to long-term use (persistence) ($\rho=0.402$). The act of sharing ideas from a seminar with colleagues increased transfer rates as well. The collected data indicates, that intrinsic and autonomous participation relate better to transfer processes than controlled conditions, but also identifies a need for additional research to make secure statements about this assumption.

Keywords: learning, motivation, professional development, transfer

INTRODUCTION

Why does teaching affect some students and others not?

As simple as it might sound, as complex it is to find an answer to this question. Responding to this issue, it challenges researchers to find out more about teaching and learning. In my case, it inspired me to create an understanding of professional development by designing a suitable framework and testing it in the field. An evaluation of professional development courses helped me to find elements, which influence transfer processes, like course quality, the participants' motivation or their act of sharing ideas from a course with colleagues. Besides, in times where output orientation becomes more and more important (not just in the economic sector but also in education) (e.g. Gessler 2011) there's no way around an evaluation of these processes. Results may support the effectiveness of future courses, which institutions like the board of audit request from the university colleges of teacher education (Rechnungshof 2008, Steininger 2010).

Apparently, universities and university colleges evaluate their seminars. Usually this involves a survey at the end of a course, measuring the participants' acceptance towards it (Hölbling 2007). Such feedback might be one indicator for transfer processes but will certainly not explain this process as a whole. In such cases we rely on guesses instead of confirming evidence (e.g. Finkel-Salzer 2002, Gris 2008).

In this paper, I explore multiple parameters, which possibly lead to such a transfer by evaluating English courses for Primary school teachers. I emphasize on teachers' motivation, derived from their work-environment, because I assume that those elements play a crucial role for transfer processes (based on theoretical considerations of Ryan and Deci 2017).

However, the field of transfer research is underdeveloped, especially in tertiary education. In a different discipline like economy Michael Gessler did some studies to face this issue. He investigated business training and transfer effects of participants ($N=633$). One of his findings was a relation between the participants' motivation to transfer and a successful transfer in their work ($r=0.494$) (Gessler 2011). Because of the theoretical relation between transfer and motivation (Ryan and Deci 2017) research in that field is also relevant for this paper.

In contrast to little transfer researches, various studies about motivation exist. Ryan and Deci (2017) collected an immense amount of studies within their work about the self-determination theory, partly from their own research, partly from researchers around the world testing their assumptions. Their findings primarily focus on different effects of intrinsic and extrinsic types of motivation and verify that former result in better learning and improved outcomes. Performed usually in experimental settings or in field studies at schools, there's still a need for studies in the tertiary field. We can only assume that motivation has a similar influence on tertiary education processes like professional development. Indications for that have been found in this study as well. Therefore, the process of choosing a professional development course is already important. To show this connection, I compared controlled, autonomous and intrinsic decision taking with the teachers' intention to transfer ideas/suggestions from a course in their classroom teaching.

Results from my study showed, that teachers under intrinsic conditions had the highest intention to use them (84.5% rated the statement to use ideas with 6 on a six-point-answer-scale), followed by autonomous conditions (81.8%) in contrast to a lower intention under controlled conditions (67.5%). The most revealing results of transfer processes have been found in their relation to course quality and to the act of sharing ideas. The

subjective course quality of participants therefore showed medium effects on transfer processes ($\rho=0.361$) as well as on a long-term use (persistence) ($\rho=0.402$). The act of sharing ideas demonstrated higher transfer rates as well (+27.1% in terms of the highest transfer ratings) compared to teachers, who did not share them.

Besides empirical data, this paper responds to a scientific gap by providing a theoretical framework that can be used for professional development on the one hand and by sharing results about related transfer processes on the other hand.

A THEORETICAL FRAMEWORK FOR PROFESSIONAL DEVELOPMENT

Many occupational groups must educate themselves for enhancing their work. So do teachers, for instance, by gaining experience in their teaching, learning from colleagues and by attending courses that support their professionalization. Such courses usually involve didactic tips, train personal skills or inform about new trends in education. The challenge is to describe this process of professionalization and to locate parameters influencing this process. Several theoretical concepts help us to understand this phenomenon. One of them comes from Carroll (1963), predicting successful learning from the variable time. He calculates school learning with the formula: School Learning = $f\left(\frac{\text{time spent}}{\text{time needed}}\right)$. The divisor of this equation describes how long learners actively engage in learning content. The dividend consists of a relation between the students' aptitude (usually IQ), capacity to understand, their pre-knowledge and the quality of the teaching/instruction. Carroll's model though, does not imply qualitative information about learning time and does not mention social influences on the learners. Proctor (1984), for instance, responds to this conceptual lack of social influences on learning and teaching. According to him, learning achievement depends not only on the quality of instruction (as Carroll's model indicated), but also on the behavior of teachers and students. A different approach comes from the educational researchers Gage and Berliner (1992). Their model describes the instructional process, starting with teachers' objectives and ending with an evaluation. This gives the teacher feedback about learning outcomes and the possibility to repeat content that students did not learn correctly in the first place. Some years later, McIlrath and Huitt (1995) published a model that brought more detail into the learning process of students. According to him the context and classroom processes are important for learning, besides an input and a measureable output.

Well-acknowledged models in the German education landscape come from Helmke (e.g. 2004), who emphasized on teaching (and learning) processes, teaching quality and the importance of evaluation processes in such terms. He collaborated in many evaluation projects for German ministries to enhance educational processes (such as teacher training and professional development), but also engaged in such activities in Vietnam. Helmke created several models to describe teaching and learning processes, suggesting that the social environment of the learner (and teacher) plays an important role in learning (and teaching). For my research, I merged the strengths of his opportunity-uses model (Helmke 2004) and his framework of individual, social and institutional conditions (Helmke 2004). By that it was possible to describe both, influencing parameters on professional development of teachers and the process from motivation to realization of behavior.

The framework for an implementation of professional development content to classroom teaching opens a theoretical explanation of this process and indicates measured elements within this study by highlighted areas (see Figure 1). The column in the middle describes the stages of this implementation process chronologically. The central element of this model is information (highlighted), providing an input for learning processes. However, this information, introduced by a course instructor, is already influenced in the prefield by the instructor's expertise. The information is passed on to participants of a professional development course, who experience its quality subjectively, based on individual differences in pre-knowledge, interest and motivation of the course's participants or contextual elements (like socialization from work environments or expectations from supervisors). Therefore, participants of a professional development will experience their course quality differently, similar to the quality of information in a classroom setting. A teaching quality score (according to Tillmann et al. 2011) describes the subjective impression of each participant with a mean of several ratings. The methodological part of this paper will explain Tillmann's score and his constructs in more detail. Contextual elements (column on the right-hand in Figure 1) illustrate their influences on various processes within this model. The school-context (headmaster, colleagues) consequently might have an impact on the participant's perception, but can also affect the implementation in the classroom as such (e.g. if a teacher coordinates lessons with colleagues, if the headmaster supports or thwarts certain ideas, etc.). Likewise, the role of the parents and expectations from the supervisory board may have an influence on such processes. Depending on the participants' perception (influenced by parameters described before) the provided information will either lead to motivated actions (implementation of ideas in their teaching) or not. The model illustrates even a long-term use, demonstrated by the stage of persistence, where teachers keep their behavior changed, even if difficulties appear. This study does not precisely measure this stage, but collects intentions of participants towards it. In case they manage to be persistent, the intervention will possibly show verifiable effects on their students, which are not included in this research, due to its complexity.

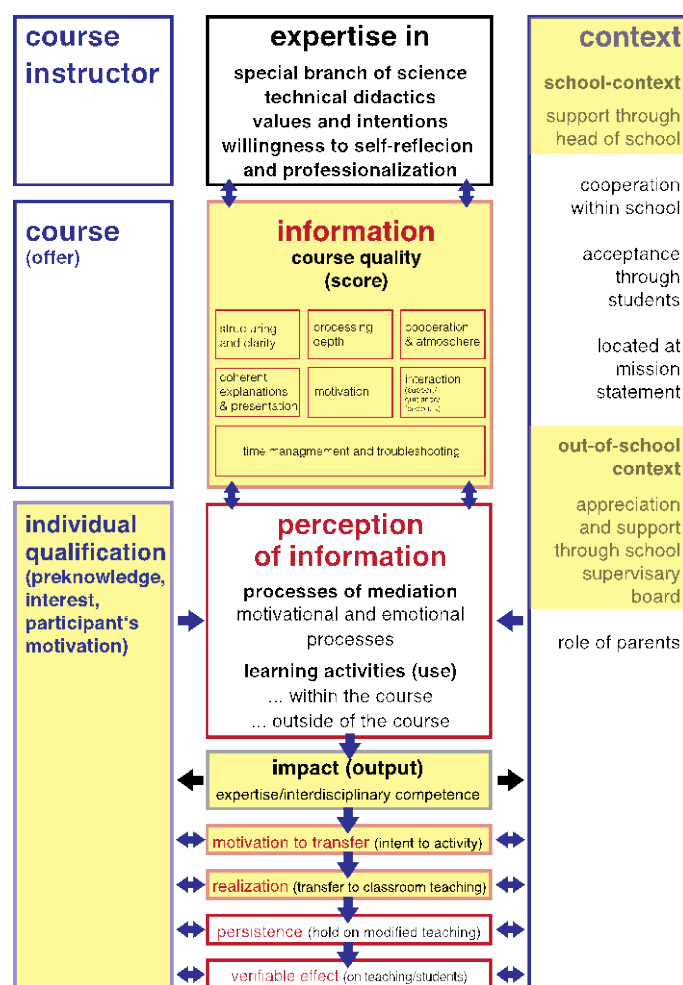


Figure 1: Framework for the implementation of professional development content to classroom teaching (source: author)

A MOTIVATIONAL APPROACH TO PROFESSIONAL DEVELOPMENT

The relevance of motivation as a motor of behavior seems logical, even though underlying reasons might be hard to discover. Therefore, it needs a theoretical explanation to understand motivation within a teaching and learning process.

Especially during the last century many scientists engaged in the challenge to describe a person's behavior. We can structure those theories into need (or content) and cognitive (or process) theories. Former, such as Maslow's hierarchy of needs (1954) or Alderfer's ERG theory (1972), try to understand behavior by internal processes of human beings. Maslow's concept, for instance, distinguishes between different needs, that want to be satisfied in a hierarchical order, beginning with physiological needs (like food, water, warmth and rest) and leading finally in its highest stage to needs of self-actualization (like achievement of someone's full potential) (Maslow 1954). Other theorists like Alderfer based their ideas on Maslow but tried to simplify and adapt them (e.g. by clustering them to three needs with the flexibility to break the strict hierarchical order) (Alderfer 1972). As a counterpart, content theories assume motivation to underlie human decisions. One of these theories suggests that motivation depends on a connection between behavior and outcome. Vroom's valence-instrumentality-expectancy theory (1964) emphasizes on external events such as rewards, which energize a person's motivation. His concept consists of three key elements resulting in a person's motivation for a specific situation. Expectancy regulates the effort someone puts in an action, instrumentality includes a person's faith that the action will lead to the expected reward and valence describes the value of an outcome/reward. Criticism comes for instance from Porter and Lawler (1968), hence to its simplicity. In their opinion the theory does not respond to individual differences of a person. This problem faces, for instance, the equity theory of Adams (1965). He frames motivation as a social comparison, in which people compare their individual efforts and rewards with relevant others. As a result, another person's situation can either be perceived as equal or different compared with oneself. Inequity may increase or decrease the person's effort in similar situations.

A currently widely accepted motivation theory overcomes that border between need and process theories by addressing both. The self-determination theory (Ryan and Deci 2017) relates behavior to internal processes (intrinsic motivation) and human decisions based on their environment (extrinsic motivation). It suggests three basic psychological needs to be responsible for our motivation. Autonomy, as the degree to which a person acts voluntary, competence, as the feeling of being capable to perform an activity effectively, and relatedness, as social integration, therefore result in the degree of self-determination. The authors relate this extent to well-being and further better performance and persistence of behavior. The degree of self-determination also regulates different classes of motivation. First, there's amotivation, which does not lead to the desired behavior (e.g. because the person does not feel competent enough or is just disinterested). Second, there are four types of extrinsic motivation, regulated by events from the outside: external regulation (behavior with complete external control), introjection (actions including choices that actually do not give an alternative to the desired behavior), identification (actions that the person can identify with) and integration (behavior that is in line with personal values, beliefs and needs). Finally, there's intrinsic motivation, which originates from personal interest and pleasure. Schellbach-Zell and Gräsel (2010) simplify the former described model by subsuming external regulation and introjection to (what they call) controlled motivation, and identification and integration to autonomous motivation (see Figure 2 for a visual illustration), which I applied to this research. The self-determination theory combines motivational considerations of various other theories, like satisfying the basic psychological needs (or needs in general as demonstrated in Maslow's and Alderfer's ideas), the influence of external events (e.g. Vroom's valence-instrumentality-expectancy theory) and the emphasis of the social environment on an individual's motivation (like in Adams' equity theory). Consequently, Ryan and Deci's self-determination theory (adapted to Schellbach-Zell and Gräsel) implies all essential motivational aspects for describing the interrelation between the collective onto the individual's motivation. The present criticism about this theory, for being primarily educational, is legitimate, hence most studies which test self-determination arise from an educational background. Since the research field is embedded in an educational context (tertiary education), this does not affect its implication in this study.

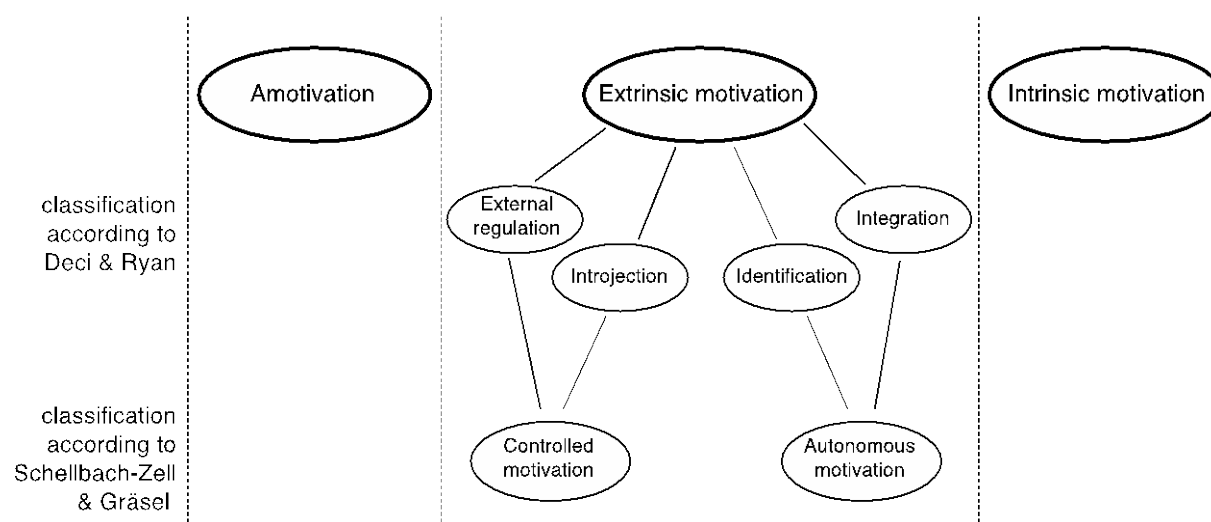


Figure 2: Types of motivation according to Ryan and Deci (2017) and Schellbach-Zell and Gräsel (2010)
(source: author's comparison)

RESEARCH QUESTIONS & HYPOTHESES

Three research questions categorize the study according to the three basic psychological needs of Ryan and Deci (2017). According to self-determination theory, all three needs are essential for well-being. The categorization helps to understand different needs and their relation to transfer processes as well as their sum (well-being) in relation to them.

R₁: How does autonomy influence transfer processes in professional development?

R₂: How does competence influence transfer processes in professional development?

R₃: How does relatedness influence transfer processes in professional development?

The hypotheses were tested in a field study. The results produce information to address each research question. Concerning the first one about autonomy, I assume that the degree of self-determination will have an impact on transfer processes (short term and long term), as theory suggests. I expect the same to be valid for the group of

English Experts¹, where autonomy already applies in terms of being nominated as an English Expert. Consequently, I assume that voluntary English Experts show a higher rate of transfer and persistence than teachers who have been forced to fulfill this function at their school. The hypotheses regarding autonomy are:

H₁: The degree of self-determination influences transfer processes of teachers.

H₂: The degree of self-determination influences transfer processes within the group of English Experts.

In terms of competence, I expect that the experienced course quality of participants supports transfer processes, as Helmke suggests in his models, which emphasize on course quality as well (Helmke 2004). Ideally some constructs of Tillmann et al.'s teaching quality score will correlate better to it than others. I assume that the participants' motivation (as a construct of Tillmann et al.) is comparable to their motivation to transfer (item 4.14). The hypotheses regarding competence are:

H₃: Participants experiencing a high qualitative course (demonstrated by a high quality score) will use ideas more frequently in their classroom teaching than others.

H₄: The respective constructs of Tillmann et al.'s STUD-FEL (2011) differ in relation to their transfer impact.

H₅: The construct motivation (according to Tillmann et al. 2011) can be compared to the participant's motivation to transfer.

In terms of the last research question, I assume that environments supporting relatedness will have a positive impact on transfer processes and on the act of sharing ideas from a professional development. Latter, in turn, is expected to affect the transfer as well. This importance of social influences is supported, for instance, in theories of Adams (1965), Proctor (1984) and McIlrath and Huitt (1995) as well as from Ryan and Deci (2017). The hypotheses regarding relatedness are:

H₆: Participants of a professional development share more ideas with colleagues, when experiencing self-determined participation (intrinsic/autonomous) than under controlled conditions.

H₇: Participants of a professional development have a stronger intention to use ideas in classroom teaching, when experiencing self-determined participation (intrinsic, autonomous) than under controlled conditions.

H₈: Sharing ideas of a professional development course with working-colleagues increases their implementation.

METHODOLOGY

Sample

The quantitative research took place at the University College of Teacher Education Vienna, Austria and evaluated 36 professional development courses (40 groups, because some courses have been offered twice) for teachers in the winter semesters of 2016/17 and 2017/18. The content was limited to the subject English, emphasizing on the Primary level (teaching children between 1st and 4th grade) with lots of practical information such as methodological and didactic suggestions. This involved all offered courses of the semester program except two, where the course instructors forgot to hand out the survey sheets. Nevertheless, the sample demonstrates the population of those two semesters very well. The courses ranged from three to nine units (each 45 minutes long) and lasted either for one or two dates. The sample consisted of 602 participants in total, voluntarily invited in advance via e-mail to participate in the study. The performance of this study has been approved by the vice dean for research and quality management and was positively accepted by the course instructors, who were also voluntarily asked to evaluate their courses. Hence to the study's emphasize on the Primary level, 92.7% of its participants teach in that type of school (N=575). Other groups consisted for instance of New Middle School teachers (5th until 8th grade) and teachers from gymnasiums (5th until 13th grade).

¹ Teachers, who are approved by the Vienna Board of Education to teach English in a high qualitative way. They are supposed to professionalize themselves continuously and they should teach English in several classes of their school (if other colleagues can't provide such high qualitative English teaching) to ensure the quality of this subject. Becoming an English Expert is either a volitional or a forced process (Klein 2014).

Research design

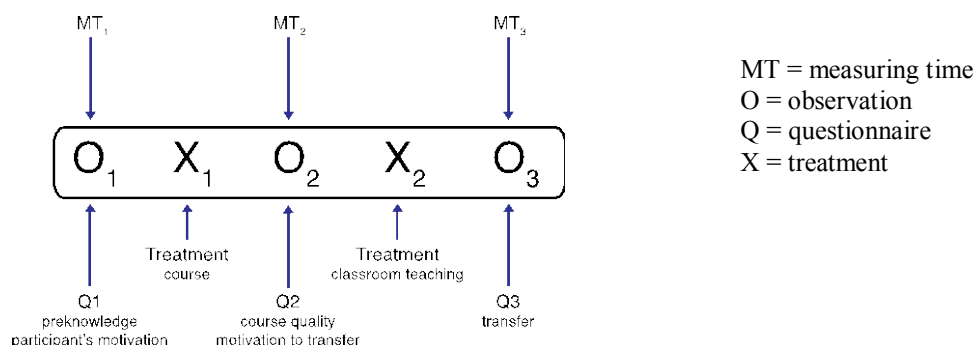


Figure 3: Research design

The research consisted of three measuring times, described as MT₁, MT₂ and MT₃. The sample size of the three questionnaires varied, which I relate to the different survey types. The questionnaires within the course were handed out as paper-pencil forms (Q₁ and Q₂), the third survey (Q₃) was sent to the participants as an online-link. The return rates were: MT₁/Q₁ (N=575), MT₂/Q₂ (N=563) and MT₃/Q₃ (N=190). The evaluation process began with the first survey (Q₁), indicating the first observation (O₁) right before the professional development course started. The purpose of this questionnaire was to collect information about subjective pre-knowledge regarding the course's topic and the participants' initial transfer motivation, both measured by a six-point answer-scale (see table 1).

Table 1: Initial questions (from Q₁), translated from German to English

| Please rate yourself! | | - | - | ← | → | + | ++ |
|-----------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.1 | How do you rate your pre-knowledge about topics of this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | |
| 2.2 | I intend to use suggestions/ideas from this course in my classroom teaching. | disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | agree |

Additionally, the first survey measured the participants' motivation in terms of their self-determination. Responses about participation reasons categorized the type of motivation into the constructs intrinsic, autonomous and controlled motivation (according to Schellbach-Zell and Gräsel 2010). For intrinsic motivation two items (see 2.3 and 2.6 in Table 2) had to show a high extent of self-determination, demonstrated with the symbol (+). Thus, autonomous motivation applied if one item had at least a positive (high extent of) self-determination. Otherwise the construct of controlled motivation applied. Table 2 shows the participants' choices. In case that someone chose multiple answers, which was allowed to do, the highest self-determined choice for each item counted for constructing that person's motivation. The open-ended option about other reasons (in items 2.3 and 2.6) was assessed retrospectively. The indication of high or low self-determination, as illustrated in Table 2, was not displayed on the original survey to avoid influenced responses.

Table 2: Calculation of participant's motivation type (from Q₁), translated from German to English

| | |
|-----|---|
| 2.3 | I attend this course ... (multiple answers possible) |
| | <input type="checkbox"/> because I'm interested in the topic. (+) |
| | <input type="checkbox"/> because I want to professionalize especially in the subject English. (+) |
| | <input type="checkbox"/> because I have to attend this seminar. (-) |
| | <input type="checkbox"/> to fulfill my requested amount of annual professional development courses. (-) |
| | <input type="checkbox"/> Other reasons: _____ |
| 2.6 | Who influenced your decision about participating this course? (multiple answers possible) |
| | <input type="checkbox"/> Appointment through the supervisory board (FI/PSI). (-) |
| | <input type="checkbox"/> Appointment through my headmaster. (-) |
| | <input type="checkbox"/> Recommendation through _____ |

☐ Own decision. (+)

colleagues/headmaster/supervisory board.

☐ Other reasons: _____

Calculation of motivation

| | | |
|-----------------------|------------|------------|
| | 2.3 | 2.6 |
| intrinsic motivation | *at least+ | *at least+ |
| | *at least+ | / |
| autonomous motivation | / | *at least+ |
| Controlled motivation | *at least- | *at least- |

*at least+ = at least one of the chosen options has to be ticked in a field with (+)

*at least- = at least one of the chosen options has to be ticked in a field with (-)

The instructor began the course, which represented the first treatment (X_1), after the first survey was finished. Depending on the duration of the course the participants either received the second survey (Q_2) at the same or on a different day, after the last unit was completed. This questionnaire consisted of twelve statements, representing the STUD-FEL (Tillmann et al. 2011), which creates a teaching quality score by a mean of all ratings. The participants chose from a six-point answer-scale. Seven constructs that consisted of two or more² statements provided a detailed information about the course's teaching quality. According to the authors, teaching quality involves structuring and clarity (items 4.02, 4.08 and 4.09), coherent explanations and presentation (items 4.05 and 4.07), time management and troubleshooting (items 4.04 and 4.05), cooperation and atmosphere (items 4.05, 4.06 and 4.12), interaction (support/guidance/feedback) (items 4.03, 4.06, 4.07 and 4.11), processing depth (item 4.11) and motivation (items 4.10 and 4.11) (see Figure 4). The questionnaire has been tested by Tillmann et al. with a large population ($N=26.543$) and achieved a high reliability with values of Cronbach's $\alpha = 0.94$ (measuring the quality of whole courses) and Cronbach's $\alpha = 0.91$ (measuring on participants' level of the surveys).

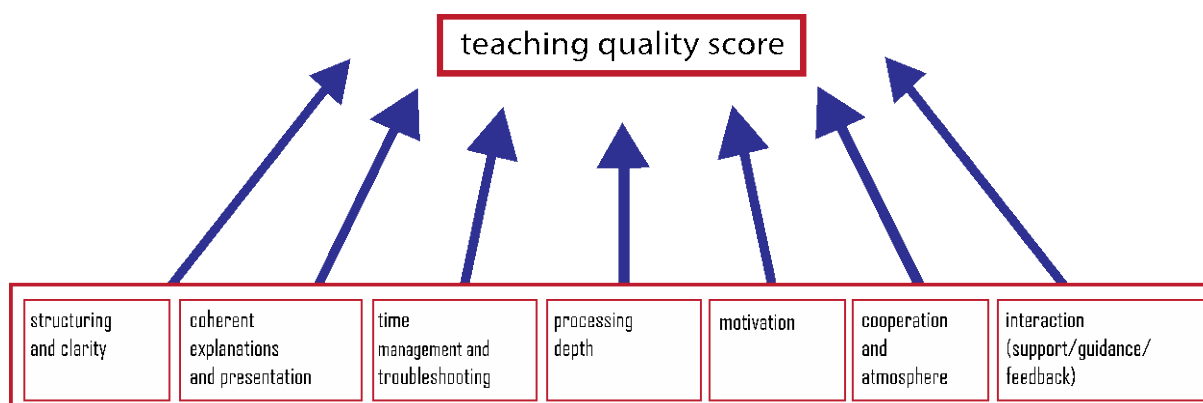


Figure 4: Teaching quality score according to Tillmann et al. (2011) (own illustration)

One question from the first survey was reused to measure the teachers' current motivation to transfer and to detect possible differences to the first measuring point (MT_1) (see item 2.2 in table 1).

After the participants completed their professional development course they moved back to their school environment and started with the second treatment (X_2), represented by their daily work in the classroom. During that period, they had six weeks time until they received a link to an online survey (Q_3). This last questionnaire provided information about the participants' transfer experiences.

Table 3: Transfer experience/closed-ended (from Q_3), translated from German to English

| | | |
|-----|--|---|
| | | |
| 7.2 | I used a lot of suggestions/ideas from this course in my classroom teaching. | disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree |
| 7.3 | I intend to use suggestions/ideas from this course long-term in my teaching. | disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree |

² Some statements were used multiple times to create different constructs.

- 7.4 My teaching has changed thanks to this course. disagree ☐ ☐ ☐ ☐ ☐ agree
- 7.5 At least one suggestion/idea of this course has been used ...
☐ once in my teaching.
☐ repeatedly in my teaching.
☐ The use of suggestions/ideas of this course was not possible in my classroom teaching.

The third questionnaire indicated the relatedness between working colleagues, by asking participants if they shared suggestions/ideas from an attended course.

Table 4: Sharing ideas with colleagues (from Q3), translated from German to English

- 7.6 I shared suggestions/ideas of this course with colleagues.
☐ Yes.
☐ No.

For the complete version of all three surveys (translated) see the appendix.
The original surveys were handed out in German language.

RESULTS & DISCUSSION

The chapter of results is organized according to the statistical analysis of each hypothesis. A discussion of the results and respective research questions follows the statistical data.

Results about the first hypothesis

H₁: A higher degree of self-determination increases transfer processes of teachers.

The sample was divided according to their participation reasons into intrinsic (N=513), autonomous (N=49) and controlled motivation (N=12). For a detailed explanation about this distinction see the chapter about methodology. In terms of statistical analysis, the sample size decreased according to the composition of corresponding items, which were the degree of self-determination combined either with the actual transfer (item 7.2) or with tendencies to persistence (item 7.3). This decline of the sample size resulted from different return rates of the three surveys. Therefore, I added a correlation between the degree of self-determination and intentions of teachers to use ideas/suggestions from the seminar in their classroom teaching (item 4.13). By that, I could compare two items with high return rates. Consequently, Table 5 demonstrates a correlation showing a small effect of the participants' degree of self-determination with their intention to transfer with $\rho=0.153$ (N=533). Additionally, Table 5 shows a correlation between the degree of self-determination with the actual transfer (N=180) and tendencies to persistence (N=189), though with decreasing effects. I conclude the diminished results of the items 7.2 and 7.3 from lower return rates and a low variety of self-determination.

Table 5: Correlation between the degree of self-determination and transfer processes

| | | 4.13. ... intention to use ideas/suggestions. | 7.2 transfer | 7.3 persistence |
|------------------------------|-----------------|---|--------------|-----------------|
| Degree of self-determination | Spearman's rho | ,153** | ,067 | ,049 |
| | Sig. (2-tailed) | ,000 | ,372 | ,507 |

** . Correlation is significant at the 0.01 level (2-tailed).

Accurate statements about the degree of self-determination (ranging from intrinsic to controlled motivation) need a more heterogeneous sample in regard to this issue, which could be subject to future research. The following comparison of transfer processes is limited to autonomous and intrinsic motivation, because this analysis consisted of only one person experiencing controlled motivation. Nevertheless, we can still detect small differences of the two selected types of motivation. Therefore, the mean of intrinsic motivation is slightly higher compared to autonomous motivation and shows a smaller standard deviation for the item 7.2 (transfer) and 7.3 (tendency to persistence), which is illustrated in Table 6.

Table 6: Report different types of self-determination in terms of transfer/persistence

| | | | |
|-----------------------|------|-----|----------------|
| 7.2 Transfer | | | |
| Self-determination | Mean | N | Std. Deviation |
| Intrinsic motivation | 4,86 | 161 | 1,170 |
| Autonomous motivation | 4,50 | 18 | 1,505 |
| 7.3 Persistence | | | |
| Self-determination | Mean | N | Std. Deviation |
| Intrinsic motivation | 5,26 | 169 | 1,048 |
| Autonomous motivation | 5,11 | 19 | 1,243 |

In sum, results indicate that different degrees of self-determination produce a different degree of transfer and persistence (within this small sample). To extend the statements also for controlled motivation it would need a sample with enough participants experiencing it. However, it seems that professional development courses for the subject of English do not consist of such a population (within the two semesters evaluated at the University College of Teacher Education in Vienna, Austria).

Results about the second hypothesis

H₂: A higher degree of self-determination increases transfer processes within the group of English Experts³.

For an analysis of the second hypothesis I distinguished participants, who worked as an English Expert according to their nomination (voluntary vs. controlled). Then I compared both groups (voluntary and controlled English Experts) in terms of their transfer (item 7.2) and their tendency to persistence (item 7.3). Results showed that the mean of voluntary English Experts was higher, for transfer (+0.71) and for tendencies to persistence (+0.47), compared to Experts who have been pushed to fulfill that function (see table 7).

Table 7: English Experts in terms of transfer and persistence

| | | | 7.2 Transfer | | | | | | | Mean |
|------------------------|------------|---------|--------------------------|------|------|-------|-------|---------------------|-------|------|
| | | | 1 do not agree at all | 2 - | 3 <- | 4 -> | 5 + | 6 agree entirely | Total | |
| \$Experts ^a | Voluntary | Count | 0 | 1 | 0 | 9 | 22 | 31 | 63 | 5.30 |
| | | Percent | 0.00 | 1.59 | 0.00 | 14.29 | 34.92 | 49.21 | 100 | |
| | Controlled | Count | 0 | 1 | 1 | 8 | 8 | 4 | 22 | 4.59 |
| | | Percent | 0.00 | 4.55 | 4.55 | 36.36 | 36.36 | 18.18 | 100 | |
| | | | | | | | | | | |
| | | | 7.3 Persistence | | | | | | | Mean |
| | | | 1 do not agree at all | 2 - | 3 <- | 4 -> | 5 + | 6 agree entirely | Total | |
| \$Experts ^a | Voluntary | Count | 1 | 1 | 0 | 3 | 17 | 44 | 66 | 5.52 |
| | | Percent | 1.51 | 1.51 | 0.00 | 4.55 | 25.76 | 66.67 | 100 | |
| | Controlled | Count | 1 | 0 | 1 | 4 | 5 | 11 | 22 | 5.05 |
| | | Percent | 4.55 | 0.00 | 4.55 | 18.18 | 22.73 | 50.00 | 100 | |

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

Answering research question one

R₁: How does autonomy influence transfer processes in professional development?

Results suggest that autonomy has an influence on transfer processes in professional development. The differences of means from intrinsic motivation compared with autonomous motivation indicate this conclusion, even though they are little (0.35 for the actual transfer and 0.15 for tendencies to persistence on a six-point answer-scale). Latter results would support the findings from Pelletier et al. (2001), declaring intrinsic/autonomous motivation as positive predictors for long-term use (persistence). Therefore, we could indicate that the experienced autonomy of teachers influences their behavior in transfer processes (short and long

³ English Experts are specialized teachers for the subject English (in Primary schools). For a detailed description see the chapter about research questions & hypotheses.

term). An inclusion of controlled motivation could strengthen this suggestion, but hence to a low representation of it within this sample no concrete statements regarding controlled motivation can be made.

The same assumptions apply within the group of English Experts. Therefore, the kind of nomination for such a function (voluntary or controlled) indicates a difference in both, transfer (difference in means of 0.71) and long-term use (persistence) (difference in means of 0.47). These results of this study undermine the findings of Grolnick and Ryan (1987).

Results about the third hypothesis

H₃: Participants experiencing a high qualitative course will use ideas more frequently in their classroom teaching than others.

The evaluation of courses showed, that the course quality was perceived as very high in general, even though some variation occurred. The teaching average quality score (six-point answer-scale) showed a mean of 5.58 and a standard deviation of 0.679 (N=563). The transfer (item 7.2) had a mean of 4.81 with a standard deviation of 1.234 (N=181). Results demonstrate that the teaching quality score (according to Tillmann et. al 2011) has a medium effect on transfer of $\rho=0.361$ (N=170). Additionally, the teaching quality score (according to Tillmann et. al 2011) also correlates with long-term use (persistence), at a medium effect of $\rho=0.402$ (N=178).

For the third hypothesis, we can conclude that the data confirms a significant correlation between the teaching quality score of a professional development and its transfer. This statement also applies for persistence.

Results about the fourth hypothesis

H₄: The respective constructs of Tillmann et al.'s STUD-FEL (2011) differ in relation to their transfer impact.

Table 8: Correlation between transfer and constructs of Tillmann et al. (2011)

| | | 7.2 Transfer |
|---|-----------------|--------------|
| Construct motivation | Spearman's rho | ,402** |
| | Sig. (2-tailed) | ,000 |
| Construct processing depth | Spearman's rho | ,322** |
| | Sig. (2-tailed) | ,000 |
| Construct structuring and clarity | Spearman's rho | ,322** |
| | Sig. (2-tailed) | ,000 |
| Construct interaction (support/guidance/feedback) | Spearman's rho | ,319** |
| | Sig. (2-tailed) | ,000 |
| Construct time management and troubleshooting | Spearman's rho | ,317** |
| | Sig. (2-tailed) | ,000 |
| Construct cooperation and atmosphere | Spearman's rho | ,289** |
| | Sig. (2-tailed) | ,000 |
| Construct coherent explanations and presentation | Spearman's rho | ,258** |
| | Sig. (2-tailed) | ,001 |

N=170

** . Correlation is significant at the 0.01 level (2-tailed).

An analysis of correlations between each construct of the teaching quality score with the transfer (item 7.2) showed following results: The construct motivation (mean of items 10 and 11) correlates with transfer, $\rho=0.402$, the construct processing depth (item 11), $\rho=0.322$, the construct structuring and clarity (mean of items 2, 8 and 9), $\rho=0.322$, the construct interaction (support/guidance/feedback) (mean of items 3, 6, 7 and 11) correlates with transfer, $\rho=0.319$ and the construct time management and troubleshooting (mean of items 4 and 5), $\rho=0.317$. The described constructs showed medium effects onto the dependent variable (transfer).

The construct cooperation and atmosphere (mean of items 5, 6 and 12) correlates with transfer, $\rho=0.289$ and the construct coherent explanations and presentation (mean of items 5 and 7), $\rho=0.258$. Consequently, both constructs had a small effect on transfer.

Summarized all constructs of Tillmann et al. (2011) correlate very well with a transfer of professional development, even though there are small differences in their effect impacts.

Results about the fifth hypothesis

H₅: The construct motivation (according to Tillmann et al. 2011) can be compared to the participant's motivation to transfer.

The construct motivation shows a mean of 5.62 (on a six-point answer-scale) and a standard deviation of 0.717 (N=563). Very similar is the mean of 5.68 and the standard deviation of 0.810 from the participants' motivation to transfer (item 4.13).

These results suggest that both, Tillmann's construct motivation and the participants' motivation to transfer perform very similar within this sample.

Answering research question two

R₂: How are transfer processes in professional development influenced in terms of competence?

Results from hypotheses three to five confirm, that the experienced quality of a professional development course has medium effects ($\rho=0.361$) on the transfer and an intended long-term use (persistence) ($\rho=0.402$). This means that the course quality has an even higher impact on persistence than it has on the actual transfer. A more detailed investigation of Tillmann et al.'s (2011) constructs showed that motivation ($\rho=0.402$) was the most effective one. Additionally, the participants' subjective knowledge at the end of a course showed small effects ($\rho=0.154$) (N=165) on the transfer as well.

Results about the sixth hypothesis

H₆: Participants of a professional development share more ideas with colleagues, when experiencing self-determined participation (intrinsic, autonomous) than under controlled conditions.

The sixth hypothesis tested, if the decision of teachers for participating in the course affected their act of sharing ideas with colleagues. This decision process was either controlled (appointed by their headmaster or supervisory board), autonomous (recommended by colleagues, headmaster or supervisory board) or intrinsically determined (own decision). Due to a low return rate of participants who experienced controlled participation (N=11), I limited the comparison on intrinsic and autonomous motivation reasons (see Table 9).

Table 9: Correlation between sharing ideas, controlled, autonomous and intrinsic participation

| 2.6 Participation reason | | 7.6 Idea Sharing | | Total |
|-----------------------------|---------|------------------|------|-------|
| | | Yes | No | |
| Own decision (intrinsic) | Count | 137 | 39 | 176 |
| | Percent | 77.8 | 22.2 | 100.0 |
| Recommendation (autonomous) | Count | 22 | 8 | 30 |
| | Percent | 73.3 | 26.7 | 100.0 |

Results from Table 9 show slightly higher idea sharing among participants with intrinsic participation reasons (+4.5%) than under autonomous participation reasons.

Results about the seventh hypothesis

H₇: Participants of a professional development have a stronger intention to use ideas in classroom teaching, when experiencing self-determined participation (intrinsic, autonomous) than under controlled conditions.

For testing hypothesis seven, I compared the participants' intention to use ideas in their classroom (item 4.13) with the influence on their participation decision (item 2.6). Latter was either regulated under controlled conditions (appointed by their headmaster or supervisory board, which I subsumed in one variable), autonomous conditions (recommendations from colleagues, the headmaster or supervisory board), or under intrinsic conditions (own decision).

Table 10: Cross-tabulation: Intention to transfer and decision about participation

| | | | 4.13. ... intention to use ideas/suggestions. | | | | | | Total |
|--|------------|---------|---|-----|------|------|------|------------------|-------|
| | | | 1 do not agree at all | 2 - | 3 <- | 4 -> | 5 + | 6 agree entirely | |
| Participation reasons item 2.6) ^a | controlled | Count | 1 | 0 | 3 | 4 | 5 | 27 | 40 |
| | | Percent | 2.5 | 0.0 | 7.5 | 10.0 | 12.5 | 67.5 | |
| | | | 10 | | | | 90 | | |
| | autonomous | Count | 1 | 2 | 0 | 4 | 5 | 54 | 66 |
| | | Percent | 1.5 | 3.0 | 0.0 | 6.1 | 7.6 | 81.8 | |
| | | | 4.5 | | | | 95.5 | | |
| | intrinsic | Count | 2 | 7 | 4 | 19 | 43 | 410 | 485 |
| | | Percent | 0.4 | 1.4 | 0.8 | 3.9 | 8.9 | 84.5 | |
| | | | 2.6 | | | | 97.3 | | |
| | Total | Count | 2 | 7 | 7 | 21 | 51 | 440 | 528 |

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

For clearer representation of the data I subsumed the six-point-answer-scale to two values, each demonstrated in the third cell of a variable. When analyzing this data, we experience a relation between the degree of self-determination and the intention to use ideas/suggestions in classroom teaching. Therefore, 90% of the participants tended to transfer ideas to their classroom (ratings 4-6) under controlled conditions, whereas 95.5% under autonomous and even 97.3% under intrinsic conditions. On the other hand 10% tended not to use them (ratings 1-3) under controlled conditions, whereas only 4.5% under autonomous and 2.6% under intrinsic conditions preferred not to transfer them into their teaching. Considering the maximum ratings, we can see that there's also an increase in the transfer intention when self-determination rises. The percentage of the highest intention (ranked with 6 on a six-point-answer-scale) was present at 67.5% of the participants under controlled conditions and increased to 81.8% under autonomous conditions and 84.5% under intrinsic conditions. The opposite is true for the lowest intention (ranked with 1 on a six-point-answer-scale), which was selected by 2.5% of the participants under controlled conditions, 1.5% of autonomous and 0.4% of intrinsic conditions.

We can conclude that the data shows a connection between the decision of participation and the teachers' intentions to use ideas in the classroom teaching.

Results about the eight hypothesis

H₈: Sharing ideas of a professional development course with working-colleagues increases their implementation.

The last hypothesis suggests that the social event of sharing ideas from a course with working colleagues increases the transfer process itself. Therefore, I limited the investigated data on participants who had a possible chance to transfer such ideas in their classroom teaching⁴. Table 11 demonstrates this interrelation between idea sharing and transfer processes.

⁴ Cases, which were excluded, consisted of participants who did not teach the subject English at the time of the third survey or teachers who did not have a necessary equipment (e.g. IT devices) to use the ideas in their classroom. Excluded cases have been judged, based on a qualitative analysis of item 7.9 of the third survey.

Table 11: Crosstab between idea sharing and transfer

| | | | 7.6 Idea sharing | | Total | | | Yes | No |
|-----------------|------------|---------|------------------|-------|-------|----------------|-------|-------|----|
| | | | Yes | No | | | | | |
| 7.2 Transfer | 1 disagree | Count | 1 | 3 | 4 | 1-3 Count | 2 | 7 | |
| | | Percent | 0.8 | 7.9 | 2.5 | | | | |
| | 2 - | Count | 0 | 1 | 1 | 1-3 Percent | 1.6 | 18.4 | |
| | | Percent | 0.0 | 2.6 | 0.6 | | | | |
| | 3 <- | Count | 1 | 3 | 4 | 4-6 Count | 122 | 31 | |
| | | Percent | 0.8 | 7.9 | 2.5 | | | | |
| | 4 -> | Count | 18 | 9 | 27 | 4-6 Percent | 98.4 | 81.6 | |
| | | Percent | 14.5 | 23.7 | 16.7 | | | | |
| | 5 + | Count | 54 | 17 | 71 | | | | |
| | | Percent | 43.5 | 44.7 | 43.8 | | | | |
| 6 totally agree | Count | 50 | 5 | 55 | | | | | |
| | Percent | 40.3 | 13.2 | 34.0 | | | | | |
| Total | | Count | 124 | 38 | 162 | | 124 | 38 | |
| | | Percent | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 | |
| | | | 7.6 Idea sharing | | Total | | | Yes | No |
| | | | Yes | No | | | | | |
| 7.3 Persistence | 1 disagree | Count | 2 | 2 | 4 | 1-3 Count | 3 | 4 | |
| | | Percent | 1.6 | 5.0 | 2.4 | | | | |
| | 2 - | Count | 0 | 1 | 1 | 1-3 Percent | 2.3 | 10.0 | |
| | | Percent | 0.0 | 2.5 | 0.6 | | | | |
| | 3 <- | Count | 1 | 1 | 2 | 4-6 Count | 125 | 36 | |
| | | Percent | 0.8 | 2.5 | 1.2 | | | | |
| | 4 -> | Count | 9 | 7 | 16 | 4-6 Percent | 97.7 | 90.0 | |
| | | Percent | 7.0 | 17.5 | 9.5 | | | | |
| | 5 + | Count | 37 | 15 | 52 | | | | |
| | | Percent | 28.9 | 37.5 | 31.0 | | | | |
| 6 totally agree | Count | 79 | 14 | 93 | | | | | |
| | Percent | 61.7 | 35.0 | 55.4 | | | | | |
| Total | | Count | 128 | 40 | 168 | | 128 | 40 | |
| | | Percent | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 | |

Results from Table 11 show that idea sharing positively influences transfer processes (short and long term). As a result, 98.4% of the participants who shared ideas reported a better transfer (ratings 4-6) than the group of teachers who did not share them (81.6%). The same is valid for an intention to long-term use (persistence) with 97.7% for the group who shared ideas in contrast to 90% for teachers who did not share them. When we focus on participants who totally agreed with the statement of transferring ideas, we experience once more high differences of both groups, with +16.8% (idea sharing for the actual transfer) and +26.7% (idea sharing for persistence).

In sum, results demonstrate that idea sharing is an important parameter for transfer processes in the field of professional development.

Answering research question three

R₃: How are transfer processes in professional development influenced in terms of relatedness?

A comparison of different participation reasons (controlled, autonomous and intrinsic) illustrates, that controlled participation has the lowest intention to transfer, whereas autonomous and intrinsic participation resulted in high intentions to use ideas in the classroom. Surprisingly autonomous participation reasons showed higher transfer rates than intrinsic ones (see Figure 5). However, it needs more research to make secure statements about the impact of hierarchical structures in the field of work onto transfer processes of teachers.

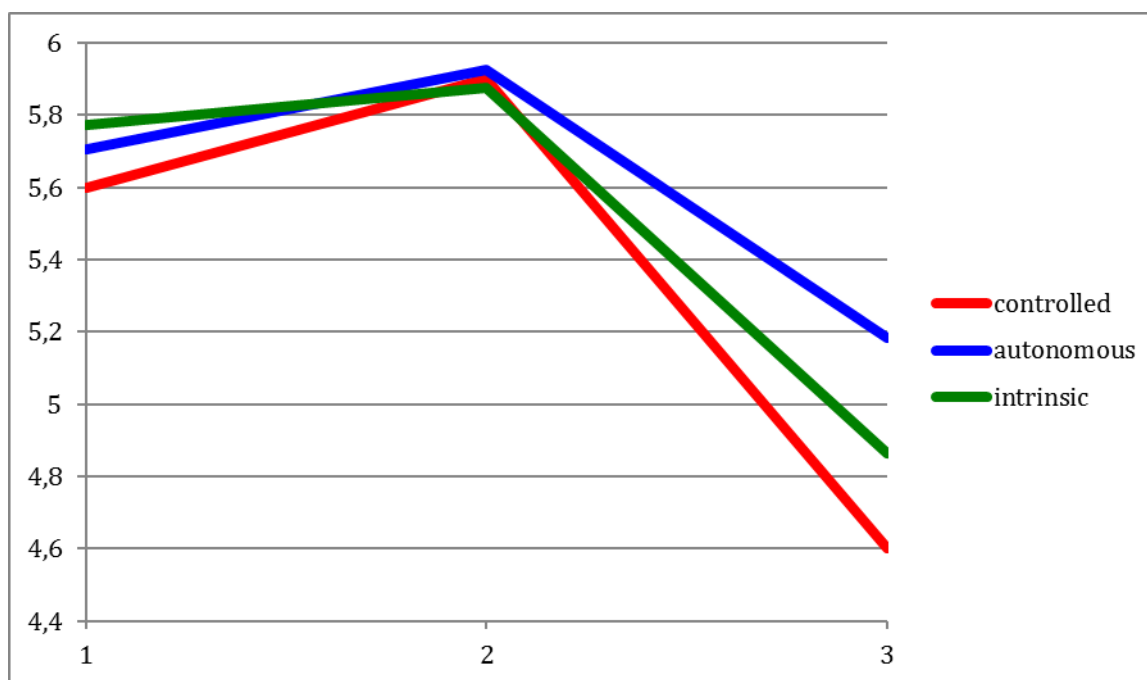


Figure 5: Comparison of motivation and realization between controlled, autonomous and intrinsic participation reasons

Relatedness between teachers and their working colleagues seems to be important for transfer processes, as observed by the event of idea sharing. Results from H_8 illustrate higher transfer rates (+27.1% on the highest transfer rating) when sharing ideas. The same is valid for the participants' intentions for long-term use (+26.7% on the highest rating). These results indicate that relatedness between colleagues is important for transfer processes.

CONCLUSION

The developed framework for the implementation of professional development to classroom teaching, beginning with motivational aspects and pre-knowledge of participating teachers and ending with experiences of transfers and expectations, seems to illustrate parameters that influence these processes. Results show that competence enhancing parameters correlate well with transfer processes. Correlations between experienced course quality and transfer processes ($\rho=0.361$) or expected long-term transfer (persistence) ($\rho=0.402$) reveal this connection within this sample. These results confirm that participants' feedback and communicating this feedback to course instructors and course coordinators is very important. By doing so, institutions can monitor the subjective course quality of participants to ensure the quality of future courses, work with constructive criticism (by open questions within surveys) and provide good possibilities to transfer ideas/suggestions in the work environment (classroom). Similar to course quality, the item subjective knowledge of participants shows a small effect ($\rho=0.154$) on transfer processes. Therefore, professional development may consequently be used to deepen existing knowledge, as its original meaning implies. In terms of relatedness, findings likewise suggest an influence on transfer processes. Results demonstrated higher transfer rates (+27.1% on rating 6) when ideas were shared, compared to participants who did not share ideas.

Insufficient variation of the sample in terms of motivational aspects prevents secure statements about their influences on transfer processes, though indications for differences have been found. An example for that is a relation between nomination motives of English Experts (voluntary/forced) and subsequent transfer processes, which showed higher means for an actual transfer (+0.71) as well as for intentions for a long-term use (+0.47). Nevertheless, results confirm that the quality of professional development courses is an important issue and should be continued in the quality management of educational institutions such as the University College of Teacher Education. For headmasters, results of this study suggest that processes of idea sharing and an attitude of teachers rising from intrinsic/autonomous motivation enhances transfer processes in their teaching in contrast to controlled behavior (often influenced by their headmasters and supervisors). Consequently, headmasters may support such an atmosphere to enhance transfer-integrating conditions at their school.

In sum, results of this research showed that parameters such as course quality, idea sharing and motivation to transfer were good indicators for transfer processes. I would argue that transfer processes rely on a good quality of courses, but that it also needs the support in the field of work to ultimately succeed in implementing new ideas for better learning in the classroom. To extend these findings with motivational aspects it needs further research with samples, including more variation. Therefore, courses with a higher amount of controlled motivation might

be an interesting research field. I assume that courses about quality management or educational standards might illustrate such a variation. Another suggestion is to add qualitative research exploring motivational impacts to professional development. Interviews with teachers could produce new findings in this matter. Anyway, I think it is worth to continue studying transfer processes of activities such as professional development to understand how ideas come to life in the classroom.

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COMPLIANCE WITH ETHICAL STANDARDS

The author declares that he has no conflict of interest.

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Informed consent was obtained from all individual participants included in the study.

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APPENDIX

Questionnaire 1 (Q1)

Title of the course: _____

Dear colleague,

you can support this seminar's improvement in quality by answering this questionnaire, as already mentioned in advance via e-mail.

Thank you for your support.

Best regards,

Martin Klein

(martin.klein@phwien.ac.at)

1. Information about the participant

| | |
|--|--|
| First letter of your mother's first name: <input type="text"/> | First letter of your father's first name: <input type="text"/> |
| Your favorite animal: <input type="text"/> | Age: <input type="text"/> |
| Currently I am teaching in: | |
| <input type="checkbox"/> Primary School <input type="checkbox"/> New Middle School <input type="checkbox"/> Special School <input type="checkbox"/> Secondary Academic School <input type="checkbox"/> other: <input type="text"/> | |

2. Statements about the participation of this course

| Please rate yourself! | | -- | - | ← | → | + | ++ |
|-----------------------|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.1 | How do you rate your pre-knowledge about topics of this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 | I intend to use suggestions/ideas from this course in my classroom teaching. | <div> </div> | | | | | |
| 2.3 | I attend this course ... (multiple answers possible) | <input type="checkbox"/> because I'm interested in the topic. <input type="checkbox"/> because I want to professionalize especially in the subject English. <input type="checkbox"/> because I have to attend this seminar. <input type="checkbox"/> to fulfill my requested amount of annual professional development courses. <input type="checkbox"/> Other reasons: <input type="text"/> | | | | | |
| 2.4 | Are you an „English Experts“ (according to the Vienna Board of Education) at your school? | <input type="checkbox"/> Yes, I volunteered for this function. (multiple answers possible) <input type="checkbox"/> Yes, I was appointed for this function. <input type="checkbox"/> No. | | | | | |
| 2.5 | For how many professional development courses in the subject English did you sign up in this semester? (in addition to this course) | <input type="text"/> | | | | | |
| 2.6 | Who influenced your decision about participating this course? (multiple answers possible) | <input type="checkbox"/> Appointment through the supervisory board (FI/PSI). <input type="checkbox"/> Appointment through my headmaster. <input type="checkbox"/> Recommendation through colleagues/headmaster/supervisory board. <input type="checkbox"/> Own decision. <input type="checkbox"/> Other reasons: <input type="text"/> | | | | | |

Questionnaire 2 (Q2)

Title of the course: _____

3. Coding

| | |
|--|--|
| First letter of your mother's first name: <input type="checkbox"/> | First letter of your father's first name: <input type="checkbox"/> |
| Your favorite animal: _____ | |

Dear colleague,

below you find several statements regarding this course. Please rate them by ticking the check box, matching the statement best according to the attended course. Please read the following statements and answer them spontaneously.

4. Statements regarding the course

| 4.01 Attending the course has resulted in a noticeable increase in my knowledge level. | do not agree at all <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree entirely |
|---|---|
| 4.02 The topics presented are well structured. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.03 The seminar offers sufficient course material (handouts, texts, literature lists, etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.04 The seminar was held in a suitable pace. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.05 Difficult content is being explained in an understandable way. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.06 The professor / lecturer provides helpful feedback to their comments and questions. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.07 Media (e.g. texts, blackboard, slides) are used in an appropriate way. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.08 The course provides a good overview of the treated content. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.09 A "central theme" of this course is clearly identifiable. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.10 The course discusses actual trends, within its possibilities. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.11 The course supports a self-reliant and active engagement with learning content.. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.12 The course provides a constructive, positive atmosphere. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4.13 I intend to use suggestions/ideas from this course in my classroom teaching. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Please rate yourself! | |
| <input type="checkbox"/> -- <input type="checkbox"/> - <input type="checkbox"/> ← <input type="checkbox"/> → <input type="checkbox"/> + <input type="checkbox"/> ++ | |
| 4.14 How do you rate your current knowledge about topics of this course? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

5. Perspectives

| | |
|--|--|
| 5.1 Which suggestions/ideas of this course would you like to use in your classroom teaching? | 5.2 Would you recommend this course? <input type="checkbox"/> Yes, because ... <input type="checkbox"/> No, because ... |
|--|--|

Questionnaire 3 (Q3)

Title of the course: _____

(Online)

6. Coding

| | |
|--|--|
| First letter of your mother's first name: <input type="text"/> | First letter of your father's first name: <input type="text"/> |
| Your favorite animal: _____ | |

7. Statements about realization

| Please rate yourself! | | -- | - | ← | → | + | ++ |
|-----------------------|---|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| 7.1 | How do you rate your actual knowledge about topics of this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | |
| 7.2 | I used a lot of suggestions/ideas from this course in my classroom teaching. | disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | agree |
| 7.3 | I intend to use suggestions/ideas from this course long-term in my teaching. | disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | agree |
| 7.4 | My teaching has changed thanks to this course. | disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | agree |
| 7.5 | At least one suggestion/idea of this course has been used ... | | | | | | |
| | <input type="checkbox"/> once in my teaching. <input type="checkbox"/> repeatedly in my teaching. <input type="checkbox"/> The use of suggestions/ideas of this course was not possible in my classroom teaching. | | | | | | |
| 7.6 | I shared suggestions/ideas of this course with colleagues. | | | | | | |
| | <input type="checkbox"/> Yes. <input type="checkbox"/> No. | | | | | | |
| 7.7 | Which suggestions/ideas of this course have you used in your classroom teaching? | | | | | | |
| | | | | | | | |
| 7.8 | Those things supported me to use suggestions/ideas of this course in my classroom teaching: (e.g. handouts, support through colleagues, ...) | | | 7.9 Those things made it difficult/impossible for me to use suggestions/ideas of this course in my classroom teaching: (e.g. school equipment, currently I don't teach this subject, ...) | | | |
| | | | | | | | |

WHICH ARE THE FACTORS THAT INFLUENCE THE USE OF ICT IN THE CLASSROOM BY TEACHERS? EVIDENCE FROM A CENSUS SURVEY IN MADRID.

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ABSTRACT

With the world becoming increasingly digitalized, ICT have come to play a key role in the educational process. The objective of this study is to determine what are the personal characteristics, as well as of the school climate, which make teachers more favorable to the use of ICT in their classes. For this purpose, we estimate a logistic model with data from the census survey for the Community of Madrid (2016-2017 academic year) of the individualized evaluation of students in the final evaluation of the fourth year of Compulsory Secondary Education. The logistic regression has been carried out for four different competences: mathematics, social sciences, English and Spanish. The results show that the determinants of the use of ICT by teachers differ according to the competence evaluated. However, some of them are common to all of them and therefore have special relevance. In a common way, we find that greater teacher motivation is associated with greater use of ICT in the classroom. Likewise, if teachers have in their classroom students who frequently use ICT in their homes, there is also a greater use of ICT in the classroom. Similarly, in schools where students report making a greater general use of ICT in the facilities (in class or in leisure time) we also find teachers more likely to use ICT. These results suggest that the use of ICT in the classroom by the teachers is influenced by variables of a personal nature (motivation), by variables related to the student (ICT use in home) and by the school climate (general ICT use in school).

Key words: ICT

YAZILI BASINDA ŞİDDET HABERLERİNİN SUNUMU: HABERTÜRK, HÜRRİYET VE SABAH GAZETELERİ ÖRNEĞİ ¹

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ÖZET

Medya; yazılı, görsel ve işitsel iletileriyle bireylerin yakın ve uzak çevrelerinden bilgi almalarını sağlayan önemli bir araçtır. Özellikle de ‘şiddet’ gibi bireylerin can ve mal varlığına zarar veren gelişmeler kitle iletişim araçlarında sıkça takip edilen haberler arasındadır. Bireylerin bilgi almak için medyayı kullanması medyanın yerine getirmesi gereken sorumlulukları da beraberinde getirmektedir. Haberî oluştururken benimsediği dil ve üsluptan, kullandığı görsel malzemelere kadar birçok konuya dikkat etmesini zorunlu kılmaktadır. Çünkü medya içerikleri yaş, eğitim, cinsiyet vb. hiçbir fark gözetmeksizin tüm bireylere ulaşır. Bu yüzden medya, ‘şiddet’i haberleştirirken öğretmeden, özendirmeden, kanıksatmadan ve meşrulaştırmadan vermesi gerekir.

Bu çalışmada; Habertürk, Hürriyet ve Sabah gazetelerinde yayımlanan şiddet haberleri incelemeye alınmıştır. Üç farklı gazetenin şiddet olaylarını nasıl haberleştirdiği ve basın etik ilke ve kurallarına ne derece bağlı kaldığı incelenmiştir. Gazetelerin haberî oluştururken mağdur ve faili nasıl konumlandığı, bunu yaparken de ne derece objektif kalabildiği gözlemlenmiştir. Haberlerde kullanılan sözcükler ve fotoğraflar incelenerek gazetelerin sorumlu yayıncılık anlayışı değerlendirilmiştir. İncelemeler sonucunda 690 haber tespit edilmiş ve bunlardan 671’i inceleme kapsamına alınmıştır. Haberler kodlama cetveliyle taranmış ve içerik analizi yöntemi kullanılmıştır.

Anahtar Kelimeler: Medya, Yazılı Basın, Gazete, Şiddet, Şiddet Haberleri.

PRESENTATION OF VIOLENCE NEWS IN PRESS: HABERTÜRK, HÜRRİYET AND SABAH NEWS EXAMPLES

ABSTRACT

Media is an important tool that enables individuals to get information from their close and distant environments with the written, visual and audio messages. In particular, events such as “violence” that are harmful to the lives and assets of individuals are among the frequently followed news in mass media. The use of media by individuals to obtain information brings with the responsibilities that the media has to fulfill. While creating the news, the media is required to pay attention to many subjects ranging from the language and style adopted to the visual materials used. Because media contents reach all individuals regardless of age, education, gender etc. Therefore the media must present “violence” in the news without teaching, encouraging, legitimizing and making people accustomed to it.

In this study, news on violence published in Habertürk, Hürriyet and Sabah newspapers have been examined. How three different newspapers handle violence and how much they adhere to the press ethical principles and rules have been researched. It has been observed how newspapers position the victim and the perpetrator while creating the news, and how they remain objective in doing so. The words and photographs used in the news have been examined and the responsible publishing approach of the newspapers has been evaluated. As a result of the research, 690 news items have been identified and 671 of them have been included in the study. News have been scanned with the coding ruler and the content analysis method has been used.

Keywords: Media, Printed Media, Newspaper, Violence, Violence News.

GİRİŞ

İnsanlık tarihi boyunca ‘şiddet’, insanlığın gündeminden hiç düşmemiş kimi zaman problemlerin çözümü için bir araç olarak kullanılmış, kimi zaman da toplumun tüm kesimleri için ciddi bir sorun haline gelmiştir (Köknel, 2000:17). Yaşadığımız her alanda ve olayda sıklıkla başvuru ve artık bireyler arasında sıradanlaşan bir kavram olarak karşımıza çıkmaktadır. Giderek hayatımızın önemli bir kısmını kapsayan şiddet, sürekli gündemde olan bir konu olduğundan insanın olduğu her yerde rahatça görülmektedir. Ev, sokak, okul, iş gibi insanın yaşadığı her yerde şiddet de bulunmaktadır.

Şiddet, artık çoğu insanın alıştığı ve kanıksadığı bir kavram olarak karşımıza çıkmaktadır. Görsel ve yazılı medyada şiddetin değişik biçimlerinin günün her saatinde gözler önüne serilmesi, şiddet türlerinin, uygulama biçimlerinin tarif edilerek ya da canlandırmalarla insanlara aşama aşama öğretilmesi, bazı şiddet türlerinin özendirilerek ve olumlu özellikleriyle sunulması şiddetin gündelik yaşantıda varlığını sürdürmesi ve kendine kalıcı bir yer edinmesine sebep olmaktadır.

Şiddete yol açan saldırganlık dürtüsü, tüm canlılarda ortak olan bir dürtüdür. Şiddet; beslenme, korunma ve cinsellik içgüdülerinin altında yer alan, onları birleştirip bütünleştiren bir alt dürtü olarak düşünülmektedir (Balcioğlu, 2000: Aktaran, Durmuş ve Gürkan, 2005:3). Hayvanlar alemindeki varoluşun bir gereği olarak et yiyen

¹ “Yazılı Basında Şiddet Haberlerinin Sunumu: Habertürk, Hürriyet ve Sabah Gazeteleri Örneği” çalışması Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Gazetecilik Anabilim Dalı Tezli Yüksek Lisans Programı’nda sunulmuştur. Çalışmanın daha kapsamlı hali yüksek lisans tezinde yer almaktadır.

‘et obur’ hayvanların ot yiyen ‘ot obur’ hayvanları öldürme, yeme ya da avlama davranışlarının şiddet olarak değerlendirilip değerlendirilmeyeceği tartışılmaktadır. Yine hayvan türlerinin kendi içlerinde liderlik kavgaları şiddetin bir biçimi olarak algılanabilmektedir. Hayvanlar için besin zincirinin ve ekolojik dengenin bir gereği olan bu davranışlar ‘şiddet’ olarak nitelendirilmemektedir. Aksine türlerin kendi içindeki liderlik yarışında işlevsel bir konumda olduğu kabul edilmektedir. Hayvanlar arasında güçlü olanın yaşaması ve kendi türünü devam ettirmesi amacıyla yapılan bu kavgalar ‘şiddet’ olarak nitelendirilmemektedir. Ancak insan ve toplumlar için bunu söylemek mümkün olmamaktadır. Kim olursa olsun tüm insanlar hukuk karşısında eşit ve bütün din, ahlak ve hukuk kuralları insanların bir arada ve yan yana yaşamasını düzenleme üzerine kurulmuştur. Ama bütün bu kurallara rağmen haksızlık, adam öldürme, şiddet ve terör geçmişten günümüze farklı düzeylerde sürekli artarak katlanmaktadır. En acısı da uygarlık geliştikçe şiddet azalacağı yerde aksine farklı boyutlarda ve yoğunlukta dünyanın her yerinde yaşanmaktadır (Özerkmen, 2012:2). Saldırganlık ve şiddetin boyutu arttıkça da toplumsal bağlamda insanlar gerginliklerin ve çatışmaların yoğun olduğu, iletişimin boyutunun sürekli şiddete yöneldiği gerilimli bir toplum olmaktadır.

Günlük yaşantımız içinde, sokakta, çarşıda, pazarda, okulda, işyerinde, gezmede, eğlencede, ilke, kural ve yasa tanımazlığın değişik örnekleri görülmektedir. Çoğunlukla bunlara karşı da hiçbir tepki göstermeden ya da umursamadan uzaklaşılmaktadır (Köknel, 2000:17). Böylesine gerilimli bir ortamdan kaçmak için bireyler her ne kadar kitle iletişim araçlarını seçse de medya tarafından verilen içeriklerin de çoğunda şiddet ve saldırganlığa sıkça rastlanmaktadır. Kendi yakın çevresinde gözlemlemediği şiddet içeriklerini medya yoluyla tanıklık etmektedir. Kitle iletişim araçlarının modern çağda ilettikleri mesajlar toplum üzerinde önemli bir etkiye sahiptir. Günümüzde yaşanan teknolojik gelişmelerle kitle iletişim araçlarına erişimin daha kolay hale gelmesiyle bireylerin ve toplumların hayatında önemli bir yer edinmeye başlamıştır ve hayatın önemli bir parçası haline gelmektedir. Bilginin yayılma hızıyla aynı doğrultuda haber alınmaktadır.

Bireylerin yakın çevresi dışında meydana gelen olayları öğrenmek, bilgi sahibi olmak ve gözlemlemek için medyayı kullanması medyanın sorumluluklarını yerine getirmesini de beraberinde getirmiştir. Haberleri işlerken kullandığı dilden, fotoğraflara, görüntülere, üslubuna ve olaylara bakış açısına kadar birçok konuya dikkat etmesi gerektiği bilinmektedir. Medyanın haberleri işlerken sadece eğitimi ve okuryazar oranını değil aynı zamanda hiç okuma yazma bilmeyen bireyleri de dikkate almak zorundadır. Çünkü okuma yazma bilmeyen bireyler ya da çocuklar sadece fotoğraflara ve görüntülere bakarak olayları algılamaktadır. Bu da kitle iletişim araçları ve onları yöneten insanların sorumluluklarına dikkat etmesi gerektiğinin önemini bir kez daha gündeme getirmektedir. Çünkü haberler ya da medya içerikleri her yaştan ve kesimden bireyin kolayca ulaşım sağlayabildiği içeriklerdir. Bu da haber içeriğini oluşturan tüm öğelere ayrı bir özen gösterilmesini gerekli kılmaktadır.

Haber içeriklerinde özellikle özen gösterilmesi gereken en önemli olaylar toplumu daha çok ilgilendiren, insan hayatının önemli olduğu toplumsal olaylardır. Bu açıdan düşünecek olursak ‘en önemli haber’ sınıflandırmasında, ‘savaş-ölüm’, ‘kaza-ölüm’ haberleriyle ortaya çıkan bir başka olgu, yetişkinlerin dünyasına ait olan ‘ölüm’ kavramı artık çocukların da dünyasında yer almaktadır. Tamamı yetişkinler için hazırlanmış gibi gözüken haberlerin aslında gizli tüketicileri çocuklardır. Nasıl ki Bosna-Hersek’te savaşın yaralı ve sakat bıraktığı çocuklardan söz ediliyorsa, bu savaş-ölüm haberlerinin, gerçeği pazarlamak için yoğun bir şekilde kitle iletişim araçlarında kullanılması yakın gelecekte bilinçleri sakatlanmış ‘medya gazisi’ çocuklar yaratacağı açıktır (Rigel, 1995:188-190). Postman’ın da deyişiyle artık haberler bir yetişkin dünya görüşü değildir. Giderek haberler daha kolay anlaşılır, kolay tüketilir imgeler, kelimeler ve görüntüler içinde verilen haber yetişkin zihniyetine uygun formüle edilmekten çıkmakta, yavaş yavaş küçük yaştaki çocukların dahi algılayabileceği basitliğe indirgenmiştir. Medya çağında üç kesim vardır; bir ucta bebeklik, diğerinde ihtiyarlık ve bu ikisinin ortasında yetişkin çocukluk vardır (1995: Aktaran, Rigel, 1995:189). Kolay anlaşılma ve kolay tüketilme nedeniyle çocuklar bir yetişkin kadar gün içerisinde haber içeriklerine maruz kalmakta bu da özellikle de etkisi diğer haberlere göre daha ciddi olan ‘şiddet’ içerikli haberlerin kitle iletişim araçlarında işlenişinin önemini bir kez daha vurgulamaktadır.

Radyo ve Televizyon Üst Kurulu (RTÜK) tarafından yayınlanan yönetmeliğe göre şiddet içeren filmler ya da diziler belirli işaretlerle ve uyarılarla dikkat çekilmeye çalışılırken hiçbir uyarı işaretinin bulunmadığı haberler çocuklarının televizyon başında olduğu saatlerde açıkça gösterilmektedir. Aynı durum yazılı basın için de geçerlidir. 7’den 70’e tüm bireylere kolaylıkla ulaşabilen gazetelerin hiçbir uyarı olmadan ve şiddet haberlerinde buzlama yapılmadan kullanılan fotoğraflar da aynı riski taşımaktadır.

Her tür şiddetin kolay hedefi çocuklardır. Aile içindeki ve toplumdaki şiddet unsurlarının yanında özellikle çocuklar, şiddeti kitle iletişim araçlarıyla da izleyerek de kendilerine model alabilmektedirler. Çocuklar hayal ile gerçeği kolayca birbirinden ayırabilecek deneyimden çoğunlukla yoksun oldukları için gördüklerini ‘mutlak gerçekler’ olarak tanımlayabilmekte ve inanabilmektedir. Şiddetin kahramanlarını model aldıklarında ise bu durum öğrenilmiş çaresizliğe kadar gidebilmektedir (Şirin, 2002:36). Şiddet içerikli filmlerin, dizilerin ve programların uyarıcı işaretlerle yaş ya da şiddet sınırlaması yaparken haberlerin böyle bir sınırlamadan uzak her kesimden bireye ulaşabilmesi haber dilinin ve görselinin daha dikkatle hazırlanmasının önemini bir kez daha göstermektedir. Medyanın, dünyanın nasıl bir yer olduğunu topluma gösterdiği iddiasındaki en saygın programları olan haberler, insana yönelik şiddeti de tüm çıplaklığı ile veren savaşları satarak tüketme kaygısını taşımaktadır.

Medyada haber malzemesi olarak kullanılan şiddet yüklü eylemler, medyanın haber ihtiyacını karşılamaktadır (Rigel, 2002:50). Basında şiddet içeren haberler ya da televizyonda şiddet içeren görüntülerin verilmesi örneğin belli bir suç türünün ya da intiharının tüm detaylarıyla gösterilmesi, bu suçun öğrenilerek veya taklit edilerek işlenmesine yol açabilmektedir. Şiddet içeren programlar, şiddetin problem çözmede bir yol olarak öğrenilmesine yol açabilmektedir. Şiddeti uygulayanların aile bireyleri tarafından rol model alınması, bu tiplerle bireyin özdeşleşmesi bile düşünülebilecek sonuçlar arasında yer almaktadır (İçli, 2002:54). Yazılı basına göre televizyon ise hem görsel hem de işitsel özellikleri barındırması dolayısıyla etkisi daha fazla olmaktadır.

Araştırma sonuçlarından da anlaşılacağı gibi, okuyanların, dinleyenlerin, izleyenlerin 'şiddet' içeriğinden doğrudan ve birebir etkilendiği sonucuna varmasa bile medyadaki 'şiddet öyküleri'nin şiddeti hayatımızın bir parçası haline getirdiğini, toplumsal şiddet kodlarını yeniden ürettiğini ve gündelik hayatımızın gerilimli anlarında bu öykülerin bireysel davranışlara örnek teşkil ettiğini ortaya koymaktadır. Bunun yanında medya şiddeti her gün tekrar tekrar yansıtarak alevlendirmekte, tanımlayarak boyutlarını genişletmekte, vurgulayarak abartmakta ve sürekli tekrar ederek kanıksatmaktadır (Batur, 1998: 51-62).

Bu çalışmada araştırma kapsamındaki gazetelerin 'şiddet' içeriğini haberlerde nasıl sunduğu incelenmiştir. Bireylerin yakın ve uzak çevresinden haberdar olmak için başvurduğu kitle iletişim araçlarının, haberleri sunarken kullandığı dil ve üsluptan görsel malzemeye kadar haberler geniş kapsamlı bir incelemeye alınmıştır.

Medya ve şiddet ilişkisi incelenip şiddet ve yayın türleri değerlendirilmiştir. Çeşitli yayın türlerinde şiddet içeriklerinin nasıl kullanıldığı, izlenme, dinlenme ve okunma kaygısının içeriği nasıl olumsuz etkilediği üzerinde durulmaktadır. Yasal uyarılara rağmen şiddetin ve saldırganlığın yer aldığı içerikleri kitle iletişim araçlarının neden dikkate almadığı konusu tartışılmaktadır. Haberler, filmler, magazin programları ve reklamlardaki şiddet içerikleri detaylı örneklerle incelenmekte, bu içeriklere maruz kalan bireylerin –özellikle de çocukların-nasıl etkilendiği, gösterilen kahramanları kendilerine nasıl rol model aldıkları ve bunun bireysel ve toplumsal boyutta yarattığı etkilere dikkat çekilmektedir.

26 Mart 2018 ve 26 Mayıs 2018 tarihleri arasında Habertürk, Hürriyet ve Sabah gazetelerinde yayımlanan şiddet içerikli haberler incelenmiştir. 690 haberden 671'i çalışma kapsamına alınmıştır. Haberler 29 soruluk kodlama cetveliyle taranarak içerik analizi yöntemiyle incelenerek bulgular yorumlanmıştır.

1. Medya ve Şiddet İlişkisi

Kitle iletişim araçları, insanın bilgi ihtiyacını kolay ve ucuz yollarla sağladığı için çok fazla tercih edilmektedir. Bilgiye bu kadar kolay ve ucuz yollardan ulaşmak ise beraberinde olumsuz sonuçları da getirmektedir. Özellikle de ölüm, yaralama, şiddet gibi toplumu yakından ilgilendiren ve ilgi uyandıran enformasyon kaynağına bu kadar kolay ulaşılması kitle iletişim araçlarına da önemli sorumluluklar yüklemektedir.

Günümüz gazeteciliğinde önemli bir rol üstlenen kitle iletişim araçları, kişilerin dikkatini çekmesi bakımından büyük bir sorumluluk taşımaktadır. Haber verdikleri kadar vermedikleri olaylardan da sorumlu tutulmaktadır. Verilen enformasyonu dinleyici, izleyici ya da okuyucunun denetleme olanağının olmaması, kafalarında olay/olayları kitle iletişim araçlarından aldıkları gibi canlandırmalarına yol açmaktadır. Bu ilişkinin yakın geçmişte katlanarak daha da arttığı düşünüldüğünde iletişimin sınırlı olan kapsam ve etkileri de genişlemiştir. Kitle iletişim araçları ister haber versin ister eğlensin isterse reklam yapsın kitlelerin gözü kulağı niteliğindedir (Tokgöz, 2003: 99-101). Bu yüzden kitle iletişim araçları toplumda büyük bir görevi üstlenmiş ve bilgi ihtiyacının önemli bir kısmını karşılamaktadır. Bu derece göz önünde olan bilgi kaynağı niteliğindeki kitle iletişim araçlarının da bu sorumluluğu yerine getirirken gereken titizliği göstermesi beklenmektedir.

Sosyal öğrenme kuramına göre kuramına göre bireyler, kitle iletişim araçlarında karşılaştıkları davranışları sık sık görür, kendilerini oradaki kişilerle özdeşleştirmesi halinde bu davranışı uygulama eylemine geçmektedirler. 'Anlam kuramı' ise iletişim kuramının bir uzantısıdır. Kullanılan simgelerle bu simgelerin gönderimde bulunduğu sesler, imgeler ya da sözcüklerle kitle iletişim araçları bir gerçek oluşturmaktadır. Bunlarla da izleyicilerin, dinleyicilerin veya okuyucuların kendi aralarında bu anlamları paylaşmalarını sağlamaktadırlar (Girgin, 2000: 58). Medyanın insanlar üzerinde bu kadar güçlü olması ve hayatın bir parçası haline gelmesi taklit edilebilirliği ve model almayı önemli bir sorun olarak karşımıza çıkarmaktadır. Enformasyon kaynakları arasında da toplumu birinci derecede ilgilendiren ve tepkisiz kalamayacağı haberler bireyleri derinden etkilemektedir. Bu açıdan düşünüldüğünde de şiddet haberlerinin etkisi önem kazanmaktadır.

Medya, şiddeti gündeminden düşürmeyerek alevlendirmekte, tanımlayarak boyutlarını genişletmekte, vurgulayarak abartmakta ve sürekli tekrar ederek bireyleri özendirdiği gözlemlenmektedir. Kitle iletişim araçları şiddetin doğrudan bir nedeni olmasa da şiddete yönelik davranışları özendirmesi ve bu davranışların gündemden düşmemesi veya azalmaması için de bir neden durumundadır (Başbakanlık Aile Araştırma Kurumu, 1998: 218). Özellikle de savunmasız olan küçük çocuklarda bu daha da bariz ortaya çıkmaktadır. Yeterince toplumsallaşmadıkları ve saldırganlık eğilimlerini denetleyemedikleri için kitle iletişim araçlarında gördükleri her şeyi taklit etmektedirler. Eğer saldırgan davranışları uygulayabilecek bir ortamda bir de saldırgan davranışlar içeren yayınlar izliyorlarsa bu ihtimal daha da artmaktadır. Bu ortamda bulunmaları saldırganlık göstermelerinin yanında aynı zamanda suça yöneldikleri de gözlemlenmektedir (Yavuzer, 1996: 247). Medya ve şiddet ilişkisinde, önemli olan etkilenenlerin hemen sokağa çıkarak şiddet uygulaması değil sürekli şiddet içerikli sunumlarla karşı

karşıya kalması ve zihinlerde yaşattığı dönüşüm ve birikimli etkidir. Önemli olan geçeklik algısının yerine kurmaca dünyanın sanal gerçekliğinin yerini almasıdır. Yaratılan sanal gerçekliğin popüler kültürü ile, bireylerin dikkatleri toplumsal sorunlardan ve eşitsizliklerden başka yöne çevrilmekte, medya daha çok reyting, daha yok kar etmek amacıyla hareket etmektedir (Uysal, 2006: 125).

2. ŞİDDET VE YAYIN TÜRLERİ

Gazete, dergi, radyo, televizyon gibi kitle iletişim araçlarından her gün milyonlarca insan enformasyon ihtiyacını karşıladığını söyleyen Tokgöz (2003: 101), “Toplumsal hayatta bu araçların adının geçmediği gün ve saat yok gibidir. Günlük yaşantımızın ayrılmaz birer parçasıdır. Gazetelerin büyük bir güç olarak belirmesi, dünyada okuma yazma oranının artmasıyla gerçekleşmektedir. Radyo ve televizyonun izlenilmek için izleyicilerden okuma yazma gibi bir beceri istememesi, gazetelere oranla bu araçların daha kolay izlenilmesine neden olmuştur” diye ifade etmektedir. Ama kitle iletişim araçlarına ulaşılmasının kolaylaşması ‘şiddet’ gibi takibi sıklıkla yapılan enformasyonları da gündeme getirmektedir. Çünkü şiddet, medyanın her türlü çıktısında bulunmaktadır. Haberlerin, dizilerin, filmlerin, magazin programlarının hatta reklamların dahi içerisinde şiddet, bireyleri etkilemek, haberin okunurluğunu artırmak ve sansasyon yaratmak için sıklıkla kullanılmaktadır. Geniş kitlelere oldukça kolaylıkla ulaşan kitle iletişim araçlarının yaydığı bilginin tüketimi de oldukça kolay olduğundan sıklıkla tercih edilmektedir. Çocuklar bile henüz okuma yazmayı öğrenmeden bile televizyon ve radyo gibi araçlardan aynı anda çok geniş kitlelere ulaşabilen şiddete maruz kalmaktadır.

Şiddet, hemen hemen her alanda hikaye anlatımının önemli bir parçası olmuştur. Amerika Birleşik Devletleri’nde halkın şiddet suçu hikayelerine olan açlığını gidermek için ilk kez 1833’te basılan The National Police Gazette (Ulusal Polis Gazetesi) de buna örnek olacak niteliktedir (Trend, 2008: 23). Günlük yaşamın hemen her kesiminde, yazılı basında, trafikte, kitapta, video oyunlarında, sokakta, evde, beyazperdede ya da beyaz camdaki imgesel yaşamla gerçek yaşamdaki şiddet, artık iç içe geçmiş ve birbirinden ayıramayacak durumdadır. İmgesel ve gerçek şiddetin ayırt edilmesinde güçlük yaşandığı için özellikle çocuklar, diğer çocuklara filmlerde ya da televizyonda izledikleri bir şiddet olayından esinlenerek zarar vermektedir (Demirergi, 1994: 15-16).

Medyanın, özellikle de televizyonun şiddet açısından önemli bir neden olması, tartışmaya açık olmasının yanında şiddeti teşvik edici, destekleyici etkisi de yadsınmamaktadır. Medyada sürekli gündeme gelen kanlı sahneler, bıçaklı, silahlı, kavgalı, dövüşlü konuların canlı tutulması etkili bir şekilde şiddeti pekiştirmektedir (Tezcan, 1996: 106). Kitle iletişim araçlarında şiddeti, sorunları çözmede ilk başvurulması gereken yöntem olarak sunulması şiddete olumlu bir imaj yükleyerek daha sıklıkla görülmesine yol açmaktadır.

Şiddete olumlu bir imaj yüklenmesi ise en çok çocuklar ve gençler arasında uygulamaya geçirilmektedir. Televizyonlardaki hayatlardan şiddetin uygun bir davranış olduğunu gördüklerini aile ortamında ve oyunlarında da uygulamaktadırlar. Yaşları ilerlediğinde ise şiddetin boyutu daha da artmakta ve saldırganlaşmakta bu da onları şiddet kullanan ve bunu normalleştiren bireyler haline getirmektedir (Kocadaş vd., 2010: 110-112).

Kitle iletişim araçlarında şiddetin bu kadar yoğun işlenmesi kar amacı güdülmesi de sebep olarak gösterilmektedir. Çünkü izlenme oranları, tiraj kaygısı gibi nedenlerden dolayı şiddet kitle iletişim araçlarında daha yoğun olarak yer almaktadır. Bilgisayar oyunları bile şiddeti kullanarak kar elde etme noktasında birbirleriyle yarışır durumdadır. Bilgisayar oyunları, şiddet içerikli eğlencenin başını çekmektedir. Medyada şiddet araştırmacılarının bazıları, bilgisayar oyunlarının interaktif olma özelliğinin bu oyunları filmlerden ve televizyonlardan daha etkili bir ‘saldırganlık öğretmeni’ olduğunu ileri sürmektedir (Trend, 2008: 8-15). Hatta yoğun şiddetin yer aldığı filmlerin ülkeler arası piyasası bile daha karlı olarak kabul edilmektedir. Kar oranının yüksek olması da gittikçe medyada şiddet oranını artırmaktadır (Özer ve Özer, 2010: 52). Kitle iletişim araçlarında şiddet içerikli yayımlara ilgi duyulması da beraberinde şiddeti daha fazla gündeme taşımakta ve içeriklerdeki şiddet oranını daha fazla artırmaktadır.

Medya ve insan davranışından söz ederken ‘etki’ konusunun derinliği ve karmaşıklığı da göz önüne alınmalıdır. Etki konusu da sürekli direk etkiler üzerinden işlenmektedir. Oysa dolaylı etkileri üzerinde çok az durulmaktadır. Medyadaki şiddetin insanları güvensiz ve içe dönük hale getirici, yabancılaştırmayı arttırıcı etkisinin saldırganlığı direkt olarak arttırıcı etkisinden çok daha yaygındır. Örneğin izlenen bir filmde geçen asansörde işlenmiş vahşi bir cinayet sahnesinin, bunu izleyen insanları katil ya da saldırgan hale getirmesi son derece olanaksızdır. En azından pek çok insanı sadece bu görüntüler katil yapmaya yetmeyecektir. Ama şiddete eğimli kişiler açısından kışkırtıcı bir rol üstlenebilmesi de mümkündür. Her iki etkinin yanında bir de bu tür şiddet içerikli filmlerden etkilenecek tanımadıkları insanlarla asansörde bulundukları saatleri gergin geçirme, bu süre içinde karşılarındaki kişiyi filmdeki asansör katiliyle özdeşleştirme, genel korku-endişe güvensizlik duygularını arttırma gibi olasılıkların daha yüksek olduğu ileri sürülmektedir (Özerkan, 2002: 332-334).

Hem ülkemizde hem de dünyada bu alanda araştırma yapan uzmanların da genel yargısı kitle iletişim araçlarındaki şiddetin saldırgan davranışları artırdığı yönündedir. Amerikan Psikiyatri Derneği’nin açıklaması şu şekildedir: “Tartışma bitmiştir. Son otuz yılı aşkın bir süreçte, kitle iletişim üzerine yapılan araştırmalardaki ezici bir bulgu, medyadaki şiddet sahnelerine maruz kalmanın, çocuklarda saldırgan davranışları arttırdığı olmuştur.”

Ülkemizdeki psikiyatri hekimlerinin hepsini bünyesinde barındıran Türkiye Psikiyatri Derneği ise: “Televizyonun günlük yaşamda gittikçe daha çok yer kaplamaya başladığı, bu nedenle de bireylerin dünyayı kavrayışları ve

verecekleri tepkinin belirlenmesi üzerinde her gün biraz daha etkili olduğu, genel kabul gören bir gerçektir. Bu etkililiği nedeniyle televizyon programlarında açık şiddete, günlük yaşamda yer aldığından daha yüksek oranda yer verilmesinin, genel olarak bireylerin ruhsal yönden daha çok travmayla karşılaşmasına yol açmakta olduğu da bilinmektedir. Öte yandan, televizyonun izleyenlere davranış kalıpları oluşturuca etkisi, toplumda bazı davranışların yaygınlaşmasına yol açabilmektedir. Bu durumun, şiddet içeren programların çocukların da televizyon izleyebildiği saatlerde yayımlanmasıyla, çocuklar üzerinde daha da zararlı etkilere yol açacağı kolayca anlaşılabilir. Aynı şekilde, yoğun cinsel ilişki sahneleri içeren programları çocukların izlemesiyle doğacak zarar da tahmin edilebilir. Bu bağlamda, şiddet ve yoğun cinsel ilişki içeren programların, öncelikle çocuklar olmak üzere, izleyiciler üzerinde olumsuz etkileri olduğu kanısındayız.” şeklinde ortak bir kanıya varmaktadır (RTÜK, 2005: 18-19).

Şiddet ve saldırganlığın bu kadar yoğun yaşandığı toplumlarda özellikle de görsel medyada film, dizi film, şiddet içerikli müzik yapan topluluklar, reality showlar vb. içerikli yayınlar gençleri intihara sürüklemektedir. Örneğin, gençler arasında popüler olan starların intiharları sonrasında ortaya çıkan intihar artışları tehlikenin boyutunu göstermektedir. Son yıllarda gençler arasında popüler hale gelen ‘Nirvana’ grubunun solisti Curt Cobain örneğinde olduğu gibi bir rock veya sinema yıldızının intiharının ardından başlayan olayları, medyanın çocuklar ve gençler üzerindeki etkilerini açık bir şekilde ortaya koymaktadır (Batur, 1998: 65).

Medya çeşitli program içeriklerinde şiddeti işlemektedir. Haber ve haber programları, film, dizi, magazin programı, reality show gibi değişik platformlarda şiddete yer vermektedir.

2.1. Haberler

Medyada şiddet; haber ve haber programları, film, dizi, reality showlar, magazin programları gibi çok geniş bir yelpazede ve farklı şekillerde karşımıza çıkmaktadır. Bunların en önemlisi de haber ve haber programlarıdır. Çünkü insanların yakın çevresinden ya da ülke ve dünyadaki gelişmeleri en önce takip ettiği yerdir. Hem yazılı basın hem de görsel basın içeriklerini 7’den 70’e her yaş grubundan bireyin takip ettiğini ve maruz kaldığını düşünecek olursak medyanın ne kadar önemli bir görevi üstlendiği ortaya çıkmaktadır. Bireylerin enformasyon ihtiyacını karşılarken, özellikle de şiddet gibi toplumun sık takip ettiği ve önemli derecede etkilendiği haberler konusundaki hassasiyeti bir kez daha önemi kazanmaktadır. Keane (1998: 163), özel hayatın gittikçe siliştiğini, ‘kamu’ ve ‘özel’ alan sınırlarının artık belirsizleştiğini ileri sürmektedir ve hatta politikleşmenin özelin geleneksel tanımlarındaki gelişigüzel ve gizli şiddeti açığa çıkardığını, bireylerin herhangi bir şiddet meselesini başkasının meselesi diye geçiştirip onaylamasının da olanaksızlaştığını ortaya çıkarmıştır.

‘Kamu’ ve ‘özel’ alan sınırlarının kalkmasıyla bireylerde gerek yakın gerekse uzak çevrelerinde olup bitenler hakkında daha çok bilgi alma isteği doğmaktadır. Bireylerin bilgi almalarını, günümüzde özellikle bu amaçla geliştirilmiş ve uzmanlaşmış kitle iletişim araçlarıyla öğrenmektedir. Bu araçlar kitleleri iletişim ağıyla birbirine bağlamaktadır (Tokgöz, 2003: 100). Bireylerin enformasyon ihtiyacını kitle iletişim araçlarıyla kolaylıkla karşılaması şiddet gibi toplumu önemli ölçüde etkileyen haberlerin dolaşımını da etkilemektedir. Şiddet haberleri daha okunur kılması kitle iletişim araçlarında etkiyi artırmak için sıkça kullanılmasının önünü açmıştır.

İldeş’ e göre ise (2002: 66); pek çok felaketi birbirinden bağımsız ve çözümü imkansız karabasanlar olarak veren haber bültenleri nedeniyle insanlar, dünyayı şiddetin kucağında hızla felakete giden bir gezegen olarak algılamaya başlamaktadırlar. Bu da izleyenlerin kafasında korkutucu ve ürkütmesi gereken bir dünyada yaşıyoruz, hiçbir umut yok fikrini oluşturmaktadır. Umutsuzluk duygusunun toplumda ve ailedeki yansımaları ise insanların sorunların mevcut çözümlerini göremeyecek kadar karamsarlığa sürüklemelerine neden olmakta ve onları çıkmaza, çözümsüzlüğe itmektedir. Ekranlardan yansıyan şiddet, büyüklere yönelik inanılmaz sıklıkla mesaj, görüntü ve psikolojik uyarılarla yüklü olduğu gözlemlenmektedir. Bunun sonucunda ise insanlar aşırı korku, içine kapanıklık ya da aşırı saldırganlık, aşırı cinsellik, aşırı tepki ve kısacası aşırı olan her şeyi farkında olmadan yüklemektedir. Zaten insanın içinde güdüselleşen olarak var olan şiddet böylelikle öne çıkıp yaşamın içinde vazgeçilemez ve giderek genişleyen bir alan oluşturmaya devam etmektedir. Bu açıdan hem haberi oluşturanların hem de yazılı ya da görsel basında yayınlayanların toplumu göz önünde bulundurarak sorumlu davranmaları gerekmektedir. Her ne kadar medya açısından baktığımızda şiddet ve intihar haberlerinin hep sevilen, cazip gelen haberler olduğu ve sansasyonel tarafının ağır bastığı gözlemlense de toplumsal açıdan bu tür haberlerin oluştururken özen gösterilmesi gerekmektedir.

Kitle iletişim araçlarında şiddet gösteriminin artması beraberinde şiddetin yaygınlaşmasında etkili olduğu çeşitli araştırmalar ortaya koymaktadır. İzleyen, okuyan, ve dinleyenlerin şiddet içeriklerinden birebir etkilenmiş olmasa da şiddet kodlarını yeniden üretip kazandığını ve gündelik yaşamdaki gerilim anlarında bu öykülerden öğrenilen davranış biçimlerinin kişisel eylemlere etkisinin olduğu belirlenmiştir (Yıldırım, 1998: 41). Güleriyüz (2002: 88-89); Marilyn Monroe’nun intiharının medyada nasıl yer aldığıyla ilgili yapılan araştırmalar, haberlerle birlikte intihar olaylarının da aynı doğrultuda arttığını göstermektedir. Medyada intihar haberleri ne kadar çok yayınlanırsa, taklit intihar vakalarının da arttığını ifade etmektedir. Haberlerde intiharın ne kadar uzun ve detaylı yer alması ertesi günlerde bu intihardan kopya çeken bir başkası aynı yöntemleri kullanarak yaşamına son vermeye kalkışmaktadır. Yavuzer (1996: 243), gazete ve dergilerin suçluluğu yaygınlaştırmak konusundaki etkilerini şöyle

özetlemektedir: “Suç tekniğini öğretmek; suçu olağan, çekici, hatta heyecanlı, yararlı bir faaliyet olarak göstermek; suçluya saygın bir kişilik vermek; suçluyu canayakın, sempatik bir kişi olarak sunmak; adaletten kurtulmanın kolay olduğunu telkin etmek; adalet mekanizmasının ve polisi gülünç şekillerde göstermek; suçun adeta reklamını yapmak ve ücret aracı haline getirmek vb.”

Şiddetin bu kadar yoğun bir şekilde kullanılmasının en önemli sebeplerinden biri de ekonomik çıkardır. Küresel medya sisteminin özellikle 1980’li yıllardan başlayarak dünya ölçeğinde geçirdiği değişimin mutlaka göz önüne alınması zorunludur. Çünkü günümüz medya kuruluşları, piyasaya hakim olma ve sadece kar elde etme amacıyla hareket etmektedir. Bu nedenle, şiddet gibi nispeten az maliyetli; ama çok ve kolay satan bir konuyu sürekli gündemde tutmaları bu bağlamda daha kolay anlaşılabilir. Ama ekonomik çıkar tek başına yeterli değildir. Şiddetin ideolojisi ve yetiştirme kuramı bağlamında da değerlendirilmesi gerekmektedir (Özer, 2017: 5).

Şiddetin haber değerinin her zaman olması, ölüm, yaralama, kaza gibi insan hayatının birinci derecede ilgilendiren olayların gündemde taze tutulmasının bir sebebidir. Yine Özer’in (2010: 66) ulusal ajansta çalışan polis/adliye muhabirleriyle yaptığı araştırmada ‘Şiddet içeren her türlü olay haberdır’, ‘Türk halkı şiddeti seviyor’, ‘Medya şiddet haberleriyle prim yapıyor’ gibi bulgular ortaya koyarak “Şiddet, özendirici bir şekilde verilmemelidir. Medya şiddeti vermekte, özendirmede, daha sonra da özenen insanların şiddet olaylarını haberleştirmektedir. Bu, nasıl aklanabilir? Ayrıca medya, belki de en önemli etki olarak şiddeti meşrulaştırmakta, olağanlaştırmakta ve kanıksattırmaktadır. Kapkaç olaylarına ne oldu? Neden 1990’lı yıllardan beri verilen bu olaylar kesildi? Çünkü, sıradanlaştı. İzleyici sıkıldı, kanıksadı, meşrulaştı. İzleyici artık, farklı şiddet olaylarını ister hale getirildi.” şeklinde açıklamıştır.

Şiddet haberlerinin giderek magazinleştiği ve sansasyonelleştiği bir ortamda bireyler de artık haberleri enformasyon ihtiyacını karşılamanın yanında eğlenmek ve can sıkıntısını gidermek için kullanmaktadır. Özellikle can sıkıntısını giderme noktasında bireylerin şiddete yönelmesini tehlikeli bulan Fromm (1995: 314-315), medya içeriklerinde bireylerin enformasyon ihtiyacından çok can sıkıntısını gidermek için başvurduğunu söylemektedir. Kitle iletişim araçlarında sıklıkla rastlanan ölüm, kaza, kan içerikli haberlere olumlu destek veren bireyler, bu içerikleri can sıkıntılarını gidermek amacıyla kullanmakta hatta kimi zaman eğlence unsuru olarak bile düşünmektedirler.

Kitle iletişim araçları, özellikle de televizyon eğlenceli temalar sunmasının yanında bütün temaları eğlence olarak sunması önemli bir sorun oluşturmaktadır. Eğlence, televizyondaki her türlü söylemin üst-ideolojisi. Neyin gösterildiğinin ya da hangi bakış açısının yansıtıldığının hiçbir önemi yoktur. Her şeyin üstünde tutulan varsayım, hepsinin bizim eğlenmemiz ve haz almamız gözetilerek sunulmasıdır. Her gün haber kanallarında verilen trajedi ve barbarlık örnekleri bile muhabirler tarafından eğlenceye çevrilerek sunulmaktadır. Haber programlarına yerleştirilen iyi görüntüler, program ekibinin sevimliliği, hoş esprileri, programın açılıp kapanışındaki etkileyici müzikler, canlı yayınlar, dikkat çekici reklamlarla asıl içerik süslenmektedir (Postman, 2014: 101-102).

2.2. Filmler

Televizyon ve sinemada şiddet içerikli dizi, film, çizgi film, televizyon programı, haberler ve haber programları gibi çok geniş bir yelpazede şiddet içeriğinin yaygın bir şekilde artmış, şiddet arttıkça rekabet oranı da paralel bir seyir izlemiştir. Toplumun ve bireylerin şiddete yoğun ilgi göstermesi sonucu şiddet sürekli farklı gerekçe ve şekillerle sunulmaktadır. Televizyona göre sinemada şiddet daha da yoğun bir şekilde karşımıza çıkmaktadır. Çünkü televizyon gibi ulaşımı kolay ve maliyeti az olmadığından ‘şiddet’ içeriğine daha yoğun bir şekilde yer verir. Televizyona göre daha özgür olması da şiddetin dozunu daha da artırmaktadır.

Medyada şiddetin yoğun bir şekilde kullanılması polisiye diziler, terörün konu edildiği diziler, mafya ve şiddet olmadan öykü kurulamaması, dizi karakterlerinin neredeyse hepsinin ölümle burun buruna yaşaması, hayatlarında defalarca ciddi ölümcül tehlikeler atlatması da sıradan hale gelmiştir. Kurtlar Vadisi, Arka Sokaklar, Adanalı, Behzat Ç., Sakarya Fırat, Tek Türkiye, Şefkat Tepe, Ezel gibi dizilerde şiddetin tek çözüm olarak gösterilmesi ve işkence sahnelerine açıkça yer verilmesi; Katil Doğanlar, Rambo, Barda, Düşüş gibi filmlerde şiddetin dozundan etkilenerek çeşitli suçlara karışan izleyicilerin sayısının artması; Tom ve Jerry, He-Man, Ninja Kaplumbağalar, Pokemonlar gibi çizgi filmlerde gerçekle illüstrasyonu ayırt edemeyecek yaştaki çocukların izlediklerinden etkilenerek kendine ve çevresine zarar vermesi medyadaki şiddetin bireylerin davranışları üzerindeki etkilerine örnek olarak gösterilebilir (Işiker, 2011: 91-103). Televizyonda ya da sinemada izlenen karakterlerin rol model olarak benimsemesi beraberinde onların davranışlarını gerçek hayatta taklit ettirmektedir. Özellikle ekrandaki karakterin kişisel özelliklerinin benimsenmesi ve içselleştirilmesiyle bu oran daha da artmaktadır.

Can Dündar’ın ‘Televizyon ve Şiddet’ isimli araştırmasında özellikle de ‘Katil Doğanlar’ filminin etkisi açıkça görülmektedir. Fransa’da iki sevgili 16 yaşındaki Tunuslu bir genci 40 bıçak darbesiyle öldüğü cinayetin ardından polise verdikleri ifadede Oliver Stone’un ‘Katil Doğanlar’ filminden etkilenerek işlediklerini itiraf ettikleri ortaya çıkmıştır. Yine iki Fransız genç, 3 polisle bir taksi şoförünü aynı filmin etkisinde kalarak cinayeti işlemişlerdir. Yine aynı filmin etkisiyle İskoçya’da bir ilkokulu basılıp 16 çocukla 2 öğretmen katledilince İngilizler Stone’un şiddet yüklü filminin videokaset dağıtımını yasaklamışlardır. ITV de aynı gece James Bond serisinden Licence to Kill filmini yayından kaldırmıştır (1996: 385).

Çocukların daha okula gitmeden medya içeriklerine maruz kalması, parlak, canlı öğeler ve hızla değişen, hareketli karakterler, kuvvetli ses ya da ışığın olması etki oranını daha da artırmaktadır. Çok küçük yaşlarda şiddetle tanışmasında, izledikleri içerikler sonucu şiddete hazır hale gelmesinde medya içeriklerinin bu özelliklerinin payı oldukça büyüktür. Okul çağı döneminde ise gördüklerinden sonuç çıkarma, karakterleri onaylama ve taklit etme süreci yaşanır. Bu dönemde izlenen şiddet içerikli programlar, çocukların kendisine şiddet eğilimli bir kahraman seçmesiyle ve saldırgan davranışlarının artmasıyla sonuçlanmaktadır (RTÜK, 2006: 20-21). UNESCO Courier'in yazarı Yeni Zelandalı Gordon Mirams, Danimarka'da yapılmış bir araştırmayı şöyle anlatmaktadır: "Kimi çizgi filmler ve Tarzan türündeki sinema yapıtları küçük çocuklarda büyük korkular yaratmaktadır. Bu filmleri izleyen çocukların kimi ağlamış, kimi de sinema salonundan kaçmaya çalışmıştır. Ebeveynler ise çocuklarının gece yataklarını ıslattığını ya da kötü düşler gördüklerini söylemişlerdir" (Demirergi, 1994: 16).

Medya, özellikle de televizyon ve online oyunlarla şiddeti görsel ve seyirlik bir şölene dönüştürmektedir. İçerikteki şiddetin artması, şiddete karşı duyarsızlaşmayı da beraberinde getirmektedir. Özellikle çocuklar ve gençler saldırganlığı ve şiddeti meşru görmeye, gerçek hayatta da sorunların şiddet ile çözülebileceğini düşünmesine yol açmaktadır. Bu sebeple sorunları çözmede ve hedeflere ulaşmada şiddet, bir yöntem olarak kullanılmaya başlanmıştır (Zorlu, 2016: 29).

İzlenen programların niteliği, içeriği, programın izlenme süresi, programın sunuşundaki yönlendirmeler programın etkisinin olumlu ya da olumsuz olması üzerinde etkilidir. Ülkemizde RTÜK tarafından 5. 360 kişi ile yapılan araştırmalarda, günlük televizyon izleme süresinin, ortalama 4 saat olduğunu göstermektedir. Çocukların en fazla ekran başında olduğu saatlerde beş özel televizyon kanalında, hafta içi 16.00-21.30 ve hafta sonu 09.00-21.30 saatleri arasında yayınlanan 80 film den, toplam 5. 600 saniyenin yüzde 33.1'inin şiddet içerikli olduğu tespit edilmiştir. Toplam sürenin yüzde 13.8'ini fiziksel şiddetin (vurma, yaralama, öldürme), yüzde 10.9'unu sözel şiddetin, yüzde 8.4'ünü ise psikolojik şiddetin oluşturduğu görülmüştür (RTÜK, 2006: 21-25). Yine Türkiye'de yapılan bir başka araştırmada ise televizyonlardaki şiddet eylemlerinin yarıya yakını 'silah' içermektedir (Adak, 2004: 32). Amerikan Pediatri Akademisi'nin (AAP) bu alanda yaptığı araştırmalara göre şiddet içerikli yayınların saldırgan davranışlara, şiddete yönelik duyarsızlaştırmaya, gece kabuslarına ve mağdur olma korkusuna neden olabileceğini göstermektedir. Araştırma Amerikalı bir gencin 18 yaşına kadar ortalama 200.000 şiddet içerikli medyaya maruz kaldığını göstermektedir. Amerikan medyasının özellikle çatışma çözümü ve başkalarından üstün olmanın meşru yolu haline gelmektedir (AAP, 2009). Amerika ve Avrupa'da ise yüzlerce yargıç, cezaevi yöneticisi, doktor, ruhbilimci, din adamı ve eğitimci, gençler ve yetişkinler ile suç işleme eğilimini TV yayınlarının ve filmlerin pekiştirdiği konusunda hemfikirler (Demirergi, 1994: 15).

İlgi gördüğü için şiddet sinemada sıklıkla kullanılır hale gelmiştir. Sessiz film dönemlerinde bile güldürünün etkisini yükseltmek ve izleyicinin heyecanını sürekli canlı tutmak için şiddet unsurları oldukça sık kullanılmıştır. Daha sonra ortaya çıkan ilk komedi filmlerinde kavgı, felaket ve yıkım kullanılarak heyecan hep taze tutulmuştur. Örneğin Charlie Chaplin, Harold Lloyd ve Buster Keaton'un komedi tarzlarında kolay anlaşılacak basit düşüşler, çarpışmalar, kazalar, ve diğer talihsizlikler sıklıkla işlenmiştir. Daha sonraları da Kampüs'te Şenlik (1978), Eski Süper Sevgilim (2006) gibi gençlik filmlerinde ve Bak Şu Köpeğe (2006) ve Canavar Ev (2006) gibi aile komedi filmlerinde de kullanılmıştır (Trend, 2008: 70-71). Ülkemizde ise Özer ve Üçer'in (2010: 288-291) 'Kurtlar Vadisi Irak' ve 'Baba 1' filmlerindeki şiddet incelemeleri sonucunda filmlerdeki şiddet sahnelerinin ikna edici, etkileyici ve inandırıcı olduğu görülmüştür. Filmlerde her şiddet eylemine bir gerekçe bulunması, şiddetin onaylanması, nedensiz şiddetin olmadığı gibi nedenlerle şiddet meşrulaştırılmıştır. Her iki filmde de şiddet oldukça yoğun işlenip filmin verdiği mesajın dahi önüne geçmiştir. Şiddetin bir savunma aracı olarak kullanılması da seyirci tarafından şiddetin doğal karşılanmasında neden olmuştur. Yine Özer'in (2010: 493) 'Gurbet Kadını' isimli kan davasının işlendiği dizi üzerine yaptığı araştırmada son derece sert bir şiddet olayı, farklı bağlamları bulunan bir olay, popüleleştirilmiş, paketlenmiş ve ticari bir ürüne dönüştürülmüştür. Dizi, kan davasını neredeyse evcilleştirilmiş, kan davasının acımasız yüzünü göstermekten aciz kaldığı gözlemlenmiştir.

Son zamanlarda bilgisayardan da yararlanılarak yapılan özel efektlerle sürekli şiddet içeriği zenginleştirilmektedir. Gerçeklikle fantezi arasındaki çizgi iyice bulanıklaşmış, Abel Ferrara, Oliver Stone ve Quentin Tarantino gibi 1990'ların 'yeni şiddet' yönetmenleri tarafından şiddetin biçimsel canlandırma ve hayal edilme şekilleri teknolojik ilerlemeyle büyümüştür. Bazı korku filmlerindeki vampirlerin ve diğer katillerin her an vücut bulabilecekleri gerçeği vurgulanmaktadır. Ayrıca toplu katliamlar, intiharlar, fiziksel dövüş gibi şiddetin yoğun olduğu unsurlar geliştirilen bilgisayar programlarıyla gerçekçi canlandırmalara dönüştürülerek sergilenmektedir (Trend, 2008: 12-13). Yine benzer şiddet yönetmenlerinden Stanley Kubrick filmlerinde yönetmen şiddete bakış açısını şöyle açıklamaktadır: "İnsanın bireysel özgürlüğü içinde şiddete başvurma eğilimi de yer almaktadır; Thomas Hobbes'un 17. yüzyılda mutlakiyetçiliğin anlayışına bağlı kalarak, insanın bu şiddete eğilimli doğal durumunu güçlü bir monark ve kudretli bir devlet aracılığıyla denetlemeyi öngördüğü yerde Kubrick, doğrudan ve yapısallaşmış toplumsal şiddet ile bireysel özgürlük arasındaki gerilimin alanında dolaşır ve şiddete ve zora başvurma yetkisini tekeline alıp, meşrulaştırmış 'devletin' bireyi ile arasındaki bu ilişki üzerinden düşünülmesi gerekmektedir" (Seesslen vd., 2002: 8).

Şiddet sineması modern çağın kuşatılmış insanların saldırganlığını yönlendirirken, şiddetin vahşi bir estetikle kullanımı romantik filmlerden bilimkurguya dek genişleyen yelpaze içinde artmaktadır. Yaşamdaki şiddet de, tüm

anlamsızlığına karşın toplum içinde her zamankinden daha fazla yaygınlaşmaktadır. Bununla birlikte sinemadaki şiddet yaşamdakine, yaşamdaki şiddet sinemadakine biraz daha fazla yakınlaşmaktadır (Batur, 1998: 68). Kitle iletişim araçlarına aşırı bağımlılığı değerlendiren Kellner (2010; 54), “Gerçek hayattan kesitler sunan televizyon dizileri ve internet siteleri, fazlasıyla bağımlılık yapıcı gibi görünmektedir ve interaktif gösteri toplumunda derinlere uzanan röntgencilik ve narsisizm köklerine işaret etmektedir. Görünen o ki, insanların; gösterinin bir parçası olmak, onunla çok daha yakından ilgilenmek ve başkalarının özel hayatlarını mercek altına almak konusunda doyumsuz bir arzuları vardır” sonucuna varmıştır. Bu doyumsuzluk ise, şiddeti kanıksatan ve sıradanlaştıran bir yapıya dönüşerek toplumsal hayatta yerini almaktadır.

2.3. Magazin Programları

Magazin programları, haberler gibi ciddi konularda insanlara bilgi vermeyi amaçlamadıkları için daha çok eğlence boyutu ile öne çıkmaktadır. Eğlenmek, boş vakitleri değerlendirmek, oyalanmak ve gündelik yaşamın bunaltıcı stresinden kaçmak için her zaman bir alternatif olmuştur. Genellikle ünlü kişilerin hayatlarına konulara yer verilen programlar olduğu için merak konusunun hep taze tutulduğu programlardır.

Magazin programları, eğlendirmeyi amaç edindikleri için kolay anlaşılır bir dil kullanarak haberi fotoğrafla zenginleştirip görsel unsurların çarpıcılığına haber dilinin basite indirgenmiş şeklini katmak olarak tanımlanmaktadır. Formatın ana teması, ‘haber tüketici kitleyi eğlendirmelidir’ şeklinde özetlenmektedir. Haberciliği eğlence anlayışı üzerine kurgulamak amaçlanmaktadır (Rigel, 2000: 134). Magazin haberleri, haberin magazinleşmesiyle haberde var olan ya da gizli tutulan dramatik öğeleri bilerek öne çıkararak haberin ‘sansasyon yaratıcı tarzda’ sunumu olarak tanımlanmaktadır. Haber değeri olmayan, bayağı ve önemsiz olayların eğlence temelinde hikayeleştirilerek, oyunsallaştırılması, özünden de saptırılarak, çarpıtılması, abartılması, magazini magazin yapan özellikler arasında gösterilebilir (Taşkiran, 2007: 62). Popüler basın eğlenceyi her zaman onayladığı için pek çok ticari medya kuruluşu da ürünlerini eğlenceyle çekici kılma yoluna gittiğinden magazin haberciliğinde gazetecilik ve eğlence arasındaki sınır hiçbir zaman net çizgilerle birbirinden ayıramamaktadır (Bertrand, 2004: 20). Sağlıklı bir ayrımın yapılamaması ise magazin programlarında yer alan insanların özel hayatlarına müdahalenin boyutunu daha da fazla genişletmektedir. Özel hayatlarına müdahaleden hoşlanmayan bireylerin ise sözlü tartışmalar veya fiziksel şiddet içerikli davranışları magazin haberlerindeki şiddeti doğurmaktadır. Bu davranışları sergileyen insanların ise genelde medyada sık takip edilen ve özellikle çocuklar tarafından rol model alınması da şiddetin taklit edilme ve olumsuz örnek oluşturma durumunu artırmaktadır.

İnsanların hayatında birinci derecede enformasyon ihtiyacını karşılamayan magazin haberleri, kişilerin ve olayların daha çok ikincil özellikleriyle ilgilenen, eğlendirici, güldürücü, bazen aşağılayıcı, alay edici özelliklerin ağır basan konuları kapsamaktadır (Cereci, 2003: 85). Bu sebeple eğlence medyası sektörü; entelektüel ve estetik şeylere karşı ilgisiz olmakla, dünya hakkında çarpık bir imaj yaratmakla suçlanmaktadır. Magazin haberlerinin bir diğer suçlandığı nokta ise birçok insan tabakasının hiç ya da çok az temsil edilmesidir. Sadece kadınların yüzü ve vücudu görülmesine rağmen çok az iyi rol yüklenmektedir. Ayrıca çocuklar, yaşlılar, entellektüeller, işçiler, yoksul insanlar ve ise görmezlikten gelinmektedir. Süslü ve uydurma karakterler işlerinin sağlayacağı kazançtan çok daha iyi kazanıyormuş gibi yaşıyorlar hem de gerçek hayattan daha acımasız ve daha şiddetli. ABD televizyonlarında şiddetin cinsellik kadar tahrik edici ancak seksten daha az utandırıcı olduğu söylenmektedir. ABD’li çocuklar daha ilkökulu bitirmeden televizyonda binlerce katile maruz kalmaktadır (Bertrand, 2004: 69-71).

2.4. Reklamlar

Radyo ve televizyonun çocuklar, hatta yetişkinler üzerinde olumsuz etki yapabilen yayınlarından biri de reklamlardır. Reklamlar sürekli daha fazla ve yeni gereksinimler yarattığı için gerçek gereksinimleri ve gerçek olmayan gereksinimleri birbirinden ayırmak hayli güçleşmiştir. Zengin ya da fakir ayırt etmeksizin çocukların reklamlardan etkilenecek asıl gereksinimlerinin farkında olmayarak yaptıkları hırsızlık olayları bunu açıkça ortaya koymaktadır. Son zamanlarda özellikle gelişmiş ülkelerde gençlerin büyük bölümünün otomobil, motosiklet ve büyük mağazalardan tıraş losyonu, tuvalet sabunu, kazak vb. şeyler çaldıkları için mahkeme önüne çıkma ve reklamların önemli bir rolü bulunmaktadır (Yavuzer, 1996: 247).

Fransa’nın eski Adalet Bakanı olan Pieven’in, Avrupa Konseyi’nin kriminoloji konferansındaki konuşmasında: “Bazı reklam şekilleri çaresizlere, zayıflara ve özellikle gençlere çok tehlikeli bir engelleme duygusu verecek niteliktedir. Arası kesilmeden birbirini izleyen ve adeta insana örs ve çekiç arasına girmişlik duygusunu veren bu reklam biçimi, hasedi tahrik ediyor; sonu gelmeyen sürekli tahrik ve teşviklere muhatap olan kişi, bunların gereğini yerine getirip tatmin duygusu elde edemeyince mutsuzluğun ve engellenmişliğin tesiri altına giriyor. Reklamlar ayrıca, kişide yapay ihtiyaçlar yerleştirmekte ve bunların tatmin edilememesi şiddetin temel sebeplerinden birisini oluşturmaktadır” (Dönmezer, 1996: 216-217).

‘Siyaset, Medya ve Ötesi’ isimli kitabında Naci Bostancı ise medya yayınlarının ‘günahkarlık’a sürükleyen nedensellik zincirini şöyle açıklamaktadır: “Medya parayı reklamdan kazanmakta, reklamverenler seyirci istemekte, seyirci ise ‘şiddet ve cinsellik’ ile avlanmaktadır. Yani çıkarıcı reklamverenler, hain medya ve onların entrikalarına her zaman kanmaya hazır ve nazır masum insanlar bu yapının üçyağıdır” (1998: 129). Modern sistemin üretim tüketim ilişkilerini belirleyen kapitalizm yeni stratejisi; gerçek ihtiyaçlara yönelik, standart ve tek

tip üretim yapılanmasının yerine sahte ihtiyaçlar yaratarak, daha esnek ve kişiye yönelik üretim yapılanması olmuştur. Yeni kapitalizm olarak tanımlanan bu yapılanmanın temel hedefi ise tüketimi kışkırtarak, adeta kutsamak olmuştur. (Kılınç, 2007: 72).

3. ARAŞTIRMANIN YÖNTEMİ

Tarama modeline dayalı içerik çözümlemesi, araştırmanın yöntemi olarak kullanılmıştır. Araştırma konusu, birey ya da nesne, kendi koşulları içinde ve olduğu gibi tanımlanmaya çalışılır. Onları, herhangi bir şekilde değiştirme, etkileme çabası gösterilmez. Bilinmek istenen uygun bir şekilde gözlemlenip belirtilir (Karasar, 2004: 77). İçerik çözümlemesi toplumsal ya da toplum bilimsel araştırmalarda kullanılan bir gözlem tekniği olarak görgül (ampirik) olarak yapılan dolaysız, yaygın gözlem teknikleri arasında özellikle de son yıllarda yoğun olarak kullanılmaktadır. Günümüzde ise daha çok kitle iletişim araçlarının içerikleri, iletileri ile ilgili araştırmalarda kullanılmaktadır (Aziz, 2008: 120). Bu araştırmada da içerik çözümlemesi gazetelerde yer alan şiddet haberlerinin taranmasında, tarafsız bir açıdan değerlendirilmesinde kullanılmıştır. Bu araştırmada da ele alınan olay, konu ya da nesne kendi şartları dahilinde nesnel bir biçimde ele alınmaya çalışılmıştır.

İçerik analizi, sözel veya yazılı verilerin belirli bir problem veya amaç bakımından sınıflandırılması, özetlenmesi, belirli değişken veya kavramlarının ölçülmesi ve belirli bir anlam çıkarılması için taranarak kategorilere ayrılması olarak tanımlanmaktadır. Gözlemler, mülakatlar, açık uçlu veya kompozisyon tipi cevapların alınacağı sorular, çeşitli testler, her çeşit belge, hatıralar, mektuplar, gazeteler, dergi, kitap, televizyon-radyo yayınları gibi malzemelerin analizinde uygulanabilen ve yelpazesi geniş bir yöntemdir (Arık, 1998: 119). Sosyal bilimlerde araştırma yapanlar, zaman ve mekan sınırından dolayı verilere görüşme, gözlem ve anket teknikleriyle ulaşamayabilir. Bu gibi durumlarda araştırmaya yönelik yazılı kaynaklar ve belgeler kullanılmaktadır. Bu kaynaklar ise içerik analizi ile çözümlenir (Tavşancıl ve Aslan, 2001: 36).

4. ARAŞTIRMANIN EVREN VE ÖRNEKLEMİ

Araştırmanın evrenini, Türkiye’de yayımlanan tirajı en yüksek Habertürk, Hürriyet ve Sabah gazetelerinde yayımlanan şiddet haberleri oluşturmaktadır. Örneklem olarak ise iki aylık bir sürede üç farklı gazetede yayımlanan şiddet haberleri incelemeye alınmıştır. Terör ve siyasi şiddet haberleri araştırmanın dışında tutulmuştur. Gazetelerin ve eklerinin incelendiği çalışmada 690 şiddet haberinden 671’i araştırma kapsamında incelenip şiddet haberlerinin hem metin hem de fotoğraf sunumuyla ilgili 29 soruluk kodlama cetveli oluşturulmuştur. Haberlerin taranıp her haber için bir kodlama cetvelinin kullanıldığı araştırmada, veriler bilgisayar ortamına aktarılacak istatistiki analizler yapılmıştır.

5. EDİLEN VERİLERİN ANALİZİ VE İSTATİSTİKLER

Araştırma verilerinin analizi için bir değişkene ilişkin frekans dağılımları ve betimsel istatistikler her soru için uygulanmıştır. Betimleyici maddelerin tespiti için hazırlanan yüzdelik değerler kullanılarak frekans dağılımları hesaplanmıştır.

Değerlerin ya da puanların dağılımına ait özelliklerin betimlenmesi amacıyla verileri sayı ve yüzde olarak verilmiştir. Frekans dağılımı tablo halinde aktarılmıştır (Büyüköztürk, 2016: 21). Araştırmanın diğer bölümlerinde ise gazetelerde şiddet haberlerinin çeşitli alanlarda incelenmek amacıyla ki-kare testi uygulanmıştır. Değişkenler arasında anlamlı bir ilişkinin olup olmadığı tespit edilmiştir.

Çapraz tablolar ile verilen değişkenlerin en az iki değişkene göre oluşan gözeneklerin satır kenar toplamı, sütun kenar toplamı ve genel toplam üzerinden yüzde değerlerini aynı tabloda görmesini ve değerlendirmesini sağlamaktadır. Çapraz tablo, aynı zamanda herhangi bir konuyla ilgili olarak sınıflandırma ya da sıralama ölçeğinde belirlenen görüşlerin sınıflamalı bir değişkene göre oluşan alt gruplar bakımından genel olarak incelenmesi olanağını sunmaktadır (Büyüköztürk, 2016: 27).

6. BULGULAR VE YORUM

Araştırma kapsamında iki aylık süreçte Habertürk Gazetesi’nde 322 (%48,0), Sabah Gazetesi’nde 187 (27,9) ve Hürriyet Gazetesi’nde 162 (24,1) şiddet haberinin yayımlandığı tespit edilmiştir. İncelenen gazetelerde en fazla şiddet haberi yayımlayan gazetelerin sırasıyla Habertürk Gazetesi, Hürriyet Gazetesi ve son olarak da Sabah Gazetesi olduğu belirlenmiştir.

Tablo 1: Şiddet Haberlerinde Yer Alan Şiddet Türünün Dağılımı

| Haberde Yer Alan Şiddet Türü | Sayı | % |
|------------------------------|------------|--------------|
| Cinsel şiddet | 87 | 13,0 |
| Cinsel/Fiziksel şiddet | 15 | 2,2 |
| Cinsel/Sözel şiddet | 6 | 0,9 |
| Fiziksel şiddet | 512 | 76,3 |
| Fiziksel/Psikolojik şiddet | 3 | 0,4 |
| Fiziksel/Sözel şiddet | 13 | 1,9 |
| Sözel şiddet | 35 | 5,2 |
| Toplam | 671 | 100,0 |

Şiddet türünün dağılımının gösterildiği Tablo 1 incelendiğinde; fiziksel şiddetin diğer şiddet türlerine göre daha sık görüldüğü tespit edilmiştir. İncelenen 671 haberin 512'si (76,3)'ü fiziksel şiddet içerikli haberlerdir. Şiddet türünün gazetelere göre dağılımının gösterildiği Ek 1, Tablo 1'e baktığımızda ise Habertürk Gazetesi'nde 248 fiziksel şiddet, 39 cinsel şiddet, 22 sözel şiddet haberinin; Hürriyet Gazetesi'nde 115 fiziksel şiddet, 29 cinsel şiddet, 4 sözel şiddet haberinin; Sabah Gazetesi'nde 149 fiziksel şiddet, 19 cinsel şiddet, 9 sözel şiddet haberinin yer aldığı gözlemlenmiştir. Gazetelerin genelindeki şiddet dağılımına bakıldığında fiziksel şiddet haberlerinin daha yaygın haberleştirildiği görülmektedir. Fiziksel şiddeti ise, cinsel ve sözel şiddet takip etmektedir.

Tablo 2: Haberlerde Uygulanan Şiddet İçin Gösterilen Nedenin Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | Kişisel neden | Toplumsal neden | Belirtilmemiş | Toplam |
|-----------------------------|---------------|-----------------|---------------|---------------|
| Habertürk Gazetesi | 151 46,9% | 18 5,6% | 153 47,5% | 322 100,0% |
| Hürriyet Gazetesi | 83 51,3% | 6 3,7% | 73 45,1% | 162 100,0% |
| Sabah Gazetesi | 100 53,5% | 9 4,8% | 78 41,7% | 187 100,0% |
| Toplam | 334 49,8% | 33 4,9% | 304 45,3% | 671 100,0% |

(P=.451 $X^2=5,756$ DF:6)

Gazeteler, yayınladıkları şiddet haberlerinin %54,7'sinde uygulanan şiddetin nedenini de belirtmiştir. Tablo 2'ye bakıldığında kişisel nedenden dolayı şiddete başvurma daha fazla olduğu görülmektedir. Habertürk Gazetesi'nin 149 haberinde (%46,3), Hürriyet Gazetesi'nin 80 haberinde (%49,4) ve Sabah Gazetesi'nin 95 haberinde (%50,8) şiddetin nedeni olarak kişisel bir neden göstermektedir.

Tablo 3: Şiddet Haberlerinde Mağdur Cinsiyetinin Gazetelere Göre Dağılımı

| Haberin Yayınlandığı Gazete | Kadın | Erkek | Çoklu Mağdur | Belirtilmemiş | Toplam |
|-----------------------------|--------------|--------------|--------------|---------------|---------------|
| Habertürk Gazetesi | 134 41,6% | 144 44,7% | 19 5,9% | 25 7,8% | 322 100,0% |
| Hürriyet Gazetesi | 90 55,6% | 55 34,0% | 13 8,0% | 4 2,5% | 162 100,0% |
| Sabah Gazetesi | 62 33,2% | 99 52,9% | 21 11,2% | 5 2,7% | 187 100,0% |
| Toplam | 286 42,6% | 298 44,4% | 53 7,9% | 34 5,1% | 671 100,0% |

(P=.000 $X^2=30,580$ DF: 6)

Mağdur cinsiyetinin gazetelere göre dağılımına bakıldığında (Tablo 3); Habertürk Gazetesi'nin haberlerinde 134 kadının (%41,6), 144 erkeğin (%44,7); Hürriyet Gazetesi'nde 90 kadının (%55,6), 55 erkeğin (%34,0) ve Sabah Gazetesi'nin haberlerinde 62 kadının (%33,2), 99 erkeğin (%52,9) mağdur konumunda olduğu görülmektedir. Sadece 34 haberde (%5,1) mağdurun cinsiyeti belirtilmemiştir. Mağdur olan kadın ve erkeklerin oranlarında çok fazla fark olmamasına rağmen Kadın Cinayetlerini Durduracağız Platformu'nun yapmış olduğu araştırmaya göre; Türkiye'de 2016 yılında 328 kadın cinayeti işlenirken, yapılan haberlerin azaldığı iddia edilmektedir. Medya Takip Ajansı İnterpress'in üç bine yakın ulusal, bölgesel ve yerel gazete ile dergiyi kapsayan incelemesine göre; 2015 yılında kadına yönelik şiddet haberleri 84 bin 927 haber olurken, 2016 yılında kadına yönelik yapılan şiddet konusunda çıkan haber sayısının 34 bin 150 habere düşmesine dikkat çekmektedir. Kadın cinayetleri hakkında ise yazılı basında 2015 yılında 11 bin 796 haber çıkarken, 2016 yılında 5 bin 824 haber yayınlandığı ortaya çıkmaktadır (Karar.com, 2017). Yine Kadın Cinayetlerini Durduracağız Platformu'nun verilerine göre 2017 yılında 409 kadın cinayeti işlenmiştir. 387 çocuk cinsel istismara uğradı ve 332 kadına cinsel şiddet uygulandı (Serbest, 2018). Bu verilerden basına yansımaya bile kadının mağdur olduğu şiddet olaylarının çok fazla olduğu görülmektedir.

Tablo 4: Şiddet Haberlerinde Fail Cinsiyetinin Gazetelere Göre Dağılımı

| Haberin Yayınlandığı Gazete | Kadın | Erkek | Çoklu Fail | Belirtilmemiş | Toplam |
|-----------------------------|-------------|--------------|------------|---------------|---------------|
| Habertürk Gazetesi | 40 12,4% | 230 71,4% | 10 3,1% | 42 13,0% | 322 100,0% |
| Hürriyet Gazetesi | 16 9,9% | 121 74,7% | 6 3,7% | 19 11,7% | 162 100,0% |
| Sabah Gazetesi | 17 9,1% | 136 72,7% | 13 7,0% | 21 11,2% | 187 100,0% |
| Toplam | 73 10,9% | 487 72,6% | 29 4,3% | 82 12,2% | 671 100,0% |

(P=.405 $X^2=6,162$ DF: 6)

Tablo 4'teki fail cinsiyetinin dağılımına bakıldığında ise; Habertürk Gazetesi'nde 230 erkeğin (%71,4), 40 kadının (%12,4); Hürriyet Gazetesi'nde 121 erkeğin (%74,7), 16 kadının (%9,9); Sabah Gazetesi'nde 136 erkeğin (%72,7), 17 kadının (%9,1) fail olarak konumlandırıldığı tespit edilmiştir. Gazetelerin geneline baktığımızda ise 671 haberden 487'sinde (%72,6) erkekler şiddeti gerçekleştirmektedir.

Tablo 5: Şiddet Haberlerinde Mağdurun İsim Bilgisi Sunumunun Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | İsim-Soy isim | İsmi tamamı-Soy isim baş harfi | İsim ve soy isim baş harfi | Belirtilmemiş | Toplam |
|-----------------------------|---------------|--------------------------------|----------------------------|---------------|---------------|
| Habertürk Gazetesi | 189 58,7% | 41 12,7% | 36 11,2% | 56 17,4% | 322 100,0% |
| Hürriyet Gazetesi | 94 58,0% | 12 7,4% | 22 13,6% | 34 21,0% | 162 100,0% |
| Sabah Gazetesi | 131 70,1% | 22 11,8% | 10 5,3% | 24 12,8% | 187 100,0% |
| Toplam | 414 61,7% | 75 11,2% | 68 10,1% | 114 16,9% | 671 100,0% |

(P=.014 $X^2=22.217$ DF:10)

Basın Kanunu'nda fail ve mağdurun isim bilgisinin verilmemesi konusunda maddeler olmasına rağmen gazeteler (Tablo 5) hem failin hem de mağdurun isim ve soy isim bilgisini çoğu haberde açıkça vermektedir. Kimlik bilgisiyle ilgili Basın Kanunu'nda suç işlemiş çocukların topluma kazandırılmaları, cinsel taciz mağdurlarının sosyal hayata entegre olabilmeleri için medyanın da sorumlulukları bulunduğu altı çizilmektedir. Özellikle cinsel taciz mağduru kişilerin haberlerinde kaynağın kimliğinin gizlenmesi ve korunması konusunda gazeteci özellikle hassas davranması gerekmektedir. Mağdurun onayı olmadan ismi, yaşadığı yer, aile ilişkileri, diğer ilgililerin isimleri, iş ya da yaşı gibi kimliğini açık edecek ayrıntıları da hiçbir zaman haberinde kullanmaması gerekmektedir. Basın Kanunu, 18 yaşından küçük olan suç faili veya mağdurlarının kimliklerinin açıkça ifşa edilmesini yasaklamaktadır. Kimlik açıklanmamasından kastedilen, sadece ismin kodlanması, fotoğraf ya da görüntülerinin mozaiklenmesi değildir. İsim açıklanmamasına rağmen şüpheli ya da mağdurun akrabalarının isimlerinin verilmesi veya olay küçük bir yerleşim yerinde geçiyorsa o yerleşim yerinin belirtilmesi de kişinin tanınmasına yol açmaktadır. Ölçüt, verilen haberle kişinin tanınmaması olarak belirlenmiştir. Kimlikleri açıklayan ya da kişilerin tanınmalarına yol açacak şekilde yayın yapanlar, Basın Kanunu'nun 21. Maddesi kapsamında para cezasıyla cezalandırılmakta ve tazminat ve ceza davası açılabilir (Anadolu Ajansı, 2018: 122-212). Buna rağmen gazetelerin genelinde 671 haberden sadece 114 haberde mağdurun isim ve soy ismi belirtilmemiş; 414 haberde mağdurun isim ve soy isim bilgisi açık olarak verilmiştir. Aşağıdaki örnekte görüldüğü gibi hem mağdurun hem de failin isim bilgileri ve fotoğrafları açıkça verilmiştir.



Müebbet aldı

İZMİR'de yaşayan Gamze Pehlivan (37), birlikte yaşadığı Suat Aşır'dan kaçmak için KKTC'ye geldi. Peşinden giden Aşır, 4 aylık hamile kadını Lefkoşa'da bir üniversite bahçesinde yakaladı, 36 kez bıçakladı, üzerine benzin döktü ve diri diri yaktı. Cinayet davası önceki gün sonuçlandı ve mahkeme heyeti oy birliğiyle yasaların öngördüğü en yüksek cezayı, müebbet hapsi verdi.

KKTC'de büyük infial yaratan cinayet geçen yıl 20 Nisan'da yaşanmıştı. Suat Aşır kavgayı gören ve yardıma koşarak kadının alev alan yüzüne toprak atan bir kişiyi de bıçakla tehdit etti. Genç kadın canlı canlı yanarken, yerde bıçaklamaya devam etti. Kan donduran

kadın cinayetinin son duruşmasında mahkeme heyeti başkanı yargıç Melek Esendağlı, işlenen suçun hafifletilecek yanı olmadığını belirtti. Esendağlı, son yıllardaki kadına şiddet olaylarını da dikkate alarak sanığa müebbet hapis cezası verdiklerini açıkladı.

'ADALET TECİLLİ ETTİ'

Davayı takip eden Gamze Pehlivan'ın ağabeyi Hamza Pehlivan, adaletin tecelli etmesinden dolayı buruk bir mutluluk duyduğunu söyledi. Hamza Pehlivan, "Hiçbir şey kardeşimi geri getirmeyecek, ancak bu canavarın müebbet hapse mahkûm olması içimize bir nebze su serpti" dedi. ■ **Ömer BİLGE / LEFKOŞA**

(Hürriyet-20.04.2018)

Tablo 6: Şiddet Haberlerinde Failin İsim Bilgisi Sunumunun Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | İsim-Soy isim | İsmi tamamı-Soy isim baş harfi | İsim ve soy isim baş harfi | Belirtilmemiş | Toplam |
|-----------------------------|---------------|--------------------------------|----------------------------|---------------|---------------|
| Habertürk Gazetesi | 100 31,1% | 75 23,3% | 61 18,9% | 86 26,7% | 322 100,0% |
| Hürriyet Gazetesi | 55 34,0% | 36 22,2% | 36 22,2% | 36 21,6% | 162 100,0% |
| Sabah Gazetesi | 83 44,4% | 38 20,3% | 27 14,4% | 39 20,9% | 187 100,0% |
| Toplam | 238 35,5% | 149 22,2% | 124 18,5% | 161 23,8% | 671 100,0% |

(P=.122 $X^2=12.703$ DF:8)

Mağdurun isim bilgisinin sunumunda karşılaşılan hatalar failin sunumunda da tespit edilmektedir. Tablo 6'ya bakıldığında 671 şiddet haberinden sadece 161'inde (%23,8) isim ve soy isim bilgisinin hiç verilmediği görülmektedir. 238 haberde (%35,5) failin hem ismi hem de soy ismi açık açık verilmiştir. 149 haberde (%22,2) isim bilgisi açık, soy isminin baş harfi verilmiştir, 124 haberde (%18,5) ise isim ve soy ismin sadece baş harfleri verilmiştir. Haberlerin çoğunda failin isim ve soy isim bilgisi açıkça verilerek ifşa edilmektedir. Failin açık olarak bilinmesi ise toplum içerisindeki 'potansiyel suçlu, şüpheli ya da zararlı kişiler' olarak fişlenmekte ve insanlar arasında panik ya da travmaya neden olabilmektedir. Ayrıca failerin topluma kazandırılması açısından yapılan çalışmalarda ise aksaklıklara yol açmaktadır.

Tablo 7: Şiddet Haberlerinde Mağdurun Sunum Biçiminin Gazetelere Göre Dağılımı (Ki-Kare Testi)(P=.002 $X^2=27.278$ DF:10)

| Haberin Yayınlandığı Gazete | Biyolojik tanımlama | Sosyal tanımlama | Duygusal tanımlama | Davranışsal tanımlama | Statü/Kurumsal tanımlama | Mağdurla ilgili tanımlama yapılmamış | Toplam |
|-----------------------------|---------------------|------------------|--------------------|-----------------------|--------------------------|--------------------------------------|---------------|
| Habertürk Gazetesi | 77 23,9% | 11 3,4% | 60 18,6% | 16 5,0% | 105 32,6% | 53 16,5% | 322 100,0% |
| Hürriyet Gazetesi | 51 31,5% | 7 4,3% | 23 14,2% | 6 3,7% | 42 25,9% | 33 20,4% | 162 100,0% |
| Sabah Gazetesi | 41 21,9% | 8 4,3% | 17 9,1% | 6 3,2% | 55 29,4% | 60 32,1% | 187 100,0% |
| Toplam | 169 25,2% | 26 3,9% | 100 14,9% | 28 4,2% | 202 30,1% | 146 21,8% | 671 100,0% |

Araştırmada görülmektedir ki (Tablo 7), haber objektif olarak verilmesi gerekirken, duygular sıfatlarla habere katılmaktadır. Böylelikle mağdurun mağduriyetini haklı göstermeye ya da faili daha da suçlamaya gidilmektedir. Fransız Dışişleri bakanlarından Clemenceau, La Justice (Adalet) gazetesinin yazı işleri müdürüyken, işe yeni başlayan bir muhabire, haberde üslubun önemini anlatmak için şunları söylemiştir: 'Genç adam, bir cümle yazarken önce bir ad, bir fiil, bir de tümleç kullanacaksın, sıfat kullanmak istiyorsan, önce benim iznimi almalısın.' Clemenceau'nun bu sözlerinin, gazetecilikte sıfatların yerli yerinde kullanılmasının, haberin üslubu bakımından önemli olduğu kadar, haberciliğin temellerini bozmaması yönünden ne kadar dikkat gösterilmesi gerektiğine de işaret etmektedir. Sıfat kullanılması, haberin karmaşık hale gelmesine yol açtığından karışıklığa yol açmaktadır (Tokgöz, 2003: 259). Araştırma göstermektedir ki, mağduru konumlandırmaya yönelik kullanılan sıfatların başında mağdurun statü ve kurumsal kimliğine yönelik sıfatlar gelmektedir. Mağdurun mağduriyeti yaptığı iş,

konumu, statüsü gibi özellikleri üzerinden yapıldığı tanımlanmaktadır. Statü ve kurumsal tanımlamanın ardından biyolojik tanımlamanın daha fazla olduğu görülmektedir. Gençliğine ve yaşına yapılan vurgular yapılarak mağduriyeti pekiştirilmektedir. Dilenci, engelli, hamile gelin, hayat dolu, kurban, kadın, akraba, anne, baba gibi tanımlamalarla olay dramatize edilerek ve duygusallık ön plana çıkarılarak dramatize edilmiştir. Tacizci, torbacı, husumetli gibi nefret söylemleriyle ise olay haklı gösterilmeye çalışılmaktadır.

Tablo 8: Şiddet Haberlerinde Failin Sunum Biçiminin Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | Biyolojik tanımlama | Sosyal tanımlama | Duygusal tanımlama | Davranışsal tanımlama | Statü/Kurumsal tanımlama | Faille ilgili tanımlama yapılmamış | Toplam |
|-----------------------------|---------------------|------------------|--------------------|-----------------------|--------------------------|------------------------------------|---------------|
| Habertürk Gazetesi | 39 12,1% | 16 5,0% | 16 5,0% | 79 24,5% | 83 25,8% | 89 27,6% | 322 100,0% |
| Hürriyet Gazetesi | 24 14,8% | 6 3,7% | 7 4,3% | 38 23,5% | 41 25,3% | 46 28,4% | 162 100,0% |
| Sabah Gazetesi | 35 18,7% | 5 2,7% | 10 5,3% | 38 20,3% | 39 20,9% | 60 32,1% | 187 100,0% |
| Toplam | 98 14,6% | 27 4,0% | 33 4,9% | 155 23,1% | 163 24,3% | 195 29,1% | 671 100,0% |

$$(P=.594 \quad X^2=8,360 \quad DF:10)$$

Mağdur tanımlamalarında görülen benzer durum fail tanımlamalarından da görülmektedir (Tablo 8). Yine failin statü ve kurumsal tanımlaması sıfatlarda ön plana çıkmaktadır. Habercinin yorumunun katılarak yazılan haberlerde faili suçladığı ve objektiflik ilkesine uymadığı durumlarla karşılaşmaktadır. Araştırmanın detaylarında ise; canavar, canı, mağanda, zorba, şehir eşkıyası, travesti, tribün teröristi, ırkçı, pedofil, vicdansız, sapık, satanist, merdivenli canı, tacizci, istismarcı, saldırgan, çıplak saldırgan, saldırgan katil zanlısı, baron, çete, çete lideri, çete elebaşı, katil, katil zanlısı gibi toplumda nefret söylemini besleyici, ötekileştirici tanımlamaların olduğu ve haberi yapan kişinin duygularını da kattığı sıfatlarla karşılaşmaktadır. Olayın faili bazı haberlerde anne, baba, akraba, çocuk, eş, erkek arkadaş, kız arkadaş, eski eş, dini nikahlı eş gibi yapılan şiddeti onaylatıcı tanımlamalarla karşımıza çıkmaktadır. Faili; alkollü, madde bağımlısı, uyuşturucu bağımlısı, psikolojisi bozuk, saplantılı aşık, takıntılı hayran, işsiz gibi tanımlarda olduğu gibi şiddeti haklı ve meşru gösterecek türden nitelemelerle de karşılaşmaktadır. Sıfatların kullanılması; haberciye objektiflikten uzaklaştıran, haberin olduğu gibi yansıtılmasını engelleyen ve haberciye sorgulayıcı, yargılayıcı ve suçlayıcı bir vasıf yükleyen bir durumun içine sürüklemektedir.

Tablo 9: Haber Başlığında Kullanılan İfade Biçimlerinin Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | Olumlu | Olumsuz | Nötr | Toplam |
|-----------------------------|-----------|--------------|--------------|---------------|
| Habertürk Gazetesi | 0 0,0% | 253 78,6% | 69 21,4% | 322 100,0% |
| Hürriyet Gazetesi | 0 0,0% | 113 69,8% | 49 30,2% | 162 100,0% |
| Sabah Gazetesi | 1 0,5% | 153 81,8% | 33 17,6% | 187 100,0% |
| Toplam | 1 0,1% | 519 77,3% | 151 22,5% | 671 100,0% |

$$(P=.029 \quad X^2=10,783 \quad DF:4)$$

Objektiflikten uzak bir başka durum şiddet haberlerine atılan başlıklarda karşımıza çıkmaktadır. Tablo 9’da haber başlıkları olumlu, olumsuz ve nötr olarak incelenmekte ve 671 şiddet haberlerinin sadece 151’inde (%22,5) nötr bir başlık atıldığı gözlemlenmektedir. 519 haberde (%77,3) olumsuz ifade içeren başlıklar kullanılmış ve sadece 1 haberde (%0,1) olumlu bir başlık atılmıştır. Zaten olumsuzlukları içinde barındıran şiddet haberleri başlığı vurucu olması ya da okutması maksadıyla iyice şiddet içerikli kelimelere boğulmaktadır. Haberin en önemli kısmının ve haberi okutan kısmının başlık olduğunu düşünürsek sadece okutma kaygısının yanında şiddeti iyice körükleyen bir tutum sergilendiği gözlemlenmektedir. Van Dijk, “Haberin oluşturduğu anlam açısından başlıklar, haber girişi ve metinden önce gelmektedir. Okuyucunun önüne gelen haberin başlıkları, haber girişi ve metin bir bütündür ve başlıklar diğerlerini peşinden sürükler. Okuyucuya ulaşan anlam, başlıklardan başlar” diyerek başlığın önemine vurgu yapmaktadır (Aktaran: Özer ve Üçer, 2010: 201). Yine Ömer Özer ve Neda Saraçer Üçer’in yaptığı ‘Güldünya Tören Örneğinde Töre Cinayetleri’ araştırmasında atılan başlıkların Güldünya’nın öldürülmesine değil, bir töre cinayeti olduğuna ilişkin olduğu vurgulanmaktadır. Araştırma göstermiştir ki; ‘Töreniz batsın’, ‘Böyle töre olmaz olsun’ (Hürriyet, 27 Şubat 2004) gibi başlıklar atılmış ve olay ancak alt başlıklar okunduğunda anlaşılabilir, bir kişinin yaşamını yitirdiği ancak o zaman anlaşılacaktır. Töre cinayetlerinin kişiselleştirildiği ve böylece popülerleştirildiğini söylemek mümkündür. Başlıklar, eylemi eleştirmekte ve gazetenin sert tavrını sergilemektedir. Ancak altbaşlıklarla okunduğunda cinayeti işleyen kardeşlere seslenildiği ortaya çıkmaktadır. Bu da gazetenin bir töre cinayetinden öte, sadece Güldünya cinayetiyle ilgili olduğunu ortaya koymaktadır. Metinler okundukça da törenin çok güçlü ve sert olduğu, kurallarına mutlaka uyulması gerektiği, uymayanların bunun bedelini canlarıyla ödedikleri, bundan kaçış olmadığı ve başka seçenekleri olmadığı vurgulanmaktadır. Bu başlıklar ise, töreye olan teslimiyeti ve onu meşrulaştırmayı içermektedir. Bu da medyanın kendisini görevini yapıyor olarak sunmaktadır (2010: 201-203). Gazetelere dağılıma bakıldığında ise Sabah Gazetesi yayınladığı şiddet haberlerine daha fazla olumsuz bir başlıkla servis ettiği görülmektedir. Nötr başlık kullanım oranına baktığımızda ise Hürriyet Gazetesi yayınladığı şiddet haberlerinde diğer gazetelere göre daha fazla nötr bir başlık tercih etmiştir. Bu konuda Tokgöz, haberi yazarken objektifliğin sağlanması için birtakım kriterlerin olması gerektiğini savunmaktadır. Bir sorunun farklı yönlerini sunarken dengeli ve tarafsız olmak, haber yazarken kesinliğe ve gerçekliğe uymak, haberde tüm ana noktaları sunmak, yorum ile olguları birbirinden ayırmak, ancak fikri geçerli olarak kabul etmek, yazarın haberde kendi tutumu, yorumu veya katılımının etkisini azaltmak, aykırı yanlı olma ve hınç alma amaçlarından kaçınılması gerektiğini vurgulamaktadır (2003: 352). Başlıkların bazılarının büyük harfle kullanılması, bazılarının kırmızı ve sarı gibi dikkat çekici renklerle olması ve büyük puntolarla yazılması şiddetin dozunu bir kat daha artırmaktadır. Gazetelerdeki olumsuz içerikli başlıklardan bazı örnekler şu şekildedir;

‘Engelli kadının bacaklarını kırdılar’ (Hürriyet-08.05.2018)

‘TECAVÜZ EDİP ATEŞE VERDİ’ (Hürriyet-08.05.2018)

‘25 KADIN katledildi’ (Hürriyet-25.04.2018)

‘Tecavüze tecavüz anlaşıldı’ (Hürriyet-27.03.2018)

‘Zehirlediler, yüksekte attılar, taşla ezdiler’ (Hürriyet-11.05.2018)

‘Zabıta “Gelin vurun” dedi, kalabalık linçe kalkıştı’ (Habertürk-11.05.2018)

‘Tahliye sonrası takip, 5 yıla kadar hadım’ (Habertürk-10.04.2018)

‘BABA VAHŞETİ İDDİANAMEDE: Defalarca çekiçe vurdu, evin her yerinde kan vardı’ (Habertürk-06.04.2018)

Böyle baba olmaz olsun!!!14 yaşındaki öz kızına...(Hürriyet-13.04.2018)

‘GÜNLÜK EVDE ŞÜPHELİ ÖLÜM’ (Hürriyet-31.03.2018)

‘Her kurbana üçer kurşun’ (Sabah-13.04.2018)

‘HEPİNİZİ ÖLDÜRMEK LAZIM!’ (Habertürk-11.05.2018)

Bazı görsel örnekler ise şu şekildedir;

FAKÜLTEDE KATLIAM

**Eskişehir Osmangazi Üniversitesi Araştırma Görevlisi
Volkan Bayar, fakülteyi basıp 4 akademisyeni öldürdü**

DEKAN BİNADA YOKTU

Dün saat 14.30'da eğitim fakültesine silahlı giden Volkan Bayar, dekanın odasına çıktı. Dekanı bulamayanca önce fakülte sekreteri Fatih Özmutlu'yu, üst katta ise Dekan Yardımcısı Mikail Yalçın, Yrd. Doç. Serdar Çağlar ve Araştırma Görevlisi Yasir Armağan'ı öldürdü. 1 kişinin yaralı kurtulduğu olayda 2 şarjör kullanıp 27 kurşun sıkan Bayar, bahçede yakalandı.

SORUŞTURMASI VARDI

Rektör Gönen, Bayar'ın Tokat Gaziosmanpaşa Üniversitesi'nden doktora için geldiğini, fakülte personeline yönelik "FETÖ'cü" suçlamaları nedeniyle hakkında soruşturma olduğunu açıkladı. Bayar ön ifadesinde, soruşturma yazısı eline geçince sinirlendiğini ve cinayetleri işlediğini itiraf etti. Eski eşi, "Dengesiz hareketleri vardı" dedi. **Can HACIOĞLU/12'de**



Volkan Bayar, eşine şiddet uyguladığı için uzaklaştırma cezası almış.



Öğrenciler ve öğretim görevlileri büyük korku yaşarken, tüm sınıflar etelendi.

'5'inci cenaze olacaktım'



Dekan Yücel: "Korkulan biriydi, akli dengesi yerinde değil." Doç. Aypay: "Defalarca dilekçe verdik. Rektörlük, YÖK işlem yapmadı. İfade vermeye gitmemiş olsaydım, 5'inci cenazesi bendim." YÖK Başkanı Sarac: "Dehşet verici olay, hepimizi derinden sarstı. Savcılığın aydınlatacağına inancımız tam."

Habertürk-06.04.2018-(Manşet))

Engelli kadının bacaklarını kırdılar

Parkta tekerlekli sandalyesinden düşmüş olarak bulunan ve iki bacağı da kırılan Melike A., "Daha önce de sorun yaşadık. Muhtara ilettim ama ilgilenmedi" dedi.



MUĞLA'nın Köyceğiz ilçesine bağlı kırsal Sazak Mahallesi'nde oturan A.K., iddiaya göre geçtiğimiz cumartesi günü tarlasındaki ot ve çöpleri, aralarında husumet bulunduğu belirtilen bedensel engelli Melike A.'nın (42) evinin önüne bıraktı. Bunun üzerine tartışma çıktı. Tartışma, A.K.'nin ağabeyi ile yengesinin de katılmasıyla kavgaya

dönüştü. Engelli kadın, üç komşusu tarafından darp edildi. Tekerlekli sandalyesinden düşen Melike A. başını yere çarpıp bayıldı, her iki bacağı kırıldı. Yaralı kadın ambulansla Devlet Hastanesi'ne götürüldü, buradan Muğla Sıtkı Koçman Üniversitesi Eğitim ve Araştırma Hastanesi'ne sevk edildi. Melike A.'ın kırılan iki bacağı alçıya alınırken, şikâyeti üzerine



komşusu A.K., abisi K.K. ve yengesi Ü.K. gözaltına alındı. Adliyeye sevk edilen üç kişi tutuksuz yargılanmak üzere serbest bırakıldı.

■ Cihan KAYA/DHA

(Hürriyet-08.05.2018)

Tablo 10: Şiddet Haberlerinde Haberin Anlatım Tarzı ve Üslubunun Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | Bilgilendirici | Magazinsel/Sansasyonel | Yargılayıcı/Suçlayıcı | Tavsiye/Öneri verici | Toplam |
|-----------------------------|----------------|------------------------|-----------------------|----------------------|---------------|
| Habertürk Gazetesi | 125 38,8% | 141 43,8% | 50 15,5% | 6 1,9% | 322 100,0% |
| Hürriyet Gazetesi | 72 44,4% | 51 31,5% | 37 22,8% | 2 1,2% | 162 100,0% |
| Sabah Gazetesi | 121 64,7% | 41 21,9% | 23 12,3% | 2 1,1% | 187 100,0% |
| Toplam | 318 47,4% | 233 34,7% | 110 16,4% | 10 1,5% | 671 100,0% |

(P=.000 $X^2=40.809$ DF:6)

Kullanılan üslup ve anlatım tarzının verildiği Tablo 10'a bakıldığında Habertürk Gazetesi'nin haberlerinin çoğunluğunu magazinsel ve sansasyonel bir anlatım tarzı ve üslubuyla verdiği gözlemlenmiştir. 322 haberinden 141'inin (%43,8) magazinsel ve sansasyonel bir üslupla hazırladığı dikkat çekmektedir. 125 haberinde (%38,8) bilgilendirici bir anlatım tarzı ve üslup benimsediği görülmektedir. Diğer gazetelerde ise yüzdelik çoğunluk bilgilendirici bir anlatım tarzı ve üsluptan yanadır. Hürriyet Gazetesi haberlerinin 72'sini (%44,4) bilgilendirici, 51'ini (%31,5) magazinsel ve sansasyonel; Sabah Gazetesi ise haberlerinin 121'ini (%64,7) bilgilendirici, 41'ini (%21,9) magazinsel ve sansasyonel bir anlatım tarzı ve üslubuyla hazırlamıştır. Bunun yanında yargılayıcı ve suçlayıcı bir üslup da azımsanmayacak derecede tabloda yer almaktadır. Haberlerin %16,4'ü haberi hazırlayanın yorumlarını da kattığı yargılayıcı ve suçlayıcı bir anlatım tarzı ve üslubu benimsemiştir. Tokgöz, "Gazetecinin olayla ilgili eline geçen enformasyon kesinlikle uzak ve ayrıntılardan oluşuyorsa hikaye etme, enformasyon yoğun ve kesinse özetleme işlemine başvurarak haber yapması olağandır. Her zaman, gazeteci yaptığı haberini olay/olaylarla özdeş değil, fakat olayın esas çerçevesi içinde tekrar kurulması şeklinde yapmak durumundadır. Gazeteci, olay/olayları kendi algıladığı biçimde ve ölçüde, kendi birikim ve deneyimlerine göre haber yapmaktadır" sözleriyle gazetecinin olayın esas gerçekliğinden ayrılmaması gerektiğinin altını çizmektedir (Tokgöz, 2003:189).

Tablo 11: Şiddet Haberlerinde Mağdur Fotoğrafının Sunumunun Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | Açık | Buzlanmış | Fotoğraf Yok | Toplam |
|-----------------------------|--------------|-------------|--------------|---------------|
| Habertürk Gazetesi | 189 58,7% | 20 6,2% | 113 35,1% | 322 100,0% |
| Hürriyet Gazetesi | 83 51,2% | 20 12,3% | 59 36,4% | 162 100,0% |
| Sabah Gazetesi | 123 65,8% | 7 3,7% | 57 30,5% | 187 100,0% |
| Toplam | 395 58,9% | 47 7,0% | 229 34,1% | 671 100,0% |

(P=.008 $X^2=13.913$ DF:4)

Araştırma sonuçları göstermektedir ki (Tablo 11), haberlerin büyük bir çoğunluğunda mağdur fotoğrafının açıkça yayınlandığı görülmektedir. 395 haberde (%58,9) mağdur fotoğrafı buzlanmadan açık bir şekilde kullanılmıştır. 229 haberde (%34,1) mağdur fotoğrafı ise kullanılmamıştır. Sadece 47 fotoğraf (%7,0) buzlanarak verilmiştir. Buzlama, fotoğrafı ya da fotoğrafta gerekli görülen alanları netsizleştirmek olarak ifade edilmektedir. Şiddet

haberlerinde mağdur ya da failerin kendilerini ve yakınlarının haklarını korumak ya da okuyucuları fotoğraftaki şiddet vb. öğelerden korumak amacıyla etik ilkeler açısından uygulanan bir yöntem olarak uygulanmaktadır (Erol, 2013: 209). Habercilere, görsel materyalleri, gelişen bilgisayar teknolojileri ile mozaikleme ya da bulanıklaştırma gibi uygulamalarla düzeltmeleri tavsiye edilmektedir (Anadolu Ajansı, 2018: 122). Türk basın tarihinin mağdur fotoğrafı açısından önemli bir haberi de 7 Ekim 2011'de Ş.E. olayının Habertürk Gazetesi manşetinden verilen ve olaydan hemen sonra çekilen fotoğrafın buzlanmadan kullanılmasıdır. 'Kadına Şiddette Son Nokta' başlıklı haber ile servis edilen fotoğraf, olaydan hemen sonra çekilmiş olup mağdur yakın plandan verilmiştir. Yüzüstü pozisyonda sedyeye yatırılan kadının yüzünün bir tarafı da okura dönük bir şekildedir. Belden yukarısı çıplak olan kadının yüzü, sırtındaki bıçak ve vücudundaki kan izleri buzlanmadan verilmiştir. Kocası tarafından bıçaklanan kadının bedeni gazetenin sürmanşetinden üzerinde herhangi bir rötuş işleminin uygulanmadan verilmesi, fotoğrafın şiddet dozunun oldukça yüksek olması sonucunu doğurmaktadır. Başlığın büyük puntolarla, bold (kalın) ve sarı renkli verilmesi yediden yetmişe gazeteyi eline alan her okuyucunun fotoğrafa odaklanmasını adeta zorunlu kılmıştır (İşleyen, 2015: 487-490). Bu araştırmada da veriler göstermektedir ki hem mağdur hem de fail fotoğrafı çoğu haberde açıkça verilmektedir.



(Hürriyet-24.04.2018)



(Hürriyet-12.04.2018)

Tablo 12: Şiddet Haberlerinde Fail Fotoğrafının Sunumunun Gazetelere Göre Dağılımı (Ki-Kare Testi)

| Haberin Yayınlandığı Gazete | Açık | Buzlanmış | Fotoğraf Yok | Toplam |
|-----------------------------|--------------|-------------|--------------|---------------|
| Habertürk Gazetesi | 117 36,3% | 36 11,2% | 169 52,5% | 322 100,0% |
| Hürriyet Gazetesi | 50 30,9% | 21 13,0% | 91 56,2% | 162 100,0% |
| Sabah Gazetesi | 84 44,9% | 21 11,2% | 82 43,9% | 187 100,0% |
| Toplam | 251 37,4% | 78 11,6% | 342 51,0% | 671 100,0% |

(P=.093 $X^2=7.969$ DF:4)

Fail fotoğrafının kullanımı konusunda da durum farksız olduğu görülmektedir (Tablo 12). 671 haberden 342'sinde (%51,0) fail fotoğrafı kullanılmamıştır. Fail fotoğrafının kullanıldığı çoğu haberde fotoğraf buzlanmadan açık olarak verilmiştir. 251 haberde (%37,4) fail fotoğrafı açık bir şekilde kullanılmıştır. Sadece 78 haberde (%11,6) buzlanarak kullanılmıştır. Fail fotoğrafının gazetelerde açık açık buzlanmadan verilmesi hem olayın yaşandığı bölgede yaşayan hem de toplumun genelinde bireyler üzerinde korku, panik ve bazı durumlarda da özentili yaratıcı bazı durumlarda ise (failin emniyet güçleri tarafından yakalandığını gösteren fotoğraflar) yaptıklarının karşılıksız kalmadığını gösterir şekilde kullanılmıştır. Fail ve mağdur fotoğrafının gazetelerde kullanımına genel olarak bakıldığında ise fotoğraf kullanımı noktasında etik kurallara uyulmadığı görülmektedir. Fail fotoğraflarının sunumunun gazetelere göre dağılımında anlamsal farklılığın olmadığı tespit edilmiştir.

SONUÇ VE ÖNERİLER

Bireysel silahlanmanın artmasıyla birlikte insana, hayvana, doğaya her geçen gün daha da artan bir şekilde uygulanarak gündelik yaşamın sıradan bir ritüeli haline gelmiştir. Bireysel silahlanmayla birlikte son yıllarda işlenen cinayetler yüzde 27 oranında artmıştır. Son zamanlarda Enflasyonla Topyekün Mücadele Kampanyası kapsamında ise fişek ve merminin fiyatında indirim yapılması toplumsal alanda şiddeti daha da artırmaktadır.

Yine bu araştırmanın sonucu da göstermektedir ki şiddet uygularken kullanılan araçlara bakıldığında silah, tabanca ve tüfekle uygulanan şiddetin oranının daha fazla olduğunu tespit edilmiştir. İncelenen haberler arasında 203 haberde silah, tabanca ve tüfek ile şiddetin gerçekleştirildiği görülmüştür. Şiddetin kendine bu kadar zemin bulduğu bir toplumsal alanda, kitle iletişim araçlarının yaptığı haberlerle şiddeti iyice kanıksatması ve sıradanlaştırması bireyler üzerinde yaratılan travmatik etkiyi daha da artırmıştır. Medyada, şiddetin en ince ayrıntısına kadar anlatılması, kullanılan araçlardan, uygulanmasına kadar canlandırmalarla tarif edilmesi, özendirilerek sansasyonel bir şekilde sunulması şiddetin iyice toplumsal alana yerleşmesine neden olmuştur.

Medya, şiddet eyleminin başlıca nedeni olmasa da şiddetin görünür kılınmasından bireyler üzerinde ikincil bir mağduriyet yaratmasına kadar pek çok etkide bulunmaktadır. Kitle iletişim araçlarının önemli görevleri arasında haber içeriklerini hazırlarken tarafsız, duyarlı ve gerçeğe dayalı bir habercilik anlayışı gelmektedir. Özellikle de yakın ve uzak çevresinde olup biten olaylardan haberdar olmak isteyen bireylerin haber içeriklerini dikkatli bir şekilde takip ettiğini düşünüldüğünde, kitle iletişim araçlarının bu haberlere daha da özen göstermesi beklenmektedir. Çünkü insanlar birebir gözlemlemedikleri gelişmeleri kitle iletişim araçlarını takip ederek bilgi sahibi olmaktadır. Bunun için de haberleri oluştururken kullanılan dilin ve üslubun gazetecilik ilkelerine uygun olması gerekmektedir.

Ulaşamadığı gelişmeleri kitle iletişim araçlarıyla takip eden bireyler, haberin dili ve üslubundan da istemese bile etkilenmektedir. Özellikle ‘şiddet’ gibi her bireyin başına gelebilecek sıkça takip edilen, toplumu etkileyen ve ilgilendiren haberlerde daha çok özen göstermeleri gerekmektedir. Çünkü daha fazla satış ve kar elde etme kaygısıyla kısa vadede kazanç gibi gözükten durumlar uzun vadede toplum ve bireyler üzerinde derin etkiler yaratabilmektedir.

İncelenen haberlerde görülmüştür ki gazeteler haberciliğin temel ilkelerinden objektifliği çoğu durumda ihlal etmektedir. Özellikle sıfatların, nitelemelerin, tanımlamaların çok fazla kullanılması haberciyi objektiflikten uzaklaştırmaktadır. Bunun yanında mesleğe, cinsiyete, yaşa yapılan vurgular asıl olayın üzerini örtmekte ve tartışmayı farklı bir boyuta taşıyarak unutturmaktadır. Okuyucunun algılarını yönlendirme ve okunma kaygısıyla oluşturulan içerikler, aynı zamanda şiddeti de meşrulaştırmaktadır. Bu meşruiyet de bir süre sonra toplumsal alanda şiddetin özendirilmesine ve kanıksanmasına neden olmaktadır. Çünkü bir süre sonra şiddet dozu düşük haberler insanların dikkatini çekmemekte ve okunma oranı düşmektedir.

Mağdurun ya da failin isim bilgisinin açık açık verilmesi, yine hem toplumsal alanda bireyler üzerinde korku, panik ve şüphe yaratmakta hem de işlediği suçtan dolayı pişmanlık duyan ya da hayata tutunmaya çalışan mağdur üzerinde psikolojik olarak olumsuz bir etki yaratmaktadır. İncelenen haberlerde gazetelerin geneline bakıldığında 671 haberden 414’ünde mağdurun isim ve soy isim bilgisi, 238 haberde de failin isim ve soy isim bilgisi açık açık verilmiştir.

Haberlerde kullanılan fotoğraflarda da durumun çok farksız olmadığı görülmüştür. Araştırma sonucunda haberlerde kullanılan fotoğraflar noktasında da gazetecilik etik ilkelerine uyulmadığı tespit edilmiştir. Mağdurun ve failin fotoğrafları haberlerin çoğunda açık açık kullanılmıştır. Hürriyet Gazetesi diğerlerine oranla hem mağdur hem de fail fotoğrafı kullanımında daha sorumlu bir gazetecilik örneği sergilerken Sabah Gazetesi ise tam tersine hem mağdur hem de fail fotoğrafı kullanımında buzlama yapmadan açık fotoğraf kullanmayı tercih ederek gazetecilik ilke ve kurallarına uymamıştır. Araştırma sonucunda mağdur ve fail fotoğrafının kullanımıyla ilgili etik kriterlere Sabah Gazetesi’nin uymadığı tespit edilmiştir. Şiddete maruz kalanların fotoğrafının buzlanmadan kullanılması, insanların mağduriyetini bir kez daha tazelemekte ya da hayata tutunmaya çalışan bireylere engel olmaktadır. Fail fotoğraflarının açık açık kullanılması ise, toplumsal alanda korku ve panik halinin her an canlı tutulmasına, aynı şiddete maruz kalma riski bulunan bireyler üzerindeki korkuyu artırmaktadır. Bu tür haberler gazetecilik ilke ve kurallarına göre fotoğrafsız verilmesi ya da çok gerekli durumlarda mağdur ve failin tanınmayacak derecede buzlanarak ya da rötuş yapılarak yayınlanması gerekmektedir. Bu açıdan en travmatik örnek 7 Ekim 2011 tarihli Habertürk Gazetesi’nin sürmanşetten yer verdiği Ş.E. cinayetine ilişkin haber fotoğrafıdır. Şiddetin tüm açıklığı ile gösterildiği, hiçbir buzlamanın yapılmadan kullanılan fotoğraf etik tartışmalara sebep olmuştur. Yediden yetmişe her kesimden bireyin görebileceği sürmanşetten verilen fotoğrafın çekim açısı da ayrı bir travmatik durumu beraberinde getirmiştir. Mağdurun yüzünün objektife dönük ve gözünün açık, belden yukarısının çıplak ve sırtındaki bıçak ve kan izlerinin buzlanmadan verildiği ve rötuş işlemi hiç yapılmadan verilmiştir.

Şiddet haberlerinde, haberi yazan muhabirin kendini ‘neden’ sorusunu cevaplamak zorunda hissetmesi de yine ayrı bir tartışma konusu yaratmaktadır. İncelenen haberlerin yarısından fazlasında uygulanan şiddete bir neden gösterilmiştir. Şiddet olaylarına haberde bir neden gösterilmesi, uygulanan şiddeti normalleştirmekte ve haklı göstermektedir. Bu da toplumsal alanda benzer durumların şiddetle sonuçlanma ihtimalini meşrulaştırmaktadır. Haberlere geniş bir yer verilmesi, tüm detaylarına kadar anlatılması, şiddetin nasıl gerçekleştirildiğinin uzun uzun açıklanması da şiddetin örnek alınmasına ve taklit edilmesine yol açmaktadır. Gelişigüzel bir üslupla ve duygusal boyutu ağır basan haberlerin yapılması, şiddet içerikli kelimelerle olayın ve yaşananların meşru gösterilmesine sebep olmaktadır. Kullanılan aracın verilmesi haber içeriğindeki şiddetten etkilenen insanların bunu uygulamasından çok yaratılan şiddet içerikli algının normalleştirilmesine neden olmaktadır. Toplumsal alanda yaratılan şiddet gerçeğinin başlıca sebebi kitle iletişim araçları olmasa da; medya, şiddeti görünür kılan,

meşrulaştıran ve ikincil bir mağduriyetin yaratılmasına sebep olmaktadır. Her ne kadar muhabirler şiddet haberlerini gazetecilik kurallarına uygun yazsa da habere son şeklini yöneticiler vermektedir. Muhabirler habere ancak belli bir yere kadar müdahale etmektedir. Haber, okunma kaygısı ve dikkat çekiciliğinin artırılması için editör, yazı işleri müdürü gibi gazete baskıya giderken son kararı veren yöneticilerin müdahalesine maruz kalmaktadır. Bu da gazeteciliğin etik ilke ve kurallarından uzak haberleri okuyucuyla buluşturmaktadır.

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YEDİNCİ SINIF FEN BİLGİSİ DERSİ ELEKTRİK DEVRELERİ ÜNİTESİNDE STEM UYGULAMALARININ ÖĞRENCİLERİN BİLİMSSEL SÜREÇ BECERİLERİNE ETKİSİ

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ÖZET

STEM, son yüzyıl içinde teknolojik ürünleri üreterek dünya çapına pazarlayan ülkelerin bireylerinin, diğer ülke bireylerinin başarılarına göre daha iyi yetiştirebilmesi amacıyla kullanılan bir eğitim yaklaşımıdır (TÜSIAD, 2017). Science (Bilim), Technology (Teknoloji), Engineering (Mühendislik) ve Mathematics (Matematik) alanlarının birbiri ile bütünleşmesi ile oluşan ve bütünleştikten sonra kendine yeni sınırlar belirleyen bu yaklaşım, resmi olarak 2001 yılında Judith Ramaley tarafından ortaya konulmuştur (Altun & Yıldırım, 2015; Çepni, 2018; Gühan & Şahin, 2018). STEM eğitiminin amacı teknolojik ve bilimsel gelişmeleri arttırmak, ülkenin güvenlik ihtiyacını karşılamak, toplumsal problemleri çözmek ve bireylerin problemleri görebilmelerini sağlamaktır (Karışan & Yurdakul, 2017). STEM kelimeleri okunduğu zaman sadece bilim, teknoloji, mühendislik ve matematiğin birleşimi gibi görünebilir (Aydağül & Terzioğlu, 2014). Ancak yaklaşım olarak incelediğimizde yeni bilgi ve çözümlere ulaşmak için bireylerin 21. yy becerilerini geliştirmeyi amaçlayan multidisipliner bir eğitim imkânı sunar (Göksun, 2016; Günüş, Kuzu, & Odabaşı, 2013; Özdek, 2018). 21. Yy becerileri, bireylerin herhangi bir problem ile karşılaştığında yeniden oluşturabilme, yenilikçi bakış açısına sahip olabilme, verimli çalışabilme, tasarlayabilme, grupla uyum halinde hareket edebilme ve eleştirel düşünebilme gibi yetenekleri geliştirebilmektir (Yalçın, 2019). Bu nedenle öğrencilerin 21. yy yeteneklerinin farkına vararak ülkede bilimle ilgilenen araştırmacı bireylerin sayısını ve üretme kapasitesini arttırabiliriz.

Araştırmacılar son yıllarda STEM eğitim yaklaşımına yönelik birçok çalışma içerisinde bulunmuşlardır (Altun & Yıldırım, 2015; Çepni, 2018; Pekbay, 2017; Yıldırım, 2018). Yapılan çalışmalara baktığımız zaman ne kadar farklı çalışmalar yapılmış olsa da genelde iki ayrı STEM yaklaşımı üzerinde araştırma yapılmış olduğunu görmekteyiz. Bunlar; geleneksel yöntemlerle STEM eğitimi ve entegrasyon ile yapılandırılmış STEM eğitimi olarak ikiye ayrılmaktadır. Geleneksel olan STEM eğitiminde bütün alanlar öğrenciye farklı öğretmenler tarafından verilir. STEM entegrasyon yapısında ise fen, teknoloji, mühendislik ve matematiğin sınırları kaldırılarak çalışma yapılır. Burada farklı disiplinlerin birbirine yapboz parçaları gibi gerekli yerlerin birleştirilmesi ile yeni tablo oluşturulur. Böylece öğrencinin bütün bilimleri harmanlayarak öğrenmesi sağlanır (Bakırcı & Kutlu, 2018; Güler, Yılmaz, Koyunkaya, & Güzey, Eylül 2017). Bu çalışmadaki amaç ortaokul 7. Sınıf öğrencilerinin fen bilgisi dersinde elektrik devreleri ünitesine yerleştirilmiş olan STEM eğitim uygulamalarının öğrencilerin bilimsel süreç becerilerini geliştirmeyi amaçlamıştır.

Bireyin öğrenmelerinin gerçekleşebilmesi için; kendi bilgilerini, bilimi, çevresini, teknolojiyi ve yaşadığı toplumu kullanarak zihinsel değişim süreci geçirmesi gerekir. Literatürde bireyin zihinsel değişim geçirme sürecine bilimsel süreç becerisi adı verilmiştir (Şardağ, 2013; Tan & Temiz, 2003). Bilimde problemin tespiti ve çözüme ulaşma sürecinde atılan mantıksal adımlardır (Aktamış & Ergin, 2007; Doğan, Erdaş, & İrez, 2016). Bilimsel süreç becerileri bireyin problemi bulması, hipotez kurması, problemi test etmek amacıyla değişkenleri gözlemleyebilmesini içerir. Bunun yanında bilimsel süreç becerileri; kendi içinde temel beceriler, nedensel beceriler ve deneysel beceriler olarak üçe ayrılır. Temel beceriler; gözlem yapma, ölçme, sınıflama, verileri kaydetme, sayı ve uzay ilişkileri olarak ayrılmıştır. Nedensel beceriler; önceden kestirme, değişkenleri belirleme, verileri yorumlama ve sonuç çıkarma olarak ayrılır. Deneysel beceriler; hipotez kurma, verileri kullanma ve model oluşturma, deney yapma, değişkenleri değiştirme ve kontrol etme, karar verme olarak ayrılmıştır (Aslan, Kılıç, & Kılıç; Bilcan, Çakıroğlu, Çavuş, & Doğan, 2012; Temiz, 2008).

YÖNTEM

STEM eğitimi bir problem durumuna göre hareket eden ve ona şekillenen bir yaklaşımdır. Eğitim alan bireylerin problemi çözmek için öncelikle problemi tanıma yeteneği kazanması gerekmektedir. Bu nedenle giriş basamağı ile derse başlandıktan sonra öğrencinin keşfetme basamağında problemi keşfetmesi beklenir. Bu süreçte öğrencinin problemi görebilmek için keşfetme basamağında üretebildiği kadar çok soru üretir. Yeterli keşif yapıldığında bireyler grupça ürettiği sorulara kendince açıklamalar getirmeye çalışır. Açıklama bölümünde öğrenci öğretmeninden yardım alarak eksik bilgilerini tamamlar. Araştırmacı giriş, keşfetme ve açıklama basamaklarında konuyu öğrenciye öğretir. Bir diğer aşama derinleştirme aşamasıdır. Derinleştirme aşamasında öğrenci farklı disiplinleri bir araya getirerek entegrasyonu yapar (Yıldırım, 2018). Yani öğrencinin ilk üç aşamada öğrenmiş olduğu bilgileri başka problemlere aktararak yeni çözümler üretmesi hedeflenir. Öğrenci üretim aşamasında grup arkadaşları ve öğretmeni ile beraber aktif halde çalışır. Öğrenci bilim, matematik, mühendislik ve teknoloji entegrasyonunu derinleştirme aşamasında gerçekleştirir. Matematik entegrasyonu

gerçekleştirmek NSF (National Science Foundation)'ye göre için öğrenciye günlük hayattan bir problem vererek matematiksel bağlantıyı fark etmesi ve çözümler üretmesi beklenir. Bu aşamada öğrencinin konuyu anlaması için modellerden yararlanılır. Eğer öğrenci matematiksel bağlantıyı göremezse bu bölümde araştırmacı tarafından anlatım yapılabilir. Matematikğin dışında diğer İngilizce, Sosyal Bilgiler, Resim, Müzik vb. gibi diğer disiplinler ile derinleştirme aşamasında bağlantı yapılabilir. Değerlendirme bölümünde hem süreç hem sonuç değerlendirilerek öğrencinin ne kadar öğrendiğine bakılır (Çepni, 2018; Yıldırım, 2018).

Bu çalışmada on dört etkinlikten oluşan bir ünite planı hazırlanmıştır. Ders planları alanın uzmanlarına danışılarak uygun bulunmuştur ve çeşitli düzenlemeler yapılarak uygulanabilir görüşü alınmıştır. Bu kapsamda 2018-2019 Eğitim-Öğretim yılının bahar döneminde toplam 80 öğrenci (50 öğrenci deney grubu ve 30 öğrenci kontrol grubu) ile çalışılmıştır. Deney grubu iki farklı şubeden oluşmaktadır. Deney grubu ve kontrol grubunun birbirinden etkilenmemesi amacıyla başka bir okul kontrol grubu olarak tercih edilmiştir. Deney ve kontrol grubunun akademik başarı ön test sonuçlarına göre akademik düzeyleri arasında anlamlı bir fark bulunmamıştır. Araştırma ön test son test kontrol gruplu yarı deneysel desen ile gerçekleştirilmiştir. Araştırmada bulunan gruplar genel olarak heterojen olarak dağılım gösterdiği için seçkisiz örnekleme yöntemi tercih edilmiştir. Deney grubunda elektrik ünitesinde STEM uygulamaları yapılırken, kontrol grubunda geleneksel öğretim yöntemi ile yürütülmüştür.

Veri toplama aracı olarak, Burns (1985) ve arkadaşları tarafından geliştirilen, Askar (1992) ve arkadaşları tarafından Türkçeye uyarlanan 34 maddelik a,b,c,d cevap sıkları olan çoktan seçmeli Bilimsel Süreç Becerileri Testi kullanılmıştır. Çalışmadan elde edilen verilerin analizi bağımlı gruplar Wilcoxon testi ve bağımsız gruplar için Mann-Whitney U testi kullanılmıştır. Bu çalışmada deney ve kontrol grupları birbirinden bağımsızdır. Deney grubunun öğrencileri kendi içinde bağımlıdır ve kontrol grubu öğrencileri kendi içinde bağımlıdır. İlk test ve son test arasında ki farkları görmek için Wilcoxon Testi kullanılmıştır. Grup ortalamalarını karşılaştırmak için Mann-Whitney U testi kullanılmıştır. Aynı zamanda ilk test için, bağımsız olan deney grubu ile kontrol grubu arasındaki ilişkinin tespiti için de Mann-Whitney testi kullanılmıştır.

BULGULAR

Çalışmalarda yapılan bütün etkinliklerde anlamlılık düzeyi 0.05 olarak alınmış ve hesaplamalar için SPSS (ver.23) istatistik paket programı kullanılmıştır. Varsayımlar yapıldıktan sonra yapılan bağımlı gruplar Wilcoxon testi analizlerinden elde edilen bulgulara göre STEM öğrenme etkinliklerinin uygulandığı grubun ön test ve son test puanları arasında anlamlı bir fark olduğu görülmüştür. Deney grubunun medyan değeri (10,00), ortalaması (11,10) ve p değeri (0,01) çıkmıştır. Kontrol grubunun medyan değeri (11,27), ortalaması (10,37) ve p değeri (3,96) çıkmıştır. Yani bağımsız grupların ilk test puanına göre ise deney ve kontrol grupları arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($p>0,05$).

Yine bağımsız grupların son testlerine baktığımızda deney grubunun medyanı (23,00), ortalaması (22,26) ve p değeri (0,001) bulunmuştur. Kontrol grubunun medyanı (9,00), ortalaması (10,37) ve p değeri (0,396) bulunmuştur. Son test puanına göre deney ve kontrol grupları arasında istatistiksel olarak anlamlı olarak fark bulunmuştur ($p<0,05$). Yapılan STEM uygulamalarının deney grubunda kontrol grubuna oranla önemli düzeyde farklılığa sebep olduğu görülmektedir.

SONUÇ

Bu çalışma öğrencilerin, STEM uygulamaları ile fen, teknoloji, mühendislik ve matematik disiplinlerinin birbiri ile ilişkisini görmesini sağlar. Öğrenciler, STEM uygulamalarının keşfetme aşamasında problemin tespit edilmesi, hipotezlerin kurulması, değişkenlerin belirlenmesi ve çözüm aşamalarının gözlemlenmesi sürecinde aktif olarak gruplarıyla çalışmışlardır. Her bir etkinliğin alt çalışmalarında ayrı hipotezler kurmuşlardır. Bu hipotezler kurularak gözlemler yapılmış ve yeni hipotezler kurularak yeniden gözlemlere gidilmiştir. Bu süreçler içerisinde edindikleri bilgileri, STEM uygulamalarının derinleştirme aşamasında aktif olarak kullanmışlardır. Sonuç olarak öğrencilerin STEM uygulamaları ile ders işleme, öğrencilerin bilimsel süreç becerilerini geliştirmiştir.

Anahtar Kelimeler: STEM Uygulamaları, Bilimsel Süreç Becerileri

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21. YY BECERILERINDEN: BİLİŞSEL DÜŞÜNME BECERİSİNİN DÜNYA VE TÜRKİYE'DEKİ DURUMUNA SİSTEMATİK BİR BAKIŞ

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ÖZET

Bilgisayar programcılığının okul müfredatındaki yeniden canlanması, öğrencileri sadece kodlamayı öğrenmenin ötesine geçen bir gelecek için hazırlama vaadi sunar. Bu çalışma, okulda kodlamayı öğrenen çocukların eğitim çıktılarını analiz etmek için araştırmaları gözden geçirdi. Makaleleri belirlemek adına sistematik bir derleme yapılmıştır. Bulguları sentezlemek için ise tematik bir analiz yapıldı. Sentezde on makale yer aldı ve temaları gösteren genel bir model geliştirildi. Elde edilen sonuçlar, öğrencilerin kodlamayı öğrenmesinin dışında, kodlama eğitiminin 21. Yy becerilerinin geliştirilmesinde çok büyük etkileri olduğunu görmekteyiz. Bu beceriler problem çözme, eleştirel düşünme, sosyal beceriler, özyönetim ve akademik becerilerdir. Bu çalışma ayrıca, kodlama yoluyla eğitim çıktılarını geliştirmek için öğretim tasarımının önemine dikkat çekmektedir.

Anahtar kelimeler: Bilimsel düşünme

YOUR CUSTOMER IS CHANGING: THE END OF A 100-YEAR BUSINESS CYCLE

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ABSTRACT

Significant market, demographic and technology elements are driving unprecedented change in today's economy and society. Numerous fields are reaching maturity in decades-old business cycles, including automotive, telecom and education. Many of these changes are a result of the intersection of changing behavior, developing technology and the needs of younger demographics. Collectively, the impact of these shifts are driving the need for new approaches in pedagogy and delivery models.

This paper uses the evolution of the automotive industry and the concept of *Peak Auto* as a scenario to both emphasize the importance of an instructor's pedagogy to students and to bring attention to massive changes happening in academia.

Keywords: Peak, Business Cycle, Pedagogy, Story Telling, Anecdotes

BACKGROUND -

As an educator or academic, I would ask you to consider your favourite course or preferred subject to teach; what is the real *purpose* of that course? Do your students always appreciate the importance or relevance of that course? At times, we all may struggle with demonstrating or communicating the relevance or importance of why we are here today when talking about a particular subject. Anecdotes, examples, stories and examples can help bridge that gap.

The purpose of this paper is two-fold: one, to demonstrate the value of a good story or anecdote in connecting our work to the perceived needs of the student or audience, and two, to highlight significant changes that are happening right now that will have an impact on all of us, especially those of us in academia.

RESEARCH METHODOLOGY –

Direct interviews, literature review, observations and researcher experience were applied in developing the Peak Auto research. Information and examples were collected across multiple organizations and analyzed for similarities around the premise of the industry in its current format 'peaking'.

Supporting data was collected through a literature review of publicly available industry-wide and society studies and examples. These examples are presented and discussed herein.

SCENARIO –

The story or canvas built on here is referred to as 'Peak Auto', where *Peak* in this case refers to the largest volume or consumption state in an industry. *Peak Auto*, therefore, presumes society has reached the maximum necessary output of cars and trucks (light vehicles) per capita in North America and Europe, and as time moves forward, we will need fewer vehicles in western society.

As an example of the *Peak* concept, consider *Peak Oil*, a consensus of prevailing wisdom presented roughly 20 years ago that suggested we had tapped into all sources of available oil, and that oil availability would begin to decline in coming years (Lynch, 2018). Prices rose and some level of panic ensued as, at the time, there were no widely available substitute for oil as a fuel or energy source, especially for transportation. New exploration techniques and other factors proved later that oil had not indeed peaked, and that society essentially had sufficient oil. We will return to this example later in the paper.

Interestingly, something that did peak was the horse population in North America. *Peak Horse* happened around 1920, when there were 25 million horses. By 1930, the population had dropped to 19 million, and by 1960, horse population had dwindled to 3 million (Riley, 2015). The number of cars per capita surpassed horses in around 1930, and it is important to point out that this happened quickly, over a period of about 10 years. Those closest to an industry are often blind to the end or demise of our current business model life cycle.

Moving ahead almost 100 years, it is now the existing automotive business model that is peaking, what we could call *Peak Auto*. In the existing model, a vehicle is the primary mode of transportation for the public, with the operator in control. Each operator (who is often the vehicle owner) determines the purpose of a trip, the destination, and operating parameters such as speed, route. The operation of the vehicle should be the primary focus of the driver in what we could call a 'Do it Yourself' (DIY) automotive model.

There were recently several announcements regarding large automotive companies exiting different product lines, closing certain plants and laying off large numbers of staff (McKenna, 2018; Krisher, 2019). Unions for these companies naturally reacted strongly, stating their beliefs that these are cost-cutting measures and intended to reduce the number of union employees. Unions suggested people boycott General Motors, as an example, and engaged in aggressive marketing and negotiation to protect their workers.

The unions' position is based on the assumption that society will require the same number of vehicles per capita in the future as they do now. That is, it assumes that as society continues to grow in population, individuals and families will continue to need essentially two cars in the driveway. But what if that assumption is incorrect? What if we really have reached *Peak Auto*, future production volumes will actually be lower, and proactive car companies are adjusting their footprint to that of their emerging new reality?

Consider several contributing factors. First, there are fewer young drivers today than in the past. In fact, the number of drivers between the ages of 17 and 25 years of ages has declined 20% in North America and almost 30% in Europe over the last 30 years. Anecdotally, we can infer that the high cost of operating a vehicle may be a reason for this trend, as is more widely available and effective public transit and alternatives. Many of us, who became certified drivers shortly after reaching legal age, know young people who have not yet applied for their license (Beck, 2016).

Second, ride-sharing services such as Uber and Lyft are widely available (and may contribute to the first factor). Uber's own data suggests their customers are primarily between the ages of 18 and 29, hold Bachelor's and advanced degrees, and earn 6-figure incomes. From that, we can interpret that people using these services do so because they choose to, not because they cannot afford a car (Clewlow and Mishra, 2017).

Third, capacity utilization in society's current fleet of vehicles is unreasonably low. Many of us spend an hour or two at most in our vehicles, while it sits in a garage or parking lot the rest of the time.

Finally, and most important, emerging technologies supporting autonomous vehicle operation is just around the corner. Mainstream companies such as Ford, BMW and Toyota have been testing and piloting self-driving prototypes for several years, and we can expect these vehicles to be on the streets within the next decade (Bentley, 2018, Griffith, 2016).

Imagine the following scenario, where the family of four owns one self-driving vehicle, rather than the two cars they owned in the past. First thing in the morning, Mom drives to work. After she exits the vehicle, the car then returns home empty, and picks up the two kids and drops them at school. The car returns home again and picks up Dad and drops him at work a little before 9. The car picks up the kids from school in the afternoon, and then Mom, and then in time for dinner, picks up Dad.

This vehicle is operating closer to 50% capacity utilization – still not good in the mind of an Operations person, but far better than most family vehicles today. This family will spend less on parking, insurance and perhaps buy one nicer vehicle instead of what they could afford buying two in today's DIY model.

In this new scenario, the car is in control, freeing up operator and passenger attention to work, read, make phone calls or converse with their companions more freely. We could call this a 'Do it for me' (DIFM) automotive model, and in this DIFM model, car volumes will be much lower than they are today. Already, we have seen ongoing reductions in the number of vehicles produced and sold, and the four factors outlined above will continue to be the driving force behind further reductions (Bloomberg, 2019; Marotta, 2019). The DIY automotive model has been in existence for a hundred years, and it is over. As technologies and behaviours enable greater capacity utilization of society's fleet and make other use of their time in the vehicle itself, we will see a substantial reduction in the volume of cars required.

It is important to point out that this emerging scenario is a natural phenomenon – all business cycles eventually end, as behaviours change, technologies emerge and competition forces leaders and businesses to evolve. This is not new. What is important is how this model plays out again and again over time, where successful leadership teams find a way to reinvent their business or agency and begin a new life cycle, and unsuccessful managers see their business fail. In the past two decades alone, we have witnessed the end of VCRs, 35mm cameras, typewriters, Blackberry cell phones, compact disks and the exit of services such as Blockbuster Video and Sears.

One may comment, ‘*Peak Auto* is interesting, but my students are not entering the automotive or manufacturing industries. How does this affect us?’ Students in many classes may respond the same way.

WHY THIS MATTERS TODAY –

Here is the hook - Such a scenario as *Peak Auto* will have broad reaching impact and influence in society and the economy. Fewer cars being produced (and volumes could drop by 30%) mean fewer manufacturing jobs in automotive and its related parts and service companies. This part is obvious. There are roughly one million automotive related jobs in North America alone (Wickham, 2017). Many of the manufacturing jobs that remain will be automated, as we see new levels of inexpensive, capable 6-axis assembly robots (Korus, 2017). Ancillary services such as transportation and logistics, natural resources and others will suffer as well.

Fewer vehicles being purchased means fewer bank loans at a retail level for consumers and commercial level for industrial investment. Fewer (and different) insurance policies will be needed, and less parking will be necessary in cities and towns, changing the real estate dynamic.

Peak Oil referred to the maximum availability of oil, where *Peak Oil II* refers to the declining demand for oil, including not only that required for a reduced volume of vehicles, but other consumption requirements as well.

CONCLUSIONS -

My purpose here is not to create a picture of dire circumstances or one of doom and gloom. These business model life cycles are normal and have had significant impact on many industries and society in the past. We are still witnessing the impact of the transition from traditional retail and malls to on-line and on-demand shopping, and the evolution of entertainment as the Internet kills the Cable Television industry.

Returning to my opening message, the purpose of this paper is two-fold. First, to highlight the value of a good story as part of your pedagogy. ‘Peak Auto will affect all of us, so that is why we here today in this class.’ Tell the story to highlight the impact and importance of your subject matter. Industries, organizations and individuals that succeed will be those that have found a way to differentiate themselves, and be ‘best’ at something, creating value in new ways. Those that do not evolve, will become extinct, like VCRs and Blackberry cell phones. There will be no room for mediocrity.

This is where, then, we focus on how we as educators create value. ‘We study history because, yes, it is interesting, but more importantly to learn from it’, and, ‘The frameworks we discuss in class, the processes we learn, and the historical cases we study will give you the perspective and capability as students to differentiate in new ways, and as an educator, I am very excited about your potential.’

Second, and finally, while the automotive industry in its current form is approaching the end of a hundred-year-old business cycle, think about academia. The majority of learning is still delivered by teachers and professors, standing at the front of a room in primarily one-way dialogues. Blackboards and chalk are gone, but the model itself is centuries old and needs to be refreshed, or even reinvented. Students learn differently today. On-line content, delivered on the students’ schedule rather than the institutions, is evolving quickly. Micro credits, blended degrees and specialized content are becoming more available. How much longer will the idea of students earning full degrees be the norm, rather than getting specialized shorter content and moving on?

As professors, teachers and administrators in academia, it is critical that we appreciate the significant changes happening around us, and use that canvas to not only give students the ability to lead and shape the next impactful stages in society, but to lead the evolution of our own industry at the same time. ‘Peak Classroom’ is approaching.

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YOUTUBE KÜLTÜRÜNÜN ÖĞRENCİLERİN GLOBALLEŞMESİNE ETKİSİ: SAKARYA ÜNİVERSİTESİ İLETİŞİM FAKÜLTESİ ÖRNEĞİ

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ÖZET

Son yıllarda çok hızlı bir şekilde gelişen dijital teknoloji ve sosyal medya araçları sayesinde, coğrafi olarak çok farklı yerlerde bulunan bireylerin iletişim kurmaları dolayısıyla kültürlerarası iletişim çok kolay bir hale gelmiştir. Dünyanın dört bir yanından izleyiciye ulaştığı, onlar tarafından yorumlandığı için de kültürlerarası iletişime dair ipuçları bulmak da mümkün olabilmektedir. Yeni kitle iletişim araçlarından biri olan YouTube görsel, işitsel içerik sunma, yorum, beğenme/beğenmeme ve paylaşma gibi çok yönlü etkileşime de imkân veren özellikleri sayesinde internet aracılığıyla coğrafi sınırların ötesine çok hızlı bir şekilde iletişim aktarımı sağlamaktadır. “Broadcast Yourself” (Kendini Yayınla) mottosuyla kurulan ve misyonunu “herkese sesini duyurma ve dünyayı tanıma şansı vermek” olarak tanımlayan bir kayıt ve canlı video yayın imkanları da sunan bir yeni bir tür medyadır. YouTube’un platform olarak herkese sağladığı özgürlük ve imkanlar, aynı zamanda platformun kendi kültürünü oluşturmakta, toplumları global olarak etkilemekte ve yerel kültürlerin globalleşme (küresel köy olma) yönünde değişmesine etki etmektedir. YouTube, spesifik olarak 2016 yılından beri her yıl belirli ülkelerden seçilen video içerik üreticisi kişileri (Elçiler) destekleyerek oluşturduğu küresel bir girişim olan “Creators for Change” (Değişim Oluşturanlar) projesi ile de seçilen Elçiler’e -YouTube bu amaçla seçilen kişilere ‘Elçiler’ diyor- “toplumsal etki yaratmayı amaçlayan” videolar ürettiğini belirtmektedir. YouTube’daki içeriklerin ve platform üzerinde trend olan diğer videoların toplumların değişimine etkisini anlamak önemlidir. Bu çalışmanın amacı YouTube kültürünün oluşturduğu popüler ve trend olan videolarla toplumların globalleşmesine etkilerini ve toplumları şekillendirmesini belirlemeye çalışmaktır.

Anahtar kelimeler: YouTube, popüler kültür, toplumsal değişim, iletişim, kültür endüstrisi

GİRİŞ

Günümüzde iletişimin en önemli özelliklerinden biri gelişen teknolojinin sağladığı imkanlarla sözlü, yazılı ya da görüntülü tüm imkanların bir arada ve anında gerçekleştirilebilmesidir. İnternet ve mobil cihazların gelişen teknik imkanları sayesinde anlık yaşanan iletişim tarihsel olarak 19. yüzyılın ilk yarısında telgrafın bulunmasıyla mümkün olmuştur. Stratton, siberalan üretiminin, bilgisayarların ortaya çıkışıyla değil, uzak mesafelere iletişim hızının, bir iletinin o mesafeyi aşma zamanının, alıcıya ve göndericiye önemsiz geldiği bir süreye indirildiği noktaya kadar yükselişiyle başladığını ileri sürmektedir (Stratton, 2002). İkinci Dünya Savaşı sonrasında temelleri atılan, dijital teknolojilerin oluşturduğu etkilerle ortaya yeni bir süreç olarak Yirminci yüzyılın son otuz yılına damgasını vuran enformasyon toplumu dönemi yaşanmıştır. İnternet iletişiminin yoğunlaştığı bu dönem, bireyler, toplumlar ve ülkeler arası etkileşimin de arttığı bir dönem olmuştur. Ayrıca internet, özellikle de sosyal ağlar, bireylerin politik ifade, tartışma ve çatışma ortamı; yeni iletişim biçimlerinin kolektif olarak sürekli yeniden üretildiği bir alan olmuştur.

Günümüzde iletişimin en önemli özelliklerinden biri, sözlü, yazılı ya da görüntülü olarak anında gerçekleştirilebilmesidir. Günümüzde internet ve mobil cihazlar sayesinde anlık yaşanan iletişimin ‘taşıma’ ediminden ayrılması, 19. yüzyılın ilk yarısında telgrafın bulunmasıyla mümkün olmuştur, denizaltı kablo şebekelerinin oluşturulmasıyla da ilk küresel iletişim sistemi kurulmuştur. Bu gelişmelerde siyasi ve askeri kaygılar öncelikli olsa da iş ve ticaret için de kullanılmıştır.

Ondokuzuncu yüzyılın başlarından itibaren iletişimin giderek kolaylaşması ve hızlanması, önce bölgesel, sonra ülkesel, daha sonra da global ölçekte bireylerin daha fazla etkileşim halinde olmalarına imkân vermiştir. Ancak bu noktada dünya üzerindeki her bireyin ve kültürün bir başkasını etkilemek konusunda eşit şansa sahip olması prensipte mümkün görünse de mevcut durum incelendiğinde farklı bir tablo ortaya çıkmaktadır. “Sanayi Devrimi’nden beri dünya ekonomisinin tarihi, hızlanan teknolojik ilerlemenin, sürekli ama eşitsiz ekonomik büyümenin ve giderek artan ‘küreselleşmenin’ tarihi olmuştur” (Hobsbawm, 2006). Yirminci yüzyılın başında kitle iletişiminde önemli değişim radyo ile yaşandı. Gazete ve sinemanın aksine radyo kullanımı, karmaşık ve pahalı bir makinenin kişisel olarak sahiplenilmesine bağlıydı ve bu nedenle gelişmiş ülkelerle sınırlıydı. Radyoyu televizyon takip etmiş; insanoğlunun aya ayak basması, Kennedy suikastı, Beatles’ın ABD turu, Thatcher’ın istifası, Berlin duvarının yıkılması gibi önemli olayları canlı ya da gerçekleşmesinden çok kısa bir süre sonra izleyiciye ulaştırmıştır. Günümüzde ise başta internet olmak üzere dijital teknolojilerdeki gelişmeler bireylerin bir mekâna bağlı kalmaksızın bilgisayar ve mobil cihazlar üzerinden istedikleri enformasyona, eğlenceye ulaşmasını, işlerini sürdürmesini ve sosyalleşmesini sağlamaktadır. Twitter, YouTube, Instagram gibi sosyal ağlar ile insanlar hem kendi gündemlerini oluşturmakta hem de yerel ve global konulardaki fikirlerini, tavırlarını ifade etmekte ve

diğer yerel ve global fikirlere ulaşabilmektedirler. Global Köy (The Global Village) kitabında belirtildiği gibi yeni iletişim teknolojilerinin dünyayı bir global köy karakterine büründürdüğüdür. (McLuhan & Powers, 2015)’a göre o dönemde büyük kitlelere ulaşan radyo, televizyon gibi iletişim teknolojilerinin sunduğu işitselliğin ve görşelliğin, matbaanın yerini alacağı; bu durumun da dünyayı bir köyün karakterine büründürceğidir.

Misyonunu, “herkese sesini duyurma ve dünyayı tanıma şansı vermektir” cümlesiyle tanımlayan (Youtube, 2018), son 15 yılın en popüler video paylaşım platformudur. Dünyanın her yerinden, herkes özgürce hazırladığı videoyu platforma yükleyebilir ve paylaşabilir. Tüm dünyada internete erişimi olan herkesin kendi videosunu paylaşabileceği ve aynı zamanda paylaşılan videoları izleyebileceği, ayrıca beğenip beğenmediğini belirtebileceği, şikâyet/raporlama yapabileceği, kanallara (video yayınlayanlara) abone olabileceği ve videoların altına yorumunu açıkça ifade edebileceği bir platformdur.

Amerika’nın California eyaletinde 2005 yılında kurulan video paylaşım platformu YouTube, 2006 yılında Google’ın yatırımı yapması ile bir Google alt markası olmuştur. 2017 Şubat Alexa web sitesi verilerine göre dakikada 400 saatten fazla içerik yüklenmekte ve Alexa’nın raporuna göre Ağustos 2018’den beri ve hala dünyanın en popüler 2. web sitesi konumundadır (Alexa, 2018).

Kültür’ün birçok farklı tanımı yapılmaktadır, en yaygın ve temel ifadeyle bir toplumun duyuş ve düşünüş birliğini oluşturan, gelenek durumundaki her türlü yaşayış, düşünce ve sanat varlıklarının tümüdür. İletişim perspektifinden kültür eleştirel kuramlarla eşleştirilen kültür endüstri kavramı bugün de etkisini sürdürmektedir. Kültür endüstrisi kuramına göre, kitle kültürü insan bireyselliğini tehdit etmektedir. Bireyi edilgin bir kültür tüketicisi konumuna getiren kitle kültürü sanat, eğlence, dinlenme, boş zamanları değerlendirme gibi yaşam pratiklerini birer tüketim eylemine dönüştürdüğünü belirten Adorno ve Horkheimer medyayı, iktidar ilişkilerinin oluşturulduğu, korunduğu, çoğaltılarak dağıtıldığı kısacası iktidarın olumladığı ve iktidar tarafından da beslenen bir endüstri olarak görürler (Adorno, 2007).

Robertson (1999), yerel-küresel konusundaki tartışmalarda bütün dünyanın Batılı- daha özde Amerikan-kültür tarafından silip süpürüldüğü yönünde oldukça popüler bir entelektüel görüşün gelişmekte olduğunu ve ortaya çıktığını da belirtir. Son yıllarda küreselleşmeyi konu alan tartışmaların büyük bir bölümünün ilk bakışta emperyalizmin, Amerikan değerlerinin, tüketici mallarının ve yaşam tarzlarının başka kültürlerle sızarak yaygınlaşması olarak görüldüğünü ifade eden Friedman (1999), küreselleşmenin, genellikle kültürel olarak tasarlanan, küresel alanda atfetmeye ilişkin süreçleri belirlediği görüşündedir. Bu tartışmalar çerçevesinde Kloos (2000), son zamanlarda yaşanan küreselleşme ve yerelleşme süreçlerinin ikiz süreçler olduğunu belirtirken, bu süreçlerin iki yüzünün olduğunu ileri sürer: ulusaşırı sistemin yükselmesi ve yerel kimliklerin yükselmesi kolkola gitmektedir ve büyük bir dünyada baki kalabilmek için insanlar küresel olarak, ulus ötesi sistemlerin geçerli kültürel standartlarını kullanmak zorundadırlar. Bu anlamda onlar, meydana gelen küresel kültüre iştirak edeceklerdir.

Bütün bu tartışmalar çerçevesinde küreselleşme sürecinin bütün toplumlara olumlu olarak yansımadağı anlaşılmaktadır. Genel olarak bu süreçten fayda sağlayanların oranı daha azdır. Bu çerçevede küreselleşme sürecinin olumlu tarafları yanında olumsuz yönlerini de dikkate alan Bauman (2014), küreselleşme sürecinin herkesin hemfikir olduğu varsayılan etkilerinin aslında tümüyle birleştirici olmadığını belirtir.

Elektronik medyayı 1970’lerde yeni bir kavram ortaya atan McLuhan, dünyayı algılamanın kolektif yollarına bir tür geri dönüş olarak değerlendirmiştir. Aslında McLuhan “global köy” kavramını elektronik medyanın insanlığı yeniden birleştirdiği saptaması üzerine oturtmaktadır. McLuhan’a göre “global köy” haline gelen dünya tek bilinçlilik haline dönüştürülecektir. İletişim modelindeki değişim insan yaşamına şekil verdiğini belirten McLuhan, Understanding Media kitabında telefon, film, radyo, telgraf ve televizyon gibi iletişim araçlarının 20. Yüzyılda medeniyeti yeniden şekillendirdiği görüşündedir (Rigel, Batuş, Yücedoğan, & Çoban, 2005). İnternetin ulaştığı dünyanın her yerinden izlenebilen dünyanın en popüler video platformu olan YouTube da bugünün en öne çıkan platformlarından birisidir. Dünyanın herhangi bir noktasında üretilen video içerik çok kolay bir şekilde sınırları aşmakta farklı kültürler ve toplumlara ulaşabilmektedir. Aynı zamanda YouTube, spesifik olarak 2016 yılından beri her yıl belirli ülkelerden seçilen video içerik üreticisi kişileri (Elçiler) destekleyerek oluşturduğu küresel bir girişim olan “Creators for Change” (Değişim Oluşturanlar) projesi gerçekleştirmektedir. Bu projede seçilen Elçiler’e -YouTube bu amaçla seçilen kişilere ‘Elçiler’ diyor- “toplumsal etki yaratmayı amaçlayan” videolar ürettiğini belirtmektedir (Youtube, 2018). YouTube’daki içeriklerin ve platform üzerinde trend olan diğer videoların toplumların değişimine etkisini trend videolarının çok kısa sürelerde tüm dünyada dolaşıma alınması ve izleyenleri etkilemesidir.

AMAÇ

Küreselleşme, çağdaş yaşamın ekonomi, uluslararası ilişkiler, toplum, siyaset ve din gibi pek çok unsurunu etkileyen ve bunlardan etkilenen bir süreçtir. İletişim de bu küreselleşme süreçlerinin bütünleştirici bir parçasıdır (Monge P. R., 1998). Günümüzde birçok bilim insanı küreselleşme sürecinde son yirmi yıl içinde çok sayıda önemli değişimin yaşandığını konusunda hemfikirdir. İletişim, küresel bilincin oluşumunda ve insanın toplumsal yaşam ev- renini yeniden ve yeniden yapılandıran düşünömsel süreçte merkezi bir rol oynamaktadır. Bütün bu enformasyon, bizi dünya üzerindeki farklılıklar ve benzerlikler hakkında daha bilgili ve haberi kılmaktadır. Bu

yüzden, (Robertson, 1992)'a göre küresel bilinç, insanların kendilerini, dünyayı ve kendilerinin dünya üzerindeki konumunu algılayışlarında ciddi bir değişimi ifade etmektedir. Küreselleşme üzerine Clark (1997, s. 20) şunları belirtir:

İletişim araştırmacıları arasında küresel vizyona sahip çalışmaları olanlar küçük bir azınlık oluşturmaktadır. Geri kalanlarımız, küreselleşme hareketine yeni yeni tepki vermeye başlıyoruz. Günümüzde birçok bilim adamı küreselleşme sürecinde son yirmi yıl içinde çok sayıda önemli değişimin yaşandığını konusunda hemfikir. Hurrell'e göre, birinci olarak, karşılıklı ekonomik bağımlılık çarpıcı biçimde "yoğunlaşmakta" ve "derinleşmektedir". İkinci olarak, enformasyon teknolojisi ve enformasyon devrimi, bilginin, teknolojinin ve düşüncelerin yayılmasında (ve dünyanın siyasi coğrafyasının değişmesinde) hayati bir rol üstlenmektedir. Üçüncüsü, bu gelişmeler toplumlararası bağımlılığın maddi altyapısını hazırlamaktadır... Dördüncüsü, böylelikle benzeri olmayan ve sürekli gelişen, "küresel sorunlara" ilişkin bir bilinç ... ve tek bir "insan topluluğuna" aidiyet duygusu oluşmaktadır.

Teknolojinin hızlı gelişimiyle birlikte özellikle son 10 yılın en popüler sosyal medya video paylaşım ve kitle iletişim araçlarından biri olan YouTube kendine ait bir "YouTube kültürü" oluşturdu. Bu gelişmeler göz önünde bulundurularak YouTube'un ve dolayısıyla YouTube kültürünün oluşturduğu popüler ve trend olan videolarla toplumların globalleşmesine etkilerini belirlemeye çalışmak ve toplumların kültürlerinin şekillenmesinde oynadığı rolü anlamaya çalışmak önem kazanmaktadır.

Yeni kitle iletişim alanı olan internette bireylerin bilginin aktarımı sürecine katılabilmeleri ekseninde, kitle iletişim araçları-birey ilişkisinin değişen niteliği uzun zamandır tartışılmaktadır. Bu noktada geleneksel kitle iletişim araçlarının tek yönlü bilgi aktarımından, internetin gelişimi ile birlikte yeni bir boyuta geçildiği bilinmektedir. İnternet teknolojisi bireylerin paylaşılan bilgiye müdahale edebildikleri, yorum getirebildikleri ve hatta kendilerinin bilgi paylaşabildikleri bir mecrayı oluşturmaktadır. Bu sayede her birey, teknolojik gelişmelerin şekillendirdiği yeni kitle iletişim araçlarının sahibi ve içerik oluşturucusu niteliğine ulaşmıştır. Bu değişim doğrultusunda bireylerin YouTube özelinde internet üzerinden yaptıkları paylaşımlar incelenerek bireylerin geleneksel medyanın söyleminden ve yapısal özelliklerinden ne derece uzak kaldıkları önem arz etmektedir.

Araştırma kapsamında bilginin aktarım sürecine katılan ve böylelikle kendileri kitle iletişim aracı niteliğine bürünen bireylerin egemen söylemden ne denli uzak kaldıkları, paylaştıkları videoların içerik olarak taşıdıkları nitelikler, en popüler video paylaşımlarının analizi ile değerlendirilmeye çalışılmaktadır.

Çalışmada, öğrencilerin YouTube kültürü hakkında farkındalıkları, YouTube videolarını izleyen gençlerin (ve özellikle öğrencilerin) izledikleri videolardan etkilenme düzeyleri, farklı kültürlerden trend olan ve tüm dünyada izlenen videoların gençlerde bıraktığı izler, YouTube kültürünün üniversite öğrencileri arasında globalleşme adına etkilerinin önemi üzerinde durulmuştur. Araştırma sonucunda, YouTube kültürünün toplumlar üzerindeki etkileri saptanmaya çalışılmıştır. Aynı zamanda da YouTube kültürünün globalleşmeye olan katkıları ve kitlelerin yeni kitle iletişim araçlarından beklentileri ile bu doğrultuda şekillenen araçların sahip olduğu konum değerlendirilmektedir. Öğrencilerin global kültürden etkilenmesinde YouTube'un önemli bir rol oynadığı görülmüştür.

ÖNEM

YouTube herkese video içerikler hazırlama ve internet aracılığıyla global olarak tüm dünyayla paylaşma noktasında sınırları kaldıran çok yönlü iletişime imkân veren bir kitle iletişim aracı olarak toplumlara özgür bir ortam sunmaktadır. YouTube'un en önemli özelliği, insanların gizli kalmış gerçekleri açıklayabilecekleri bir mecra olmasıdır. Bu noktada etkisi çok büyüktür. Paylaşımlar tüm dünyaya yayılır ve kamuoyu oluşur. Bu tarz durumlarla ifşa edilmiş pek çok bilgi, kanıt niteliği taşıyan görüntü ve ses kayıtları dünya kamuoyuna sunulur. Bunun örneklerinden biri, ABD seçimlerinde yaşanmıştır. Amerikan medyası tarafından, 2006 seçimlerinde cumhuriyetçi senatör Georges Allen'in yenilgisinde YouTube'da yayınlanan ırkçı açıklamalar içeren videoların defalarca izlenmesinin etkili olduğu yorumu yapılmıştır (Jing, 2007, s. 32).

Yeni bir kitle iletişim aracı olarak kendisine ait bir YouTube kültürü de oluşturmuştur. YouTube kültürünün sınırları aşan bir kitle iletişim mecrası olarak globalleşme sürecindeki etkilerinin anlaşılması, bu konuda farkındalık oluşturmak ve aynı zamanda "kültür endüstrisi" kavramının bugün de farklı araçlarla etkisinin devam ettiğini ispatı olması noktasında değerlidir. YouTube kültürünün gençler üzerindeki izlerini yakalayarak daha sonra yapılacak yeni araştırma çalışmalarına ışık tutmak hedeflenmektedir. Araştırmanın Türkiye'de üniversite öğrencileri arasında YouTube kültürünün Türkiye'deki varlığını ortaya koyması açısından da literatüre katkı sağlayabilecektir. Gençlerin izledikleri sınır ötesi farklı kültürlerin videolarından ve genel olarak YouTube kültüründen ne ölçüde etkilendiklerinin belirlenmesi, bu mecraanın globalleşmeye olan katkısının saptanması için iyi birer anahtar olacağı umulmaktadır.

YouTube'un "Creators for change" (Değişim Oluşturucuları) projesiyle bizzat kendi eğitim vererek yönlendirmesi ile tüm dünyada oluşturmaya çalıştığı kültürlerin tektipleştirilmesine doğru mu gidildiği tartışmaya açılacaktır. Özellikle gençlerin aktif kullandıkları bu platformda yerel kültürlerin global etkilerine farklı değişkenler açısından bakılarak öğrenciler üzerinden toplumların kültürel etkileşimlerine dikkat çekilmeye çalışılmıştır. YouTube'da farklı kültürlerden tüm dünyada trend olan videoların diğer kültürler üzerinde bıraktığı

etkilerin ortaya konulması kitle iletişim çalışmaları yapan bilim insanlarının dikkatine sunularak yeni araştırmalar için temel teşkil edeceği düşünülmektedir.

Araştırmanın literatüre bir diğer katkısı “kültür edüstrisi” kavramının YouTube kültürü ile olan bağlantısını ortaya koyması noktasında yararlı olacağı umulmaktadır. Bu araştırmanın sonuçları daha geniş araştırmalara temel olacağı öngörülmüştür. YouTube kültürü ve kültür endüstrisi kavramı bağlamında önemli bir kitle iletişim aracına dönüştüğünün ortaya konmasının yeni araştırmalara ışık tutması hedeflenmiştir.

Yapılan literatür taraması sonucunda YouTube kültürünün toplumların globalleşmesine olan etkisi ile ilgili alanda çok az çalışma olduğu görülmekte bu sebeple bu çalışmanın alana katkı sağlayacağı düşünülmektedir.

KURAMSAL TEMEL

Bu araştırmada Frankfurt Okulu kültür endüstrisi kuramı kullanılmıştır. Frankfurt Okulu ve diğer bir adlandırmayla Eleştirel Teori, temel olarak doğaya üstünlük atfeden, insanları efsane ve mitlerden kurtaran ve neticede bireyi, insani olmayan belirlenmiş ilişkiler yasasına mahkum eden Aydınlanma geleneğine yönelttikleri totaliterlik iddiaları ile düşünce dünyasında yerlerini almışlardır (Larain, 1995, s. 80). Frankfurt Okulu, temelde birbirleriyle ilişkili olan üç konu üzerinde durmuş ve söz konusu olguların eleştirel çözümlemesini yapmaya çalışmıştır. Frankfurt Okulu’nun üzerinde yoğunlaşmış olduğu konulardan ilki, sosyal bilimlerde pozitivizmin epistemolojik ve metodolojik eleştirisi, ikincisi, teknokratik-bürokratik yeni bir egemenlik biçiminin oluşumunda temel bir etmen olarak bilim ve teknolojinin ideolojik etkisine yönelik eleştirel bir tavır ve son olarak da, kültür endüstrisi ya da genel olarak tahakkümün kültürel boyutlarının çözümlemesidir (Bottomore, 1997, s. 61).

Kültür endüstrisi kavramı sosyal bilimler literatürüne Frankfurt Okulu üyelerinin, modernlik paradigmasının kültürü standartlaştırıcı etkisine yönelik bir eleştiri vasıtası olarak yaptıkları bir katkıdır. Adorno ve Horkheimer kültür endüstrisi kavramını 19. Yüzyılın sonu ve 20. yüzyılın başlarında Amerika ve Avrupa’da yükselmeye başlayan eğlence endüstrisinin kültürel biçimlerinin metalaşmasını vurgulamak amacıyla kullanmışlardır. Söz konusu düşünürlere göre, eğlence endüstrisinin yükselmesi kültürel ürünlerin standartlaşması ve rasyonalizasyonu ile sonuçlanmıştır. Üretilen bu kültürel veya sanatsal ürünler kapitalist birikim ve kâr elde etme amaçlarına uygun olarak kitlelerin tüketimi için hazırlanmıştır (Çağan, 2003, s. 183). Bu ürünler, tüketici bireye bir yaşam biçimi, bir dünya görüşü benimsetir, şartlandırır ve değişik toplum sınıfları içinde çok sayıda insan tarafından benimsenir duruma geldikleri zaman, reklam değerleri bir yaşam biçimi yaratır. Böylece tek boyutlu düşünce ve davranışlar biçimlenmiş olur (Marcuse, 1997, s. 27). Adorno, Horkheimer ve diğer Frankfurt Okulu düşünürleri 20. yüzyılda tahakkümün kültürel boyutu, gündelik hayatın estetize edilmesi, kültürün ticarileşmesi, standartlaşması ve toplumsal yabancılaşma üzerine çalışmışlardır. Bu düşünürlere göre hayatın her alanı, kültür endüstrisi tarafından metalaştırılmakta ve böylelikle hâkim ideoloji hem ekonomik hem de ideolojik olarak kitlelerin bilincinde yeniden üretilmektedir.

Adorno ve Horkheimer medyayı, iktidar ilişkilerinin oluşturulduğu, korunduğu, çoğaltılarak dağıtıldığı kısacası iktidarın olumladığı ve iktidar tarafından da beslenen bir endüstri olarak görürler (Adorno, 2007, s. 201). Bireyin var olabilmesi için sistemin varlığına uyum göstermesi gerekmektedir. Toplumdan kaçacak yeri kalmamıştır. Bireyi buna mahkûm eden ise bilinçli bir azınlığın planlayarak ürettiği kültürel ürünlerdir (Horkheimer, 1996, s. 122). Eleştirel kuramla özdeşleştirilen kültür endüstrisi kavramı ilk kez Adorno ve Horkheimer’in ortak kitabı “Aydınlanmanın Diyalektiği” eserinde kullanılmıştır (Adorno, 2003, s. 12).

Horkheimer ve Adorno Aydınlanmanın Diyalektiği’nde, geliştirmiş oldukları "Kültür Endüstrisi" kavramını, bir kültür kuramından ziyade bir endüstri kuramı olarak geliştirmişlerdir (Horkheimer & Adorno, 1996, s. 7-8). Bu bağlamda endüstri sözcüğü doğrudan doğruya üretim sürecini değil, kültürel bir ürünün standardizasyonunu ve dağıtım tekniklerinin rasyonelleştirilmesini anlatmak amacıyla kullanılmaktadır (Adorno, 2003).

Kültür endüstrisi ile okul temel olarak eleştiri konusunu Atiker (1998) dört sınıfta derlemiştir: 1. Tüketim yoluyla bireylerin katı bir denetim içinde tutulmasına vurguda bulunmaktadır. 2. Kültür endüstrisi, tüketiciyi düşünceye yöneltmez, tersine ona dünyanın hazır yorumlarını sunar. 3. Kitle toplumunda ise yüksek kültür, eğlence kültürüne ve popüler kültüre karıştırılarak tümünden kitlesel ve ticari bir hale dönüştürülmüştür. 4. Kişiyi ancak kurulu düzenin işleyişine engel olmayan son derece dar bir alanda farklılaşma imkanı tanınmaktadır. Sonuçta kişi hem sistemin gücü ile özdeşleşme hem de onun tarafından araçsallaştırılma baskısına boyun eğmektedir.

Akıl Tutulması kitabında kitle kültürünün sunduğu bütün araç ve kolaylıkların, bireysellik üzerindeki toplumsal baskıları güçlendirmekte olduğunu ve bireyin direnme imkanını, modern toplumun atomize edici işleyişi içinde kendini koruma imkanını elinden aldığı belirtilmektedir (Horkheimer, 1996).

Kapitalizmin ana hedeflerinden biri de sınıf bilinçlerinin yok olması ve atomize hareket eden, fazla düşünmeyen, kitlesel eğlenceler üzerine odaklanan ve bunlarla zaman geçiren insan toplulukları yaratılmasıdır. İnsanoğlunun kendi düşünsel gücüyle yaratılan metalara insanüstü bir ilahi güç atfederek onları yüceleştirmek de şeyleştirilmenin ana hedefidir (Adorno, 2007). Böylece insanlar kendi ürettikleri endüstriyel ürünlerin yani aslında ‘şey’lerin esiri haline gelmektedirler. Şeyleşme, günümüzün sosyo-kültürel ortamının en belirgin özelliğidir. Medya endüstrisinin ürünleri de benzer bir şeyleştirilmenin öznesi konumundadır.

Diğer yandan “Tek Boyutlu İnsan” eserinde Marcuse (1997, s. 97), medya ürünleri dolayımı içerigin, insanı ve dolayısıyla toplumu tek tipleştirileceğini ve böylece egemen gücün hakimiyet alanını daha efektif biçimde genişletebileceğini savunurken, iletişim ve enformasyon teknolojilerinin her geçen gün gelişmesi ve küreselleşmesi medya ürünlerinin de farklılaşmasına ve dijitalleşmesine neden olduğunu belirtmektedir.

Yeni iletişim teknolojilerini, medya endüstrisini ve reklam sektörünü Althusser’i animatörüne emperyalizmin ideolojik ve küresel aygıtları olarak nitelemesi ise dikkat çekicidir (Mattelard, 1979). Küreselleşme, merkezden çevreye doğru yayılan; merkezde olanların daima kazandığı ve çevreye doğru kaybedenlerin ortaya çıktığı yeni bir kapitalist düzendir. ABD merkezli bir uluslararası kültürel üretilimdir. Kitle iletişim teknolojilerinin, çokuluslu bir görünüm sergilemeler bile ağırlıklı olarak Amerika’nın mülkiyetinde bulunmaları, kitle iletişim ortamında üretilen ve dünyaya dağıtılan kitle kültürünün de Amerikan merkezli olması gerçeğini ortaya çıkarmıştır. Bilginin küresel sahipleri –ki bunlar büyük yayın evleri, medya şirketleri ve sosyal medya ağları olabilir- sözleşme ve güvence sistemi gibi yollarla bilgiyi kendi denetimlerinde tutmakta ve böylece kamusal olması gereken bilgi havuzu sermayenin elinde birikmekte ve pazarlanmaktadır (Shapiro & Varian, 1999).

LİTERATÜR TARAMASI

Literatüre bakıldığında Youtube kültürünün öğrencilerin globalleşmesine etkisi konusunda çeşitli çalışmalar bulunmaktadır.

Bu çalışmalardan bir tanesi (Guliyev, 2018)’e ait olan “Yeni Medyada Turist Kimliğinin İnşası: YouTube Gezi Kanalları Örneğinde Flanör Kimlik Dijital Kültür İlişkisinin Analizi”dir. Bu çalışmada Yeni Medya ortamlarında inşa edilen kimliklerin analizine odaklanmaktadır. Kimlik inşasının tarihsel sürecine ilişkin genel bir çerçeve sunulmakla birlikte onun dijital ortamdaki değişimi incelenmiştir. Özellikle de Walter Benjamin tarafından detaylı araştırılan flaneur kimlik ve teknolojinin gelişimi ile birlikte onun değişimi araştırılmıştır. İlk dönemlerde Paris’in Pasajlarını gezen, şehir ve kültüre dışarıdan bakan flaneur zamanla Turizm sanayisi içerisinde belirli bir evrim geçirdi. McLuhan’ın ‘Global Köy’ kavramı doğrultusunda flaneur kimliğinin gezindiği, deneyimlediği mekanların sınırları da genişledi. Araştırmada flaneur kimliğinin teknolojinin etkisi ve dijital kültürle birlikte kazanmış olduğu cyberflâneur, dijital gezgin, flanör/turist gibi yeni özellikleri tespit edilmiştir.

Araştırmanın ampirik boyutu YouTube üzerindeki seyahat kanallarının içeriğinin analiz edilmesi ile inşa edilmiştir. Kendi gezisini son teknolojik aygıtlar aracılığıyla kayda alan ve onu belirli bir anlatı biçiminde sunan birey modern zamanların flanörü olarak tespit edilmektedir. Kuşkusuz, yeni medya dilini kullanan bu bireylerin anlatıları ve katıldığı mecralarla etkileşimi onun turizm sanayisine başka bir biçimde yeniden hizmet ettiğini göstermektedir. Araştırma ekseninde flanör kimliğinin zamanla değişimi izlenmiştir. Bunun yanı sıra yeni medya ortamlarındaki anlatı biçimlerinin özellikleri, bireyin kendini konumlandırma biçimleri de araştırılmıştır. Bireyler artık ‘üst-anlatı’ olarak da ifade edilen dijital hikâye anlatıcılığıyla yeni bir içerik üretimine katılmaktadırlar.

Çalışmada Yeni Medya dijital kültür ilişkisi başlığında teknolojinin hızlı gelişimi sonucu, dünyadaki kültürel kodların da belirgin bir şekilde değişime uğradığı saptanmıştır. Çok kısa bir dönemde, ama hızlı bir biçimde gelişen bu kültürel arketiplerin analizi tezin ilerleyen bölümlerinde tartışılmıştır. Youtube üzerinde yapılan içerik analizindeki bulgular yönüyle bu araştırmaya katkı sağlamaktadır.

İkinci çalışma (Güllüdağ, 2013)’ın Postmodern İdeoloji Çerçevesinde Kültürel İnşa Dinamikleri; YouTube Örneği başlıklı çalışmadır. Çalışma, postmodernizmin ortaya çıkardığı inşa dinamiklerini saptamak ve bu dinamiklerin YouTube aracılığıyla zihinlerde nasıl ifade bulunduğunu araştırmak amacıyla yapılmıştır. Araştırma kapsamında, alan araştırması yapılmış ve bu süre içerisinde önemli bilgiler elde edilmiştir.

Çalışmada, içerik analizi ile postmodern eleştirel inşacı bir yaklaşım benimsenmiş, yarı yapılandırılmış anket kullanılmıştır. Anket verilerine destek olması amacıyla derinlemesine görüşme de yapılmıştır. Bu şekilde, araştırmanın sınırlılıkları kaldırılmaya çalışılmıştır. Sonuç olarak postmodernizmin kültürel inşa dinamikleri saptanmış ve bu dinamiklerin aygınlığı konusunda YouTube’un rolü ortaya çıkarılmıştır. Toplumların zamanla neoliberal politikalar benim semesiyle, buna yönelik düzenlemeler gerçekleştirilmiştir. Küreselleş me ve ileti ş im ile birlikte kültürel yapı şekillenmiş, eş zamanlı olarak küresel yapıyı tamamlayıcı forma syon ve ileti ş im teknolojileriyle kendini düzenlemiştir.

Bu çalışmanın araştırmaya katkısı çokkültürlülük, kültürel yerizyurtsuzlaşma, kültürel içeriksizleşme, kültürel eliminasyon ve türdeşleşme, kültürel farklılaşma çerçevesinde melezleşme, eklemleme ve dikişleme gibi postmodern kültürel farklı boyutların, YouTube aracılığıyla yaygınlaştığının ve YouTube’un bu kültürel boyutların yaygınlaşmasında oldukça temel bir rol aldığının ortaya çıkarılmasıdır.

Üçüncü çalışma, (Tanrıöver & Kırılı, 2015)’nin Global Köy Ve Kültürel Emperyalizm: Küreselleşme Bağlamında Enformasyon Toplumuna Bakış çalışmasıdır. Bu çalışmanın amacı, sanayi toplumundan enformasyon toplumuna geçişin bireyler ve toplumlar üzerindeki etkileri bağlamında “Global Köy”; “Kültür Emperyalizmi” ve “Medya Emperyalizmi” kavramlarını tartışmaktır. Bu bağlamda enformasyon iletilmesi sürecini ‘taşım a’ ediminden bağımsızlaştıran teknolojileri geliştiren Batı’nın, Doğu toplumları üzerindeki kültürel etkisi ele alınırken iki farklı bakış açısından hareket edilecektir: Teknolojik gelişmelerin merkezi Batı’nın Doğu’yu üretim üssü olarak kullanırken aynı zamanda ürünlerini tüketmeye hazır geniş bir pazar olarak gördüğü savı bir

tarafından; diğer yanda Batı'nın, Doğu'nun zengin kültürünü kendi formatında yeniden yorumlayarak sunmasının, sistematik bir kültürel emperyalizmin değil çok uluslu şirketlerin kâr etme hedeflerinin sonucu olduğu ön kabulü bulunmaktadır.

Çalışmanın araştırmaya katkısı, dijital teknolojilerin gelişmesi ile kitle iletişim araçları karşısında tüketici olan bireylerin birer üreticiye dönüşmesinin, interneti kendilerini ifade etme, enformasyon yayma, çatışma ve toplanma alanı olarak yeniden üretmelerinin kültürel emper- yalizm ve medya emperyalizmi üzerindeki etkilerinin tespitidir.

Dördüncü çalışma, (Gelekçi, 2015)'nin Küreselleşme-Yerelleşme İlişkisi başlıklı makalesidir. Bu çalışma günümüzde bir çok yönleriyle tartışılan küreselleşme ve yerelleşme süreçleri arasındaki ilişkiye değinmektedir. Son zamanlardaki bir çok tartışmada küreselleşme kavramı bir dünya ekonomisinin, dünya siyasetinin, küresel bir kültürün, genel anlamda ise bir dünya toplumunun oluşmaya başladığını ifade etmek için kullanılmaktadır. Yerelleşme ise dünyada, bazen bir devletin sınırları içerisinde bazen ise bu sınırların dışında, yerel kitlelerin, kültürel olarak tanımlanmış kimliklerin ortaya çıkışını ve yayılmasını açıklamak için kullanılmaktadır. Gerçekte birbirinden bağımsız olmayan küreselleşme ve yerelleşme süreçleri arasındaki ilişki karmaşık ve çelişkili bir görünüm sergilemektedir.

Uluslararası sistemin yükselmesi ve yerel kimliklerin yükselmesi kolkola gitmektedir. Büyük bir dünyada baki kalabilmek için insanlar küresel olarak, ulus ötesi sistemlerin geçerli kültürel standartlarını kullanmak zorundadırlar. Bu anlamda onlar, meydana gelen küresel kültüre iştirak edeceklerdir. İnsanların büyük bir çoğunluğu, önceden de görülebileceği gibi, insanların sayısal olarak sınırlandırılmış olduğu ağlarda yaşayacaklardır. Bu durumda onların yaşadıkları yerlerdeki kimliklerini de kendileriyle beraber almaları muhtemeldir. Bu durum ise onlara kültürel özgüllüğü verecektir. Sonuçta karışıklık, coğrafik kategori olarak küresel ve yerel arasında değil, evrensel geçerli kültür ile özgül, sosyal olarak sınırlandırılmış kültürler arasındadır. Küreselleşme sürecinin bütün toplumlara olumlu olarak yansımadığı anlaşılmaktadır. Genel olarak bu süreçten fayda sağlayanların oranı daha azdır.

Bu çalışmanın araştırmaya katkısı küreselleşme ve yerelleşme süreçleri ile ilgili yaklaşımlarda bir uzlaşmanın olmadığını tespitidir. Batı değerleri temelinde türdeş toplum yapısına ulaşmak için engelleri ortadan kaldırmak yolunda kontrollü olarak işletilen bir süreç iken, bazı yaklaşımlarda ise küreselleşme ve yerelleşme süreçleri birbirini tamamlayan doğal süreçler olarak görülmektedir.

Beşinci çalışma, (Monge, 1998)'un Küreselleşme Sürecinde İletişim başlıklı çalışmadır. Küreselleşme, çağdaş yaşamın ekonomi, uluslararası ilişkiler, toplum, siyaset ve din gibi pek çok unsurunu etkileyen ve bunlardan etkilenen bir süreçtir. İletişim de bu küreselleşme süreçlerinin bütünleştirici bir parçasıdır. Küreselleşme sürecinde iletişimin ve iletişim teorisinin rolü konusunda bildiklerimiz, küreselleşme hakkında bildiklerimizden de azdır.

Küreselleşme iletişim bilimleri alanında çalışan ara- tırmacılar bakımından da yeni bir konu değildir. Birçok meslektaşımız küreselleşme ile yakından ilişkili iletişim olguları üzerine çalışmalar yapmışlardır (sınırlı veri akışı, kültürel emperyalizm, medya olayları, küresel yayın ağları ve yayıncılık örgütleri, gelişmişlik ve iletişim, vb.). Ancak bu alanlarda çalışma yürütenlerin kendilerinin de kabul ettiği üze- re söz konusu araştırmalar genelde küresel bir bakış açısından yoksun- durlar. Aslına bakılırsa, bu alanlarda çalışmış pek çok bilim adamı artık meslektaşları özellikle küresel konular üzerinde yoğunlaşmaya yöneltmektedirler.

Çalışmanın araştırmaya katkısı iletişim, küresel bilincin oluşumunda ve insanın toplumsal yaşam evrenini yeniden ve yeniden yapılandıran düşününsel süreçte merkezi bir rol oynamaktığı konusundaki bulgulardır. Küreselleşen radyo, televizyon, İnternet, sinema, telefon ve diğer iletişim araçları, dünyanın bir noktasından diğerine görüntü, ses, fikir ve bilgi iletimini sağlamaktadır.

Altıncı çalışma, (Aydoğan, 2009)'ın Eleştirel Perspektiften Yeni Medya makalesidir. Küreselleşme, kültürel üretimin modern araçlarının egemenliğinde olduğu, küresel kitle kültürünü içinde barındırır. Küresel kitle kültürü, popüler yaşamın, eğlencenin, serbest zamanın yeniden üretimine katkıda bulunan görsel ve grafik sanatların egemenliğindedir. Küresel kitle kültürü, televizyonun ve sinemanın, görüntünün, görselleşmenin ve kitle reklamlarının sunduğu tarzların egemenliğindedir ve tüm bu kitle iletişim biçimlerinde kendini gösterir.

Küresel kitle kültürü, Batı teknolojisinin kullanıldığı ve Batı toplumlarının öykülerinin anlatıldığı kısaca, Batı merkezli bir olgudur. Aynı zamanda, kendine özgü bir homojenleşmeyi içinde barındırır. "Farklılıkları özümseyerek daha büyük, her şeyi kapsayan ve aslında Amerikan tarzı bir anlayışı olan çerçevenin içine yerleştirmek istemektedir". Kültürün küreselleşmesini eleştiren görüş, medyadaki tekelleşmenin artışına ve medyadaki homojenleşmeyle ortaya çıkan totaliter olasılıklara dikkat çeker. Bu küresel eşitsizliğin sonucu olarak, pazarlama stratejileriyle hedef piyasaların kültürel özelliklerini anlamaya çalışan bu çokuluslu şirketler, reklam faaliyetleriyle, ekonomik sömürüyü amaçlarlar, hedeflediği ülkelerdeki kitleleri aldatır ve güdülerler, piyasaya sundukları ürünleriyle geleneksel ürünleri baskı altında tutarlar.

Bu çalışmanın araştırmaya katkısı kavramsal olarak küresel medya, bilgi sistemleri ve "küresel popüler kültür" kavramlarıdır ve kültür endüstrileri kitlelerin siyasetten uzak tutulması için medyanın görselleştirilmesini, eğlencenin ön plana geçirilmesini ve karlılık değerlendirmesidir.

Yedinci çalışma, (Koç & Dengin, 2014)'in Kültür Endüstrisi Bağlamında Moda Ve Gençlerin Modayı Kullanma Durumları çalışmasıdır. Kültür endüstrisi, bireyselliği tehdit eden, bireyi edilgin bir kültür tüketicisi

durumuna getiren, sanat, eğlence, boş zamanlarını değerlendirme gibi yaşam pratiklerini tüketim eylemine dönüştüren bir kavramdır. Eleştirel Kuram ile özdeşleştirilen kültür endüstrisi terimi kullanılmıştır.

Araştırma sonucunda; gençlerin moda giysi tercihlerinde marka unsurlarından etkilendikleri, ancak medyadan etkilenmedikleri, satın aldıkları giysilerde herhangi bir değişiklik yapmaya gereksinim duymadıkları, gençlerin farklı olmak adına özel bir çaba göstermedikleri sonucuna ulaşılmıştır. Medyanın, gençlerin giysi tercihleri üzerindeki etkisi ise düşünüldüğü kadar yoğun değildir. Bu konuda yöneltilen bütün sorulara verilen cevaplar, televizyondaki gerçek kişi ya da karakterlerin insanları giysi tercihleri konusunda etkilemediği sonucuna ulaştırmaktadır.

Çalışmanın araştırmaya katkısı görsel medya programları, dizi, sinema gibi faktörler kişileri etkilemezken; reklamın marka ve giysi seçiminde genellikle etkili olduğu konusundaki bulgulardır. Ayrıca iletişim araçları yoluyla üretilen ve dağıtılan, reklam ile güçlü bir bağlı bulunan kültür endüstrisinin bu noktada etkin olduğu değerlendirilmiştir.

Sekizinci çalışma, (Zanatta, 2017)'nin Understanding YouTube Culture and How It Affects Today's Media YouTube Kültürünü Bugünkü Medyaya Nasıl Etkilediğini Anlamak makalesidir. YouTube'un yükselişi ve büyümesi, en büyük sosyal medyalardan bazılarını oluşturdu ve pazarlama girişimcileri ve seyirciyi istediklerini ulaştırarak platformda gezinmelerini sağladı. YouTube iş franchise'ı nedeniyle, ünlü YouTube içerik oluşturucuları "Hollywood Endüstrisinde" bir rüya olan sıradan insanlar için bir katalizör haline geldi. YouTube, bu yıldızlara kaynak sağladı, böylece içeriklerini paylaşabildiler ve diğer işletmeler için diğer Halkla İlişkiler ve Pazarlama ekipleriyle ortaklık yapma fırsatı oluşturdu.

YouTube Kültürü, gelişimini izleyen nesil tarafından kuruldu. Bu nesil Millennial'lerdir, ancak YouTube kültürü yavaş yavaş genç nesli de değiştirdi ve şekillendirdi. İçerik oluşturucu olmak artık bir kariyer oldu. Artık Vloglar, canlı yayınlar, yemek pişirme videoları, oyun, güzellik, DIY (kendin yap), sohbetler, müzik videoları, Q ve A'lar (soru-cevaplar), skeçler, püf noktaları ve hileler/danışmanlık videolarından birine dönüşmüştür. Birçok içerik oluşturucu, kâr amacı gütmeyen kuruluşları destekliyor ve kendilerinden daha büyük bir neden için kampanya yapıyor. Her gün ya da her hafta iyi izleyen insanlardan oluşan platformlarını konuşmak ve kullanmaktan sorumluymuş gibi hissediyorlar. YouTube kültürünün sadakati önemlidir.

Çalışmanın araştırmaya YouTube'un kültürü, güvenli bir alan, açık bir alan oluşturmasının tespiti ve YouTube'un bir eğlence, işletme, medya ve hikaye anlatımı endüstrisi olarak nasıl çalıştığına bakarken kültür ve medya dikkat edilmesi gereken önemli konular.

Dokuzuncu çalışma, (Jung & Hongmei, 2014)'nin Global Production, Circulation, and Consumption of Gangnam Style (Gangnam Style'in Global Üretimi, Dolaşımı ve Tüketimi) başlıklı makalesidir. Bu makale, daha geniş küreselleşme bağlamında Koreli müzik videosu Gangnam Style'in kültürel üretimini, dolaşımını ve tüketimini incelemektedir. Geleneksel ve yeni oyuncular arasında yeni anlamların pekiştirilmesi ve yaratılmasındaki etkileşimlere odaklanarak YouTube'da dağıtım, üretim ve yeniden üretiminin kronolojik bir analizini yapılmıştır. Gangnam Style'in olağanüstü başarısının, geleneksel ve yeni medya kuruluşlarının dinamik etkileşimi, küresel kitlelerin aktif katılımı, videonun yayılabilir kancaları, bir laissez-faire telif hakkı politikası ve müzisyen PSY'nin pazarlama stratejileri nedeniyle olduğu savunulmuştur. Dijital teknolojiler ve sosyal medya, yeni izleyici uygulamaları üreten küresel kültürel manzarayı değiştirdi. Bu denemede Gangnam Style videosunun küresel dolaşımını ve tüketimini incelenmiştir. Ünlülerin ve geleneksel medyanın satın alınması, küresel fenomeni yaratmada büyük rol oynamıştır. Ana akım medya tarafından üretilen içerikler, sosyal ağ sitelerine, web sitelerine ve bloglara düzenli olarak yüklenerek, bunların etkisini artırdığı tespit edilmiştir.

Bu vaka çalışmasının araştırmaya katkısı, çevrimiçi alanın hala hiyerarşik bir dünya olduğunu ve bazı insanların diğerlerinden daha güçlü olduğunu tespitidir. K-pop hayranları, ünlüler, ana akım medya ve sıradan kullanıcılar arasındaki karmaşık etkileşimler, ağa bağlı kitlelerin etkisini artırmaktadır.

Onuncu çalışma, (Ayhan, 2003)'in Küreselleşme Sürecinde Kitle İletişim Araçlarının Rolü çalışmasıdır. Bu çalışma küreselleşme sürecinde kitle iletişim araçlarının rolünü çözümlemeye çalışmaktadır. Küreselleşme ve iletişimin temel özellikleri ele alınarak bu iki olgunun birbiriyle yakından ilişkili olduğu ve bu ilişkinin en çok kültürel alanda görüldüğü vurgulanmaktadır.

Kitle toplumlarında, iletişim olgusu kitle kültürünün taşıyıcıları olan kitle iletişim araçları tarafından belirlenmektedir. Bilginin ve enformasyon teknolojilerinin gelişmesi ile toplum enformasyon toplumunun özelliklerine sahip olmaya başlamıştır. Küreselleşme farklı tarihlerin ve kültürlerin deneyimlerinin üst üste gelmesi olarak değerlendirilmektedir. Toplumlar küreselleşirken, bireyler farklılaşmakta ve modern dünyaya dahil olmaktadır. Kitle iletişim araçları tarafından zaman ve mekânın tek bir çerçevede kullanılması ve coğrafyanın öneminin azalması dünyanın her tarafında geçerli olan bir süreçtir. Kitle iletişim araçları "küresel köy" olarak adlandırılan olgunun gelişmesine katkıda bulunmaktadır.

YÖNTEM

Bu araştırmada yöntem olarak niceliksel yöntem tercih edilmiştir. Çalışmanın yapılabilmesi ve net veriler elde edilebilmesi ve özellikle sosyal medyayı aktif kullanan bir örneklem oluşturulabilmesi amaçlıdır.

Problem Cümlesi

YouTube kültürünün toplumların globalleşmesine etkisi hangi düzeydedir?

Araştırma Modeli

Bu çalışmada online anket çalışması yapılmıştır.

Evren

Bu araştırmanın evreni Sakarya Üniversitesi İletişim Fakültesi'nin 980 öğrencisini kapsamaktadır.

Örneklem

Araştırma örneklemini, Sakarya Üniversitesi İletişim Fakültesi öğrencilerinden oluşmaktadır. Sakarya Üniversitesinin seçilmesinin nedeni, araştırmacının, örneklemini oluşturan örnekleme kolaylıkla ulaşabilmesi ve böylece araştırmanın gerçekleştirilmesini olası kılmasıdır.

İletişim bölümünün seçilmesinin gerekçesi, örneklem dahilinde bu bölüm öğrencilerinin internet ve Youtube kullanım oranının yüksek olacağının düşünülmesidir. Bu sayede YouTube kültürünün kullanıcıları nasıl etkilediği daha net görülebilir. Örneklem grubunun İletişim öğrencileri olarak belirlenmesinin bir diğer nedeni, artık bölümleriyle ilgili gerekli enformasyona ulaşabilmeleri için gerekli araçların neler olduğuna dair fikirler konusunda yetkin olan öğrenci grubunu oluşturuyor olmalarıdır.

Örneklem grubu, anketin uygulandığı gün sınıf içerisinde bulunan tüm öğrenciler olarak kayda geçmiştir ve toplam 183 kişiden oluşmaktadır.

Veri Toplama Aracı

Araştırmada, Postmodern İdeoloji Çerçevesinde Kültürel İnşa Dinamikleri: YouTube Örneği isimli çalışmada kullanılan anket izin alınarak kullanılmıştır (Güllüdağ, 2013). Anket, toplam 27 sorudan oluşmaktadır. Bu soruların bir kısmı anketin uygulandığı kişilerin demografik verilerini içerirken, diğer kısımlar İnternet ve YouTube ile ilgilidir. Anketin oluşturulma süreci içerisinde çeşitli kademelerden geçilmiştir. Toplam 15 kişiyle pilot çalışma yapılmış ve bu çalışmanın sonucunda soruların anlaşılabilirlik düzeyleri artırılmaya çalışılmıştır.

Veri toplama süreci, anketlerin Google Forms aracılığıyla toplanması şeklinde yapılmıştır. İlgili örneklem grubunun sınıflarına ilgili dersin öğretim görevlileri aracılığıyla online anket linkleri dağıtılmış ve online olarak alınmıştır. Anketin dolum süreci araştırmacı tarafından, aynı şekilde ilgili öğretim görevlileri tarafından takip edilmiştir.

Veri Analizi

Çalışma için içerik analizi uygun görülmüştür. Çalışmada, analizlerin ortaya koyulması için SPSS Version 25.0 kullanılmış ve çoğunlukla yüzdeler tablo kullanılmıştır.

Varsayımlar

1. YouTube kültürü globalleşmeye katkı sağlamaktadır.
2. Kullanıcılar farklı kültürlerin videolarını izleyerek ortak global bir kültür oluşturur ve paylaşırlar.
3. Kullanıcılar arkadaşlarının tavsiye ettiği videoları izlerler ve izledikleri videoları arkadaşlarıyla paylaşırlar.
4. Sosyal medya ülke ve dünya gündemlerinin oluşmasına etki eder.

Sınırlılıklar

Bu araştırma 19 – 22 Aralık 2018 dönemi ve Sakarya Üniversitesi İletişim Fakültesi ile sınırlıdır.

Araştırma Bulguları ve Değerlendirmesi

Sakarya Üniversitesi İletişim Fakültesi öğrencilerinden toplam 183 katılımcı Google Forms üzerinden gönderilen online anket sorularını cevaplamıştır.

Tablo 1. Yaşınız

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 17-20 | 41 | 22.4 | 22.4 | 22.4 |
| | 21-25 | 142 | 77.6 | 77.6 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Yaşınız sorusuna katılımcıların %77,6'sı (142) 21-25 yaş, %22,4'ü (41) 17-20 yaş, işaretlemiştir. Katılımcıların çoğunluğunu oluşturan %77,6'sı 21-25 yaş seçeneğini işaretlemiştir.

Tablo 2. Cinsiyetiniz

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Erkek | 75 | 41.0 | 41.0 | 41.0 |
| | Kadın | 108 | 59.0 | 59.0 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Cinsiyetinizi sorusuna katılımcıların %59,0'ı (108) Kadın, %41,0'ı (75) Erkek, işaretlemiştir. Katılımcılar çoğunluğu %59,0'u (108) Kadın seçeneğini işaretlemiştir.

Tablo 3. Mezun olduğunuz lise

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Meslek Lisesi | 38 | 20.8 | 20.8 | 20.8 |
| | Düz Lise | 50 | 27.3 | 27.3 | 48.1 |
| | Anadolu Lisesi | 68 | 37.2 | 37.2 | 85.2 |
| | Diğer | 27 | 14.8 | 14.8 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Mezun olduğunuz lise sorusuna katılımcıların %37,2'si (68) Anadolu Lisesi, %27,3'ü (50) Düz Lise, %20,8'i (38) Meslek Lisesi, %14,8'i (27) Diğer işaretlemiştir. Katılımcıların çoğunluğunu %37,2 (68) ile Anadolu Lisesi mezunudur.

Tablo 4. Aile gelir durumu

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | 0-1000 | 4 | 2.2 | 2.2 | 2.2 |
| | 1001-2000 | 43 | 23.5 | 23.5 | 25.7 |
| | 2001-3000 | 51 | 27.9 | 27.9 | 53.6 |
| | 3001-4000 | 59 | 32.2 | 32.2 | 85.8 |
| | 4001 + | 26 | 14.2 | 14.2 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Aile gelir durumu sorusuna katılımcıların %32,2'si (59) 3001-4000, %27,9'u (51) 2001-3000, %23,5'i (43) 1001-2000, %14,2'si (26) 4001+, %2,2'si (4) 0-1000 seçeneğini işaretlemiştir. Katılımcıların çoğunluğunu %32,2 ile 3001-4000 aralığındadır.

Tablo 5. Yabancı dil seviyeniz

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Üst seviye | 9 | 4.9 | 4.9 | 4.9 |
| | Orta seviye | 85 | 46.4 | 46.4 | 51.4 |
| | Alt seviye | 89 | 48.6 | 48.6 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Yabancı dil seviyeniz sorusuna katılımcıların %48,6'sı (89) Alt seviye, %46,4'ü (85) Orta seviye, %4,9'u (9) Üst seviye seçeneğini işaretlemiştir. Katılımcıların çoğunluğunun %48,6'sı (89) Alt seviye seçeneğini işaretlemiştir.

Tablo 6. Günlük olarak interneti kullanım sıklığınız

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 saatten az | 10 | 5.5 | 5.5 | 5.5 |
| | 1-3 saat | 61 | 33.3 | 33.3 | 38.8 |
| | 3-5 saat | 65 | 35.5 | 35.5 | 74.3 |
| | 5-8 saat | 33 | 18.0 | 18.0 | 92.3 |
| | 8+ saat | 14 | 7.7 | 7.7 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Günlük olarak interneti kullanım sıklığınız sorusuna katılımcıların %35,5'i (61) 3-5 saat, %33,3'ü (61) 1-3 saat, %18,0'ı (33) 5-8 saat, %7,7'si (14) 8+ saat, %5,5'i (10) 1 saatten az seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %35,5'i 3-5 saat kullandığını belirtmiştir.

Tablo 7. İnternete bağlandığınız noktalar

| | | Responses | | Percent of Cases |
|---|------------------|-----------|---------|------------------|
| | | N | Percent | |
| İnternete bağlandığınız noktalar ^a | Evden | 129 | 32.1% | 71.3% |
| | Telefondan | 173 | 43.0% | 95.6% |
| | İnternet kafeden | 18 | 4.5% | 9.9% |
| | Üniversiteden | 82 | 20.4% | 45.3% |
| Total | | 402 | 100.0% | 222.1% |

İnternete bağlandığınız noktalar sorusuna katılımcılar birden çok işaretleme yapmışlardır. İşaretlemelerin %43,0'ı (173) Telefondan, %32,1'i (129) Evden, %20,4'ü (82) Üniversiteden, %4,5'i (18) İnternet kafeden olarak belirlenmiştir. Katılımcıların çoğunluğu %43,0'ı (173) Telefondan bağlanmaktadır.

Tablo 8. En çok kullandığınız sosyal paylaşım siteleri hangileridir?

| | | Responses | | Percent of Cases |
|--|-------------|-----------|---------|------------------|
| | | N | Percent | |
| En çok kullandığınız sosyal ^a | Twitter | 100 | 20.6% | 54.9% |
| | Facebook | 43 | 8.9% | 23.6% |
| | Instagram | 167 | 34.4% | 91.8% |
| | YouTube | 148 | 30.5% | 81.3% |
| | Dailymotion | 5 | 1.0% | 2.7% |
| | Periscope | 4 | 0.8% | 2.2% |
| | Pinterest | 18 | 3.7% | 9.9% |
| Total | | 485 | 100.0% | 266.5% |

a. Dichotomy group tabulated at value 1.

En çok kullandığınız sosyal paylaşım siteleri hangileridir? Sorusu çoktan seçmeli olduğu için katılımcılar birden fazla seçeneği işaretlemişlerdir. Katılımcıların işaretledikleri seçeneklerin %34,4'ü (167) Instagram, %30,5'i (148) YouTube, %20,6'sı (100) Twitter, %8,9'u (43) Facebook, %3,7'si (18) Pinterest, %1,0'ı (5) Dailymotion, %0,8'i (4) Periscope olarak bulunmuştur. Katılımcıların çoğunluğu %34,4'ü Instagram seçeneğini işaretlemiştir. Bu araştırmanın konusu olan Youtube %30,5 (148) işaretlemedi.

Tablo 9. Günlük Sosyal paylaşım siteleri kullanım sıklığınız?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 saatten az | 20 | 10.9 | 10.9 | 10.9 |
| | 1-3 saat | 82 | 44.8 | 44.8 | 55.7 |
| | 3-5 saat | 56 | 30.6 | 30.6 | 86.3 |
| | 5-8 saat | 19 | 10.4 | 10.4 | 96.7 |
| | 8+ saat | 6 | 3.3 | 3.3 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Günlük sosyal paylaşım siteleri kullanım sıklığınız? sorusuna katılımcıların %44,8'i (82) 1-3 saat, %30,6'sı (56) 3-5 saat, %10,9'u (20) 1 saatten az, %10,4'ü (19) 5-8 saat, %3,3'ü (6) 8+ saat seçeneğini işaretlemiştir. Katılımcıların çoğunluğunun %44,8'i 1-3 saat sosyal paylaşım sitesi kullandığı belirlenmiştir.

Tablo 10. Arkadaşlarınızın sizinle aynı videoyu izlemesi için bilgi paylaşımında bulunur musunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------------|-----------|---------|---------------|--------------------|
| Valid | EVET; yüz yüze | 26 | 14.2 | 14.2 | 14.2 |
| | EVET; sosyal medya üzerinden | 142 | 77.6 | 77.6 | 91.8 |
| | HAYIR, paylaşımda bulunmam | 15 | 8.2 | 8.2 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Arkadaşlarınızın sizinle aynı videoyu izlemesi için bilgi paylaşımında bulunur musunuz? sorusuna katılımcıların %77,6'sı (142) EVET; sosyal medya üzerinded, %14,2'si (26) EVET; yüz yüze, %8,2'si (15) HAYIR, paylaşımda bulunmam seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %77,6'sı (142) EVET, sosyal medya üzerinden seçeneğini işaretlemiştir.

Tablo 11. İzlemek istediğiniz video yasaklıysa ya da bir şekilde izlemenize izin verilmiyorsa, o videoyu izlemek için farklı yollar dener misiniz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Evet | 64 | 35.0 | 35.0 | 35.0 |
| | Hayır | 39 | 21.3 | 21.3 | 56.3 |
| | Bazen | 80 | 43.7 | 43.7 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

İzlemek istediğiniz video yasaklıysa ya da bir şekilde izlemenize izin verilmiyorsa, o videoyu izlemek için farklı yollar dener misiniz? sorusuna katılımcıların %43,7'si (80) Bazen, %35,0'ı (64) Evet, %21,3'ü (39) Hayır seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %43,7'si (80) Bazen seçeneğini işaretlemiştir.

Tablo 12. Ülke gündemine ilişkin 'ilk' haber kaynağınız nedir?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | Klasik medya (radyo, TV, gazete) | 18 | 9.8 | 9.8 | 9.8 |
| | İnternet (TV kanallarının web siteleri) | 62 | 33.9 | 33.9 | 43.7 |
| | Sosyal medya | 103 | 56.3 | 56.3 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Ülke gündemine ilişkin 'ilk' haber kaynağınız nedir? sorusuna katılımcıların %56,3'ü (103) sosyal medya, %33,9'u (64) İnternet (TV kanallarının web siteleri), %9,8'i (18) Klasik medya (radyo, TV, gazete) seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %56,3'ü (103) ülke gündemine dair haberlere ilk olarak sosyal medya üzerinden erişmekte olduğu bulunmuştur.

Tablo 13. Dünya gündemine ilişkin 'ilk' haber kaynağınız nedir?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | Klasik medya (radyo, TV, gazete) | 10 | 5.5 | 5.5 | 5.5 |
| | İnternet (TV kanallarının web siteleri) | 54 | 29.5 | 29.5 | 35.0 |
| | Sosyal medya | 119 | 65.0 | 65.0 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Dünya gündemine ilişkin 'ilk' haber kaynağınız nedir? sorusuna katılımcıların %65,0'ı (119) sosyal medya, %29,5'i (54) İnternet (TV kanallarının web siteleri), %5,5'i (10) Klasik medya (radyo, TV, gazete) seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %65,0'ı (119) Sosyal medya seçeneğini işaretlemiştir.

Tablo 14. Bir olaya tepkiniz göstermek için sosyal medyayı kullanır mısınız?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Evet | 79 | 43.2 | 43.2 | 43.2 |
| | Hayır | 15 | 8.2 | 8.2 | 51.4 |
| | Bazen | 89 | 48.6 | 48.6 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Bir olaya tepkiniz göstermek için sosyal medyayı kullanır mısınız? sorusuna katılımcıların %48,6'sı (89) bazen, %43,2'si (79) Evet, %8,5'si (15) Hayır seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %48,6'sı (89) Bazen seçeneğini işaretlemiştir.

Tablo 15. YouTube'da üyeliğiniz var mı?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Evet | 145 | 79.2 | 79.2 | 79.2 |
| | Hayır | 38 | 20.8 | 20.8 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

YouTube'da üyeliğiniz var mı? sorusuna katılımcıların %79,2'si (145) Evet, %20,8'i (38) Hayır seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %79,2'si (145) Evet seçeneğini işaretlemiştir.

Tablo 16. Günlük YouTube kullanım sıklığınız nedir?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 saatten az | 70 | 38.3 | 38.3 | 38.3 |
| | 1-3 saat | 76 | 41.5 | 41.5 | 79.8 |
| | 3-5 saat | 28 | 15.3 | 15.3 | 95.1 |
| | 5-8 saat | 5 | 2.7 | 2.7 | 97.8 |
| | 8+ saat | 4 | 2.2 | 2.2 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Günlük YouTube kullanım sıklığınız nedir? sorusuna katılımcıların %41,5'i (76) 1-3 saat, %38,3'ü (70) 1 saatten az, %15,3'ü (28) 3-5 saat, %2,7'si (5) 5-8 saat, %2,2'si (4) 8+ saat seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %41,5'i 1-3 saat seçeneğini işaretlemiştir.

Tablo 17. YouTube'da hangi etkileşimlerde bulunuyorsunuz?

| | | Responses | | Percent of Cases |
|--------------------------------|-------------------------|-----------|---------|------------------|
| | | N | Percent | |
| YouTube Etkileşim ^a | Video yükleme | 8 | 2.8% | 4.5% |
| | Videoları beğenme | 142 | 49.7% | 79.3% |
| | Video paylaşma | 20 | 7.0% | 11.2% |
| | Videolara yorum yapma | 33 | 11.5% | 18.4% |
| | Video kanalına üye olma | 83 | 29.0% | 46.4% |
| Total | | 286 | 100.0% | 159.8% |

a. Dichotomy group tabulated at value 1.

YouTube'da hangi etkileşimlerde bulunuyorsunuz? sorusu çoktan seçmeli olduğu için birçok seçeneği işaretlemişlerdir. Bu işaretlemelerin %49,7'si (142) Videoları beğenme, %29,0'ı (83) Video kanalına üye olma, %11,5'i (33) Videolara yorum yapma, %7,0'ı (20) Video paylaşma, %2,8'i (8) Video yükleme'dir. Katılımcıların çoğunluğu %49,7'si (142) Videoları beğenme etkileşiminde bulunmaktadır.

Tablo 18. YouTube'u kullanma amacınız nedir? (Ne tür ihtiyaçlarınızı karşılar, niçin kullanırsınız?)

| | | Responses | | Percent of Cases |
|---|---------------------------------------|-----------|---------|------------------|
| | | N | Percent | |
| YouTube'u kullanma amacınız nedir? ^a | Müzik dinlemek | 155 | 21.2% | 84.7% |
| | Eğlenmek | 128 | 17.5% | 69.9% |
| | Dizi izlemek | 78 | 10.7% | 42.6% |
| | Eğitim amaçlı | 94 | 12.9% | 51.4% |
| | Popüler videoları izlemek | 91 | 12.4% | 49.7% |
| | Arkadaşlarının paylaşımlarını izlemek | 13 | 1.8% | 7.1% |
| | Nostaljik videolar izlemek | 39 | 5.3% | 21.3% |
| | Gündemi takip etmek | 78 | 10.7% | 42.6% |
| | Gizli kalmış bilgileri öğrenmek için | 55 | 7.5% | 30.1% |
| Total | | 731 | 100.0% | 399.5% |

a. Dichotomy group tabulated at value 1.

YouTube'u kullanma amacınız nedir? (Ne tür ihtiyaçlarınızı karşılar, niçin kullanırsınız?)? sorusu katılımcıların birden çok seçeneği seçebildiği bir sorudur. Katılımcıların işaretlemelerinin %21,2'si (155) Müzik dinlemek, %17,5'i (128) Eğlenmek, %12,9'u (94) Eğitim amaçlı, %12,9'u (94) Popüler videoları izlemek, %10,7'si (78) Dizi izlemek, %10,7'si (78) Gündemi takip etmek, %7,5'i (55) Gizli kalmış bilgileri öğrenmek, %5,3'ü (39) Nostaljik videolar izlemek, %1,8'i Arkadaşlarının paylaşımlarını izlemek seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %21,2'si (155) YouTube'u Müzik dinlemek için kullandığı bulunmuştur.

Tablo 19. YouTube'u izleyenlerin genellikle boş vakit değerlendirdiklerini düşünüyorum.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle katılmıyorum | 24 | 13.1 | 13.1 | 13.1 |
| | Katılmıyorum | 26 | 14.2 | 14.2 | 27.3 |
| | Kararsızım | 77 | 42.1 | 42.1 | 69.4 |
| | Katılıyorum | 30 | 16.4 | 16.4 | 85.8 |
| | Kesinlikle katılıyorum | 26 | 14.2 | 14.2 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

YouTube'u izleyenlerin genellikle boş vakit değerlendirdiklerini düşünüyorum? sorusuna katılımcıların %42,1'i (77) Kararsızım, %16,4'ü (30) Katılıyorum, %14,2'si (26) Katılmıyorum, %14,2'si (26) Kesinlikle katılıyorum, %13,1'i (24) Kesinlikle katılmıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %42,1'i (77) Kararsızım seçeneğini işaretlemiştir.

Tablo 20. YouTube vb. sitelerin iktidar ya da başka bir dinamik tarafından yasaklanması halinde ne yaparsınız?

| | | Responses | | Percent of Cases |
|--------------------------------------|--|-----------|---------|------------------|
| | | N | Percent | |
| 20.YouTube yasaklanması ^a | Sosyal medyada tepki gösteririm | 107 | 53.8% | 58.5% |
| | Umursamam, bir şekilde YouTube'a girebilirim | 50 | 25.1% | 27.3% |
| | Aynı videoları başka sitelerden bulabilirim | 42 | 21.1% | 23.0% |
| | Total | 199 | 100.0% | 108.7% |

a. Dichotomy group tabulated at value 1.

YouTube vb. sitelerin iktidar ya da başka bir dinamik tarafından yasaklanması halinde ne yaparsınız? Sorusu birden çok seçeneğin işaretlendiği bir sorudur. Katılımcıların işaretlemelerinin %53,8'i (107) Sosyal medyada tepki gösteririm, %25,1'i (50) Umursamam, bir şekilde YouTube'a girebilirim, %21,1'i (42) aynı videoları başka sitelerden bulabilirim seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %53,8'i (107) Sosyal medyadan tepki gösteririm seçeneğini işaretlemiştir.

Tablo 21. YouTube'da izlediğiniz videoların yerli ya da yabancı olması sizin için önemli mi?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------------|-----------|---------|---------------|--------------------|
| Valid | Yerli olmasını tercih ediyorum | 40 | 21.9 | 21.9 | 21.9 |
| | Yabancı olmasını tercih ediyorum | 7 | 3.8 | 3.8 | 25.7 |
| | Yerli ya da yabancı farketmez | 136 | 74.3 | 74.3 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

YouTube'da izlediğiniz videoların yerli ya da yabancı olması sizin için önemli mi? sorusuna katılımcıların %74,3'ü (136) Yerli ya da yabancı farketmez, %21,9'u (40) Yerli olmasını tercih ediyorum, %3,8 (7) Yabancı olmasını tercih ediyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %74,3'ü (136) Yerli ya da yabancı farketmez seçeneğini işaretlemiştir.

Tablo 22. Sizin YouTube'da bir videoyu izlemenizi sağlayan sebepler nelerdir?

| | | Responses | | Percent of Cases |
|------------------------------------|---|-----------|---------|------------------|
| | | N | Percent | |
| YouTube İzleme sebebi ^a | Eğlenceli olması | 147 | 29.1% | 80.3% |
| | Kısa süreli olması | 74 | 14.7% | 40.4% |
| | Ünlü bir kişi tarafından olması | 27 | 5.3% | 14.8% |
| | İçeriğin mesleğimle ilgili olması | 48 | 9.5% | 26.2% |
| | İçeriğin kişisel gelişimle ilgili olması | 92 | 18.2% | 50.3% |
| | Farklı kültürler hakkında bilgi sağlaması | 117 | 23.2% | 63.9% |
| Total | | 505 | 100.0% | 276.0% |

a. Dichotomy group tabulated at value 1.

Sizin YouTube'da bir videoyu izlemenizi sağlayan sebepler nelerdir? Sorusuna birden çok cevap verilebilmektedir. Katılımcıların işaretlemelerinin %29,1'i (147) Eğlenceli olması, %23,2'si (117) Farklı kültürler hakkında bilgi sağlaması, %18,2'si (92) İçeriğin kişisel gelişimle ilgili olması, %14,7'si (74) Kısa süreli olması, %9,5'i (48) İçeriğin mesleğimle ilgili olması, %5,3'ü (27) Ünlü bir kişi tarafından olması seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %29,1'i (147) Eğlenceli olması seçeneğini işaretlemiştir.

Tablo 23. Bir videoya karşı nefret beslemenizi sağlayabilecek şeyler nelerdir?

| | | Responses | | Percent of Cases |
|-----------------------------------|---|-----------|---------|------------------|
| | | N | Percent | |
| Videoya karşı nefret ^a | Siyasal propaganda amaçlı olması | 89 | 10.6% | 48.9% |
| | Kendi düşüncemden farklı olması | 15 | 1.8% | 8.2% |
| | Cinsel istismar içermesi | 157 | 18.7% | 86.3% |
| | Yanlış bilgiler ve kötü mesajlar verilmesi | 155 | 18.5% | 85.2% |
| | Aşırı ırkçı olması | 142 | 16.9% | 78.0% |
| | Aşırı cinsiyetçi olması | 142 | 16.9% | 78.0% |
| | Milli ve dini değerlere saygısızlık yapılması | 139 | 16.6% | 76.4% |
| Total | | 839 | 100.0% | 461.0% |

a. Dichotomy group tabulated at value 1.

Bir videoya karşı nefret beslemenizi sağlayabilecek şeyler nelerdir? sorusuna katılımcıların %18,7'si (157) Cinsel istismar içermesi, %18,5'i (155) Yanlış bilgiler ve kötü mesajlar verilmesi, %16,9'u (142) Aşırı ırkçı olması, %16,9'u (142) Aşırı cinsiyetçi olması %16,9'u (142) Milli ve dini değerlere saygısızlık, %10,6'sı (89) Siyasal propaganda amaçlı olması, %1,8'i kendi düşüncemden farklı olması seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %18,7'si (157) Cinsel istismar içermesi seçeneğini işaretlemiştir.

Tablo 24. Çevrenizdeki kişilerle YouTube'da izlediğiniz videolar hakkında konuşur musunuz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Evet konuşurum | 158 | 86.3 | 86.3 | 86.3 |
| | Hayır konuşmam | 25 | 13.7 | 13.7 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

Çevrenizdeki kişilerle YouTube'da izlediğiniz videolar hakkında konuşur musunuz? sorusuna katılımcıların %86,3'u (158) Evet konuşurum, %13,7'si (25) Hayır seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %86,3'u Evet konuşurum seçeneğini işaretlemiştir.

Tablo 25. YouTube'da 'en çok izlenen videolar'ı düzenli olarak takip eder misiniz?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | Hiçbir zaman | 33 | 18.0 | 18.1 | 18.1 |
| | Bazen | 43 | 23.5 | 23.6 | 41.8 |
| | Kararsızım | 66 | 36.1 | 36.3 | 78.0 |
| | Sıklıkla | 23 | 12.6 | 12.6 | 90.7 |
| | Her zaman | 17 | 9.3 | 9.3 | 100.0 |
| | Total | 182 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 183 | 100.0 | | |

YouTube'da 'en çok izlenen videolar'ı düzenli olarak takip eder misiniz? sorusuna katılımcıların %36,1'i (66) Kararsızım, %23,5'i (43) Bazen, %18,0'ı (33) Hiçbir zaman, %12,6'sı (23) Sıklıkla, %9,3'ü (17) Her zaman seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %36,1'i Kararsızım seçeneğini işaretlemiştir.

Tablo 26. YouTube'da 'en çok izlenen videolar'ın hangi kültüre ait olduğu sizin için önem taşır mı?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Hiç önemli değildir | 67 | 36.6 | 36.6 | 36.6 |
| | Önemli değildir | 46 | 25.1 | 25.1 | 61.7 |
| | Kararsızım | 52 | 28.4 | 28.4 | 90.2 |
| | Önemlidir | 10 | 5.5 | 5.5 | 95.6 |
| | Çok önemlidir | 8 | 4.4 | 4.4 | 100.0 |
| | Total | 183 | 100.0 | 100.0 | |

YouTube'da 'en çok izlenen videolar'ın hangi kültüre ait olduğu sizin için önem taşır mı? sorusuna katılımcıların %36,6'sı (67) Hiç önemli değildir, %28,4'ü (52) Kararsızım, %25,1'i (46) Önemli değildir, %5,5'i (10) Önemlidir, %4,4'ü (8) Çok önemlidir seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %36,6'sı (67) Hiç önemli değildir seçeneğini işaretlemiştir.

Tartışma

Yapılan araştırma için öncelikle YouTube'un platform olarak seçilmesinin doğru bir karar olduğu görülmüştür. Tablo 8'den görüleceği gibi katılımcıların %34,4'ü (167) Instagram ve %30,5'i (148) de YouTube kullanmaktadır. Bu tabloya göre YouTube'un kullanım ve yaygınlık oranı yüksektir. Ve bu yaygınlığın hızla artacağına dair bir bulgu da Tablo 10.'daki sonuçlardan tespit edilmiştir: katılımcıların büyük çoğunluğu (%77,6) YouTube'da izledikleri bir videoyu çevresine sosyal medya üzerinden tavsiye etmekte olduğunu belirtmiştir. Bu aynı zamanda benzer videoların hızlı bir şekilde yayılmasını da işaret etmektedir. Tarihsel olarak medyada önceden tek kanallı TV vardı ve devletin belirlediği yayın tek kanala sahip TV aracılığıyla herkes tarafından izlenirdi, seçenek yoktu. Özelleşmeler, uygu teknolojinin vb. gelişmeler ile kanal sayısı arttı ve kullanıcılar istedikleri kanalları seçebilir noktaya geldiler. Bugün ise sosyal medya ve özellikle video alanında YouTube sayesinde tek bir platform üzerinde insanlar kendi seçimlerinin yanında arkadaşlarının seçtikleri ve toplulukların beğendiklerini izliyorlar. Bu bağlamda paylaşım kültürünün de etkisiyle YouTube ivmeli bir şekilde yaygınlaşmaya devam edeceği görülebilmektedir. YouTube'un kullanım oranının yüksekliğine bir diğer kanıt,

Tablo 16’da her gün kullanım süresinden tespit edilmiştir, katılımcıların çoğunluğu (%41,5) her gün 1-3 saatini YouTube’da geçirdiğini belirtmiştir. Bunu kolaylaştıran şeyin teknolojik imkanlar olduğu Tablo 7’de İnternete bağlanılan noktanın çoğunlukla (%43,0) telefonda olmasıyla görülmektedir.

Tablo 5’te görülebileceği gibi Yabancı dil seviyesi çoğunlukla (%46,4) orta seviye ve (%48,6) alt seviye olan bir örneklem içerisinde, Tablo 21’de %74,3 oranında katılımcının yerli ya da yabancı ayrımı yapmadan YouTube’da video izledikleri görülmüştür. Buradan dil sınırlılıklarına rağmen özellikle Tablo 18’de görüleceği üzere katılımcıların çoğunluğu (%21,2) müzik videoları ve eğlence videoları (%17,5) izlemek amacıyla YouTube’u kullandığı görülmüştür.

YouTube’da etkileşim olarak katılımcıların çoğunluğunun (%49,7) en çok videoları “beğendiği” Tablo 17’de ortaya çıkmıştır. Beğenme işlemi bir sonucu olarak videolar trend olmakta ve en çok izlenen videolar oluşmaktadır. Buradan kullanıcıların YouTube’un içerisinde kültür oluşmasında, -izlenmesi tavsiye edilen videolar listesini- belirlemede bir nevi oy kullanarak etkili olmaktadır. Tablo 18’den dikkat çeken bir sonuç ise arkadaşlarının hazırladığı video paylaşımları izleme oranının en düşük olmasıdır. Burada da YouTube’da belli insanların (fenomenler) videolarının tercih edildiğini bir göstergesi olabilir.

Sosyal medyada tepkisellik (sanal olarak da olsa aktif bir etkinlik olarak) bir kültür başlığı olarak görülebilir. Tablo 20’de katılımcıların çoğunluğu (%53,8) YouTube’un bir şekilde engellenmesi halinde sosyal medyada buna tepki göstereceğini belirtmiştir. Katılımcıların YouTube’da video izlemesine sebep olan konuları öğrendiğimiz Tablo 22’nin sonuçlarında çoğunlukla “Eğlenceli olması” (%29,1) ve “Farklı kültürler hakkında bilgi sağlaması” (%23,2) sebepleri dikkat çekicidir ve varsayımlarımızı doğrular nitelikte açık ve nettir. Bununla birlikte Tablo 25’te “en çok izlenen videolar”ın takip edilmesi noktasında katılımcıların çoğunluğu (%36,1) “Kararsızım” demmiştir. Bu varsayımlarımız açısından beklenmedik bir sonuçtur. Aynı tabloda %23,6 oranında “Bazen” seçeneğinin işaretlenmesi global bir kültür oluşumu noktasındaki varsayımımıza güçlü bir şekilde destek olmamıştır. Tablo 24’te ise katılımcıların çoğu (%86,3) YouTube’da izledikleri videolar hakkında çevresindeki kişilerle konuştuğunu belirtmiştir. Buradan çok net bir şekilde YouTube videolarının insanları etkilediği sonucuna çıkarılabilir.

Bir videoya karşı nefret beslenmesini sağlayacak şeyler nelerdir sorusu için işaretlenen seçeneklerden dikkat çekici olanı Tablo 23’te en az katılımcının (%1,8) “kendi düşüncemden farklı olması” seçeneğini işaretlemesidir. Bu sonuç aynı zamanda katılımcıların büyük çoğunluğunun farklı düşüncelere açık olmasını ve tablodaki diğer seçeceklerdeki dağılımdan da görüleceği üzere evrensel etik kurallara uygun yaklaşımın tüm katılımcılar tarafından onaylandığını ortaya koymaktadır. Bu da bir yönüyle global bir kültür oluşmakta olduğunu bir göstergesi sayılabilir.

YouTube ise bu noktada platformu kullanan, takip eden, üyelerini yönlendirmede kendi platformunun kültürünü oluşturmada ve bu sayede bir yönüyle globalleşmeye katkı sağlamaktadır.

Öneriler

Çok sınırlı örneklem üzerinde yapılan bu araştırma özellikle YouTube kültürü boyutuyla başka çalışmalar için bir adım niteliğindedir. Türkiye’de YouTube başlıklı yayınlamış araştırmalar çok sınırlıdır. Bu alanda bir çok yönüyle araştırma yapılabilir, bu araştırmanın yapıldığı tarih itibarıyla isminde YouTube geçen tez sayısı YÖK’te 24 adettir. Türkiye’nin internet, sosyal medya ve YouTube kullanım oranları, genç nüfusu dikkate alındığında araştırmalara açık bir alandır. Globalleşme, yerel kültürler, tek kültürlülük, kültür endüstrisi, iletişimin ekonomi politikası gibi farklı yönler hala araştırmacıları beklemektedir. Daha sonraki araştırmalarda farklı örneklem üzerinde çalışmalar tekrarlanarak sonuçlar karşılaştırılabilir. YouTube’un kültür endüstrisi kuramı bağlamında olduğu gibi farklı açılardan ele alınması mümkündür.

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YÜKSEKÖĞRETİMDE İLETİŞİM ENGELİ: TRAKYA ÜNİVERSİTESİ ÖRNEĞİ

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ÖZET

İletişim problemleri insan varlığı ile birlikte süregelen bir problemdir ve insanoğlu var olduğu sürece iletişim problemleri yaşanması muhtemeldir. Kişiler herhangi bir ortamda ve zamanda birbirleri ile iletişime geçme ihtiyacı hissederler. Otobüste seyahat ederken yanımızda ki yolcu ile, markette alışveriş yaparken kasiyer ile, iş yerimizde iş arkadaşlarımız ile gün içerisinde sayısız iletişim kurarız. Kişiler arasında ki çıkar çatışmaları, anlaşmazlıklar, fikir ayrılıkları gibi birçok nedenden ötürü bu iletişim her zaman olumlu sonuçlanmaz.

Bu çalışmada Trakya Üniversitesi'nde öğrenim gören öğrenciler ile akademik personel arasında iletişim kurma ihtiyaçlarının nedenleri, iletişim süreci ve yaşanan iletişim sorunlarının nedenleri üzerine bir araştırma yapılacaktır. Bu araştırma sonucunda elde edilen bulgular ışığında iletişim engellerinin neler oldukları ve bu engellerin nasıl aşılabileceği konusunda önerilere yer verilmek istenmektedir. Alan araştırması yapıldığında (Kaya, Sungurtekin, & Süleyman, 2016) öğretim elemanı kaynaklı sorun araştırılmıştır. Ayrıca bu çalışma emsal çalışmadan araştırma yöntemi açısından da farklılık taşımaktadır.

Araştırmada Trakya Üniversitesi Teknik Bilimler Meslek Yüksekokulu ve Şehit Ressam Hasan Rıza Güzel Sanatlar Meslek Yüksekokulu öğrencilerinin, öğretim elemanları ile iletişim engellerinin neler oldukları ve iki okul öğrencileri arasında öğretim elemanları ile iletişimsel bir ayırım olup olmadığına bakılmak amaçlanmıştır.

Araştırmanın giriş kısmında iletişim ve kişiler arası iletişim tanımları yapılmış, Literatür taramasında konu ile ilgili saha önce yapılmış araştırmalara bakılmış, sırasıyla araştırmanın amacı, önemi ve yöntemi açıklanarak elde edilen verilerin değerlendirilmesi yapılmış son olarak sonuç ve öneri kısmında araştırma sonucunda varılan nokta paylaşılmıştır.

Anahtar Kelimeler: *Kişilerarası iletişim, Üniversite, Örgüt İletişimi, İletişim Sorunları*

GİRİŞ

İletişim basit haliyle, mesajın bir araç vasıtasıyla alıcıya ulaştırılması işlemi olarak tanımlanabilir. “İletişim tanımı günümüze kadar farklı kişiler tarafından farklı şekillerde tanımlanmıştır. İletişim, sözcüğü Latince kökenli communication sözcüğünün karşılığıdır. Birbirlerine ortamlarındaki nesneler, olaylar, olgularla ilgili değişimleri haber veren, bunlara ilişkin bilgilerini birbirine aktaran, aynı olgular, nesneler, sorunlar karşısında benzer duygular taşıyıp bunları birbirine ifade eden insanların oluşturduğu topluluk ya da toplum yaşamı – içinde gerçekleştirilen tutum, yargı, düşünce, duygu bildirimlerine iletişim diyoruz” (Oskay, 2007, s. 9).

İletişimin tanımı geçmişten günümüze kadar farklı kişiler tarafından tanımlanmıştır. TDK (2018) iletişimi, “duygu, düşünce veya bilgilerin akla gelebilecek her türlü yolla başkalarına aktarılması, bildirim, haberleşme” şeklinde tanımlamıştır.

İnsanlar arasında çok çeşitli iletişim şekilleri mevcuttur. Kişiler birbirleri ile, mors alfabesi, yazıyla, mimikler ile, telefonla, mail ile iletişim kurabilirler. Bir kurumda ki kişilerde bu yöntemler ile birbirleri ile iletişim kurabilirler (Öztürk, 2004, s. 61).

İletişimin en temel özelliği anlam oluşturmaktır. İnsanlar iletişim mesajlarını anladıklarında, anlam yaratma süreci de başlar (Üstün, 2010, s. 88)

İletişim sürecinin sonucunda iletişim isteğinde bulunan kişiler iletişime girdikleri kişi veya kurum tarafından olumsuz bir yanıtla karşı karşıya kalabilirler. Bunun sonucunda da kişiler arası iletişim aksayabilir.

Kişilerarası iletişim, insan yaşamının ve toplum niteliksel gelişmesine temel oluşturur (Macbride, 1993, s. 230). Toplumsal değişim kişilerden başlar ve iletişimin sağlıklı sürdürülmesi ile devam eder. Bu nedenle kişiler arası iletişimin ne denli önemli olduğunu söylemek çok yanlış olmaz.

İletişime ilişkin bir diğer tanım ise sibernetik kuramları kapsamında yapılmaktadır. Sibernetik yaklaşıma göre toplumdaki bütün birimler, dolayısıyla da bütün organizmalar birbirine benzer (Güngör, 2011, s. 19).

İster kişiler arası iletişim olsun ister kitle iletişim araçları ile yapılan iletişim olsun tüm bu süreç çeşitliliği insanların yaşam döngüleri üzerinde temel sorunlara karşı bir çözüm üretebilmesidir. Kişiler arası ve geleneksel iletişim araçlarının korunmasındaki nedenlerden biri yararlı olmaları ise bir neden de bunların bazı eğilimlerin karşısında set oluşturmalarıdır (Macbride, 1993, s. 235).

İletişimin amacı, iletişim kuran kişinin içeriğini belirlediği mesajların, uygun kanallar ve araçlar yoluyla hedefe ulaşması ve onda istenen bir etkinin oluşmasıdır. Bu sebeple ileti amaca yakın bir ikna edici niteliğe sahip olmalıdır (Hazar, 2006, s. 135-136).

İletişim bir araç olarak toplumun hemen hemen her alanında kullanılan bir olgu olarak karşımıza çıkıyor. Evde, toplu taşıma araçlarında, alışveriş mekanları, çalıştığımız kurumlarda, okuduğumuz okullarda gün içerisinde çok çeşitli ırktan, cinsiyetten, milliyetten, çeşitli görüşlere sahip kişiler ile iletişime giriyoruz ve gireceğiz. Özellikle

eğitim - öğretim kurumları olarak tanımlanan okullarda, öğrenciler ve okul çalışanları (idareciler, öğretmenler ve idari personel) sürekli iletişim içerisinde olmaktadır. Eğitim kurumlarında gerçekleşen iletişim, kurumun imajına önemli bir etki ettiğini söylemek çokta yanlış olmayacaktır.

Eğitim kurumları; ilköğretim, lise ve yükseköğretim olarak Türkiye’de ayrılmıştır. Türkiye’de ilk öğretim ve orta öğretimden sonra yüksek öğretim gelmektedir. Yükseköğretim 2 yıl ön lisans eğitimi veren okullar; yüksekokullar, meslek yüksekokulları ve güzel sanatlar meslek yüksekokulları olarak sıralanırken en az 4 yıl lisans eğitimi veren okullar fakülteler ve yüksek okullar olarak sıralanır. Tüm bu eğitim kurumları “üniversite” tanımı içerisine alınır. Üniversite tanımı şu şekilde yapılmaktadır: “Bilimsel özerkliğe ve kamu tüzelkişiliğine sahip yüksek düzeyde eğitim- öğretim, bilimsel araştırma, yayın ve danışmanlık yapan; fakülte, enstitü, yüksekokul ve benzeri kuruluş ve birimlerden oluşan bir yüksek öğretim kurumudur” (Yükseköğretim Kanunu, 2018).

Üniversiteler, bulundukları çevreye ve diğer yükseköğretim kurumlarına karşı belli bir imaj içinde olmaları gerekmektedir. Üniversite imajı ile ilgili yapılan bazı çalışmalarda (Ivy,2001; Saracel,2001), öğrencilerin üniversite tercihlerinde kurumun imajını da dikkate aldıklarını söylemek çok yanlış olmayacaktır.

Üniversitelerin yapısal olarak oldukça büyük ve karmaşık, hiyerarşik yapılar olduklarını söyleyebiliriz. “Tüm kurumlarda iletişim yatay ya da dikey, içsel ya da dışsal, resmi ya da resmi olmayan şekilde, çalışanların içsel olarak diğerleriyle bağlantı kurduğu şekilde, farklı yönetim kademelerinde ve dışsal kaynaklı olarak akmaktadır” (Riel & Fombrun, 2007, s. 13).

Üniversitelerin bu yapıları örgütsel yapı tanımına uyabilir. “Örgütler, belirli hedefler doğrultusunda planlı bir şekilde önceden yapılandırılmış hem uyum içerisinde faaliyetlerin yürütüldüğü hem de dış çevreleriyle bağlantılı sosyal varlıklardır” (Daft, 2007, s. 10).

Örgütsel yapılarda da diğer kurumsal yapılarda olduğu gibi iletişim vazgeçilmez bir unsur olarak kendine yer bulmalıdır. “Örgütsel iletişim; bir örgütün hedeflerine ulaşması için gereken üretim ve yönetim süreci içinde planlamayı, örgütlemeyi, insan kaynakları yönetimini, eşgüdümlemeyi ve denetimi sağlamak amacıyla belli kurallar içinde gerçekleşen simgelerin üretimi, iletimi ve yorumudur” (Karaçor & Şahin, 2004)

Örgütsel yapıları da gerçekleşen iletişim ne kadar etkili ve sağlıklı olursa, örgüt içerisinde gelişim, anlayış ve kalite de aynı orantıda artacaktır ve bu artış kişiler arasında ki iletişim sorunlarını en az düzeye indirebilecektir. Etkili iletişimin gerçekleşmesi için bazı ilkelere uyulması gerekmektedir. Etkili bir iletişim için bireyin; karşısındakinin kendine özgü özellikleri ile değerli ve önemli olduğuna inanması, iletişim kurduğu kişiyi koşulsuz kabul etmesi, karşısındakine saygı duyması, sorunlarını kendisinin çözebileceğine inanması, kendini olduğu gibi göstermesi, kendisi ile ilgili kararlar alabilme hakkı ve gücü olduğuna inanması, gönüllülüğe önem vermesi, gizliliğe uyması, tutarlı olması ve empati kurması gerekir (Gülbahar & Aksungur, 2018, s. 438).

Eğer Üniversiteler gibi kurumlarda ve örgütlerde kişiler arası iletişimde aksaklıklar gerçekleşirse bunun altında yatan nedenler iletişim engelleri olarak sıralanabilir. İletişim engelleri ise; İletişim engelleri, bir mesajın verilmesini ve alınmasını olumsuz yönde etkileyen engellerdir (Tutar & Yılmaz, 2005, s. 71).

İletişim ve kişilerarası iletişim kavramları incelendiğinde, birbirlerine ve diğer çevresel koşullara paralellik gösterdiği söylenebilir. Toplum, kültür, örgüt ve iletişim ayrılmaz bir şekilde karşılıklı olarak birbirlerine bağımlıdır (Mumby & Stohl, 1996). Karşılıklı kurulan iletişim sonucunda her zaman pozitif bir sonuç beklemek doğru olmayacaktır. Kişiler arası iletişim çalışmalarına bakıldığında disiplinler arası bir çalışma olduğu gerçeği inkâr edilemez. “Kişiler arası iletişimle ilgili kuramsal yaklaşımlar psikoloji dalında ele alınmakta ve ne yazık ki hem sadece sözlü iletişim içine indirgenmekte hem de bazı psikologlar, kliniksel psikiyatristler ve kısa yoldan para yapmak isteyen "iletişim uzmanları" elinde ticari amaçlı mesleki faaliyet çerçevesinde "çözümler" üretilmektedir. Kişiler arası alanda akademik değere sahip olan birkaç yapıt pozitivist okulun yaklaşım tarzlarından öte gitmemektedir”(Erdoğan & Korkmaz, 2004, s. 438). İletişim ve kişiler arası iletişim birbirlerine bağlı konular olmasına rağmen alanda bu konuda daha fazla çalışma yapılması gerektiği söylenebilir.

Kişiler Arası iletişime bakıldığında kişiler arasında bir çıkar ilişkisi gözlemlenebilir. Örneğin; öğrencilerin hocaları ile iyi bir iletişimde olmalarının arkasında daha yüksek not alabilme ihtimalleri olabilir. Ya da bir kiracının ev sahibi ile iyi bir iletişim içinde olması daha makul bir kira sözleşmesi yapmak istemesinden kaynaklanabilir. Örnekler çoğaltılabilir. İletişimin yaşamın hemen her alanına yayıldığını kabul edersek, her kesimden insanın bu tarz iletişim çıkarlarına başvurduğunu varsayabiliriz.

İş yerindeki kişiler arası iletişim, örgütsel yapının özelliklerine göre biçimlenir ve iletişim tarzları buna göre farklılık gösterir. Örgütler ve bireyler kültürel, tarihsel ve psikolojik geleneklere sahiptirler (Ellis & Maoz, 2003). Kurumların işleyişinde demokratik kavramların ön planda tutulması beklenmelidir. “Ücretli köleliğin olduğu, insanların kendi ücretlerinin oluşumunda ve kendi çalışma koşullarını belirlemede söz sahibi olamadığı, neyin, nerede, nasıl ve kimin için üretileceği veya üretilmeyeceğine karar veremediği, tüketerek katılma ötesinde hiçbir etkide bulunmadığı ortamda demokratik yönetim, demokratik ilişki ve demokratik iletişimden bahsetmek, sadece insanları kontrol amaçlı iletişim stratejisidir” (Erdoğan, 2011, s. 272).

Kişiler arası ilişkiler ile kuramsal açıdan tam örtüşen bir kuram olduğunu söylemek zor olabilir. İlk iletişim çalışmaları disiplinler arası çalışmaların içerisinde yer aldığından dolayı iletişim çalışmaları, sosyoloji, psikoloji hatta matematik alanları altında çalışılmıştır.

İletişim temel model olarak Kim – Ne söyledi? – Hangi Kanal İle? – Kime? modeli ile 1948 yılında Lasswell’in doğrusal modeli ile açıklanabilir. Daha sonra ki çalışmalarda Shannon-Weaver bu modeli geliştirerek gürültü kaynağını 1949 yılında modele eklemiştir (McQuail & Windahl, 1997, s. 23-26). Shannon – Weaver’in ve Lasswell’in modelleri kişiler arası iletişim için oldukça uygun gözükmektedir. Shannon – Weaver’in modelinin ve Lasswell’in modelinden ayıran temel farklar; Shannon – Weaver modelinde kaynak olarak enformasyon kaynağı ve iletili ile alıcı arasında ki gürültü ögesi dikkati çekiyor. Kişiler arası iletişimde kaynak olarak bireyi ele alırsak Lasswell’in modeli uygun olabilir. Fakat bu model içerisinde kişiler arası iletişimde önemli bir sorun olarak görünen gürültü ögesi yoktur. Bu noktada da Shannon – Weaver’ in modeli ile Lasswell modelini karma olarak kişiler arası iletişime bağdaştırabiliriz.

Kişiler arası iletişim kuramı olarak Festinger’in alana sunduğu “*festinger’in bilişsel uyum kuramı*” da incelenebilir. “İnsanlar medyadan ya da herhangi bir enformasyon kaynağından kendi tutum ve düşünceleriyle tutarlı olmayan mesajlar aldığında yapacakları birkaç şey vardır. Ya kendi düşünceleriyle tutarlı mesajları alırlar, ya da kendirlerinkiyle çelişen mesajları reddederler; ya uyumsuzluk konusunun önemini azaltırlar ya da kendisinininkiyle uyumsuz olan mesajı kabul edip kendi tutum ve davranışını aldığı bu mesajı uyumlu hale getirir” (Yaylagül, 2006, s. 50-51).

Çoğu insan, iki birey arasındaki iletişimin basit olması gerektiğine katılır. Konuşmak ve iletişim kurmak arasında farklılıklar olduğunu hatırlamak önemlidir. İletişim kurduğumuzda, konuştuğumuz kişi için karşılığını almakta başarılı oluruz.

Etkili iletişim için 5 tür engel vardır. Bunlar; Tutumsal Engeller, davranışsal Engeller, kültürel Engeller, dilsel Engeller, çevresel Engeller (Rani, 2016, s. 75).

Farklı güç ve statüde olduğunu sanan kişilerin, çalıştıkları iş yerlerinde kendilerinden statü olarak aşağıda gördükleri insanlara karşıları algıları farklı olabilir. Yönetici veya amir düzeyinde ki kişiler, astlarına karşı ellerinde bulunan yetkileri (maaş cezası, uyarı, disiplin işleri v.b) kullanmayı bir güç unsuru olarak düşünebilirler. Bu da astları konumunda ki kişiler arasında iletişim sorunlarına yol açabilir.

Önyargı, genellemeler ve klişeleşmek gibi davranışlar iletişim engellerine neden olabilir. Bu tavırlara sahip olmak ve onlara karşı gelmemek sadece yanlış değildir, bireyler için kötüdür.

Farklı kültürlerden ve geçmişlerden gelen insanlarla iletişim kurmak, insanların sahip olduğu değerler, inançlar ve tutumlardaki farklılıkların farkına varmak anlamına gelir. Aynı iş yerinde çalışan farklı kültürlerden gelmiş kişiler olabilir. Farklı kültürde yetişen insanların zaman zaman değişik kültürlerde yetişen insanlar ile iletişim sorunu yaşamaları kaçınılmaz olabilir.

İletişimin önündeki tüm engeller insanlardan kaynaklanmaz. Etkin iletişim sürecini etkileyen birçok çevresel faktör vardır. Mesajlar, fiziksel ortam, gürültü, teknik sorunlar gibi benzeri dış etkenler tarafından engellenerek alıcı tarafından hatalı algılanabilir.

Etkili iletişim, mesajlar iletişim süreci sırasında bozulmadığında ortaya çıkar ve iletişim, planlandığı veya tasarlandığı amaca hizmet eder. Ancak, istenen etki elde edilemediğinde, engel olarak hareket eden faktörlerin, iletişimin neden etkisiz olduğunu keşfetme niyetiyle açıklanması gerekmektedir. Bunlar arasında filtreleme, seçici algılar, bilgi yüklemesi, duygular, dil, sessizlik, iletişim endişesi veya kaygı, cinsiyet farkı ve diğer birçok faktör yer almaktadır. Etkili iletişimdeki bu engeller, iletişimi iletişim sürecinin herhangi bir aşamasında geciktirebilir veya bozabilir. Etkili iletişim açık ve özlü bilgilerin iletilmesini içerir (Pal, Halder, & Guha, 2016).

ARAŞTIRMANIN AMACI

Bu çalışmada Trakya Üniversitesi’nde öğrenimine devam eden öğrencilerin, akademik personel ile iletişim kurma ihtiyaçlarının belirlenmesi ve bu süreçte yaşadıkları sorunlar üzerinde bir araştırma yapılması amaçlanmıştır. Akademik ile iletişime geçen veya geçmek isteyen öğrencilerin, neden iletişim kurma isteğinde oldukları, bu isteği ne derece gerçekleştirdikleri, gerçekleşen iletişimin içeriği ve amaca uygunluğu ve iletişimin sonucunda hedefe varılıp / varılmadığı, araştırmaya değerdir. Ayrıca akademik personelin öğrenciler ile iletişim becerilerinin ölçülmesi, öğrenciler ile iletişimin hangi sınırlarda olduğunu gözlemlenmesi, iletişimin hangi mekân ve zamanda gerçekleştiği ve iletişimin niteliklerinin bilinmesi araştırılacak konular içerisinde yer alacaktır. Kişisel arası iletişimde kullanılacak aracın sözlü, sözsüz veya yazılı olup- olmadığı iletişimin seyrini değiştirebilecektir. Öğrenci akademik personel ile yazılı bir iletişim mi kuruyor? yoksa yazılı iletişime zorlanıyor mu?

İletişimin, çeşitlerinin, araçlarının ve gerekliliklerinin hızla gelişen dünyada değiştiğini söylemek çok zor olmaz. Geçmiş dönemler incelendiğinde karşılıklı iletişimin sözlü ve yazılı olarak 2’ye ayrıldığını biliyoruz. Bireyler arasında kurulan, karşılıklı etkileşimdir. Her bireyin yaşamını devam etmesinde yardımcı olan temel bir ihtiyaçtır (Akran, Acıdemir, & Uludağ, 2018, s. 83).

Teknolojinin ve Sanayii’nin gelişmesi ile birlikte iletişim araçlarında da yenilikler ortaya çıkmıştır. Bilgisayar teknolojilerinin gelişmesi ile paralel iletişim araçları dijitalleşmiş; bunun sonucunda cep telefonları ve bilgisayarlar kişiler arası iletişim arasında ki yerini almıştır.

Günümüzde özellikle üniversite çağında ki gençlerin iletişim aracı olarak cep telefonlarını ve telefon içerisinde ki farklı sosyal medya ve haberleşme araçlarını kullanmaları yadırganamaz düzeydedir.

Üniversiteleri bir örgüt yapısı içinde değerlendirirsek, örgütsel iletişim olmadan herhangi bir örgütsel eylemin ya da yönetim sürecinin başarılması imkânsızdır (Kaya, 1999'dan aktaran Durğun, 2006, s. 120).

Üniversitelerde yer alan hiyerarşik düzende ki iletişim, çoğu üniversitenin devlet üniversitesi olmasından dolayı örgütsel iletişim günümüzde de konvansiyonel sayılabilecek iletişim araçları ile; dilekçe v.b resmi yazışmalar ile yürütülmektedir. Üniversite de ki görevli akademik personelin teknoloji – yaş arasında ki ilişki bilinmemektedir. Bu nedenle orta yaş ve üzeri grubun teknolojik iletişim araçlarını kullanım sıklıkları ve bilgileri, yeni nesil tabi edilen üniversite gençliği ile aykırılık oluşturmaktadır.

Üniversite eğitimi alan öğrenciler ile eğitim gördükleri kurumlarda ki akademik personel ile iletişim kurma çabalarında karşılaştıkları sorunların hangi temellere dayandığının araştırılması çalışmanın temel amacını oluşturmaktadır.

ARAŞTIRMANIN ÖNEMİ

Türkiye’de kişiler arası iletişim sorunları/engelleri üzerine çalışmalara bakıldığında; yapılan araştırmaların/çalışmaların daha çok eğitim bilimleri, psikoloji ve sosyoloji alanlarında yapıldığı gözlemlenmiştir. İletişim dergileri incelendiğinde, iletişim engelleri konusunda yeterli bir araştırmaya rastlanılmamıştır.

Kurumlar içerisinde özellikle bu kurumlar eğitim ve öğretimin gerçekleştiği üniversiteler söz konusu olduğunda sağlıklı iletişim kurma ihtiyacı büyük önem taşımaktadır. Üniversite gibi ülke geleceğinde önemli rol oynayan kurumlarda eğitim gören öğrenciler, eğitim hayatları süresince öğretim elemanları ile sürekli bir iletişim içerisinde olmaktadır. Fakat insan özellikleri ve yaşayış biçimleri devreye girdiği zaman, öğretim elemanları da iletişim konusunda sıkıntı yaşayabilirler. Bu sebeple yaşanan sıkıntıların tespit edilerek engellerin ortadan kaldırılması üniversite gibi iletişimin yoğun olduğu kurumlarda önem arz etmektedir.

Gönderilmiş mesajı anlayıp anlamadığımızı ve anlama gayreti içinde olduğumuzu en belirgin bir şekilde gösteren davranış, soru sormaktır. Soru sorulmadan devam eden etkileşimlerde, devreye sıklıkla giren bir eğilim "zihin okumaktır." Zihin okuma, karşıdan gelen iletinin, nasıl bir amaçla veya niyetle gönderilmiş olduğunu bilme yanılgısıdır. Zihin okuma, kişinin iç iletişime dönerek, karşıdaki kişinin iletişimini tahmin etmeye çalışmasıdır. Bir an kişinin "kendini kendine gelin güvey olmasıdır." Zihin okumanın ilk sürecindeki seçenek soru sormaktır. "Bu ne?" diye sormaya başladığımız andan itibaren bütün konuşmalarımızda sorular ve cevaplar önemli bir yer tutar. Etkin iletişimin en önemli özelliklerinden biri de doğru soruyu sormak ve doğru yanıt verebilmektir.

Yapılan çalışmada, kişiler arası iletişim engellerinin neler olduğu ve bu engellerin bir kurum özelliği taşıyan Trakya Üniversitesi içerisinde görev alan, eğitim gören kişilerin birbirleri ile olan iletişim engellerinin varlığını tespit açısından önemlidir.

Kişiler arasında var olduğu düşünülen engeller, bu kişiler arasında sağlıklı bir iletişimin gerçekleşmesini engellemektedir. Bu engellerin tespit edilebilmesi ve çözülebilmesi için uygun önerilerde bulunulması iletişim çalışmaları açısından önemlidir.

İletişim alanında ki yapılan çalışmalara bakıldığında, kişiler arası iletişim engelleri üzerinde çok fazla araştırmanın yapılmaması da alan açısından bir önem taşımaktadır.

Bir kurum olarak Trakya Üniversitesi içinde, iç dinamiklerinin sağlıklı yürütülmesi, akademik personel ile öğrenciler arasında ki iletişim engellerinin ne düzeyde olduğunun tespiti ve bu tespit neticesinde engellerin kaldırılmasına yönelik çözüm önerileri getirmekte Trakya Üniversitesinde sağlıklı bir kurum içi iletişim yolunda önemlidir.

Bu araştırmada iletişim alanında çok fazla üzerinde durulmayan örgüt içi iletişim kavramları ve örgüt içi iletişimin önemi üzerinde durulması amaçlanmıştır.

Çalışma Türkiye’de iletişim alanında görece eksik olduğu düşünülen ve üzerinde çok fazla çalışmanın olmadığı kişiler arası iletişim sorunları/engelleri üzerine bir çalışma olacağından Türkiye’de ki iletişim çalışmaları içinde önem taşımaktadır. Bu çalışmadan sonra yapılacak kişiler arası iletişim sorunları/engelleri üzerine yapılacak araştırmalar içinde çalışma önemlidir.

Bu çalışma sağlıklı bir iletişimin üniversite gibi yüksek öğretim kurumlarında vazgeçilmez bir unsur olduğunun, kurum içerisinde, öğrenciler ile kurum personellerinin karşılıklı iletişimin hangi düzeyde olduğunun ölçülmesi bakımından önemli olduğu düşünülmektedir.

Yapılması düşünülen bu çalışmada ise öğrencilerin akademik personel ile yaşadıkları düşünülen iletişim sorunlarının tespiti açısından ve nicel veri toplama tekniklerinden anket yöntemi kullanılacağından yöntem bakımından da ayrı bir önem taşımaktadır.

KURAMSAL TEMEL

Çalışmanın bu kısmında alanda ve alanlar arasında kullanılan kuramlar açıklanmaya çalışılacaktır. İletişim alanında çalışılmış kuramlar incelendiğinde kişiler arası kuram çalışmalarına rastlanılmamıştır. Kişilerarası iletişim çalışmaları daha çok psikoloji, sosyoloji ve eğitim bilimleri alanlarında çalışılmış olması, iletişim çalışmalarının disiplinler arası bir alan olmasını doğrular niteliktedir. Kişiler arası iletişimle ilgili kuramsal yaklaşımlar psikoloji dalında ele alınmakta ve ne yazık ki hem sadece sözlü iletişim içine indirgenmekte hem de

bazı psikologlar, kliniksel psikiyatristler ve kısa yoldan para yapmak isteyen "iletişim uzmanları" elinde ticari amaçlı mesleki faaliyet çerçevesinde "çözümler" üretilmektedir. Kişiler arası alanda akademik değere sahip olan birkaç yapıt pozitivist okulun yaklaşım tarzlarından öte gitmemektedir (Erdoğan & Korkmaz, 2004, s. 438). Tüm bu değerlendirmeler ışığında Harry Stack Sullivan'ın "Kişiler Arası İlişki Kuramının" bu araştırmanın konusu ile yakından ilişkili olduğu düşünülmektedir.

Kişiler arası ilişkiler ve sorunları üzerine çalışmak için kişilerin psikolojik oluşumlarını ve yaşamda karşılaştıkları sorunlara verdikleri tepkileri incelemek gereklidir. İnsan kişiliği ile etrafında iletişim kurar ve iletişim kurduğu kişilere kendi kişiliğini yansıtır. Sullivan kişiliği "insan yaşamını niteleyen, yinelenen kişiler arası durumların oldukça kalıcı örüntüleridir." şeklinde tanımlamaktadır (İnanç & Yerlikaya, 2018, s. 130).

Kuramında vurgu yaptığı kavram kişiler arası ilişkilerdir. Sullivan'a göre kişiler arası ilişkiler olmadan sağlıklı bir kişilik gelişimi olmayacağı gibi kişilik de oluşmaz (İnanç & Yerlikaya, 2018, s. 131).

Kişiler arası ilişki kuramı göre davranışlarımız içgüdüler ile değil sosyal süreçler ile, karşılıklı iletişim gibi olaylar ile biçimlenir. Diğer insanlara karşı davranış tarzımız kişiliğimizin altında yatan özellikler ile şekillenir.

Kişiler arası ilişki kuramında en önemli tanım "Kendilik Sistemi" olduğu düşünülmektedir. Sullivan kendilik sistemini; diğer her şey ve kendilik sistemi olarak ikiye ayırır. (İnanç & Yerlikaya, 2018, s. 138). Kendilik sistemi, en önemli özelliği, insanları kaygıdan korumak ve onların kişiler arası ilişkilerde güven duygusu aşılayan davranışların tümü olarak söz edilir. Bir savunma mekanizması gibi çalışır ve değişimlere karşı kapalıdır.

Kendilik sisteminin iki özelliği bulunmaktadır. Bunlar; çözülme ve seçici dikkatsizliktir. Çözülme: Birey tarafından bilinç düzeyine girmesine izin verilmeyen istek ve ihtiyaçların bilinçten uzaklaştırılmasıdır (İnanç & Yerlikaya, 2018, s. 142). Seçici dikkatsizlik: Eğer birey benliğini tehdit edici bir uyarana karşılırsa bunu reddetme ya da göz ardı etme eğilimi gösterir. Görmek istemediğimiz şeyleri görmeyi reddetmektir. Nesne seçici olarak dikkatin dışında bırakırız (Burger, 2006, s. 121).

Çözülme olgusu ve kişilerarası iletişim bağlamına bakarsak, kişiler arası iletişimde yaşanan engellerin kendilik sisteminin çözülme olgusu ile ilişkisini kurabiliriz. Kişi karşısında yer alan birey ile eğer istek dışı bir tartışma içerisine girerse, çözülme özelliğini kullanarak bilinç düzeyine girilmesine izin vermeyecektir ve böylece kişilerarası iletişim olumsuzlukla sonuçlanabilecektir.

Seçici dikkatsizlik özelliğine baktığımız vakit; kişi iletişim esnasında kendi benliğini tehdit edici bir durum öngörürse bunu reddedecek ve iletişimi olumsuzlukla sonuçlandıracak veya göz ardı ederek iletişime devam yolunu seçecek.

Sullivan'ın kişiler arası kuramı, kişiler arası iletişim açısından oldukça önem taşıdığı görülmektedir. Kişiler arası iletişim sorunlarının ne olduğunun önünde neden olan sebeplere eğilmeye çalışmıştır. Kişiler arası iletişim de ön planda olan olgunun "kişi" olduğunu çalışmalarında vurgulamıştır (İnanç & Yerlikaya, 2018, s. 171).

LİTERATÜR TARAMASI

İletişim alanına dair yapılan literatür incelenmesinde; kişiler arası iletişim ile ilgili az sayıda çalışma olduğu gözlemlenmiştir. Bu çalışmalardan ilkin, Kaya, Sungurtekin, & Süleyman'ın (2016, 176-195) yapmış oldukları Öğretim elemanlarından kaynaklanan iletişim sorunları üzerine çalışma oluşturmaktadır. Fakat adı geçen çalışma iletişim alanında bir dergide yayımlanmamıştır.

Adı geçen çalışmada kullanılan veri toplama yöntemi nitel araştırma yöntemlerinden olgu bilim (fenomenoloji) deseni temel alınarak hazırlanmıştır. Araştırmanın katılımcılarını bir devlet üniversitesinin eğitim fakültesinin eğitim verdiği 6 lisans programının son sınıflarında öğrenim görmekte olan 12 gönüllü öğretmen adayı oluşturmaktadır.

Üniversitelerde öğretim elemanlarından kaynaklanan iletişim sorunlarını belirlemeyi amaçlayan bu çalışmada sonuçlar; öğretim elemanlarından kaynaklanan sorunlar ve öğrencilerin, öğretim elemanlarıyla iletişim kurmadaki çekinceleri olmak üzere iki kategoride ele alınmıştır. İlk kategoride ortaya çıkan sorunlar; "öğretim elemanlarının eleştiriye açık olma durumları", "öğretim elemanlarının sınıf içi ve dışı davranış tutarsızlığı", "öğretim elemanlarının öğrencileri dinleme düzeyi", "araştırma görevlilerinin öğrencilere karşı tavrı", "öğretim elemanlarının egosantrik davranışlarının olması" ve "öğretim elemanlarının sunum becerilerinin düzeyi" olduğu ortaya çıkmıştır.

Bu çalışma üniversite gibi görece büyük bir kurumdan daha fazla sayıda ve çeşitli bölümlerde katılımcılar ile çalışması gerekliliği düşünülmüştür. Adı geçen çalışma kısıtlılık olarak sadece üniversitenin belli bir bölümünde ve belli bir sınıfta yapılması nedeniyle ve öğrencilerin sadece öğretim elemanları ile iletişim sorunları üzerine eğilmiş fakat öğrencilerin idari personel ile yaşadıkları iletişim sorunları üzerinde durulmamıştır.

Dündar & Özer'in, (2012, s. 104-129) yaptıkları kurum içi iletişim ve kalite konulu çalışmada; kurum içi iletişim kavramı açıklandıktan sonra kalite ile olan bağlantısı üzerinde durulmuş ve yeni iletişim teknolojilerinin bu ilişkiye olan etkisi ele alınmıştır. adı geçen çalışmada yeni iletişim teknolojilerinin kurum içi iletişimin kalitesine olan etkisi aktarılmaya çalışılmaktadır. Çalışmada öncelikle iletişim, kurumsal iletişim ve kurum içi iletişim kavramları ele alınmakta ve bu kavramların kurumlar açısından önemi vurgulanmaktadır.

Çalışmanın yöntemi olarak nicel araştırma yöntemlerinden anket tekniği kullanılmıştır. Yöntem ve teknik olarak 6 tanesi seçmeli, 6 tanesi de öncelik sıralamalı olmak üzere toplam 12 soruyu içeren anket formu hazırlanarak, araştırma evrenini oluşturan Ege Üniversitesi'ndeki 12 fakültede uygulanmış. Bu iletişimin kurum içerisinde ki pek çok iletişim engeline set çekeceği düşünülmüş. Yapılan çalışmanın sonuçlarından çıkan bir diğer temel gerçek; kurum içi iletişimin %41'lik oranla orta düzeylerde seyrettiği sonucu çıkarılmıştır. Yeni iletişim teknolojilerinin bu sonuçta etkili olduğu da araştırmada belirtilmek istenmiştir. Hayatımızda büyük bir yere sahip olan yeni iletişim araçları, kişiler arası iletişim bağlamında olumsuz sonuçlar doğurduğuna vurgu yapılmıştır. Çalışmada elde edilen bulgulara göre; çalışanlar arası diyalog, kurum içindeki sağlıklı iletişimin önemli bir parçası olduğu vurgulanmaya çalışılmış.

Bu çalışmanın kendi çalışmam ile ilgisini, araştırmanın yapıldığı evren olarak Ege Üniversitesinde 12 fakültenin akademik personeli üzerinde yapılması nedeniyle benzerlikler oluşturmaktadır. Araştırmada akademik personelin birbiri ile iletişimi, kendi konumda yer alan kişiler arası iletişim konusu ile bağlantılıdır. Araştırma sonucunda elde edilen veriler kendi araştırmamda uygulamak istediğim ankete benzer niteliktedir. Ve bu benzerliklerle kendi araştırmama pozitif etki edeceğini düşünmekteyim.

Dilekmen, Başçı, & Bektaş'ın, (2008, s. 223-231) eğitim fakültesinde iletişimi konu alan çalışmada; iletişimin genel bir tanımı yapılmış ve Türkiye'de ailede, iş yaşamında iletişim sorunlarına rastlanıldığından bahsedilmiştir. Lise ve üniversite öğrencilerinin iletişim yeterlikleriyle ilgili sorunlarının olduğu çalışmalara değinilmiş. Bu çalışmalardan, öğrenciler arasında ciddi iletişim sorunları olduğu sonucu çıkarılmıştır.

Araştırmada, Eğitim fakültesi öğrencilerinin iletişim becerileri cinsiyet, sınıf seviyesi ve bölüm değişkenleri açısından incelenmiştir. Çalışma, 2007-2008 Öğretim yılında Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesinde öğrenim gören Sınıf Öğretmenliği, İlköğretim Matematik, Fen Bilgisi, Psikolojik Danışma ve Rehberlik Anabilim Dalı'nda öğrenim gören 283 öğrenci üzerinde gerçekleştirilmiştir.

Araştırmada nicel araştırma yöntemi, ölçme aracı olarak da likert tipi bir ölçme aracı olup 45 soru sorulmuş. Bulgular SPSS aracı ile değerlendirilerek 3 tablo halinde makaleye yazılmış. Elde edilen bulgulara göre: Tablo 1'e göre cinsiyete göre eğitim fakültesi öğrencilerinin iletişim becerileri arasında anlamlı fark elde edilememiştir. Tablo 2'de sınıf seviyelerine göre Eğitim Fakültesi öğrencilerinin iletişim becerileri arasında anlamlı fark bulunmamıştır. Tablo 4'ten anlaşıldığı gibi yapılan istatistiksel çözümleme sonucunda Anabilim Dallarında iletişim becerileri açısından anlamlı fark görülmüştür.

Araştırmada öğrencilerin iletişim seviyeleri 3 başlık altında değerlendirilmiş. Bunlar; Cinsiyetlerine Göre İletişim Becerilerine İlişkin Bulgular, Sınıf Seviyesine Göre İletişim Becerilerine İlişkin Bulgular, Anabilim Dallarına Göre İletişim Becerilerine ilişkin Bulgulardır. Yapılan çalışma belirli bir üniversitede ki bir fakültenin öğrencileri üzerinde yapılmış bir araştırma olması nedeniyle, kendi çalışmam ile kişiler arası iletişim düzeyinde bağlantılı olduğu düşünülmektedir.

Çalışır'ın, (2015, s. 115-144) sosyal medya ve kişiler arası iletişim konusundaki çalışmasının amacı ise; alanda bu konuyla ilgili yapılan diğer çalışmalardan farklı olarak nicel bulgulara ek olarak, nitel bulgular da elde edilmeye çalışılmıştır. Kişiler arası iletişimin tanımı yapılarak, iletişimin kişiler arası önemini anlatmıştır. Daha sonra sosyal medya tanımı yaparak, sosyal medyanın kişiler arası iletişim kurmada önemli bir rol oynadığını belirtmiş. Sosyal ağların tanımı ile devam eden çalışmada sosyal ağlar ve sosyalleşme ile kişiler arası iletişimde ki önemi açıklanmaya çalışılmış.

Çalışmada Gümüşhane Üniversitesi İletişim Fakültesi Halkla İlişkiler ve Tanıtım Bölümü 3. ve 4. sınıf öğrencilerinden oluşan toplam 100 öğrenci ile görüşülerek kendilerine sosyal medya ve sosyal ağları konu alan bir anket uygulanmış. Nicel verilere ulaşmak için içerik çözümlemesi yöntemi kullanılmış. Nitel verileri desenleyebilmek için yarı yapılandırılmış görüşme yapılmıştır.

Nicel verilerden elde edilen bulgulara göre; Ankete katılan öğrencilerin demografik özellikleri, Sınıf durumu ve internet kullanımı, İnternetin kullanım amacı, İnternete girme sıklığı ve bu arada geçirilen süre, Sosyal medyayı bilme durumu ve sosyal ağların kullanım durumu, Ankete katılan öğrencilerin sahip oldukları sosyal medya, En çok hangi sosyal ağda zaman harcadığını gösterir durum, Sosyal medya kullanım süresi, sosyal ağların kullanım sıklığı ve geçirilen süre, Sosyal ağların hangi amaçlarla kullanıldığı, Sosyal medyada yorum yazma ve ne kadar sıklıkta paylaşımda ya da yorumda bulunma durumu gibi toplam on dokuz bulguya ulaşılarak bu bulgular tablolar halinde sunulmuş.

Nitel veriler ise; 10 öğrenci ile görüşülmüş, Öğrencilere sosyal medya kullanımına ilişkin sorular sorulmuş, öğrencilerden çok çeşitli yanıtlar alınmış ve bu yanıtlar yorumlanmıştır.

Şahin'in, (2010, s. 125-143) İlköğretimde yöneticiler arasındaki iletişim konulu araştırmasında Antalya ili merkezindeki devlet ilköğretim okullarında çalışan 90 yönetici ve 486 öğretmenin, ilköğretim okulu yöneticilerinin kişisel bilgilerini, kişiler arası iletişim becerilerini ve çatışma yönetimi stratejilerini belirlemeye yönelik bir çalışma yapıldığı gözlemlenmiştir.

İletişimin tanımı farklı kaynaklardan alıntılar ile yapılmış, iletişim çatışmalarının evde, okulda, işyerlerinde kısacası her yerde günlük yaşamımızı etkilediğinden bahsedilmiş. Yönetici ve astları arasında ki iletişim çatışmalarında değinilmiş. Örgütsel çatışma adında yapılan çalışmalardan bahsedilmiş. Bu doğrultuda çalışmanın

amacı, ilköğretim okulu yöneticilerinin kişiler arası iletişim becerileri ve çatışma yönetimi stratejileri arasındaki ilişkiyi belirlemeye çalışmaktır.

Bu çalışmada tarama modeli kullanılmış olup evreni ise Antalya ili merkez ilçe sınırları içinde bulunan 129 devlet ilköğretim okulunda görev yapmakta olan 129 ilköğretim okulu müdürü ve 240 müdür yardımcısı olmak üzere toplam 369 yönetici ile 3980 ilköğretim okulu öğretmeni oluşturmuştur.

Bulgulara göre yöneticilerin kişiler arası iletişim becerileri (empatik dinleme, etkililik, geribildirim ve güven verme) ile çatışma yönetimi stratejileri (problem çözme, kaçınma, hükmetme ve uzlaşma) arasındaki tüm ilişkilerin anlamlı ve pozitif yönlü olduğu bulunmuştur.

Çalışma kendi konumuyla benzerlikler taşımaktadır. Bu benzerlikler; araştırma evreni olarak devlet kurumlarından ilk okullar seçilmiş ve alan olarak bir eğitim alanı olması yapacağım araştırma ile örtüşmektedir. Kişiler arası iletişim ve idareciler ve astları arasında ki iletişim sorunlarına değinilmesi bakımından da benzerlikler bulunduğu düşünülmektedir.

Bir başka çalışma olan Bayram, Göker, Sarıkaya, & Öztür'ün, (2017, s.77-94) Eğitim fakültelerinde ki çeşitli sınıflarda öğrencilerin öğretim elemanları ile iletişim becerileri konusunu içeren çalışmalarında Eğitim fakültelerinde öğretim elemanlarının sınıf içinde öğrenciler ile iletişimi üzerine yapılmıştır. Çalışmada nicel araştırma yöntemlerinden ilişkisel tarama modeli uygulanmış ve veri toplama aracı olarak iletişim becerileri ölçeği kullanılmıştır.

Araştırmada lisans, yüksek lisans ve doktora düzeyinde eğitim veren üniversitelerde görev yapan öğretim görevlilerinin iletişim becerileri arasında manidar bir fark olup olmadığına tek yönlü varyans analizi yapılarak bakılmıştır.

Analiz sonucunda iletişim becerilerine ilişkin yapılan değerlendirmelerde “engeller” alt boyutuna ilişkin puanlar lisans, yüksek lisans ve doktora düzeyinde öğretim veren üniversitelere göre anlamlı bir şekilde değişmektedir.

Bu çalışmada elde edilen sonuçlara göre, farklı düzeyde eğitim veren yükseköğretim kurumlarında iletişim becerileri açısından saygı, ifade becerisi ve demokratik tutum alt boyutları açısından anlamlı bir fark elde edilememiştir. Diğer taraftan, üniversite öğrencilerin öğretim elemanlarının iletişim becerilerine ilişkin yaptıkları değerlendirmelerde “değer” alt boyutuna ilişkin puanlar lisans, yüksek lisans ve doktora düzeyinde öğretim veren üniversitelere göre anlamlı bir şekilde değişmektedir.

Berger'in, (2013, s. 374-388) “Barriers to communication in distance education / Uzaktan Eğitimde İletişim Engelleri” araştırmasında uzaktan eğitim alan öğrencilerin, eğitim esnasında karşılaştıkları iletişim engellerini saptamak amacıyla yapmıştır. Uzaktan eğitimin, geleneksel eğitim ile arasında ki farkların neler olduğunu açıklamış ve bu eğitim esnasında karşılaşılan iletişim engellerinin neler olduğu ve bu engellerin nasıl ortadan kaldırılabileceğini açıklamaya çalışmıştır.

Günlük hayatta kullanmaya çokça başladığımız twitter, facebook, Youtube, Skype gibi sosyal medya araçlarının, toplumu değiştirmesinden bahsederek çalışmaya giriş yapılmıştır. Uzaktan eğitim veren eğitimcilerin gelecekte, dil, kültür ve çeşitli toplumsal nedenlerden kaynaklı iletişim engellerini aşma becerisine sahip olmaları gerektiği vurgulanmış. Uzaktan öğrenme ve uzaktan eğitim arasında önemli bir fark bulunduğu bahsedilmiş. Geçmiş zaman uzaktan eğitim engellerinin fiziksel, psikolojik ve çevresel etkilerine değinilmiş.

Sonuç olarak: İletişim perspektifinden bakıldığında, uzaktan eğitimin, birçok fırsat ve zorluklar sunduğundan bahsedilmiş. Eğitimin uzaktan verilmesi için kullanılan teknolojiler daha kolay, daha ucuz, daha küresel ve daha kullanıcı dostu hale geldikçe, katılımcıların karşılaştıkları zorlukların daha da artması dikkat çekmiştir. Uzaktan eğitimin önündeki bu engellerin hem gerçek iletişimi hem de katılımcıların öğrenme deneyimlerini ne derece gerçekleştirebildiğini ve nasıl hissettiklerini anlatmıştır. Uzaktan eğitimde teknik, psikolojik, sosyal, kültürel ve bağlamsal olarak kategorilere ayrılmış iletişim engellerinin bir hiyerarşisi olduğu sonucuna varılmıştır.

Yapılan araştırmanın kendi çalışmam ile ilgisi; uzaktan eğitimde iletişimsel anlamda karşılaşılan zorlukların neler olduğu ile alakalıdır. Makalede daha çok uzaktan eğitimde karşılaşılan teknik sorunlara değinildiği için katkı olarak sadece iletişim ile alakalı yararları olduğunu düşünmekteyim.

Pal, Halder, & Guha, (2016, s. 103-118)'in birlikte hazırladıkları “Study on Communication Barriers in the Classroom: A Teacher's Perspective / Bir Öğretmen Gözünden Sınıfta İletişim Engelleri Üzerine Bir Çalışma” isimli çalışmasında, Hindistan'da bulunan Kolkata ve Burdwan arasında ki ortaokul öğretmenlerinin sınıf iletişimindeki engellerle ilgili görüşlerini analiz etme amacı ile yapıldığı düşünülmektedir. Öğretmenlerin sınıf içerisindeki iletişimin önemine vurgu yapılarak çalışmaya başlanılmış. Kişinin iletişimi nasıl kullandığının doğru iletişim için ne kadar önemli olduğu anlatılmış. Vücut dilimizin, mimiklerimizin iletişimde etkili olduğunu, yeni teknolojilerin hayatımıza girerek iletişimi değiştirmesinden bahsetmiş. İletişimin genel tanımı ile devam etmiş. Sınıf içerisinde öğretmenin kaynak, dersin iletilmek istenen mesaj, alıcının öğrenci olduğunu ve öğrencinin geri besleme yaptığını anlatmış. Etkili iletişimin mesajların bozulmaya uğramadan hedef kaynağa ulaştırılması olarak tanımı yapılmış.

Araştırma Kolkata ve Burdwan/ Hindistan'da özel ve devlet okullarında görev yapan ortaokul öğretmenlerinin sınıf içi iletişimdeki engellere ilişkin görüşlerini belirlemeyi, farklı boyutlara göre iletişim engelinin kapsamını değerlendirmeyi ve sınıf içi iletişimdeki engellerin toplumsal cinsiyet, yerellik (kırsallık) ile ilgili görüş ayrılıklarını değerlendirmeyi amaçlamaktadır. Araştırmanın yöntemi nicel araştırma tekniklerinden anket tekniği

olarak kullanılmıştır. İki kısımdan oluşan anketin birinci kısmında öğretmenlerin demografik özellikleri sorulmuş. İkinci kısımda ise sınıf içi iletişimin altı yönünü içeren 32 soru oluşturmuş. Araştırma sonuçları Kolkata ve Burdwan arasında ki sınıf içerisinde iletişim engellerinin karşılaştırıldığı beş tabloda verilmiştir. Çalışmanın ana sonucu olarak; sınıf içi iletişimin önündeki engellerin algılanmasında cinsiyete göre anlamlı bir farklılık olduğunu göstermektedir.

Hola, (2007, s. 107-111)'in "The Importance Of Internal Company Communication /Şirket İçi İletişimin Önemi" isimli çalışması, HOLA'nın aynı isimli doktora tezinden türetilen bir makale olma özelliğini taşıyor. Makalede şirket içi iletişimin gerekliliği üzerine bir çalışma yapılmış. Yöneticilerin iletişim yeteneklerini ve becerilerini, bilgi ve iletişim teknolojisi araçlarını kullanarak göstermesi anlatılmaya çalışılmış. İkinci bölümünde araştırma alanının seçilmiş sonuçları, yöneticinin iç iletişim konusundaki görüşlerinin geçici durumu ve eğilimleri açıklanmakta ve altta yatan anlamın beklentilerini ve etkisiz iletişimin ana nedenleri anlatılmaktadır. Bir şirket içerisinde ki etkili iletişim nasıl olması gerektiği konusu üzerinde açıklamalar yapılmıştır.

Araştırma sonuçlarına göre; İç iletişim süreci, 25'e kadar çalışanı olan küçük şirketlerde sistematik olarak düşünülemez. Çoğunlukla iç iletişimin anlamı yönetim tarafından doğru algılanmamaktadır. Çalışan sayısının artırılmasının, iletişim sistemi çözümünün daha acil ihtiyaçlara yol açtığı gerçeğini anlatmaktadır. Tüm rakamlar, yönetimin iç iletişimin önemini genellikle hafife aldığını doğrulamaktadır. Zamanın azlığı, iç iletişimin gerçekte yönetimin öncelik alanı olmadığı anlamına gelir. Bu gerçek, iç iletişimin çoğunlukla hafife alındığını doğrulamaktadır.

Yapılan araştırma kendi konum ile kurum içi etkili iletişim bağlamında örtüşmektedir. Örnek araştırmada 2005-2006 yılları arasında Çekya'da yaklaşık 800 işletmede görüşmeler yapıldığı aktarılıyor. Çok sayıda kurum içi araştırma sonuçları kendi araştırma yöntemime ve anket sorularımı yönlendirmede etkili olacağını düşünüyorum. Kumbakonam'ın, (2016, s. 74-75) Communication Barriers / İletişim Engelleri isimli araştırmasında kişiler arasında veya gruplar arasında iletişimden kaynaklı engellerin neler olduğunu anlatmaya çalışılmış. Bir ekipte veya başkalarıyla, iş yerinde veya toplumda başarılı bir şekilde iletişim kurmak için, iletişim ortamını ve mesajların başarılı bir şekilde gönderilmesini ve alınmasını önleyen engelleri anlamının önemine vurgu yapılmış. İletişim engeli tanımı, başkalarının kendi bilgilerini, fikirlerini ve düşüncelerini iletmek için kullandığı mesajları almamızı ve anlamamızı engeller olarak tanımlanmıştır.

Etkili iletişime engel olan özellikler ise şu şekilde sıralanmıştır: Tutumsal Engeller, Davranışsal Engeller, Kültürel Engeller, Dil Engelleri ve Çevre Engelleri. Bir işyerinde yaygın bir iletişim bozukluğu nedeni, farklı tutumlar, değerler ve ayrımcılık yapan insanlar olduğu düşünülmektedir. Yazar, beş adet iletişim engelini ayrıntılı bir şekilde çalışmada anlatmıştır.

Benim çalışmamda faydalarını sıralayacak olursak, kişiler arası iletişime engel olacak be temel iletişim engeline, Tutumsal Engeller, Davranışsal Engeller, Kültürel Engeller, Dil Engelleri ve Çevre Engelleri olarak yer vermesi önemlidir.

Tüm yukarıda ki makalelere ilaveten Tunç, Kaygas, (2015) "Eğitim Fakültesi Öğrencilerinin Kişilerarası İlişki Tarzları ve Psikolojik Eğilimlerinin İncelenmesi". Terzi, (2003). "Altıncı Sınıf Öğrencilerinin Kişiler Arası Problem Çözme Beceri Algıları". Güneş, Arslan, Eliüşük, (2014). "Atılmanlık Eğitiminin Üniversite Öğrencilerinin Kişiler Arası Problem Çözme, Algılanan Sosyal Destek ve Atılmanlık Düzeyleri Üzerine Etkisi". Gibi çeşitli alanlarda ve konularda makaleler de incelemeye değer olduğu düşünülmektedir.

ARAŞTIRMANIN YÖNTEMİ

Araştırmada Trakya Üniversitesi'nde görevli akademik personel ile öğrenciler arasında ki iletişim engellerinin düzeyini tespit etmek için niceliksel araştırma yöntemi kullanılmıştır.

"Nicel yaklaşımda, araştırmacıdan gerçeği, kendi değerlerinden bağımsız ve nesnel bir şekilde ortaya koyması beklenir. Bu nedenle nicel yöntemi benimsemiş araştırmacılar, kendilerini araştırmadan soyutlayarak çalışmalarını genelde standart ölçme araçları ile gerçekleştirirler" (Borg ve Gall, 1989: 23'dan aktaran (Hikmet & Altun, 2014, s. 373))

Problem Cümlesi

Üniversitelerde akademik personel ile öğrenciler arasında iletişim sorunları var mıdır?

Alt Problemler

1. Öğretim elemanı kişisel problemlerini derse yansıtıyor mu?
2. Akademik personel ile öğrenciler arasında ki iletişim adil midir?
3. Öğretim elemanı öğrencilerin fikirlerine yeteri kadar önem veriyor mu?
4. Öğretim elemanı işine yeteri kadar özen gösteriyor mu?
5. Öğretim elemanı etrafında sevilen saygı görülen birimdir?
6. Öğretim elemanı sınıf ortamında kendini düzgün bir şekilde ifade edebiliyor mu?
7. Öğretim elemanı sınıf ortamı dışında öğrenciler ile ilgili midir?

8. Öğrencilerin kurum personeli ile yaşadıkları iletişim engellerini aşma yollarını bilirler mi?

Araştırma Modeli

Bu araştırmada akademik personelin öğrenciler ile aralarında ki iletişim engellerinin boyutlarını anlamaya yönelik betimsel tarama modeli kullanılmıştır. Öğrencilerin, akademik personel ile iletişim kurma sıklıkları ve nedenleri, tüm bu süreçte karşılaştıkları engellerin neler olduğunu ortaya çıkarmada Ahmet Kara, Eyüp İzci, Bahadır Köksalan, Hikmet Zelyurt'un hazırladıkları Algılanan Öğretim Elemanı Davranışları Ölçeği dikkate alınmıştır.

Olayların, varlıkların, nesnelerin, grupların, kurumların ve çeşitli alanların ne olduğunu açıklayan araştırmalar betimsel çalışmalar olarak adlandırılır. (Karasar, 2006). Gözlem, mülakat ve anket çalışmaları betimsel çalışma çeşitleri arasında yer alır. Araştırmada betimsel tarama yöntemi yardımı ile anket uygulanmıştır.

Araştırmanın Evreni

Araştırmanın evrenini Edirne ilinde yer alan Trakya Üniversitesi Teknik bilimler Meslek Yüksekokulu ve Şehit Ressam Hasan Rıza Güzel Sanatlar Meslek Yüksekokulu'nda eğitim gören 117 üniversite öğrencisi oluşturmaktadır.

Örneklem

Rastgele örnekleme dayalı Trakya Üniversitesinde eğitim gören 117 kişi örneklem olarak seçilmiştir.

Veri Toplama Aracı

Öğrencilerin, akademik personel ile iletişim kurma sıklıkları ve nedenleri, tüm bu süreçte karşılaştıkları engellerin neler olduğunu ortaya çıkarmada Ahmet Kara, Eyüp İzci, Bahadır Köksalan, Hikmet Zelyurt'un hazırladıkları Algılanan Öğretim Elemanı Davranışları soruları dikkate alınmıştır. Güvenilirlik bağlamında ölçeğin kararlılığını saptamak amacıyla test-tekrar test yöntemi gerçekleştirilmiştir. Tüm geçerlik güvenilirlik analizleri SPSS 2.0 programı ile yapılmıştır.

“Araştırma bulguları, ALÖDÖ'nin 24. Maddeden oluşan dört faktörlü bir model olarak doğrulandığını, üniversite öğrencilerinin dersini aldıkları öğretim elemanlarının davranışlarını nasıl algıladıklarını ortaya koymaya yönelik olarak geliştirilen bu ölçekte yetersiz öğretim elemanı, asabi öğretim elemanı, anlayışlı öğretim elemanı ve otoriter öğretim elemanı olmak üzere dört tane alt boyuttan oluştuğu sonucuna varılmıştır. Geliştirilen modelin öncelikle açımlayıcı faktör analizi ve daha sonra da doğrulayıcı faktör analizine tabii tutulmuştur. Açımlayıcı Faktör Analizi sürecinde madde havuzu, uzman görüşü, deneme çalışması sonrasında yapılan faktör analizinde Cronbach Alpha güvenilirlik katsayısı, her bir alt boyutun KMO ve Bartlett Test of Sphericity değerleri ve oluşan ölçeğin alt boyutlarının toplam açımlayıcı varyans değerlerinin kabul edilebilir düzeyde olduğu sonucuna varılmıştır. Daha sonra Doğrulayıcı Faktör Analizi sonucunda geliştirilen modelin uyum indeksleri, modelin reddedilmediğini gösterdiğinden oluşturulan modelin güvenilirliği doğrulanmıştır. Ayrıca tüm standardize parametre değerleri kabul edilebilir ya da mükemmel olduğu, böylece tüm yapılar birleşme geçerliliğine sahiptir (Chou, Boldy ve Lee, 2002:52). Araştırma kapsamında elde edilen sonuçlar, ölçeğin geçerli ve güvenilir bir ölçek olduğunu göstermektedir.”

Veri Analizi

Araştırmada elde edilen veriler SPSS 2.0 programı ile analiz edilmiştir. Elde edilen veri analizinde tanımlayıcı istatistiksel yöntemlerden yüzdelik analizi kullanılmıştır.

Varsayımlar

1. Akademik personel ile öğrenciler arasında ki iletişim engellerinin nedeni öğretim elemanının kişisel egosudur.
2. Öğretim elemanı şahsi problemlerini sınıfa yansıtır.
3. Öğretim elemanı sınıfta huzursuzluk çıkarır.
4. Öğretim elemanı sınıfta saygı görülen bir bireydir.
5. Öğretim elemanı işine yeteri kadar özen gösterir.

Sınırlılıklar

1. Araştırma Trakya Üniversitesi'nin Balkan yerleşkesi ve Saray içi yerleşkesi ile sınırlandırılmıştır.
2. Araştırmada Balkan Yerleşkesinde yer alan Tıp fakültesi bürokratik engellerden dolayı kapsam dışında tutulmuştur.
3. Araştırma Balkan ve Saray içi kampüsünde rastgele seçilen 117 kişi ile sınırlıdır.

Tanımlar

Kişiler arasında karşılıklı her türlü bilgi alışverişi veya herhangi bir kaynaktan; radyo, televizyon, gazete vb. belirli bir kitleye bir mesaj iletilmesi durumuna iletişim diyoruz. İletişim karşılıklı olmak zorunda değildir. Bir kaynaktan aktarılan mesajın kaynağa ulaşması iletişim sürecinin tamamlanması için yeterlidir.

Üniversite ise bilimsel özerkliğe ve kamu tüzelkişiliğine sahip yüksek düzeyde eğitim- öğretim, bilimsel araştırma, yayın ve danışmanlık yapan; fakülte, enstitü, yüksekokul ve benzeri kuruluş ve birimlerden oluşan bir yüksek öğretim kurumudur.

İletişim engelleri ise; kaynaktan çıkan bir mesajın çıkmasını ve hedefe ulaşmasında olumsuz yönde etkileyen engellerdir.

Öğrenci ise; ilköğretim ile başlayan ve doktora ile biten eğitim öğretim hayatıdır.

BULGULAR

Tablo 1: Cinsiyet

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Kadın | 60 | 51,3 | 51,3 | 51,3 |
| | Erkek | 57 | 48,7 | 48,7 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Katılımcıların %51,3'ü (60) kadın ve %48,7'si (57) erkektir. Katılımcıların çoğunluğunu %51,3 (60) kadınlar oluşturmaktadır.

Tablo 2: Öğrenim Gördüğünüz Okul

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------------|-----------|---------|---------------|--------------------|
| Valid | T.B.M.Y.O | 65 | 55,6 | 55,6 | 55,6 |
| | Şehit Ressam Hasan Rıza M.Y.O | 52 | 44,4 | 44,4 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Katılımcıların %55,6'si (65) Teknik Bilimler Meslek Yüksekokulunda, %44,4'ü (52) Şehit Ressam Hasan Rıza Meslek Yüksekokulunda eğitim görmektedir. Katılımcıların çoğunluğunu %55,6 (65) Teknik Bilimler Meslek Yüksekokulunda öğrenim gören öğrenciler oluşturmaktadır.

Tablo 3: Yaşadığınız Yerleşim Yeri

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Büyükşehir | 53 | 45,3 | 45,3 | 45,3 |
| | Şehir | 40 | 34,2 | 34,2 | 79,5 |
| | İlçe | 18 | 15,4 | 15,4 | 94,9 |
| | Köy | 6 | 5,1 | 5,1 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Katılımcıların %45,3'ü (53) Büyükşehirde, %34,2'si (40) Şehirde, %15,4'ü (18) İlçede, %5,1'i (6) köyde yaşamaktadır. Katılımcıların çoğunluğu %45,3 (53) büyükşehirde yaşamaktadır.

Tablo 4: Öğretim elemanı dersini iyi anlatıyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 4 | 3,4 | 3,4 | 3,4 |
| | Katılıyorum | 10 | 8,5 | 8,5 | 12,0 |
| | Kararsızım | 31 | 26,5 | 26,5 | 38,5 |
| | Katılıyorum | 44 | 37,6 | 37,6 | 76,1 |
| | Kesinlikle Katılıyorum | 28 | 23,9 | 23,9 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı dersini iyi anlatıyor sorusuna katılımcıların %3,4'ü (4) Kesinlikle Katılmıyorum, %8,5'i (10) Katılıyorum, %26,5'i (31) Kararsızım, %37,6'sı (44) Katılıyorum, %23,9'u (28) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %37,6'sı (44) Katılıyorum seçeneğini işaretlemişlerdir.

Tablo 5: Öğretim elemanı adil davranıyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 6 | 5,1 | 5,1 | 5,1 |
| | Katılmıyorum | 12 | 10,3 | 10,3 | 15,4 |
| | Kararsızım | 25 | 21,4 | 21,4 | 36,8 |
| | Katılıyorum | 36 | 30,8 | 30,8 | 67,5 |
| | Kesinlikle Katılıyorum | 38 | 32,5 | 32,5 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı adil davranıyor sorusuna katılımcıların %5,1'i (6) Kesinlikle Katılmıyorum, %10,3'ü (12) Katılıyorum, %21,4'ü (25) Kararsızım, %30,8'i (36) Katılıyorum, %32,5'i (38) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %32,5'i (38) Kesinlikle Katılıyorum seçeneğini işaretlemiştir.

Tablo 6: Öğretim elemanı “en iyisini ben bilirim” diyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 28 | 23,9 | 23,9 | 23,9 |
| | Katılmıyorum | 21 | 17,9 | 17,9 | 41,9 |
| | Kararsızım | 33 | 28,2 | 28,2 | 70,1 |
| | Katılıyorum | 21 | 17,9 | 17,9 | 88,0 |
| | Kesinlikle Katılıyorum | 14 | 12,0 | 12,0 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı “en iyisini ben bilirim” diyor sorusuna katılımcıların %23,9'u (28) Kesinlikle Katılmıyorum, %17,9'u (21) Katılıyorum, %28,2'si (33) Kararsızım, %17,9'u (21) Katılıyorum, %12'si (14) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %23,9'u (28) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 7: Öğretim elemanı dersi iyi yönetemiyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 50 | 42,7 | 42,7 | 42,7 |
| | Katılmıyorum | 22 | 18,8 | 18,8 | 61,5 |
| | Kararsızım | 20 | 17,1 | 17,1 | 78,6 |
| | Katılıyorum | 16 | 13,7 | 13,7 | 92,3 |
| | Kesinlikle Katılıyorum | 9 | 7,7 | 7,7 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı dersi iyi yönetemiyor sorusuna katılımcıların %42,7'si (50) Kesinlikle Katılmıyorum, %18,8'i (22) Katılıyorum, %17,1'i (20) Kararsızım, %13,7'si (16) Katılıyorum, %7,7'si (9) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %42,7'si (50) Kesinlikle Katılmıyorum seçeneğini işaretlemişlerdir.

Tablo 8: Öğretim elemanını sevmiyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 51 | 43,6 | 43,6 | 43,6 |
| | Katılmıyorum | 21 | 17,9 | 17,9 | 61,5 |
| | Kararsızım | 29 | 24,8 | 24,8 | 86,3 |
| | Katılıyorum | 10 | 8,5 | 8,5 | 94,9 |
| | Kesinlikle Katılıyorum | 6 | 5,1 | 5,1 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanını sevmiyorum sorusuna katılımcıların %43,6'sı (51) Kesinlikle Katılmıyorum, %17,9'u (21) Katılıyorum, %24,8'i (29) Kararsızım, %8,5'i (10) Katılıyorum, %5,1'i (6) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %43,6'sı (51) Kesinlikle Katılmıyorum seçeneğini işaretlemişlerdir.

Tablo 9: Korkudan öğretim elemanına soru soramıyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 68 | 58,1 | 58,1 | 58,1 |
| | Katılmıyorum | 19 | 16,2 | 16,2 | 74,4 |
| | Kararsızım | 17 | 14,5 | 14,5 | 88,9 |
| | Katılıyorum | 6 | 5,1 | 5,1 | 94,0 |
| | Kesinlikle Katılıyorum | 7 | 6,0 | 6,0 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Korkudan öğretim elemanına soru soramıyorum sorusuna katılımcıların %58,1'i (68) Kesinlikle Katılmıyorum, %16,2'si (19) Katılmıyorum, %14,5'i (17) Kararsızım, %5,1'i (6) Katılıyorum, %6'sı (7) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %58,1'i (68) Kesinlikle Katılmıyorum seçeneğini işaretlemişlerdir.

Tablo 10: Öğretim elemanı fikirlerime önem veriyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 8 | 6,8 | 6,8 | 6,8 |
| | Katılmıyorum | 13 | 11,1 | 11,1 | 17,9 |
| | Kararsızım | 39 | 33,3 | 33,3 | 51,3 |
| | Katılıyorum | 28 | 23,9 | 23,9 | 75,2 |
| | Kesinlikle Katılıyorum | 29 | 24,8 | 24,8 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı fikirlerime önem veriyor sorusuna katılımcıların %6,8'i (8) Kesinlikle Katılmıyorum, %11,1'i (13) Katılmıyorum, %33,3'ü (39) Kararsızım, %23,9'u (28) Katılıyorum, %24,8'i (29) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %33,3'ü (39) Kararsızım seçeneğini işaretlemişlerdir.

Tablo 11: Öğretim elemanına itiraz edemiyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 36 | 30,8 | 30,8 | 30,8 |
| | Katılmıyorum | 28 | 23,9 | 23,9 | 54,7 |
| | Kararsızım | 28 | 23,9 | 23,9 | 78,6 |
| | Katılıyorum | 15 | 12,8 | 12,8 | 91,5 |
| | Kesinlikle Katılıyorum | 10 | 8,5 | 8,5 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanına itiraz edemiyorum sorusuna katılımcıların %30,8'i (36) Kesinlikle Katılmıyorum, %23,9'u (28) Katılmıyorum, %23,9'u (28) Kararsızım, %12,8'i (15) Katılıyorum, %8,5'i (10) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %30,8'i (36) Kesinlikle Katılmıyorum seçeneğini işaretlemişlerdir.

Tablo 12: Öğretim elemanı her konuda beni suçluyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 89 | 76,1 | 76,1 | 76,1 |
| | Katılmıyorum | 12 | 10,3 | 10,3 | 86,3 |
| | Kararsızım | 9 | 7,7 | 7,7 | 94,0 |
| | Katılıyorum | 1 | ,9 | ,9 | 94,9 |
| | Kesinlikle Katılıyorum | 6 | 5,1 | 5,1 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı her konuda beni suçluyor sorusuna katılımcıların %76,1'i (89) Kesinlikle Katılmıyorum, %10,3'ü (12) Katılmıyorum, %7,7'si (9) Kararsızım, %0,9'ı (1) Katılıyorum, %5,1'i (6) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %76,1'i (89) Kesinlikle Katılmıyorum seçeneğini işaretlemişlerdir.

Tablo 13: Öğretim elemanı sınıfa hakim olamıyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 72 | 61,5 | 61,5 | 61,5 |
| | Katılmıyorum | 21 | 17,9 | 17,9 | 79,5 |
| | Kararsızım | 11 | 9,4 | 9,4 | 88,9 |
| | Katılıyorum | 8 | 6,8 | 6,8 | 95,7 |
| | Kesinlikle Katılıyorum | 5 | 4,3 | 4,3 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı sınıfa hakim olamıyor sorusuna katılımcıların %61,5'i (72) Kesinlikle Katılmıyorum, %17,9'ı (21) Katılmıyorum, %9,4'ü (11) Kararsızım, %6,8'i (8) Katılıyorum, %4,3'ü (5) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %61,5'i (72) Kesinlikle Katılmıyorum, seçeneğini işaretlemişlerdir.

Tablo 14: Öğretim elemanı sinirli davranıyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 63 | 53,8 | 53,8 | 53,8 |
| | Katılmıyorum | 20 | 17,1 | 17,1 | 70,9 |
| | Kararsızım | 22 | 18,8 | 18,8 | 89,7 |
| | Katılıyorum | 7 | 6,0 | 6,0 | 95,7 |
| | Kesinlikle Katılıyorum | 5 | 4,3 | 4,3 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı sinirli davranıyor sorusuna katılımcıların %53,8'i (63) Kesinlikle Katılmıyorum, %17,1'i (20) Katılmıyorum, %18,8'i (22) Kararsızım, %6'sı (7) Katılıyorum, %4,3'ü (5) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %53,8'i (63) Kesinlikle Katılmıyorum, seçeneğini işaretlemişlerdir.

Tablo 15: Öğretim elemanını kendime yakın hissediyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 13 | 11,1 | 11,1 | 11,1 |
| | Katılmıyorum | 19 | 16,2 | 16,2 | 27,4 |
| | Kararsızım | 30 | 25,6 | 25,6 | 53,0 |
| | Katılıyorum | 27 | 23,1 | 23,1 | 76,1 |
| | Kesinlikle Katılıyorum | 28 | 23,9 | 23,9 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanını kendime yakın hissediyorum sorusuna katılımcıların %11,1'i (13) Kesinlikle Katılmıyorum, %16,2'si (19) Katılmıyorum, %25,6'sı (30) Kararsızım, %23,1'i (27) Katılıyorum, %23,9'u (28) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %23,9'u (28) Kesinlikle Katılıyorum seçeneğini işaretlemiştir.

Tablo 16: Öğretim elemanı beni azarlıyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 81 | 69,2 | 69,2 | 69,2 |
| | Katılmıyorum | 19 | 16,2 | 16,2 | 85,5 |
| | Kararsızım | 13 | 11,1 | 11,1 | 96,6 |
| | Katılıyorum | 1 | ,9 | ,9 | 97,4 |
| | Kesinlikle Katılıyorum | 3 | 2,6 | 2,6 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı beni azarlıyor sorusuna katılımcıların %69,2'si (81) Kesinlikle Katılmıyorum, %16,2'si (19) Katılmıyorum, %11,1'i (13) Kararsızım, %0,9'u (1) Katılıyorum, %2,6'sı (3) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %69,2'si (81) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 17: Öğretim elemanı işine özen göstermiyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 64 | 54,7 | 54,7 | 54,7 |
| | Katılmıyorum | 24 | 20,5 | 20,5 | 75,2 |
| | Kararsızım | 15 | 12,8 | 12,8 | 88,0 |
| | Katılıyorum | 7 | 6,0 | 6,0 | 94,0 |
| | Kesinlikle Katılıyorum | 7 | 6,0 | 6,0 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı işine özen göstermiyor sorusuna katılımcıların %54,7'si (64) Kesinlikle Katılmıyorum, %20,5'i (24) Katılıyorum, %12,8'i (15) Kararsızım, %6'sı (7) Katılıyorum, %6'sı (7) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %54,7'si Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 18: Öğretim elemanı beni cesaretlendiriyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 21 | 17,9 | 17,9 | 17,9 |
| | Katılmıyorum | 14 | 12,0 | 12,0 | 29,9 |
| | Kararsızım | 29 | 24,8 | 24,8 | 54,7 |
| | Katılıyorum | 31 | 26,5 | 26,5 | 81,2 |
| | Kesinlikle Katılıyorum | 22 | 18,8 | 18,8 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı beni cesaretlendiriyor sorusuna katılımcıların %17,9'u (21) Kesinlikle Katılmıyorum, %12'si (14) Katılıyorum, %24,8'i (29) Kararsızım, %26,5'i (31) Katılıyorum, %18,8'i (22) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %26,5'i katılıyorum seçeneğini işaretlemiştir.

Tablo 19: Öğretim elemanı beni notla korkutuyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 52 | 44,4 | 44,4 | 44,4 |
| | Katılmıyorum | 16 | 13,7 | 13,7 | 58,1 |
| | Kararsızım | 24 | 20,5 | 20,5 | 78,6 |
| | Katılıyorum | 10 | 8,5 | 8,5 | 87,2 |
| | Kesinlikle Katılıyorum | 15 | 12,8 | 12,8 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı beni notla korkutuyor sorusuna katılımcıların %44,4'ü (52) Kesinlikle Katılmıyorum, %13,7'si (16) Katılıyorum, %20,5'i (24) Kararsızım, %8,5'i (10) Katılıyorum, %12,8'i (15) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %44,4'ü Kesinlikle katılmıyorum seçeneğini işaretlemiştir.

Tablo 20: Öğretim elemanı mesleğini sevmiyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 81 | 69,2 | 69,2 | 69,2 |
| | Katılmıyorum | 14 | 12,0 | 12,0 | 81,2 |
| | Kararsızım | 16 | 13,7 | 13,7 | 94,9 |
| | Katılıyorum | 2 | 1,7 | 1,7 | 96,6 |
| | Kesinlikle Katılıyorum | 4 | 3,4 | 3,4 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı mesleğini sevmiyor sorusuna katılımcıların %69,2'si (81) Kesinlikle Katılmıyorum, %12'si (14) Katılıyorum, %13,7'si (16) Kararsızım, %1,7'si (2) Katılıyorum, %3,4'ü (4) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %69,2'si (81) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 21: Öğretim elemanına sıkıntılarımı anlatamıyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 42 | 35,9 | 35,9 | 35,9 |
| | Katılmıyorum | 26 | 22,2 | 22,2 | 58,1 |
| | Kararsızım | 27 | 23,1 | 23,1 | 81,2 |
| | Katılıyorum | 10 | 8,5 | 8,5 | 89,7 |
| | Kesinlikle Katılıyorum | 12 | 10,3 | 10,3 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanına sıkıntılarımı anlatamıyorum sorusuna katılımcıların %35,9'u (42) Kesinlikle Katılmıyorum, %22,2'si (26) Katılmıyorum, %23,1'i (27) Kararsızım, %8,5'i (10) Katılıyorum, %10,3'ü (12) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %35,9'u (42) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 22: Öğretim elemanı bana destek olmuyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 61 | 52,1 | 52,1 | 52,1 |
| | Katılmıyorum | 20 | 17,1 | 17,1 | 69,2 |
| | Kararsızım | 17 | 14,5 | 14,5 | 83,8 |
| | Katılıyorum | 14 | 12,0 | 12,0 | 95,7 |
| | Kesinlikle Katılıyorum | 5 | 4,3 | 4,3 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı bana destek olmuyor sorusuna katılımcıların %52,1'i (61) Kesinlikle Katılmıyorum, %17,1'i (20) Katılmıyorum, %14,5'i (17) Kararsızım, %12'si (14) Katılıyorum, %4,3'ü (5) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %52,1'i (61) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 23: Öğretim elemanı hep bağıryor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 73 | 62,4 | 62,4 | 62,4 |
| | Katılmıyorum | 21 | 17,9 | 17,9 | 80,3 |
| | Kararsızım | 15 | 12,8 | 12,8 | 93,2 |
| | Katılıyorum | 6 | 5,1 | 5,1 | 98,3 |
| | Kesinlikle Katılıyorum | 2 | 1,7 | 1,7 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı hep bağıryor sorusuna katılımcıların %62,4'ü (73) Kesinlikle Katılmıyorum, %17,9'u (21) Katılmıyorum, %12,8'i (15) Kararsızım, %5,1'i (6) Katılıyorum, %1,7'si (2) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %62,4'ü (73) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 24: Öğretim elemanını anlamakta zorluk çekiyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 50 | 42,7 | 42,7 | 42,7 |
| | Katılmıyorum | 24 | 20,5 | 20,5 | 63,2 |
| | Kararsızım | 25 | 21,4 | 21,4 | 84,6 |
| | Katılıyorum | 8 | 6,8 | 6,8 | 91,5 |
| | Kesinlikle Katılıyorum | 10 | 8,5 | 8,5 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanını anlamakta zorluk çekiyorum sorusuna katılımcıların %42,7'si (50) Kesinlikle Katılmıyorum, %20,5'i (24) Katılmıyorum, %21,4'i (25) Kararsızım, %6,8'i (6) Katılıyorum, %8,5'i (10) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %42,7'si (50) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 25: Öğretim elemanı moralimi bozuyor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 50 | 42,7 | 42,7 | 42,7 |
| | Katılmıyorum | 28 | 23,9 | 23,9 | 66,7 |
| | Kararsızım | 17 | 14,5 | 14,5 | 81,2 |
| | Katılıyorum | 15 | 12,8 | 12,8 | 94,0 |
| | Kesinlikle Katılıyorum | 7 | 6,0 | 6,0 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı moralimi bozuyor sorusuna katılımcıların %42,7'si (50) Kesinlikle Katılmıyorum, %23,9'u (28) Katılmıyorum, %14,5'i (17) Kararsızım, %12,8'i (15) Katılıyorum, %6'sı (7) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %42,7'si (50) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 26: Öğretim elemanının tepkisinden çekiniyorum

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 54 | 46,2 | 46,2 | 46,2 |
| | Katılmıyorum | 18 | 15,4 | 15,4 | 61,5 |
| | Kararsızım | 19 | 16,2 | 16,2 | 77,8 |
| | Katılıyorum | 13 | 11,1 | 11,1 | 88,9 |
| | Kesinlikle Katılıyorum | 13 | 11,1 | 11,1 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanının tepkisinden çekiniyorum sorusuna katılımcıların %46,2'si (54) Kesinlikle Katılmıyorum, %15,4'ü (18) Katılmıyorum, %16,2'si (19) Kararsızım, %11,1'i (13) Katılıyorum, %11,1'i (13) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %46,2'si (54) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

Tablo 27: Öğretim elemanı kararsız biridir

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Kesinlikle Katılmıyorum | 67 | 57,3 | 57,3 | 57,3 |
| | Katılmıyorum | 23 | 19,7 | 19,7 | 76,9 |
| | Kararsızım | 14 | 12,0 | 12,0 | 88,9 |
| | Katılıyorum | 5 | 4,3 | 4,3 | 93,2 |
| | Kesinlikle Katılıyorum | 8 | 6,8 | 6,8 | 100,0 |
| | Total | 117 | 100,0 | 100,0 | |

Öğretim elemanı kararsız biridir sorusuna katılımcıların %57,3'ü (67) Kesinlikle Katılmıyorum, %19,7'si (18) Katılmıyorum, %12'si (14) Kararsızım, %4,3'ü (5) Katılıyorum, %6,8'i (8) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %57,3'ü (67) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir.

SONUÇLAR VE ÖNERİLER

Araştırmada Trakya Üniversitesi Teknik Bilimler Meslek Yüksekokulu ve Şehit Ressam Hasan Rıza Meslek Yüksekokulu öğrencilerinin, öğretim elemanları ile iletişim becerileri ölçülmesi amaçlanmıştır. Rastgele örneklem ile seçilen 117 öğrencinin verdiği demografik yanıtlara göre; katılımcıların cinsiyet dağılımını %51,3'ü (60) kadın ve %48,7'si (57) erkektir. Katılımcıların çoğunluğunu %51,3 (60) kadınlar oluşturmaktadır.

Öğrenim gördükleri okula baktığımız zaman; Katılımcıların %55,6'si (65) Teknik Bilimler Meslek Yüksekokulunda, %44,4'ü (52) Şehit Ressam Hasan Rıza Meslek Yüksekokulunda eğitim görmektedir. Katılımcıların çoğunluğunu %55,6 (65) Teknik Bilimler Meslek Yüksekokulunda öğrenim gören öğrenciler oluşturmaktadır.

Yaşadıkları alan olarak sonuçlar ise; Katılımcıların %45,3'ü (53) Büyükşehirde, %34,2'si (40) Şehirde, %15,4'ü (18) İlçede, %5,1'i (6) köyde yaşamaktadır. Katılımcıların çoğunluğu %45,3 (53) büyükşehirde yaşamaktadır.

İletişim becerilerinin ölçülmesi ile ilgili sorulara verilen yanıtlara bakıldığında genel anlamda öğrencilerin öğretim elemanlarından memnun oldukları sonucu çıkmaktadır. İstatiksel olarak en göze çarpan veri ise; *Öğretim elemanı her konuda beni suçluyor* sorusuna katılımcıların %76,1'i (89 kişi) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir. Bu yanıtlardan çıkarabileceğimiz sonuç; öğrencilerin büyük çoğunluğu öğretim elemanı tarafından herhangi bir suçlamaya maruz bırakılmamasıdır.

Sonuçların birbirine en yakın olduğu soru ise; *Öğretim elemanı "en iyisini ben bilirim" diyor* sorusuna katılımcıların %23,9'u (28) Kesinlikle Katılmıyorum, %17,9'u (21) Katılıyorum, %28,2'si (33) Kararsızım, %17,9'u (21) Katılıyorum, %12'si (14) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Bu soruda öğrencilerin

öğretim elemanı “en iyisini ben bilirim” şeklindeki söylemine birbirine yakın derecede yanıtlar verdikleri gözlemlenmiştir. Kararsızların yüzdesi de kesinlikle katılıyorum ve kesinlikle katılmıyorum gibi iki ayrı uç yanıttan daha fazla olması bu soruda öğrencilerin çeliştiğini gösteriyor.

Öğretim elemanını kendime yakın hissediyorum sorusuna katılımcıların %11,1’i (13) Kesinlikle Katılmıyorum, %16,2’si (19) Katılıyorum, %25,6’sı (30) Kararsızım, %23,1’i (27) Katılıyorum, %23,9’u (28) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Bu soruda verilen yanıtlara bakıldığı zaman kararsız kalan öğrencilerin fazla olduğu sonucu göze çarpmaktadır. Olumsuz yanıt verenlerin yüzdesi (%27,3), olumlu yanıt verenlerden (%47) daha az olduğu sonucu çıkarılabilir. Bu noktada öğrencilerin öğretim elemanına kendilerini yakın gördükleri sonucu çıkarılabilir.

Öğretim elemanı hep bağırtıyor sorusuna katılımcıların %62,4’ü (73) Kesinlikle Katılmıyorum, %17,9’u (21) Katılıyorum, %12,8’i (15) Kararsızım, %5,1’i (6) Katılıyorum, %1,7’si (2) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %62,4’ü (73) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir. Bu soruya katılımcıların büyük çoğunluğu pozitif yanıt verdiği için öğretim elemanının öğrencilere bağırmadığı ve seviyeli ders anlattığı sonucu ortaya çıkmaktadır.

Öğretim elemanı mesleğini sevmiyor sorusuna katılımcıların %69,2’si (81) Kesinlikle Katılmıyorum, %12’si (14) Katılıyorum, %13,7’si (16) Kararsızım, %1,7’si (2) Katılıyorum, %3,4’ü (4) Kesinlikle Katılıyorum seçeneğini işaretlemiştir. Katılımcıların çoğunluğu %69,2’si (81) Kesinlikle Katılmıyorum seçeneğini işaretlemiştir. Bu soruya öğrencilerin büyük çoğunluğu pozitif sonuç verdiği için öğretim elemanının mesleğini sevdikleri sonucu çıkarılabilir.

Yapılan çalışmada aşağıda yer alan sorulara yanıt bulunmaya çalışılmıştır ve elde edilen bulgular ışığında şu sonuçlara ulaşılmıştır; Öğretim elemanı kişisel problemlerini derse yansıtıyor mu? Sorusuna katılımcıların büyük çoğunluğu olumsuz yanıt vermiştir. Akademik personel ile öğrenciler arasında ki iletişim adil midir? Sorusunda katılımcıların büyük çoğunluğu öğretim elemanı ile aralarında ki iletişimin adil olduğunu düşünmektedir. Öğretim elemanı şahsi problemlerini sınıfa yansıtıyor mu? Sorusuna katılımcıların verdiği yanıtlara göre öğretim elemanı şahsi problemlerini genellikle sınıfa yansıtmıyor. Öğretim elemanı öğrencilerin fikirlerine yeteri kadar önem veriyor mu? Sorusuna katılımcıların verdikleri yanıtlara göre, öğretim elemanları öğrencilerin fikirlerine büyük ölçüde önem veriyor. Öğretim elemanı işine yeteri kadar özen gösteriyor mu? Sorusuna katılımcıların büyük çoğunluğu olumlu yanıt vermiştir. Öğretim elemanı etrafında sevilen saygı görülen birimdir? Sorusuna katılımcıların büyük çoğunluğu olumlu yanıt vermiştir. Öğretim elemanı sınıf ortamında kendini düzgün bir şekilde ifade edebiliyor mu? Sorusuna katılımcıların verdiği yanıtlara göre, öğretim elemanı sınıf ortamında kendini düzgün ifade edebiliyor. Öğretim elemanı sınıf ortamı dışında öğrenciler ile ilgili midir? Sorusuna katılımcıların verdiği yanıtlara büyük oranda olumludur. Öğrencilerin kurum personeli ile yaşadıkları iletişim engellerini aşma yollarını bilirler mi? Sorusu ölçekte bu soruyu yanıtlayacak veya aydınlatacak bir soru olmaması nedeniyle yanıt bulmamıştır.

Genel bir değerlendirme yapılacak olursa; öğrencilerin öğretim elemanlarından memnun oldukları sonucu çıkmaktadır. Öğrenci ve öğretim elemanı arasında ki iletişimin sağlıklı olduğu verilen yanıtlardan çıkarılabilir. Katılımcıların %60,5’i (72 kişi) öğretim elemanını sevdiğini söylemiştir. Bu yanıtlara göre öğretim elemanı ile pozitif duygusal bir bağ kurulması iletişim önündeki engelleri de kaldırılmasına katkı sağlamaktadır. Öğretim elemanı ile sevgi bağı kuran öğrenciler kendilerini daha iyi ifade edebilmekte, sordukları sorulara daha etkili yanıtlar alabilmekte ve öğretim elemanı ile zorlanmaksızın iletişime geçebilmektedirler.

Etkili ve sağlıklı bir iletişimin kurulması için; iletişim içerisine giren bireylerde statü farkı olması nedeniyle birçok sorun çıkabilir. Bu sorunların aşılması için özellikle üniversite gibi öğretimin üst düzeyinde ve yetişkin bireylere eğitim hizmeti veren kurumlarda iletişimden kaynaklı engellerin tespiti ve bu engellerin ortadan kaldırılması sağlıklı bir eğitimin gerçekleşmesi yolunda önemli bir adım olacaktır.

Yapılan araştırma iletişim alanında öncü araştırmalardan bir tanesidir. Araştırmada elde edilen bulgular ölçeğin sınırları içerisinde kalmaktadır. Ölçeğin biraz daha iletişim engellerinin tespiti yönünde geliştirilmesi, kişiler arası iletişim engelleri ve statü farkından kaynaklı iletişim engellerinin tespiti için önem taşımaktadır. Bulduğumuz bölgede ki imkânlar nedeniyle evren olarak sadece iki meslek yüksekokulunda eğitim gören öğrencilere bu çalışma yapılmıştır. Farklı üniversitelerde ve farklı yüksekokul/fakülte/enstitü de bu çalışma ayrıntılı bir şekilde yapılabilir. Bundan sonra yapılacak çalışmalarda etkili iletişim ve iletişime engel olan nedenlerin tespiti ve bu sorunların ortadan kaldırılmasına öncelik teşkil edebilecek çalışmalar yapılabilir.

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